

OCR LEVEL 2 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS: OPERATIONAL SERVICES

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GENERAL ASSESSMENT PRINCIPLES

OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Operational Services

Below is an outline of the general assessment principles for the whole NVQ. Each unit however details the specific requirements for evidence and assessment which must be fully met.

Where should the evidence come from?

It is essential that evidence comes from working with real equipment, facilities and customers, as part of temporary or permanent employment. It is very important that evidence is generated from real work activities, not 'skills test' type exercises, set up purely for the sake of assessment.

The only major exceptions to this requirement are parts of units *C22 Promote safety in the sport and activity environment* and *C28 Maintain the safety of swimming pool users*, for which simulation is deemed to be acceptable. In addition, simulation and questioning are allowed for a limited number of items under 'what you must do' (performance criteria) and 'what you must cover' (range) in some other units. These are clearly detailed in the evidence requirements within each unit.

Where simulation is used, this should follow the requirements as detailed within each unit.

What are the most appropriate assessment methods?

Assessor observations, witness testimony and products of work are likely to be the most appropriate sources of performance evidence.

Supplementary evidence may be used for items under 'what you must cover' (range) where performance evidence (real work activity) is not needed. Supplementary evidence may also be used for some items under 'what you must do' (performance criteria) as detailed within each unit.

Questioning to gather supplementary and knowledge evidence can normally be carried out orally. However, oral questioning must be recorded by the assessor, in written form or by other appropriate means.

How much evidence is necessary?

Most of the units require observation by an assessor on more than one occasion. The evidence requirements show this in more detail. Assessors and candidates are strongly encouraged to plan assessments to fit in with the candidate's work patterns so that the number of assessment occasions on which observation takes place can be kept to a realistic minimum (please see the section **Assessing more than one unit on each occasion** for some suggestions).

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the candidate will be capable of achieving the same standard on a regular and consistent basis. Separating the assessment occasions by a period of at least one month is recommended.

In many cases, two observations will be enough. However, more than two may be needed to ensure that there is evidence for everything specified under 'what you must do' (performance criteria) and 'what you must cover' (range).

Where written evidence (usually records of work) is required, there should be evidence from at least two separate occasions, again separated by at least one month. As in the case of observations, it may be necessary to have evidence from more than two occasions to ensure there is sufficient evidence to cover everything specified for 'what you must do' (performance criteria) and 'what you must cover' (range).

Assessors must be sure that all written evidence is genuinely the candidate's own work and not copied from someone else.

Assessing more than one unit on each occasion

Many of the units within the Operational Services NVQ link together in a logical way, and assessors and candidates are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the candidate wants unit accreditation only). It would make better use of both the assessor's and candidate's time to consider and plan how many units could be covered on each assessment occasion.

For example, the candidate may be involved in helping to prepare for a gymnastics session which is being run by a suitably qualified coach. This will involve checking the area prior to the session (C22.1), setting out equipment for the session (C12.1), putting away and storing the equipment used (C12.2 and C12.3). The session may also involve some teamwork (A52.1) and some basic customer service to the coach (C32).

Prior discussion between the candidate and assessor, with perhaps some negotiation with the candidate's supervisor, should make this a very rich assessment opportunity. At the beginning of the assessment occasion, the assessor can observe the candidate checking the activity area (evidence for C22.1), observe them setting up the equipment (evidence for C12.1), observe them taking down and storing the equipment (C12.2 and C12.3) etc.

In this way much of the performance evidence for four units can be gathered. With another assessment occasion to follow, almost all of the evidence needed will be available. Careful planning and negotiation can make this possible and considerably reduce the number of assessment occasions.

VALUES STATEMENT

OCR LEVEL 2 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS: OPERATIONAL SERVICES: VALUES STATEMENT FOR FACILITY OPERATIONS AND MANAGEMENT NVQs

Facilities covered by this project, and the services they provide, are sited in a great variety of settings:

- in voluntary sports and youth premises
- in multi-purpose, usually public, leisure centres with hundreds of employees
- in activity centres run by youth services, local education authorities and one and two person private partnerships
- in private fitness and racket sport centres; golf courses; squash clubs and marinas
- in public parks
- in health suites or activity centres attached to hotels or holiday camps
- in work's sport and social clubs
- in personal, team or management development centres that use outdoor activities as a vehicle for learning.

Competent facility staff operate at all times by reference to a set of values that includes the following:

A As regards himself or herself, all staff should:

- display commitment, initiative, honesty, integrity and a proper sense of responsibility, honouring the trust reposed by clients, employers, colleagues and the general public
- uphold the good standing of management, education, sport and sportsmanship
- provide conscientiously a service of value to society, concerned with the development of quality in all manners, including the quality of life
- be conscious of values issues and resolve values conflicts by using a reasoned approach
- exercise responsible stewardship over all resources under their control: financial, material and human, striving always, to run them to purposeful account
- take active steps to improve his or her own personal competence
- pay due regard to the law and avoid the abuse or misuse of their position.

B As regards the facility, the manager should:

- ensure that the set of values that governs the conduct of the organisation as a whole extends to and includes the conduct of every member of it
- engender a spirit of openness, participation and co-operation but which recognises the need for authority structures and provides for conflict and competition to be managed
- give rights and responsibilities equal emphasis
- establish high expectations for all in the pursuit of excellence
- ensure consistently high standards of health, safety and psychological well-being for employees, volunteers and clients.

C As regards those who work at the facility, the manager should:

- ensure that the general principles of ethical conduct and their application in specific contexts are understood and taken seriously by all staff and volunteers
- seek to ensure that the consciences of others are never put at risk

- value staff highly, recognise them as a valuable resource and encourage and assist them to develop their competence, self-esteem and potential
- develop internal relationships on the basis of mutual trust and reciprocal loyalty
- provide safe, congenial and healthy working conditions
- plan work and personal development jointly so as to provide maximum job satisfaction, challenge opportunity and, as far as external circumstances permit, job security for those with a satisfactory record of performance
- develop and maintain a working climate in which improvements occur naturally and continuously without being enforced or imposed
- by leadership co-ordination and personal commitment and example, achieve acceptance by all of the need to be effective and successful.

D As regards client and suppliers, all staff should:

- ensure that the facility offers good value for money, reflected in the quality of service provided
- sustain and develop mutually beneficial relationships with client and suppliers
- regard every client as an individual with the right to dignity, respect and consideration, and display a caring attitude at all times
- accept that racism, sexism and prejudice against people with disabilities or who suffer social and economic disadvantage, have no place in the facility
- encourage clients to accept responsibility for their learning and enjoyment.

E As regards the environment, resources and society, all staff should:

- commitment to the public truthfully and without intent to mislead by slanting or suppressing information
- interact with the community, its members and its institutions so as to increase understanding of the facility's aims and activities, and in so doing ensure that the facility is seen as an asset to the community and a good neighbour
- foster responsibility for the amenity and well-being of the local community and contribute to meeting its needs
- minimise any adverse impact on the environment caused by the facility's operations
- take full account of the need for public safety
- respond to global environmental issues by economising in the use of energy and non-sustainable resources, by avoiding destruction of natural resources, by controlling pollution and by careful management of waste.

NVQ UNITS OF COMPETENCE

OCR LEVEL 2 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS: OPERATIONAL SERVICES (QUALIFICATION ACCREDITATION NUMBER – 100/2981/3)

To achieve a full award candidates must achieve a total of seven units. They must complete three mandatory units and any four optional units.

Mandatory units

C22 Promote safety in the sport and activity environment (L/101/8012)

- C22.1 Identify and deal with hazards in the sport and activity environment
- C22.2 Help to reduce risks in the sport and activity environment
- C22.3 Deal with injuries and signs of illness
- C22.4 Follow emergency procedures

C32 Give customers a positive impression of yourself and your organisation (U1053838)

- C32.1 Establish effective relationships with customers
- C32.2 Respond appropriately to customers
- C32.3 Communicate information to customers

A52 Contribute to the work of your team (R/101/7718)

- A52.1 Work effectively with your colleagues
- A52.2 Improve your own work
- A52.3 Help to improve the work of your organisation

Optional units

Equipment

C12 Set up, take down and store equipment (D/101/8015)

- C12.1 Set up equipment
- C12.2 Deal with equipment following use
- C12.3 Store equipment following use

C16 Maintain sport and recreation equipment (H/101/8016)

- C16.1 Check equipment and identify what maintenance is needed
- C16.2 Service and repair equipment

Facilities

C23 Tidy and clean sport and recreation areas (M/101/8018)

- C23.1 Clean sport and recreation areas
- C23.2 Tidy sport and recreation areas
- C23.3 Handle substances hazardous to health
- C23.4 Store substances hazardous to health

C24 Operate plant to maintain levels of heating and ventilation (K/101/8034)

- C24.1 Start-up and shut-down plant
- C24.2 Maintain plant in working order
- C24.3 Ensure the quality and temperature of air

C25 Operate plant to maintain the quality of pool water (M/101/8035)

- C25.1 Start-up and shut-down plant
- C25.2 Maintain plant in working order
- C25.3 Ensure the quality of water

Customer care

C34 Resolve customer service problems (U1053841)

- C34.1 Identify customer service problems
- C34.2 Select the best solution to resolve customer service problems
- C34.3 Implement the solution to customer service problems

C31 Provide a centre reception service (J/101/8039)

- C31.1 Welcome customers and visitors
- C31.2 Enrol customers and take bookings

223 Process payments for purchases (K/101/3612)

- 223.1 Calculate the price of customers' purchases
- 223.2 Process sales payments

C28 Maintain the safety of swimming pool users (F/101/8041)

- C28.1 Prepare and maintain a safe swimming pool environment
- C28.2 Supervise swimming activities
- C28.3 Carry out pool emergency procedures

Team leading

316 Organise and improve your team's work (U1054080)

- 316.1 Plan and allocate work to your team
- 316.2 Maintain the quality of your team's work
- 316.3 Give feedback to your team members on their work

317 Help your team members to develop their performance (U1054200)

- 317.1 Help new team members settle in to the workplace
- 317.2 Identify your team members' need for training
- 317.3 Coach team members at work

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UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

INTRODUCTION

Summary

Health and safety – of your customers, your colleagues and yourself – is very important. This unit covers identifying hazards when they occur, following your organisation’s procedures for assessing and controlling risks and dealing with incidents and emergencies.

The unit is made up of the following activities:

- C22.1 Identify and deal with hazards in the sport and activity environment**
- C22.2 Help to reduce risks in the sport and activity environment**
- C22.3 Deal with injuries and signs of illness**
- C22.4 Follow emergency procedures**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for all staff working in a sport and activity environment.

Linked Units

This unit links closely with all other units.

Place in the NVQ Framework

This unit is a core unit in the Level 2 Operational Services NVQ and the Level 2 Activity Leadership NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the values or codes of practice relevant to the work you are carrying out
- K2 the requirements for health and safety that are relevant to your work, for example: your organisation's health and safety policies and procedures, the Health and Safety at Work Act, requirements for activities in the scope of National Governing Bodies, requirements for activities in the scope of the Activity Centre (Young Person's Safety) Act, Manual Handling regulations, Control of Substances Hazardous to Health regulations
- K3 manufacturers' guidelines and instructions for the use of facilities and equipment
- K4 why health and safety is important in a sport and activity environment
- K5 the person responsible for health and safety in your workplace
- K6 your organisation's security procedures

For C22.1 Identify and deal with hazards in the sport and activity environment

- K7 the types of hazards that are likely to occur in your area of work and the accidents and injuries they could cause
- K8 how to identify hazards
- K9 health, safety and security checks you should follow
- K10 how to carry out basic risk assessments of the types of hazards that may occur
- K11 why it is important to get advice from a relevant colleague if you are unsure about hazards and risks in your workplace and who you should ask
- K12 how to deal correctly with the types of hazards that may occur in your workplace, taking account of their risks

For C22.2 Help to reduce risks in the sport and activity environment

- K13 documents relating to health and safety that you may have to complete and how to complete them correctly
- K14 why you should encourage your colleagues and customers to behave in a safe manner and how to do so
- K15 why it is important to make suggestions about health and safety issues and how to do so
- K16 why it is important to identify and report any differences between health and safety requirements and your workplace's policies and procedures and how to do so

UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

What you must know and understand (continued)

For C22.3 Deal with injuries and signs of illness

- K17 the types of accidents, injuries and illnesses that may occur in your area of work
- K18 how to respond correctly to emotional distress
- K19 how to deal with these before qualified assistance arrives
- K20 how to decide whether to contact the on-site first aider or immediately call the emergency services
- K21 who is the on-site first aider and how to contact them
- K22 the procedures you should follow to contact the emergency services
- K23 why it is important to protect the casualty and others involved from further harm
- K24 the procedures you should follow to protect the casualty and others
- K25 why it is important to provide comfort and reassurance and how to do so
- K26 your responsibilities for reporting accidents and the procedures you should follow

For C22.4 Follow emergency procedures

- K27 the emergency procedures in your place of work
- K28 what instructions you must give to the people involved
- K29 your organisation's reporting procedures for emergencies
- K30 the types of problems that may occur when you are carrying out emergency procedures, why you should report them and who you should report them to

UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

C22.1 Identify and deal with hazards in the sport and activity environment

THE NATIONAL STANDARD

What you must do (performance criteria)	What you must cover (range)
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To meet the national standard, you must:

- 1 follow required procedures for health and safety checks
- 2 pay ongoing attention to possible **hazards** in your **workplace**
- 3 identify **hazards** in your **workplace** when they occur
- 4 follow your **workplace** procedures for risk assessment
- 5 get advice from relevant colleagues when you are unsure about how to assess risks
- 6 take **action** appropriate to the **hazard** and level of risk

From your work you must show that you have identified hazards in all of the following areas of your:

- workplace**
- a areas with particular hazards
 - b public areas
 - c non-public areas

identified and dealt with at least four of the following types of:

- hazards**
- d unsafe facilities or environment
 - e unsafe equipment
 - f unsafe working practices
 - g unacceptable participant behaviour
 - h use of hazardous substances
 - i security breaches

and taken one of the following types of:

- action**
- j dealing with the hazard personally
 - k reporting the hazard to the relevant colleague
 - l protecting others from harm

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

C22.2 Help to reduce risks in the sport and activity environment

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 obtain up-to-date information on the health and safety policies and procedures for your workplace
- 2 follow the relevant **health and safety requirements** for your area of work
- 3 intervene to ensure that participants follow **health and safety requirements**
- 4 encourage your colleagues to behave safely
- 5 pass on suggestions for improving health and safety in your workplace to the relevant colleague
- 6 identify and report any differences between **health and safety requirements** and your workplace's policies and procedures

From your work you must show that you have followed six of the following types of:

health and safety requirements

- a use of facilities
- b use of equipment
- c manual handling
- d maintaining the emotional welfare of participants
- e use of hazardous substances
- f personal presentation
- g hygiene
- h smoking, eating, drinking and the use of drugs
- i completion of health and safety documents

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

C22.3 Deal with injuries and signs of illness

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 remain calm and follow your organisation's procedures
- 2 protect the **casualty** and other people involved from further risk
- 3 call for **qualified assistance** that is appropriate to the **casualty's condition**
- 4 provide reassurance and comfort to those involved
- 5 give the **qualified assistance** clear and accurate information about what happened
- 6 follow the accident reporting procedures, as required

From your work you must show that you have assisted at least one of the following types of:

casualty

- a adult
- b child
- c person with particular needs

called for at least one of the following types of:

qualified assistance

- d qualified first aider
- e emergency services

and dealt with at least one of the following types of:

condition

- f minor injury that can be dealt with on-site
- g minor illness that can be dealt with on-site
- h major injury requiring medical attention
- i major illness requiring medical attention
- j emotional distress

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

C22.4 Follow emergency procedures

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 give the **people involved** in the emergency clear and correct instructions
- 2 carry out your role in the emergency procedures calmly and correctly
- 3 maintain the safety of the **people involved**
- 4 follow the correct procedures for reporting the emergency
- 5 report any problems with the emergency procedures to the relevant colleague

From your work you must show that you have helped at least one of the following types of:

people involved

- a adults
- b children
- c people with disabilities

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

For elements C22.1 and C22.2, there must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real work context. (with the possible exceptions of those items listed under ‘use of supplementary evidence’ over the page). This evidence must be gathered by the assessor observing the candidate on more than one occasion. There should be sufficient observations to ensure that the candidate has met all the requirements. Witness testimony or records of the candidate’s previous work may be used for C22.1.3 if the assessor is not present when the candidate identifies hazards. Witness testimony or records of work may be used for C22.1.5 if the assessor is not present when the candidate seeks advice from a relevant colleague. Witness testimony or records of work may be used for C22.2.5 if the assessor is not present when the candidate passes on suggestions for improving health and safety.

Due to the nature of elements C22.3 and C22.4, it is unlikely that naturally occurring evidence will be available during assessor observations. If evidence is available from the candidate’s work in the context in the past, this may be gathered through witness testimony, and/or other authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under ‘what you must cover’. (With the possible exceptions of those items listed under ‘use of supplementary evidence’ over the page.)

If there is evidence from the candidate’s work in a real context this must meet the requirements listed under ‘what you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see over the page.)

There must be evidence that the candidate possess all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K8 how to identify hazards’). If there is evidence from the candidate’s own work they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

Evidence and assessment requirements (mandatory) (continued)

Simulation

If no evidence is available from either assessor observations or the candidate's past work, simulation is allowed for elements C22.3 and C22.4.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'what you must cover' that do not require evidence of real work activity. Supplementary evidence is also allowed for C22.2.6.

UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

What we mean by some of the words used in this unit

Areas with particular hazards	for example, wet areas, areas restricted to the public
Casualty	the person who has suffered the injury or illness
Controlling risk	taking action to reduce the risk of a hazard actually causing harm – for example, following correct procedures putting up warning signs when cleaning, removing an unsafe piece of equipment from use or carefully supervising a splash pool
Emergency	depending on the type of workplace, any situation that creates a serious threat to the health and safety of participants, public or members of staff and requires immediate action – for example, drowning, fires, missing persons, chemical leaks, fighting
Emergency services	the ambulance, police, fire service, or coastguards
Facility	for example, the buildings and outdoor areas used for sport or activities
Hazard	something that could cause harm to yourself, colleagues, customers or members of the public, for example, the use of cleaning agents, lifting and moving heavy equipment, activity equipment being left unattended, wet floors, trailing cables
Hazardous substances	for example, cleaning agents, pool chemicals, fuel, oil
Risk	risk is the likelihood of a hazard actually causing harm; for example a trailing cable is a hazard; if it is lying across a corridor, the risk of an accident occurring is great; if it lies along the wall out of the way of people using the corridor, the risk of an accident is much less
Health and safety requirements	legal requirements such as the Health and Safety at Work Act, Control of Substances Hazardous to Health or Manual Handling regulations, Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR), the Activity Centres (Young Person's Safety) Act, manufacturers' guidelines and instructions for the use of equipment or substances
Maintaining the emotional welfare of customers	making sure that participants do not become unduly distressed or dealing with distress when it occurs

UNIT C22 PROMOTE SAFETY IN THE SPORT AND ACTIVITY ENVIRONMENT

What we mean by some of the words used in this unit (continued)

Non-public areas	areas where the public should not go unsupervised, for example, store rooms, plant rooms, offices
Other people involved	these may be other members of staff or other customers/participants and members of the public apart from the casualty
People with particular needs	for example, people with disabilities or medical conditions which may mean they need special attention following accidents and emergencies
Protecting others from harm	warning others of the hazard or isolating the hazard; this would include putting up warning signs, 'roping off' the area and taking faulty equipment out of use
Public areas	areas accessible to the public, for example, activity areas, cafeterias, bars, reception areas, corridors, car parks
Qualified assistance	someone who has a recognised first-aid qualification or the emergency services
Security breaches	for example, doors which should be locked being left open, suspicious strangers
Unacceptable customer behaviour	for example, diving into the shallow end of a pool, breaking the ground rules for an activity, bullying or vandalism

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UNIT C32 GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

INTRODUCTION

Summary

Excellent customer service is provided by people who are good with people.

Your behaviour affects the impression that customers form of the service they are receiving.

This unit is all about communicating with customers and giving a positive impression of yourself whenever you deal with a customer. By doing this you will also be giving a positive impression of your organisation and the customer service it provides.

All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, respond to us and give us good information. Every detail of your behaviour when dealing with a customer counts and this unit gives you the opportunity to prove that you can create that positive impression.

The unit is made up of the following activities:

- C32.1 Establish effective relationships with customers**
- C32.2 Respond appropriately to customers**
- C32.3 Communicate information to customers**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

The unit is intended for staff who work with customers on a day-to-day basis.

Linked Units

This unit links closely with all other units that involve you working with customers.

Place in the NVQ Framework

This unit is mandatory in the Level 2 Operational Services NVQ and an optional unit in the Level 2 Activity Leadership NVQ.

This unit is taken from the Customer Services Standards at Level 2, where it appears as Unit 1.

UNIT C32 GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

INTRODUCTION continued

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C32 GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

What you must know and understand

As a Level 2 candidate you will have an awareness of the basic legal and organisational responsibilities you need to apply when you are dealing with your customers.

You will need to show in your evidence that you have worked with the rules and regulations of your organisation and, where your knowledge in these is limited, you will need to show that you have gone to others for help or advice.

The rules and procedures you need to apply will depend on the industry and organisation you are working in. How much you need to know and understand will depend on your job role and your position in your organisation. You may need to ask somebody in your organisation or your assessor what these rules and regulations are and how they apply to your current job, or you may already know.

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 what your customers' rights are and how these rights limit what you are able to do for your customer
- K2 the specific aspects of health and safety
- K3 the specific aspects of data protection
- K4 the specific aspects of equal opportunities
- K5 the specific aspects of disability discrimination
- K6 the specific aspects of legislation and regulations that affect the way the products or services you deal with can be delivered to your customers
- K7 industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers
- K8 any contractual agreements that your customers have with your organisation
- K9 the products or services of your organisation relevant to your customer service role
- K10 the guidelines laid down by your organisation that limit what you can do within your job
- K11 the limits of your own authority and when you need to seek agreement with or permission from others
- K12 any organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met
- K13 how to communicate in a clear, polite, confident way and why this is important
- K14 your organisation's standards for appearance and behaviour
- K15 your organisation's guidelines for recognising customers' needs and expectations and responding positively to them
- K16 the rules and procedures regarding the methods of communication you use
- K17 how to recognise when a customer is angry and confused

UNIT C32 GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

C32.1 Establish effective relationships with customers

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

Please see the 'Evidence and assessment requirements' on the last page of this unit.

- 1 meet your organisation's standards for appearance and behaviour
- 2 greet your customers in a way that is appropriate to their needs
- 3 communicate with your customers in a way that makes them feel valued and respected
- 4 identify and confirm the needs and expectations of your customers
- 5 treat your customers courteously and helpfully even when you are working under pressure
- 6 maintain communication with your customers to ensure that they are kept informed and reassured
- 7 adapt your behaviour to respond effectively to different customer behaviour

UNIT C32 GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

C32.2 Respond appropriately to customers

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

Please see the 'Evidence and assessment requirements' on the last page of this unit.

- 1 respond appropriately to customers who indicate that they need or want your attention
- 2 select an appropriate way of communicating with your customers to suit their individual needs
- 3 respond promptly and positively to your customers' questions and comments
- 4 allow your customers time to consider your response and give further explanation when appropriate
- 5 check with your customers that you have fully understood their needs and expectations

UNIT C32 GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

C32.3 Communicate information to customers

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

Please see the 'Evidence and assessment requirements' on the last page of this unit.

- 1 quickly locate information that will help your customer
- 2 give your customers the information they need about the products or services offered by your organisation
- 3 recognise information that your customers might find complicated and check whether they fully understand
- 4 explain clearly to your customers any reasons why their needs or expectations cannot be met

UNIT C32 GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

Evidence and assessment requirements (mandatory)

This unit has been imported from Customer Service NVQ Level 2. As a result the requirements of the qualifications from which they have been imported must be fully met. Therefore in addition to the requirements already specified the following must be adhered to:

Simulation is not allowed for any performance evidence within this unit. You must supply all the evidence from work you have carried out with customers in your workplace.

You must prove that you have worked to give your customers a positive impression of yourself.

You must produce evidence that shows you have done this over a period of time with different customers on different occasions.

Your evidence must show that you have applied the knowledge and understanding requirements when you are dealing with your customers.

As well as creating a positive impression with customers during routine delivery of customer service, you need to include evidence which relates to:

- very busy periods
- quiet periods
- periods when you are working under pressure.

You also need to show that you have dealt with customers who:

- have different needs and expectations
- appear angry
- may be confused.

Your evidence must show that you respond to customers within the guidelines of your organisation.

Your communication with customers may be face to face, by letter, fax, telephone, email, internet, intranet or any other method you would be expected to use within your job role.

You must prove that you communicate with customers effectively by providing evidence that you:

- use appropriate spoken or written language
- apply the rules and procedures suitable for the method of communication you have chosen.

UNIT C32 GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

Guidance

Your customers can be internal or external to the organisation or a combination of both.

Your communication with customers may be face to face, by letter, fax, telephone, email, internet, intranet or any other method you would be expected to use within your job role.

Examples of performance evidence for this unit could include:

- observation reports by your assessor recording how you create a positive impression with customers particularly when you are working under pressure or at very busy periods
- witness testimonies from your manager that provide evidence of how you have consistently been able to positively respond to a wide range of customers and their needs over a period of time
- a professional discussion with your assessor using examples of how you have been able to effectively deal with difficult customers
- case histories which describe how you communicated effectively with customers using a variety of methods.

UNIT C32 GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

What we mean by some of the words used in this unit

Communicate	this could include by speaking or writing, or showing customers written information but also covers, for example, tone of voice, body language
Customers	these could be external customers – individuals, groups or organisations for whom you provide a service – or they could be internal customers – other staff or departments in your organisation
Information	this could be spoken or written information

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UNIT A52 CONTRIBUTE TO THE WORK OF YOUR TEAM

INTRODUCTION

Summary

Organisations must provide high levels of service to their customers and this requires a team effort from all staff and managers. This unit is about how you work well as a member of the team, improve your own work and the work of the team as a whole. If your organisation has a performance appraisal and personal development system, this would be an excellent context for this unit.

The unit is made up of the following activities:

- A52.1 Work effectively with your colleagues**
- A52.2 Improve your own work**
- A52.3 Help to improve the work of your organisation**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for all staff working in a sport and activity environment.

Linked Units

This unit links closely with all other units.

Place in the NVQ Framework

This unit is mandatory in the Level 2 Operational Services, Level 2 Playwork and the Level 2 Activity Leadership NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

Improving Own Learning and Development 2.1, 2.2, 2.3

UNIT A52 CONTRIBUTE TO THE WORK OF YOUR TEAM

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the values or codes of practice relevant to the work you are carrying out
- K2 the importance of effective team work
- K3 how improving your own work and the work of your team can improve your organisation as a whole and the level of service that the customer receives

For A52.1 Work effectively with your colleagues

- K4 what 'good working relationships' with your colleagues means
- K5 how to establish good working relationships with your colleagues
- K6 why it is important to communicate clearly with your colleagues
- K7 how to communicate with managers in your organisation
- K8 the duties that you are responsible for
- K9 why it is important to carry out your duties as agreed or warn colleagues in good time if you cannot
- K10 situations in which you may need help in your work and why you should always ask for help and information in these situations
- K11 situations in which you may need to provide help and information to your colleagues
- K12 situations in which you should not provide help and information to your colleagues
- K13 the purpose of team meetings
- K14 why team discussions are important and why you should contribute to them
- K15 procedures for dealing with conflict in your organisation

For A52.2 Improve your own work

- K16 why it is important to continuously improve your own work
- K17 why it is important to assess your own work yourself and get feedback from your colleagues
- K18 what it means to 'handle criticism positively' and why this is important
- K19 the relevant member of staff in your organisation with whom you can plan and develop your work
- K20 the procedures you should follow when you want to take part in training and development activities

For A52.3 Help to improve the work of your organisation

- K21 the types of situations in which customers give you feedback on the services they receive
- K22 why it is important to listen to customer feedback
- K23 how to identify areas where the team's work could be improved
- K24 the procedures you should follow for making suggestions on how to improve services to customers
- K25 why it is important to discuss your suggestions with colleagues and to take account of their ideas

UNIT A52 CONTRIBUTE TO THE WORK OF YOUR TEAM

A52.1 Work effectively with your colleagues

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 establish a working relationship with your **colleagues** that helps you to work well together
- 2 **communicate** with your colleagues clearly
- 3 maintain standards of professional behaviour
- 4 carry out your duties and commitments to **colleagues** as agreed, or warn them in good time when you cannot do what they expect
- 5 ask for help and information when you need it
- 6 provide your **colleagues** with help and information when they need it, as long as this is in line with your organisation's policies and procedures
- 7 contribute to team discussions
- 8 follow the correct procedures when you have disagreements or difficulties with **colleagues**

From your work you must show that you have worked well with two of the following types of:

colleague

- a working at the same level as yourself
- b responsible to you
- c line manager

and been clear in both of the following types of:

communication

- d spoken
- e written

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT A52 CONTRIBUTE TO THE WORK OF YOUR TEAM

A52.2 Improve your own work

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 evaluate all aspects of your work
- 2 ask your **colleagues** and customers for feedback on your work
- 3 handle constructive criticism positively
- 4 work with a relevant person to identify your strengths and areas where you could improve your work
- 5 work with a relevant person to identify new areas of skill and knowledge you may need for future responsibilities
- 6 work with a relevant person to plan ways in which you could improve your work and prepare for future responsibilities
- 7 take part in relevant training and development
- 8 regularly review your personal development

From your work you must show that you have collected feedback from two of the following types of:

colleague

- a working at the same level as yourself
- b responsible to you
- c line manager

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT A52 CONTRIBUTE TO THE WORK OF YOUR TEAM

A52.3 Help to improve the work of your organisation

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 ask customers for feedback on the services your organisation provides
- 2 identify ways in which the team could improve your organisation's services to customers
- 3 suggest these improvements to your **colleagues**, following the correct procedures
- 4 discuss how these improvements could be put into practice with relevant **colleagues** and listen to their ideas
- 5 help to change services so that they meet the needs of your customers

From your work you must show that you have suggested and discussed improvements with two of the following types of:

colleague

- a working at the same level as yourself
- b responsible to you
- c line manager

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT A52 CONTRIBUTE TO THE WORK OF YOUR TEAM

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

Due to the nature of this unit, it is unlikely that naturally occurring evidence, sufficient to meet all the requirements listed under ‘what you must do’ will be available during assessor observations. However, there must be evidence from the candidate’s work in a real work context for all these requirements. This may be gathered through witness testimony, and/or other authentic records of the candidate’s work (for example, notes of meetings, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under ‘what you must cover’. The assessor should try to supplement and verify some of this evidence through observing the candidate’s interactions with their colleagues whilst the assessor is present in the context.

There must also be evidence that the candidate’s work in a real work context has met the requirements listed under ‘what you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries, and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed by supplementary evidence (see below).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K7 how to communicate with managers in your organisation’). If there is evidence from the candidate’s own work in the play context that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘what you must cover’ that do not require evidence of real work activity. Questioning is also allowed for A52.1.8 if no naturally occurring evidence is available.

If the candidate’s real work or simulated evidence is only appropriate to the minimum requirements shown under ‘what you must cover’, the remaining items can be assessed by supplementary evidence, for example, questioning, projects or assignments.

UNIT A52 CONTRIBUTE TO THE WORK OF YOUR TEAM

What we mean by some of the words used in this unit

Colleagues	the people you work with – people working at the same level as yourself or your manager(s)
Evaluate	thinking about your work and identifying what you do well and what you could improve in
Feedback	other people – customers or colleagues – telling you what they think
Future responsibilities	these could be new duties that you want to take on or new duties that your line manager wants to give you – this could include promotion
Effective working relationships	the type of relationship with your colleagues that helps the team to work well and provide a high level of service to the customer – this includes getting along well with your colleagues, being fair to them, avoiding unnecessary disagreements and not letting your personal life influence the way you relate to colleagues
Line manager	the manager or supervisor to whom you report
Organisation's policies and procedures	what your organisation says its staff should and should not do in certain situations
Team discussions	these will usually be team meetings but could include more informal discussions with team members and line managers
Training and development	this could involve going on a course, but would also include watching other members of staff doing things that are new to you, receiving instructions from other members of staff on new things you have to do and having the opportunity to practise new skills
Written communication	this could involve short notes, memos, letters or other informal documents

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UNIT C12 SET UP, TAKE DOWN AND STORE EQUIPMENT

INTRODUCTION

Summary

This unit is making sure that your customers – service users, clients, participants – have the equipment they need for activities. The unit includes setting up/taking down equipment and storing it correctly and safely. To complete this unit you must demonstrate that you can set up/take down equipment that is:

- simple
- complex
- powered
- needing more than one person to set up

The unit is made up of the following activities:

C12.1 Set up equipment

C12.2 Deal with equipment following use

C12.3 Store equipment following use

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for people who can set up, take down and store equipment working under very limited supervision – for example, leisure attendants, recreation assistants, coaches, technicians in an outdoor context, or activity leaders.

Linked Units

This unit links closely with C13.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ and the Level 2 Activity Leadership NVQ.

UNIT C12 SET UP, TAKE DOWN AND STORE EQUIPMENT

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C12 SET UP, TAKE DOWN AND STORE EQUIPMENT

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the types of equipment that you may be involved in setting up and taking down
- K2 what this equipment is used for
- K3 why this equipment must be in a safe and serviceable condition when it is used
- K4 the legal and other health and safety requirements that cover this equipment
- K5 where this equipment is stored
- K6 the importance of setting up, taking down and storing this equipment as requested and on time
- K7 safe handling and moving techniques and why it is important to use these
- K8 how to check this equipment for damaged and missing parts
- K9 why you should follow the correct procedures when you find damaged and missing parts
- K10 the record keeping procedures that relate to the equipment you set up, take down and store
- K11 the importance of accurate record keeping

For C12.1 Set up equipment

- K12 the correct locations for setting up equipment
- K13 the correct procedures for setting up equipment
- K14 how to check that the equipment is operating correctly
- K15 why it is important to make sure the equipment is in a safe and secure condition when set up
- K16 how to make sure the equipment is in a safe and secure condition when set up

For C12.2 Deal with equipment following use

- K17 the correct procedures for dealing with equipment in your area of work

For C12.3 Store equipment following use

- K18 the manufacturer's instructions for storing equipment that you set up and take down
- K19 the importance of storing equipment safely and securely
- K20 types of equipment that should be set aside because it is faulty, dirty or wet
- K21 the correct place for each item of equipment in your storage areas
- K22 why it is important to place items of equipment in the correct place
- K23 the types of health and safety hazards that you may find in equipment storage areas
- K24 how to deal with health and safety hazards in equipment storage areas

UNIT C12 SET UP, TAKE DOWN AND STORE EQUIPMENT

C12.1 Set up equipment

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 locate the correct **equipment**
- 2 check the **equipment** and follow agreed procedures for damaged or missing parts
- 3 follow the correct health and safety procedures when handling and moving the **equipment**
- 4 follow the standard operating procedures for setting up the **equipment**
- 5 set up the **equipment** on time and in the correct location
- 6 make sure the **equipment** is in safe working order
- 7 make sure the **equipment** is safe and secure

From your work you must show that you have set up all of the following types of:

equipment

- a simple equipment
- b complex equipment
- c powered equipment
- d equipment needing only one person to set up
- e equipment needing more than one person to set up

UNIT C12 SET UP, TAKE DOWN AND STORE EQUIPMENT

C12.2 Deal with equipment following use

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 locate the correct **equipment** at the requested time
- 2 follow the standard operating procedures for dealing with the **equipment** after use
- 3 follow the correct health and safety procedures when handling and moving the **equipment**
- 4 check the **equipment** for damaged and missing parts
- 5 report damage or loss to the responsible colleague
- 6 complete any required records

From your work you must show that you have taken down all of the following types of:

equipment

- a simple equipment
- b complex equipment
- c powered equipment
- d equipment needing only one person to set up
- e equipment needing more than one person to set up

UNIT C12 SET UP, TAKE DOWN AND STORE EQUIPMENT

C12.3 Store equipment following use

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 follow the correct health and safety procedures when handling and moving the **equipment**
- 2 move the **equipment** to the correct storage area
- 3 set aside **equipment** requiring attention
- 4 place each item of **equipment** in the correct place within the storage area
- 5 make sure the **equipment** is safe and secure
- 6 leave the storage area in a clean and tidy condition
- 7 make sure there are no health and safety hazards in the storage area
- 8 complete any required records

From your work you must show that you have stored all of the following types of:

equipment

- a simple equipment
- b complex equipment
- c powered equipment
- d equipment needing only one person to set up
- e equipment needing more than one person to set up

UNIT C12 SET UP, TAKE DOWN AND STORE EQUIPMENT

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real work context. This evidence must be gathered by the assessor observing the candidate on more than one occasion. There should be sufficient observations to ensure that the candidate has met all the requirements. Witness testimony or records of work (for example, records of unserviceable equipment) may be used for C12.1.2 and C12.2.5 if the assessor is not present when the candidate reports damaged or missing parts.

There must also be evidence that the candidate’s work has met the requirements listed under ‘what you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K14 how to check that the equipment is operating correctly’). If there is evidence from the candidate’s own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is not allowed for any part of this unit.

Use of Supplementary Evidence

Supplementary evidence is not allowed for this unit.

UNIT C12 SET UP, TAKE DOWN AND STORE EQUIPMENT

What we mean by some of the words used in this unit

Complex equipment	equipment consisting of many parts, for example, trampolines, sailing dinghy, computer network
Customers	those people who are using equipment; they do not need to be paying customers; they could also be clients or users
Powered equipment	an item of equipment with an independent power source, for example basket ball rigs, running machines, safety boats, Zamboni machines
Items requiring a team to set up and take down	for example, gymnastics equipment, large mats, semi-permanent equipment – ropes course or launching a boat with a crane, marquee
Items requiring only one person to set up and take down	for example, badminton courts or an orienteering course
Responsible colleague	the member of staff with overall responsibility for the work – usually a line manager or supervisor
Setting up	making equipment ready for its intended use; this includes assembling (where appropriate) and laying the equipment out according to requirements
Simple equipment	equipment consisting of only one or two components, for example, badminton nets
Storage areas	for example, store rooms, lockers, mobile stores, such as vans and trailers

UNIT C16 MAINTAIN SPORT AND RECREATION EQUIPMENT

INTRODUCTION

Summary

This unit is about maintaining sport and recreation equipment, following your organisation's maintenance schedule and manufacturers' instructions. It covers identifying the maintenance which needs to be done and then carrying out that maintenance. The purpose of maintenance activities could be to:

- carry out routine servicing
- deal with a breakdown

Checks may need to be carried out on:

- emergency equipment
- manually operated equipment
- powered equipment

The unit is made up of the following activities:

C16.1 Check equipment and identify what maintenance is needed

C16.2 Service and repair equipment

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for people who can maintain sport and recreation equipment and facilities with limited supervision. Candidates must be aware of their own limitations and report equipment and facilities which need specialist attention.

Linked Units

This unit links closely with unit C12.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ and the Level 2 Activity Leadership NVQ.

UNIT C16 MAINTAIN SPORT AND RECREATION EQUIPMENT

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C16 MAINTAIN SPORT AND RECREATION EQUIPMENT

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the importance of recording what has been done and any further action that needs to be taken and how to complete these records
- K2 health and safety requirements for the equipment you are responsible for maintaining

For C16.1 Check equipment and identify what maintenance is needed

- K3 the importance of health and safety when checking equipment and the dangers of not checking equipment thoroughly
- K4 the relevant parts of the organisation's maintenance schedule and manufacturer's guidelines for the types of equipment in the candidate's area of work
- K5 the importance of causing as little disruption as possible to normal activities and how to do so
- K6 how to identify when equipment needs maintenance
- K7 the importance of removing unsafe equipment from use and how to do so
- K8 the limits of your own abilities when it comes to carrying out maintenance - the types of maintenance which you are allowed to carry out safely
- K9 how to report maintenance which needs to be carried out by a technical expert
- K10 the importance of recording checks and the work which needs to be carried out and how to do so

For C16.2 Service and repair equipment

- K11 the importance of making sure equipment is in a safe condition for servicing and repair
- K12 how to make sure the equipment in your area of work is safe for maintenance
- K13 the right tools and materials for the servicing and repairs which you are responsible for and the importance of using the right ones
- K14 the importance of following the manufacturer's and organisation's procedures for servicing and repair and acting safely throughout - what may happen if this is not done
- K15 the manufacturer's and organisation's procedures for servicing and repairing the equipment in your area of responsibility
- K16 the importance of reporting any problems to the responsible colleague and how to do so
- K17 the importance of carrying out final checks before the equipment is put back into use
- K18 the standards for safety and serviceability for equipment in your area of responsibility and the checks to be carried out to make sure these are met
- K19 the importance of recording what has been done, and how to complete these records

UNIT C16 MAINTAIN SPORT AND RECREATION EQUIPMENT

C16.1 Check equipment and identify what maintenance is needed

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 check the **equipment**, following the maintenance schedule and manufacturer's instructions
- 2 cause as little disruption to normal activities as possible
- 3 identify the **equipment** which needs maintenance
- 4 remove any unsafe **equipment** from use
- 5 check that you have the competence and authority to carry out the maintenance yourself
- 6 report any maintenance which must be carried out by a technical expert
- 7 record the checks you have made, the work which needs to be done and any action which you have taken

From your work you must show that you have checked all of the following types of:

- equipment**
- a emergency equipment
 - b manually operated equipment
 - c powered equipment

UNIT C16 MAINTAIN SPORT AND RECREATION EQUIPMENT

C16.2 Service and repair equipment

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 check you have the competence and authority to carry out the **servicing and repair**
- 2 make sure the **equipment** is in a safe condition for maintenance
- 3 cause as little disruption to normal activities as possible
- 4 organise your work area so that the work can be carried out safely and efficiently
- 5 choose the right tools and materials for the job
- 6 carry out the **servicing and repair** following your organisation's procedures and the manufacturer's instructions
- 7 report any problems during **servicing and repair** to the responsible colleague
- 8 make final checks to the **equipment** to make sure it is safe and serviceable
- 9 record the work you have done

From your work you must show that you have carried out all of the following types of:

servicing and repair

- a routine
- b to deal with a breakdown

have serviced and repaired all of the following types of:

equipment

- c emergency equipment
- d manually operated equipment
- e powered equipment

UNIT C16 MAINTAIN SPORT AND RECREATION EQUIPMENT

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real work context. This evidence must be gathered by the assessor observing the candidate on more than one occasion. There should be sufficient observations to ensure that the candidate has met all the requirements. Witness testimony or records of work (for example, records of maintenance and repair) may be used for C16.1.6, C16.1.7, C16.2.7 and C16.2.9 if the assessor is not present when the candidate records and reports problems and the work carried out.

There must also be evidence that the candidate’s work has met the requirements listed under ‘what you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K9 how to report maintenance which needs to be carried out by a technical expert’). If there is evidence from the candidate’s own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is not allowed for any part of this unit.

Use of Supplementary Evidence

Supplementary evidence is not allowed for this unit.

UNIT C16 MAINTAIN SPORT AND RECREATION EQUIPMENT

What we mean by some of the words used in this unit

Emergency equipment	for example, spinal boards, stretchers, resuscitation equipment, rescue flares
Health and safety legislation	mainly the Health and Safety at Work Act but also other pieces of legislation which may be relevant to the facility, for example the Control of Substances Hazardous to Health
Maintenance schedule	the programme of routine maintenance developed by the organisation in line with manufacturer's guidelines and other health and safety considerations
Manually operated equipment	for example, exercise cycles, canoes, trampolines
Materials	for example, paint, varnish, light bulbs, fluorescent tubes
Powered equipment	an item of equipment with an independent power source, for example basket ball rigs, running machines, safety boats, Zamboni machines
Problems	difficulties in carrying out servicing and repair which the candidate cannot deal with themselves
Routine servicing	includes cleaning and drying
Serviceable	the equipment/facility doing what it was designed to do

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UNIT C23 TIDY AND CLEAN SPORT AND RECREATION AREAS

INTRODUCTION

Summary

This unit is about cleaning and tidying all areas of the facility. It covers dealing with unexpected breakages and spillages as well as cleaning and tidying according to planned schedules. It also includes dealing with hazardous substances such as cleaning agents, pool chemicals or fuel and lubricants.

The unit is made up of the following activities:

- C23.1 Clean sport and recreation areas**
- C23.2 Tidy sport and recreation areas**
- C23.3 Handle substances hazardous to health**
- C23.4 Store substances hazardous to health**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

The unit is intended mainly for Sport and Leisure Centre Attendants, Fitness Centre staff, Recreation Assistants, equivalent staff working at the same level in the outdoor industry, sports development workers and outdoor assistant instructors.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C23 TIDY AND CLEAN SPORT AND RECREATION AREAS

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 why cleaning and tidying should avoid disruption
- K2 the basic requirements of the Health and Safety at Work Act which are relevant to this unit
- K3 the basic requirements of the Control of Substances Hazardous to Health regulations which are relevant to this unit
- K4 the organisational requirements and manufacturer's instructions for handling and storing the hazardous substances with which you are working
- K5 how to identify the hazardous substances with which you are working
- K6 the particular hazards involved in handling and storing the substances with which you are working

For C23.1 Clean sport and recreation areas

- K7 the programme for the areas to be cleaned
- K8 the organisational and legal requirements for using cleaning equipment and materials and for the disposal of spillages, breakages, waste and rubbish
- K9 the organisational and legal standards of hygiene and cleanliness
- K10 how to select equipment, clothing and materials for each circumstance
- K11 how to make sure that equipment and materials are fit for future use
- K12 the importance of safe and hygienic disposal of waste

For C23.2 Tidy sport and recreation areas

- K13 how to identify hazardous and non-hazardous spillages, breakages, waste and rubbish
- K14 the organisational procedures for dealing with unsupervised property
- K15 why escape routes should always be clear
- K16 the importance of honesty when dealing with members of the public and the procedures to follow

For C23.3 Handle substances hazardous to health

- K17 the importance of following instructions for handling hazardous substances and what could happen if you do not
- K18 the types of protective clothing which are needed for the types of substances with which you are working
- K19 the importance of dealing with spillages and contamination quickly and according to instructions
- K20 how to deal with spillages and contamination involving hazardous substances
- K21 the types of problems which need to be reported to a responsible colleague and who that colleague is
- K22 how to complete incident reports

UNIT C23 TIDY AND CLEAN SPORT AND RECREATION AREAS

What you must know and understand continued

For C23.4 Store substances hazardous to health

- K23 the importance of storing hazardous substances immediately after use
- K24 the correct storage areas for the substances
- K25 why it is important to store incompatible substances separately
- K26 what are incompatible substances and how to identify and store them
- K27 how to identify hazards in the storage area and deal with them effectively
- K28 what may happen if the range of hazards in the storage area are not dealt with properly
- K29 the importance of identifying substances past their expiry date and the procedures to follow
- K30 the importance of keeping records up to date and writing clearly and legibly
- K31 how to complete the necessary records

UNIT C23 TIDY AND CLEAN SPORT AND RECREATION AREAS

C23.1 Clean sport and recreation areas

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 clean **areas** following the planned schedule, causing as little disruption as possible
- 2 use **equipment, materials** and methods which are appropriate to the **area** being cleaned
- 3 wear protective clothing suitable for the **equipment and materials** you are using
- 4 handle and use **equipment and materials** safely and efficiently
- 5 make sure the cleanliness and hygiene of the **area** meet organisational and legal requirements
- 6 store **equipment and materials** securely and in a condition suitable for future use
- 7 dispose of waste safely and according to organisational procedures

From your work you must show that you have cleaned all of the following types of:

- areas**
- a areas with particular hazards
 - b public areas
 - c non-public areas

and used all of the following types of:

- equipment and materials**
- d manual equipment
 - e powered equipment
 - f cleaning agents

UNIT C23 TIDY AND CLEAN SPORT AND RECREATION AREAS

C23.2 Tidy sport and recreation areas

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 identify and deal with any **spillages, breakages, waste and rubbish** correctly
- 2 dispose of these **spillages, breakages, waste and rubbish** safely and in line with organisational and legal requirements
- 3 maintain the **areas** in a safe and tidy condition
- 4 make sure that escape routes are not obstructed
- 5 deal with lost and unsupervised **property** honestly and in line with facility procedures

From your work you must show that you have dealt with all of the following types of:

- spillages, breakages, waste and rubbish**
- a hazardous
 - b non-hazardous

attended to all of the following types of:

- areas**
- c areas without particular hazards
 - d areas with particular hazards
 - e public areas
 - f non-public areas

and dealt with at least two of the following types of:

- property**
- g clothing
 - h valuables
 - i suspicious objects

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C23 TIDY AND CLEAN SPORT AND RECREATION AREAS

C23.3 Handle substances hazardous to health

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

From your work you must show that you have selected and used all of the following types of:

- | | | |
|---|--|----------------------------|
| 1 | identify the hazardous substance and the risks involved in handling it | protective clothing |
| 2 | handle the hazardous substance following the manufacturer's instructions and organisational and legal requirements | a coverall |
| 3 | select and wear protective clothing suitable for the substance you are handling | b goggles |
| 4 | deal with any spillages and contamination of yourself or other people according to the manufacturer's instructions and organisational and legal requirements | c gloves |
| 5 | get help from the responsible colleague when there are any other problems | d boots |
| 6 | report any incidents and problems clearly and accurately | e mask |

UNIT C23 TIDY AND CLEAN SPORT AND RECREATION AREAS

C23.4 Store substances hazardous to health

THE NATIONAL STANDARD

What you must do (performance criteria)	What you must cover (range)
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To meet the national standard, you must:

- 1 return the substances to the correct storage area immediately after use
- 2 make sure that incompatible substances are stored separately
- 3 identify any **hazards** in the storage area
- 4 deal with any **hazards** according to your own level of responsibility and organisational and legal requirements
- 5 identify any substances past their expiry date and follow the correct procedures for dealing with these
- 6 update storage records according to organisational requirements
- 7 lock the storage area securely when it is unattended

From your work you must show that you have dealt with one of the following types of:

hazards

- a defective containers
- b defective storage areas
- c unsafe working practices

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C23 TIDY AND CLEAN SPORT AND RECREATION AREAS

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real operational services context. This evidence must be gathered by the assessor observing the candidate on more than one occasion. There should be sufficient observations to ensure that the candidate has met all the requirements. Records of the candidate’s previous work may be used for C23.3.4, C23.3.5, C23.3.6, C23.4.3, C23.4.4 and C23.4.5 if these items cannot be covered when the assessor is present.

There must also be evidence that the candidate’s work has met the requirements listed under ‘what you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidates work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by some appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K11 how to make sure that equipment, clothing and materials are fit for future use’). If there is evidence from the candidate’s own work that they know and understand these techniques (as there should be), there is no requirements for them to be questioned again on this topic.

Simulation

Simulation is allowed for C23.3.4, C23.3.5, C23.3.6, C23.4.3, C23.4.4 and C23.4.5 if no naturally occurring evidence is available.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘what you must cover’ that do not require evidence of real work activity.

UNIT C23 TIDY AND CLEAN SPORT AND RECREATION AREAS

What we mean by some of the words used in this unit

Areas with particular hazards	for example, wet areas, areas restricted because of health and safety hazards
Contamination	hazardous substances getting on to clothing and/or parts of the body
Hazardous substances	those commonly used in sport and recreation or outdoor activity facilities and covered by the Control of Substances Hazardous to Health regulations, for example, cleaning agents, pool plant chemicals, varnishes used for indoor surfaces, paints, fuels
Health and safety legislation	mainly the Health and Safety at Work Act but also other pieces of legislation which may be relevant to the facility, for example the Control of Substances Hazardous to Health
Incidents	incidents of spillages or contamination
Incompatible substances	substances which when they are combined cause further hazards such as heat, poisonous fumes or explosions; examples include acids and alkalis
Legal requirements	for example, the Health and Safety at Work Act and the Control of Substances Hazardous to Health regulations
Non-public areas	areas not normally accessible to the public, for example store rooms, offices or rest rooms
Organisational requirements	those developed by the organisation to cover the handling, use and storage of hazardous substances
Public areas	areas accessible to the public, for example activity areas, cafeterias, bars, corridors, reception areas, car parks
Responsible colleague	the member of staff responsible for hazardous substances in the facility, for example the supervisor, line manager or safety officer
Unattended	when there are no members of staff present to prevent unauthorised entry
Written reports	these could be short notes, memos or the organisation's incident report form; there is no requirement for formal reports

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UNIT C24 OPERATE PLANT TO MAINTAIN LEVELS OF HEATING AND VENTILATION

INTRODUCTION

Summary

This unit is about operating air conditioning plant. The unit covers start-up and shut-down, routine maintenance and ensuring air quality and temperature are right for the types of activities which are taking place and the levels of facility usage. The unit does not cover the types of specialist maintenance which goes beyond the routine and should be carried out by trained and qualified engineers.

The unit is made up of the following activities:

- C24.1 Start-up and shut-down plant**
- C24.2 Maintain plant in working order**
- C24.3 Ensure the quality and temperature of air**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

The unit is intended mainly for Sport and Leisure Centre staff who have some responsibility for air conditioning plant operation. You should have had training and experience relevant to plant operation. The unit is not for engineers who carry out more than routine maintenance.

Linked Units

This unit links to C25 and C26.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C24 OPERATE PLANT TO MAINTAIN LEVELS OF HEATING AND VENTILATION

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the manufacturer's instructions and the normal operating procedures for the plant
- K2 the emergency action plan for the plant
- K3 the records concerning the operation of the plant which need to be kept up
- K4 how to complete the necessary records
- K5 who is the responsible colleague to make records available to and report equipment needing repair
- K6 the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant

For C24.1 Start-up and shut-down plant

- K7 the importance of following instructions for the operation of the plant
- K8 how to set the systems in preparation for start-up and shut-down
- K9 how to begin start-up and shut-down sequences
- K10 how to monitor the plant operation during start-up and shut-down
- K11 how to take corrective action when the normal operating procedures are not met during start-up and shut-down
- K12 the faults and alarms which may occur during start-up and shut-down

For C24.2 Maintain plant in working order

- K13 the importance of maintaining plant in good working order
- K14 the requirements of the maintenance schedule and logsheets
- K15 normal rates of energy use and flow, levels of pressure and temperature
- K16 how to carry out the routine tests and maintenance required
- K17 how to identify items needing repair and what to do when they are found
- K18 how to identify when the plant is not running properly
- K19 how to test alarms

For C24.3 Ensure the quality and temperature of air

- K20 the importance of maintaining the quality and temperature of the air
- K21 the tests and checks which need to be carried out in order to check the quality and temperature of the air and how to do so
- K22 the air temperatures and rates of circulation which are appropriate to the range of activities and levels of facility usage
- K23 the types of corrective action to take when air quality and temperature does not meet standards

UNIT C24 OPERATE PLANT TO MAINTAIN LEVELS OF HEATING AND VENTILATION

C24.1 Start-up and shut-down plant

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 make sure the **systems** are correctly set for start-up and shut-down
- 2 begin the start-up and shut-down sequences following the manufacturer's instructions
- 3 monitor the **systems** for faults and alarms
- 4 take the correct action to deal with any faults and alarms promptly and according to guidelines
- 5 follow the emergency action plan in the event of any emergencies
- 6 complete all the necessary **records** accurately and legibly, and make them available to the responsible colleague when required
- 7 follow all relevant legislation and other safety requirements at all times

From your work you must show that you have set all of the following types of:

systems

- a heating
- b ventilation
- c air handling and conditioning
- d energy saving
- e measuring and control

and maintained all of the following types of:

records

- f start-up and shut-down times
- g inlet and outlet pressures
- h air temperatures
- i results of chemical tests
- j variations from normal start-up and shut-down procedures
- k suggestions for improving normal operating procedures

UNIT C24 OPERATE PLANT TO MAINTAIN LEVELS OF HEATING AND VENTILATION

C24.2 Maintain plant in working order

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 carry out regular tests, **checks, samples** and **routine maintenance** according to the prescribed maintenance schedule and log sheet requirements
- 2 identify any items which need repair and report these to the responsible colleague
- 3 take the appropriate action when the normal operating procedures are not being met
- 4 monitor the alarms and respond to them following normal operating procedures and the emergency action plan
- 5 complete all the necessary records and make them available to the responsible colleague when required
- 6 follow all relevant legislation and other safety requirements at all times

From your work you must show that you have carried out all of the following types of:

checks and samples

- a rates of energy use
- b rates of flow
- c levels of pressure
- d levels of temperature
- e measuring and control
- f alarms
- g energy saving devices
- h dampers, louvers and drive belts
- i legionella and other water borne viruses

and carried out all the following types of:

routine maintenance to ensure

- j plant efficiency
- k plant effectiveness
- l plant economy

UNIT C24 OPERATE PLANT TO MAINTAIN LEVELS OF HEATING AND VENTILATION

C24.3 Ensure the quality and temperature of air

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 carry out the regular **tests, monitoring and sensory inspections** according to prescribed procedures
- 2 make sure that the air temperature and rates of circulation are appropriate for the activities taking place
- 3 carry out routine **maintenance procedures** according to the prescribed maintenance schedule
- 4 take corrective action when normal operating procedures are not being met and in response to bacteriological test results
- 5 complete all the necessary records accurately and legibly, and make them available to the responsible colleague when required
- 6 follow all relevant legislation and other safety requirements at all times

From your work you must show that you have carried out all of the following types of:

tests and monitoring

- a temperature
- b humidity

carried out all of the following types of:

sensory inspections

- c smell
- d contamination
- e condensation
- f physical comfort

and carried out all of the following types of:

maintenance procedures

- g plant efficiency
- h plant effectiveness
- i plant economy

UNIT C24 OPERATE PLANT TO MAINTAIN LEVELS OF HEATING AND VENTILATION

Evidence requirements (mandatory)

Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real operational services context. This evidence must be gathered by the assessor observing the candidate on more than one occasion. Witness testimony or records of the candidate’s previous work (endorsed by a senior colleague) may be used for C24.1.4, C24.1.5, C24.2.2, C24.2.3, C24.2.4 and C24.3.4 if these items cannot be covered when the assessor is present.

There must also be evidence that the candidate’s work has met the requirements listed under ‘what you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K4 how to complete the necessary records’). If there is evidence from the candidate’s own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is allowed for C24.1.4, C24.1.5, C24.2.2, C24.2.3, C24.4.4 and C24.3.4, if no naturally occurring evidence is available.

Use of Supplementary Evidence

Supplementary evidence is not allowed for this unit.

UNIT C24 OPERATE PLANT TO MAINTAIN LEVELS OF HEATING AND VENTILATION

What we mean by some of the words used in this unit

Contamination	the air being polluted, for example by dust or smoke
Corrective action	what the candidate should do when there are faults, alarms or variations in the operation of the plant
Emergency action plan	the written plan which has been developed by the facility to deal with any emergencies which may occur
Guidelines	those developed by the manufacturer and possibly adapted by the facility
Health and safety legislation	mainly the Health and Safety at Work Act but also other pieces of legislation or regulations which may be relevant to the plant, for example the Control of Substances Hazardous to Health regulations
Maintenance schedule	the manufacturer's guidelines (possibly adapted by the facility) for routine maintenance
Normal operating procedures	the procedures which have been developed by the facility to cover normal (non-emergency) working
Plant effectiveness	the plant's ability to maintain water temperature and quality as required
Plant efficiency	the plant's ability to maintain air temperature and quality whilst using the minimum amount of energy under the circumstances
Plant economy	maintaining the overall plant running costs to an acceptable level
Responsible colleague	the person with overall responsibility for the plant and the quality of the air in the facility - usually the line manager or supervisor

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UNIT C25 OPERATE PLANT TO MAINTAIN THE QUALITY OF POOL WATER

INTRODUCTION

Summary

This unit is about operating swimming pool plant. The unit covers start-up and shut-down, routine maintenance and ensuring that the water quality and temperature are safe and right for the types of activities which are taking place. The purpose of operating the plant could be to carry out routine maintenance to ensure:

- plant efficiency
- plant effectiveness
- plant economy

The unit is made up of the following activities:

- C25.1 Start-up and shut-down plant**
- C25.2 Maintain plant in working order**
- C25.3 Ensure the quality of water**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

The unit is intended mainly for Sport and Leisure Centre staff who have some responsibility for plant operation. You should have had training and experience relevant to plant operation. The unit is not for engineers who carry out more than routine maintenance.

Linked Units

This unit links to C28.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C25 OPERATE PLANT TO MAINTAIN THE QUALITY OF POOL WATER

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the manufacturer's instructions and the normal operating procedures for the plant
- K2 the chemicals commonly used in pool plant, their effects and the hazards associated with them
- K3 the emergency action plan for the plant
- K4 the records concerning the operation of the plant which need to be kept up
- K5 how to complete the necessary records
- K6 who is the responsible colleague to make records available to and report equipment needing repair
- K7 the basic requirements of the Health and Safety at Work Act and COSHH regulations as they apply to the operation of plant

For C25.1 Start-up and shut-down plant

- K8 the importance of following instructions for the operation of the plant
- K9 how to set the systems in preparation for start-up and shut-down
- K10 how to begin start-up and shut-down sequences
- K11 how to monitor the plant operation during start-up and shut-down
- K12 how to take corrective action when the normal operating procedures are not met during start-up and shut-down
- K13 the faults and alarms which may occur during start-up and shut-down

For C25.2 Maintain plant in working order

- K14 the importance of maintaining plant in good working order
- K15 the basic principles of filtration, disinfection, heating, pressure vessels and associated measuring and control equipment
- K16 the requirements of the maintenance schedule and logsheets
- K17 normal rates of energy use and flow, levels of pressure and temperature
- K18 how to carry out the routine tests and maintenance required
- K19 how to calculate, analyse and record energy and water usage figures
- K20 how to identify items needing repair and what to do when they are found
- K21 how to identify when the plant is not running properly
- K22 how to test alarms

UNIT C25 OPERATE PLANT TO MAINTAIN THE QUALITY OF POOL WATER

What you must know and understand (continued)

For C25.3 Ensure the quality of water

- K23 the importance of maintaining the quality and temperature of the water
- K24 the basic principles involved in maintaining water quality
- K25 the tests and checks which need to be carried out in order to check the quality and temperature of the water and how to do so
- K26 the importance of uncontaminated test equipment and how to ensure equipment is not contaminated
- K27 how to take the samples required
- K28 the water temperatures which are appropriate to a range of activities
- K29 the types of corrective action to take when water quality and temperature does not meet standards

UNIT C25 OPERATE PLANT TO MAINTAIN THE QUALITY OF POOL WATER

C25.1 Start-up and shut-down plant

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 make sure the **systems** are correctly set for start-up and shut-down
- 2 begin the start-up and shut-down sequences following the manufacturer's instructions
- 3 monitor the **systems** for faults and alarms
- 4 take the correct action to deal with any faults and alarms promptly and according to guidelines
- 5 follow the emergency action plan in the event of any emergencies
- 6 complete all the necessary **records** accurately and legibly, and make them available to the responsible colleague when required
- 7 follow all relevant legislation and other safety requirements at all times

From your work you must show that you have set all of the following types of:

systems

- a filtration
- b disinfection
- c heating
- d pressure
- e measuring
- f control

and maintained all of the following types of:

records

- g start-up and shut-down times
- h inlet and outlet pressures
- i water and air temperatures
- j results of chemical tests
- k variations from normal start-up and shut-down procedures
- l suggestions for improving normal operating procedures

UNIT C25 OPERATE PLANT TO MAINTAIN THE QUALITY OF POOL WATER

C25.2 Maintain plant in working order

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 carry out regular **tests**, visual and audible **checks** and **routine maintenance** according to the prescribed maintenance schedule and log sheet requirements
- 2 identify any items which need repair and report these to the responsible colleague
- 3 take the appropriate action when the normal operating procedures are not being met
- 4 calculate, analyse and report energy and water usage figures, taking appropriate action to maintain the efficiency and safety of the **plant**
- 5 monitor the alarms and respond to them following normal operating procedures and the emergency action plan
- 6 complete all the necessary records and make them available to the responsible colleague when required
- 7 follow all relevant legislation and other safety requirements at all times

From your work you must show that you have carried out all of the following types of:

tests and checks

- a rates of energy use
- b rates of flow
- c levels of pressure
- d levels of temperature
- e measuring and control
- f alarms
- g energy saving devices

dealt with all of the following types of:

plant systems

- h filtration
- i disinfection
- j heating
- k pressure
- l measuring and control

and carried out all of the following types of:

routine maintenance to ensure

- m plant efficiency
- n plant effectiveness
- o plant economy

UNIT C25 OPERATE PLANT TO MAINTAIN THE QUALITY OF POOL WATER

C25.3 Ensure the quality of water

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 carry out the regular **tests, monitoring** and **sensory inspections** according to prescribed water test procedures
- 2 make sure that the water temperature is appropriate for the activities taking place
- 3 pay careful and ongoing attention to the alarms which monitor water quality
- 4 make sure that test equipment is free from contamination
- 5 take **samples** from all the areas necessary to test the overall quality of the water
- 6 take corrective action when normal operating procedures are not being met and in response to bacteriological test results
- 7 complete all the necessary records accurately and legibly, and make them available to the responsible colleague when required
- 8 follow all relevant legislation and other safety requirements at all times

From your work you must show that you have carried out all of the following types of:

tests and monitoring

- a pH
- b free and combined disinfectant levels
- c air and water temperatures
- d relative humidity
- e fresh water dilution
- f pool loading
- g plant running time

carried out all of the following types of:

sensory inspections

- h water clarity
- i water quality
- j algae
- k foaming
- l dissolved particulate matter
- m scum lines
- n the cleanliness of the pool surround

and taken all of the following types of:

samples

- o the calibration of automatic controls
- p water balance
- q total dissolved solids
- r alkalinity
- s cyanauric acid
- t bacteria

UNIT C25 OPERATE PLANT TO MAINTAIN THE QUALITY OF POOL WATER

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real operational services context. This evidence must be gathered by the assessor observing the candidate on more than one occasion. Witness testimony or records of the candidate’s previous work (endorsed by a senior colleague) may be used for C25.1.4, C25.1.5, C25.2.2, C25.2.3, C25.2.5 and C25.3.6 if these items cannot be covered when the assessor is present.

There must also be evidence that the candidate’s work has met the requirements listed under ‘what you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K5 how to complete the necessary records’). If there is evidence from the candidate’s own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is allowed for C25.1.4, C25.1.5, C25.2.2, C25.2.3, C25.2.5 and C25.3.6, if no naturally occurring evidence is available.

Use of Supplementary Evidence

Supplementary evidence is not allowed for this unit.

UNIT C25 OPERATE PLANT TO MAINTAIN THE QUALITY OF POOL WATER

What we mean by some of the words used in this unit

Corrective action	what the candidate should do when there are faults, alarms or variations in the operation of the plant
Emergency action plan	the written plan which has been developed by the facility to deal with any emergencies which may occur
Guidelines	those developed by the manufacturer and possibly adapted by the facility
Health and safety legislation	mainly the Health and Safety at Work Act but also other pieces of legislation or regulations which may be relevant to the plant, for example the Control of Substances Hazardous to Health regulations
Maintenance schedule	the manufacturer's guidelines (possibly adapted by the facility) for routine maintenance
Normal operating procedures	the procedures which have been developed by the facility to cover normal (non-emergency) working
Plant effectiveness	the plant's ability to maintain water temperature and quality as required
Plant efficiency	the plant's ability to maintain water temperature and quality whilst using the minimum amount of energy under the circumstances
Plant economy	maintaining the overall plant running costs to an acceptable level
Responsible colleague	the person with overall responsibility for the plant and the quality of the pool water - usually the line manager or supervisor

UNIT C34 RESOLVE CUSTOMER SERVICE PROBLEMS

INTRODUCTION

Summary

The delivery of excellent customer service involves meeting and exceeding customer expectations.

However, even if your customer service overall is excellent, some customers will experience problems. Part of your job is to help to resolve those problems.

Some problems are reported by customers. In other situations, you spot the problem first and resolve it before your customer has even noticed that there might be a problem.

For this unit you need to resolve both types of problem having looked at all the options.

This unit is particularly important to customer service because many customers judge the customer service of your organisation by the way in which their problems are resolved.

The unit is made up of the following activities:

- C34.1 Identify customer service problems**
- C34.2 Select the best solution to resolve customer service problems**
- C34.3 Implement the solution to customer service problems**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

The unit is intended for staff who work with customers on a day-to-day basis.

Linked Units

This unit links closely with all other units that involve you working with customers.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ.

This unit is taken from the standards for Customer Service at Level 2, where it appears as Unit 4.

UNIT C34 RESOLVE CUSTOMER SERVICE PROBLEMS

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C34 RESOLVE CUSTOMER SERVICE PROBLEMS

What you must know and understand

As a Level 2 candidate you will have an awareness of the basic legal and organisational responsibilities you need to apply when you are dealing with your customers.

You will need to show in your evidence that you have worked with the rules and regulations of your organisation and, where your knowledge is limited, you will need to show that you have gone to others for help or advice.

The rules and procedures you need to apply will depend on the industry and organisation you are working in. How much you need to know and understand will depend on your job role and your position in your organisation. You may need to ask somebody in your organisation or your assessor what these rules and regulations are and how they apply to your current job, or you may already know.

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 what your customers' rights are and how these rights limit what you are able to do for your customer
- K2 the specific aspects of health and safety
- K3 the specific aspects of data protection
- K4 the specific aspects of equal opportunities
- K5 the specific aspects of disability discrimination
- K6 the specific aspects of legislation and regulations that affect the way the products or services you deal with can be delivered to your customers
- K7 industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers
- K8 any contractual agreements that your customers have with your organisation
- K9 the products or services of your organisation relevant to your customer service role
- K10 the guidelines laid down by your organisation that limit what you can do within your job
- K11 the limits of your own authority and when you need to seek agreement with or permission from others
- K12 any organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met
- K13 how to communicate in a clear, polite, confident way and why this is important
- K14 organisational procedures and systems for dealing with customer service problems
- K15 how to defuse potentially stressful situations
- K16 how to negotiate
- K17 the limitations of what you are able to offer your customer

UNIT C34 RESOLVE CUSTOMER SERVICE PROBLEMS

C34.1 Identify customer service problems

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

Please see the 'Evidence and assessment requirements' on the last page of this unit.

- 1 gather and interpret information from your customers about problems they have raised
- 2 ask your customers appropriate questions to check your understanding of their problems
- 3 identify repeated problems and alert the appropriate authority
- 4 share customer feedback with others to help identify potential problems before they occur
- 5 work independently or with others to identify problems with systems and procedures before they begin to affect your customers

UNIT C34 RESOLVE CUSTOMER SERVICE PROBLEMS

C34.2 Select the best solution to resolve customer service problems

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

Please see the 'Evidence and assessment requirements' on the last page of this unit.

- 1 identify the available options for resolving customer service problems
- 2 consult with others to identify and confirm the options available to resolve those problems
- 3 work out the advantages and disadvantages of each option for your customer and your organisation
- 4 select the best overall option for your customer and your organisation
- 5 suggest to your customer other ways that problems may be resolved if you are unable to help

UNIT C34 RESOLVE CUSTOMER SERVICE PROBLEMS

C34.3 Implement the solution to customer service problems

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

Please see the 'Evidence and assessment requirements' on the last page of this unit.

- 1 discuss and agree the proposed option for solving the problem with your customers
- 2 take action to implement the option agreed with your customers
- 3 work with others and your customers to make sure that any commitments related to solving the problem are kept
- 4 keep your customers fully informed about what is happening to resolve problems
- 5 check with your customers to make sure the problem has been resolved to their satisfaction
- 6 give clear reasons to your customers when the problem has not been resolved to their satisfaction

UNIT C34 RESOLVE CUSTOMER SERVICE PROBLEMS

Evidence and assessment requirements (mandatory)

Simulation is not allowed for any performance evidence within this unit. You must supply all the evidence from work you have carried out with customers in your workplace.

All options you have considered must be based on the existing products or services offered by your organisation.

You must prove that you have dealt effectively with a series of customer service problems. You must produce evidence that shows you have done this over a period of time with different customers on different occasions.

Your evidence must show that you have applied the knowledge and understanding requirements when you are dealing with your customers.

Your evidence must include examples of solving problems involving each of the following:

- problems first identified by customers
- problems that you have identified before they affect your customer
- problems due to differences between your customers' expectations and what your organisation can offer
- problems due to a system or procedure failure
- problems due to a lack of resources or human error.

Your evidence will need to show that you:

- have made positive efforts to keep your customers informed at all times while problems are being resolved
- supplied relevant information tactfully when customers have requested it
- supplied relevant information tactfully when customers have not requested it
- have used agreed organisational procedures when solving problems
- have made exceptions to usual practice with the agreement of others.

Guidance

Your customers can be internal or external to the organisation or a combination of both.

Occasions when a system or procedure has failed (see **d** above) can, for example, relate to a network failure; computer breakdown, till/credit card machine problems; goods not delivered on time; somebody else has not passed information on.

Examples of performance evidence for this unit could include:

- case histories which describe how you identified, solved and implemented solutions to internal or external customers' problems

UNIT C34 RESOLVE CUSTOMER SERVICE PROBLEMS

Guidance (continued)

- witness testimonies from managers or others describing how you have been able to effectively deal with a series of customers' problems over a period of time
- a professional discussion with your assessor using examples of problems you have resolved before they could affect customers
- observation report by your assessor describing how you were able to sort out a customer's problem gathering information and offering a range of options
- a case history which describes when you noticed that the same problem kept occurring and what action you took
- a case history which describes how you identified a re-occurring problem and what action you took.

UNIT C34 RESOLVE CUSTOMER SERVICE PROBLEMS

What we mean by some of the words used in this unit

Appropriate authority	the person in the organisation who is responsible for the service that the customer is having problems with
Available options	things that you can realistically do – within your organisation’s policies and procedures – to solve the customer’s problem
Commitments	what you or your organisation have promised the customer
Communicate	this could include by speaking or writing, or showing customers written information but also covers, for example, tone of voice, body language
Customers	these could be external customers – individuals, groups or organisations for whom you provide a service – or they could be internal customers – other staff or departments in your organisation
Implement a solution	putting the agreed solution into practice
Information	this could be spoken or written information
Problems	this could be any problem the customer has experienced – this could range from a complaint to the customer needing advice
Repeated problems	problems that occur with a range of customers over a period of time
Resolve	solving the problem

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UNIT C31 PROVIDE A CENTRE RECEPTION SERVICE

INTRODUCTION

Summary

This unit is about providing a reception service for a sport and recreation facility. Candidates must be able to deal with customers face-to-face and by telephone. The unit covers dealing with customers and visitors who are:

- adults
- children and young people
- people with particular needs

You should be able to deal with:

- individual bookings
- block bookings
- club bookings

The unit is made up of the following activities:

- C31.1 Welcome customers and visitors**
- C31.2 Enrol customers and take bookings**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for people who provide a reception service in sport and recreation facilities.

Linked Units

This unit links closely with C32 and C34.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ.

UNIT C31 PROVIDE A CENTRE RECEPTION SERVICE

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Information Technology 1.1, 1.2

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C31 PROVIDE A CENTRE RECEPTION SERVICE

What you must know and understand

To be competent in this unit, you must know and understand the following:

For C31.1 Welcome customers and visitors

- K1 why customer care is important
- K2 the types of visitors and customers who come to the facility and why
- K3 how to greet and welcome customers and visitors
- K4 the importance of explaining any delay in dealing with customers and how to do so politely
- K5 the types of information which customers and visitors usually need and how to respond to such requests according to organisational procedures
- K6 when colleagues need to be told about customers and visitors and why this is important
- K7 why it is important to deal with customers' and visitors' individual needs
- K8 the correct entry and security procedures for the facility and why it is important to follow these
- K9 why it is important to be polite when refusing entry and to try to make alternative arrangements for the customer or visitor
- K10 what types of issues may need to be referred to a responsible colleague and who this colleague may be according to different situations

For C31.2 Enrol customers and take bookings

- K11 the booking and enrolment system for the facility
- K12 the importance of checking that services are available for enrolments and bookings and what may happen if you do not do this
- K13 how to check the availability of services
- K14 how to help the customer to provide the necessary information and the importance of checking this thoroughly
- K15 the procedures for making charges for services in the facility and handling payments
- K16 how to use the information storage system in the facility and the importance of doing so properly
- K17 how to complete the appropriate registers

UNIT C31 PROVIDE A CENTRE RECEPTION SERVICE

C31.1 Welcome customers and visitors

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 greet your **customers and visitors** promptly, treating them politely and making them feel welcome in the facility
- 2 explain to **customers and visitors** the reasons for any delay in dealing with them, and come back to them as quickly as possible
- 3 find out what your **customers and visitors** would like and any **individual needs** they may have
- 4 clearly provide them with requested information and other information which may be useful to them
- 5 when necessary, tell the appropriate colleague about the **customers' and visitors' arrival and their individual needs**
- 6 follow the correct entry and security procedures for the type of **customers and visitors** involved
- 7 politely explain any reasons why **customers and visitors** cannot enter and negotiate an alternative arrangement
- 8 promptly refer any issues which you cannot deal with personally to the responsible colleague

From your work you must show that you have welcomed at least two of the following types of:

customer and visitor

- a adults
- b children and young people
- c people with particular needs

and dealt correctly with one of the following types of:

individual need

- d mobility and access
- e medical conditions that are relevant to their planned activity
- f child care

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C31 PROVIDE A CENTRE RECEPTION SERVICE

C31.2 Enrol customers and take bookings

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 make sure that there are available services for the enrolments and **bookings** which you take
- 2 clearly tell the **customer** about available services and any waiting list arrangements
- 3 help the **customer** to provide the necessary information and check that it is complete and correct
- 4 confirm all the aspects of the **booking** or enrolment with the customer
- 5 make sure that all charges and the handling of payments follows organisational procedures
- 6 transfer the information to the correct **storage system** completely and accurately
- 7 make sure that registers are up to date, complete and accurate

From your work you must show that you have taken at least two of the following types of:

booking

- a block booking
- b individual booking
- c club booking

for at least two of the following types of:

customer

- d adults
- e children and young people
- f people with particular needs

using at least one of the following types of:

storage system

- g computerised
- h paper-based

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C31 PROVIDE A CENTRE RECEPTION SERVICE

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real operational services context. This evidence must be gathered by the assessor observing the candidate on more than one occasion. Witness testimony or records of the candidate’s previous work (endorsed by a senior colleague) may be used for C31.1.2, C31.1.5, C31.1.7 and C31.1.8 if these items cannot be covered when the assessor is present.

There must be evidence that the candidate’s work has met the requirements listed under ‘what you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed by supplementary evidence (see below).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K3 how to greet and welcome customers and visitors’). If there is evidence from the candidate’s own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is allowed for C31.1.2, C31.1.5, C31.1.7 and C31.1.8, if no naturally occurring evidence is available.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘what you must cover’ that do not require evidence of real work activity.

UNIT C31 PROVIDE A CENTRE RECEPTION SERVICE

What we mean by some of the words used in this unit

Appropriate colleague	the person the visitor has come to see or someone who will accompany the visitor or customer
Customer	a person who is using the services provided by the facility
Entry and security procedures	your organisation's procedures for allowing people into the facility; this will include, for example, charging customers and signing in visitors
Mobility and access	this would cover, for example, people who cannot walk well, people in wheelchairs, or people who need other kinds of special arrangements to enter the facility and take part in activities
Particular needs	people with disabilities or medical conditions that mean they require special attention
Responsible member of staff	usually the line manager or supervisor; it may also be the person responsible for the particular area or service
Services	for example, activities or rooms for parties and other events
Storage system	the information system in the facility; this may be paper-based or computer-based
Visitor	an authorised person coming to the facility on business or to visit a member of staff

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UNIT 223 PROCESS PAYMENTS FOR PURCHASES

INTRODUCTION

Summary

This unit is about how you calculate how much the customer needs to pay for their purchases as well as taking payment from them. You are expected to be able to take cash as well as other forms of payment. You are expected to follow your own organisation's procedures as well as be able to use the point of sale technology that is used in your area of work. Another responsibility is to be both aware of, and able to deal with instances of potential fraud.

The unit is made up of the following activities:

- 223.1 Calculate the price of customers' purchases**
- 223.2 Process sales payments**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for people who process sales in sport and recreation facilities by working, for example, in a store or on reception.

Linked Units

This unit links closely with C31, C32 and C34.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ. This unit is taken from the standards for Retail Operations and Distribution, Warehousing and Storage Operations at Level 2.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Problem Solving 2.1, 2.2, 2.3

UNIT 223 PROCESS PAYMENTS FOR PURCHASES

What you must know and understand

To be competent in this unit, you must know and understand the following:

Pricing and product information

- K1 how to identify and check prices in your own store environment
- K2 where to get information and advice to deal with pricing problems
- K3 how to identify any defects in products as they are being processed for sale (e.g. damage, loose packaging, cracks, defects in food products)
- K4 how to identify any current discounts and special offers (e.g. 2-for-1 offers, coupons)

Calculating payments

- K5 the way payments are calculated in your store
- K6 common methods of calculating payments including point of sale technology and physical calculations

Taking payments

- K7 how to keep cash and other payments safe and secure
- K8 the types of payment that you are able to receive
- K9 procedures for authorising non-cash transactions
- K10 how to check for and identify counterfeit payments
- K11 how to check for stolen cheques, credit cards, charge cards or debit cards
- K12 how to deal with customers offering suspect tender or non-cash payments

Organisational, legal and statutory requirements

- K13 relevant rights, duties and responsibilities relating to The Sale of Goods Act
- K14 organisational procedures for calculating and taking payments
- K15 organisational procedures for dealing with suspected fraud

Customer service

- K16 the value and importance of customer service to effective trading operations
- K17 how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods

UNIT 223 PROCESS PAYMENTS FOR PURCHASES

223.1 Calculate the price of customers' purchases

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 accurately identify the price of items
- 2 promptly resolve any problems in pricing goods by using the **sources of information** at your disposal
- 3 gain advice from relevant people if you cannot resolve problems with prices yourself
- 4 make correct **calculations** for purchases
- 5 visually inspect **purchases** for condition and quality as they are processed
- 6 take prompt action when faults or discrepancies in items are observed to make sure customers are provided with satisfactory products

From your work you must show that you have used both of the following types of:

sources of information

- a written product and pricing information
- b other colleagues and managers/supervisors

made the following types of:

methods of calculation

- c using point of sale technology
- d physical (including calculator and longhand calculations)

for the following types of:

purchases

- e stock items
- f special offers and discounts

UNIT 223 PROCESS PAYMENTS FOR PURCHASES

223.2 Process sales payments

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 clearly and accurately inform customers of the amount due
- 2 confirm the cash amount given by the customer and the change you give them
- 3 gain authorisation for accepting non-cash **payments** when the value of the item exceeds the limit you are able to authorise
- 4 tactfully inform the customer when authorisation for payment cannot be obtained for non-cash transactions
- 5 accurately complete **payment documentation**
- 6 securely store **payments** and protecting them from theft
- 7 offer **additional services** to the customer where they are available
- 8 be courteous to customers at all times
- 9 be aware of how busy the store is and balancing the need to give attention to individual customers whilst ensuring others are not left without attention

From your work you must show that you have taken all of the following types of:

payments

- a cash
- b cheques
- c credit, debit and store cards

completed the following types of:

payment documentation

- d till receipts and records
- e credit and charge card slips

and offered at least two of the following types of:

additional services

- f packing facilities
- g storage facilities
- h delivery/transportation
- i cash back

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT 223 PROCESS PAYMENTS FOR PURCHASES

Evidence and assessment requirements (mandatory)

Assessment of this unit must follow the requirements specified for the Distributive NTO unit C8 (2002).

This unit has been imported from Retail Operations NVQ Level 2 and Distribution and Storage Operations NVQ Level 2. As a result the requirements of the qualifications from which they have been imported must be fully met. Therefore in addition to the requirements already specified the following must be adhered to:

Assessment for this unit will be undertaken through naturally occurring work activities; simulation is not acceptable for generating evidence for this unit.

Assessment of this unit must only be carried out by an assessor who meets the assessor requirements laid down for this qualification (see the section **assessor and internal verifier requirements**).

It is important that your manager is involved in your assessment for this unit. The easiest way for this to happen is for your manager to act as your assessor. Where this is not possible your assessor must make sure that at least one of the following takes place before they sign off this unit as being completed:

- Your assessor questions your manager to verify that the evidence you have presented for this unit is a true and accurate reflection of your competence at work. The record which your assessor makes of this discussion will provide the evidence of your manager's verbal testimony.
- Your assessor examines a statement prepared by your manager. This statement may cover more than one unit but must provide sufficient information about how you process payments for purchases for your assessor to verify that the evidence you have presented for this unit is a true and accurate reflection of your competence at work.

Your assessor cannot sign off this unit as being completed unless your competence is substantiated by your manager. This must be indicated by including examination of manager's testimony (EMT) or questioning manager (QM) in the assessment method box on the evidence summary record.

In addition to verifying your competence with your manager, your assessor will assess your competence for this unit by using **at least two** of the following methods of assessment.

- observation
- examination of evidence
- questioning.

Where possible, your assessor will observe you carrying out the activities in this unit.

UNIT 223 PROCESS PAYMENTS FOR PURCHASES

Evidence and assessment requirements (mandatory) (continued)

The following tables provide **examples** of activities which might generate evidence for this unit and describe examples of evidence which might be produced.

Examples of how evidence might be generated

- checking pricing information if there is a query
- making sure the till drawer is closed and not left open and unattended
- telling a customer the total price of their goods before accepting payment
- carefully check signatures on payment documentation against the credit/debit/cheque card
- counting cash payments before depositing them in the till.

Guidance on the type of evidence you can include in your portfolio

(Please bear in mind that observation reports should be the main type of evidence).

- observation reports produced by the assessor recording how you carried out tasks, processes and/or activities to generate evidence to meet the standards
- records of any questions the assessor asked to confirm knowledge and understanding and to verify and authenticate the evidence presented
- production of the following for examination by the assessor:
 - ◇ witness testimonies from your manager/colleague confirming your competence
 - ◇ personal statements describing what you did
 - ◇ case histories detailing specific incidents in which you have been involved in the past
 - ◇ products produced by you as part of, or resulting from tasks, processes or activities.

To complete this unit you must provide evidence that you meet all of the items listed under what you must do, what you must cover and what you must know and understand. The evidence you provide to meet all of these cases can be:

Real performance evidence which is:

- required for demonstrating competence across all of the items under what you must do and the specified number of linked items under what you must cover
- also acceptable for demonstrating knowledge and understanding criteria.

Knowledge and evidence which can be used:

- to demonstrate knowledge and understanding criteria
- for showing competence across those items under ‘what you must cover’ which have not been covered using real performance evidence.

Evidence generated through other activities can be work-based projects and assignments which relate to the candidate’s competence and can be used for:

- showing competence across those items under ‘what you must cover’ which you have not covered using real performance evidence.

UNIT 223 PROCESS PAYMENTS FOR PURCHASES

What we mean by some of the words used in this unit

Discrepancies in items	when the item does not match its description or price
Gain authorisation	getting the permission of a more senior colleague
Longhand calculations	working out the total price on paper
Making calculations	working out the total price
Payment documentation	till receipts, records, credit and charge card slips
Point of sale technology	usually the till
Problems with prices	not knowing what the correct price is
Relevant people	colleagues, managers or supervisors
Sources of information	this includes the written product or pricing information and other colleagues, managers or supervisors
Store	in this case could be the facilities reception service or shop
Visually inspect	checking the item by looking carefully at it

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UNIT C28 MAINTAIN THE SAFETY OF SWIMMING POOL USERS

INTRODUCTION

Summary

Swimming pool customers have every right to expect a clean, hygienic and, above all, safe environment in which to enjoy themselves. This unit covers making sure the pool meets all the requirements for hygiene and water quality, supervising swimmers in the pool and dealing with emergencies when they occur.

The unit is made up of the following activities:

- C28.1 Prepare and maintain a safe swimming pool environment**
- C28.2 Supervise swimming activities**
- C28.3 Carry out pool emergency procedures**

To achieve this unit you must provide all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

The unit is intended mainly for lifeguards working in a swimming pool.

Linked Units

This unit links closely with unit C22 and C35.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C28 MAINTAIN THE SAFETY OF SWIMMING POOL USERS

What you must know and understand

To be competent in this unit, you must know and understand the following:

For C28.1 Prepare and maintain a safe swimming pool environment

- K1 the types of hazards which may occur and how to look for them and provide the proper response
- K2 the rules, regulations and bye-laws covering the pool including Health and Safety at Work Act, Health and Safety Commission “Safety in Swimming Pools”
- K3 the types of emergency equipment required, where it is kept and how it is properly maintained
- K4 the checks required for each type of pool environment specified in range
- K5 which records need to be kept and how to complete them

For C28.2 Supervise swimming activities

- K6 the types of advice and assistance which each of the different types of customer may require and the most appropriate way of providing it
- K7 the normal operating procedures for the pool
- K8 how to identify when staffing levels are inappropriate and what to do about it
- K9 the types of hazards which may occur and how to look for them and provide the proper response
- K10 principles of water safety, accident prevention
- K11 the role of the lifeguard
- K12 how the pool is zoned for effective supervision
- K13 the effect of the pool environment on safety

For C28.3 Carry out pool emergency procedures

- K14 the Emergency Action Plan for the pool and facility
- K15 the differences in dealing with all the different kinds of customers
- K16 how to identify and assess the nature of the emergency situation
- K17 the right course of action to meet the needs of each kind of emergency situation
- K18 the importance of responding calmly and promptly and providing reassurance to all those involved
- K19 the nature and type of qualified assistance required for each of the types of emergency situation
- K20 the importance of identifying the possible cause of the emergency
- K21 the importance of reporting any difficulties which occurred in implementing the emergency procedures

UNIT C28 MAINTAIN THE SAFETY OF SWIMMING POOL USERS

C28.1 Prepare and maintain a safe swimming pool environment

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 carry out water quality and other safety checks of the **environment** complying with organisational and legal requirements
- 2 cause as little disruption to normal activities as possible
- 3 identify and assess any hazards
- 4 deal with any hazards quickly following organisational and legal requirements
- 5 make sure public notices are clearly visible and up to date
- 6 store and maintain **emergency equipment** correctly
- 7 complete any required records

From your work you must show that you have prepared and maintained three of the following types of:

environment

- a conventional pools
- b free form pools
- c water features
- d play equipment
- e surrounds

and stored and maintained all of the following types of:

emergency equipment

- f stretchers
- g rescue aids
- h first-aid equipment
- i communications equipment

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C28 MAINTAIN THE SAFETY OF SWIMMING POOL USERS

C28.2 Supervise swimming activities

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 observe your **customers** carefully and continuously in the **environment** you are supervising
- 2 give your **customers** any information and help that they need
- 3 encourage your **customers** to behave safely
- 4 identify any inadequate staffing levels and report them to the responsible person
- 5 identify and deal with any potential **hazards** promptly and in line with organisational and legal requirements
- 6 **communicate** effectively with your **customers** and colleagues
- 7 follow the normal operating procedures at all times

From your work you must show that you have supervised at least three of the following types of:

environment

- a conventional pools
- b free form pools
- c water features
- d play equipment
- e surrounds

all of the following types of:

customer

- f adults
- g children
- h customers with particular needs

identified at least three of the following types of:

hazard

- i unsafe customer behaviour
- j unacceptable customer behaviour
- k failure of equipment
- l poor water quality
- m physical hazards

and used at least two of the following types of ways to:

communicate

- n speaking
- o hand signals
- p whistles

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C28 MAINTAIN THE SAFETY OF SWIMMING POOL USERS

C28.3 Carry out pool emergency procedures

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 promptly identify and assess the **emergency**
- 2 raise the alarm and follow the emergency action plan
- 3 take **action** appropriate to the **emergency**
- 4 call for qualified assistance that is appropriate to the **emergency**
- 5 give comfort and reassurance to the **casualty** and other customers
- 6 help to return the pool to normal operating procedures as quickly as possible
- 7 provide clear information on the **emergency** and the events leading up to it
- 8 identify and report any problems with the emergency action plan to the responsible colleague

From your work you must show that you have dealt with three of the following types of:

emergency

- a drowning
- b customers in difficulties
- c injured customers
- d unconscious casualties
- e multiple casualties

take all of the following types of:

action

- f stopping activity near the casualty
- g rescuing the casualty from the side of the pool
- h rescuing the casualty by entering the water
- i dealing with other customers

and deal with at least one of the following types of:

casualty

- j adults
- k children
- l customers with particular needs

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C28 MAINTAIN THE SAFETY OF SWIMMING POOL USERS

Evidence requirements (mandatory)

Evidence of Real Work Activity

For elements C28.1 and C28.2 there must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real swimming pool context. This evidence must be gathered by the assessor observing the candidate on more than one occasion. Witness testimony or records of the candidate’s previous work (endorsed by a senior colleague) may be used for C28.1.3, C28.1.4 and C28.2.4 if these items cannot be covered when the assessor is present.

There must also be evidence that the candidate’s work has met the requirements listed under ‘what you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed by supplementary evidence (see below).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K8 how to identify when staffing levels are inadequate and what to do about it’). If there is evidence from the candidate’s own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is allowed for C28.1.3, C28.1.4, C28.2.4 and the whole of the element C28.3, if no naturally occurring evidence is available.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘what you must cover’ that do not require evidence of real work activity.

UNIT C28 MAINTAIN THE SAFETY OF SWIMMING POOL USERS

What we mean by some of the words used in this unit

Emergency action plan	the written plan which has been developed by the facility to deal with any emergencies which may occur
Normal operating procedures	the procedures which have been developed by the facility to cover normal (non-emergency) working
Responsible colleague	the person with overall responsibility for the swimming pool and its environment - usually the line manager or supervisor
Rules, regulations and bye-laws	<p>the sections of legislation and regulations which impact on the role of the lifeguard and the operation of the pool to include:</p> <ul style="list-style-type: none">• Health and Safety at Work Act 1974• Health and Safety Regulations (First Aid) 1981• The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations 1995• Fire Prevention Act 1971• Control of Substances Hazardous to Health• Health and Safety (Safety Signs and Signals) Regulations 1996• Health and Safety Commission Publication “Safety in Swimming Pools”

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UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

INTRODUCTION

Summary

Experienced operational staff sometimes have special responsibilities in the organisation. Or they may be asked to help to organise activities – for example, preparing an area for a special event – on a temporary basis. In both cases this may involve leading the work of a small team of staff. Taking responsibility for the work of a team needs important skills – planning, briefing, keeping an eye on what is happening, correcting mistakes, coping with problems and debriefing the team.

The unit is made up of the following activities:

- 316.1 Plan and allocate work to your team**
- 316.2 Maintain the quality of your team's work**
- 316.3 Give feedback to your team members on their work**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for staff who have temporary or permanent responsibility for the work of a team.

Linked Units

This unit links closely with 317.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ. This unit is taken from the MCI standards for Team Leading Level 2, where it appears as Unit A9.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

What you must know and understand

To be competent in this unit, you must know and understand the following:

For 316.1 Plan and allocate work to your team

- K1 the importance of organising your team's work effectively, your role and responsibilities in doing this
- K2 the importance of checking and confirming your manager's instructions
- K3 how to plan your team members' work effectively
- K4 your organisation's procedures and standards
- K5 the relevant legal requirements that you must take account of
- K6 the importance of identifying any possible problems at the planning stage and why you should report these to your manager
- K7 how to carry out team briefings
- K8 the importance of checking that your team members have understood their brief
- K9 the importance of taking account of team members' suggestions and how to build on these

For 316.2 Maintain the quality of you team's work

- K10 the importance of your team's work being in line with your organisation's procedures and standards and what might happen if it is not
- K11 how to check your team members' work effectively
- K12 the legal requirements that you must take account of
- K13 how to choose the best action to take when the team's work is not in line with instructions, your organisation's procedures and standards
- K14 why it is important to explain any changes to plans and instructions
- K15 the importance of finding better ways to plan and organise your team's work

For 316.3 Give feedback to your team members on their work

- K16 the importance of assessing your team members' work and giving them feedback on their standard of work
- K17 how to evaluate the work of your team
- K18 the most effective situations to give feedback to your team
- K19 the importance of acknowledging achievements as well as areas where work could be developed
- K20 how to give feedback
- K21 common methods of improving the work of your team members
- K22 the importance of liaising with your manager when evaluating your team's work and giving feedback

UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

316.1 Plan and allocate work to your team

THE NATIONAL STANDARD

What you must do (performance criteria)	What you must cover (range)
--	------------------------------------

To meet the national standard, you must:

From your work you must show that you have allocated both of the following types of:

- 1 receive, check and confirm your manager's instructions for the **work** to be done
- 2 plan how to carry out these instructions, making best use of your team members' skills, and the available resources
- 3 plans are in line with your manager's instructions, your organisation's procedures, standards and legal requirements
- 4 identify any **problems** in carrying out your manager's instructions and get advice from them accordingly
- 5 brief your team members on what they must do, how they should do it, when they should do it by, and the reasons
- 6 check that your team members understand their brief
- 7 take account of your team members' suggestions, as long as these are in line with your manager's instructions and your organisation's procedures, standards and legal requirements

work

- a routine
- b non-routine

and identified and dealt with at least two of the following:

problems

- c lack of time
- d lack of appropriate resources
- e technical problems
- f inappropriate working methods

However, you must also show that you have the necessary knowledge and skills to perform competently in respect of all types of problems.

UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

316.2 Maintain the quality of your team's work

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 check your team members' **work** at regular and frequent intervals
- 2 promptly identify any **problems** in carrying out your instructions or in meeting organisational objectives, standards and legal requirements
- 3 take prompt **action** to bring your team members' **work** into line with your instructions, organisational objectives and standards
- 4 clearly explain the reasons for any changes to the plans and instructions
- 5 identify how you could improve the work plans and your team members' **work** in the future

From your work you must show that you have checked and improved both of the following types of:

work

- a routine
- b non-routine

identified at least two of the following:

problems

- c lack of time
- d lack of appropriate resources
- e technical problems
- f inappropriate working methods

and taken at least two of the following types of:

action

- g making instructions clearer
- h changing plans and instructions
- i seeking advice from your line manager

However, you must also show that you have the necessary knowledge and skills to perform competently in respect of all types of problems and action.

UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

316.3 Give feedback to your team members on their work

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 compare your team members' work with your instructions, organisational objectives and standards
- 2 identify areas where their work meets these objectives and standards, and the areas where it does not
- 3 choose the most effective **situation** for giving feedback to your team members
- 4 acknowledge your team members' achievements, as well as areas where they could develop further
- 5 give feedback in a way that shows respect for your team members
- 6 suggest **possible methods** of improving their work
- 7 recommend and agree these **possible methods** with your manager

From your work you must show that you have provided feedback in at least two of the following types of:

situation

- a one-to-one during work activities
- b one-to-one away from work activities
- c to the whole team

and suggested at least two of the following:

possible methods

- d training
- e on-the-job coaching
- f giving them more appropriate responsibilities

However, you must also show that you have the necessary knowledge and skills to perform competently in respect of all types of situations and possible methods.

UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

Evidence and assessment requirements (mandatory)

Assessment of this unit must follow the requirements specified for the Management Standards' unit A9 (2000).

Guidance and assessment requirements

316.1 Plan and allocate work to your team

You will primarily be assessed by observation in the workplace and by the examination of further evidence originating from the workplace such as: products, written or spoken reports, witness testimony etc.

You must prove that you plan and allocate work to your team to the national standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

Your evidence must be the result of real work activities completed by yourself.

Evidence from simulated activities is only acceptable for performance criterion 4.

Examples of Evidence

Work activities

The following work activities may provide opportunities for gathering evidence:

- taking instructions from your manager
- planning the work of your team
- briefing your team on what they have to do, how and by when

Products or outcomes

- notes from meetings with your manager
- plans you have made for the team's work
- notes of team meetings

Written or spoken reports, describing

- situations where you had to check and confirm your manager's instructions
- how you made best use of your team's skills and the resources available
- problems you identified when planning work
- how you got your team to make suggestions and how you decided which ones to take account of

Witness testimony

- statements from your manager or team members on how you planned the team's work and briefed its members

Observation reports

- these will record your assessor's observation of you carrying out the above activities

UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

Evidence and assessment requirements (mandatory) (continued)

316.2 Maintain the quality of your team's work

You will primarily be assessed by observation in the workplace and by the examination of further evidence originating from the workplace such as: products, written or spoken reports, witness testimony etc.

You must prove that you maintain the quality of your team's work to the national standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

Your evidence must be the result of real work activities completed by yourself.

Evidence from simulated activities is only acceptable for performance criteria 2 and 3.

Examples of Evidence

Work activities

The following work activities may provide opportunities for gathering evidence:

- watching your team at work
- checking the products and/or services they are providing
- changing what the team is doing
- getting advice from your manager

Products or outcomes

- notes you have made on alterations to your plans and the work of the team
- notes to your manager on problems you and the team had in carrying out their instructions
- notes of meetings with your manager to discuss problems
- notes you have made on better ways of doing things

Written or spoken reports, describing

- how you chose the best way of checking your team's work and why
- the problems you identified, what you did about them and why
- the improvements you identified and why

Witness testimony

- statements from your manager and team on how you have checked and led their work

Observation reports

- these will record your assessor's observation of you carrying out the above activities

UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

Evidence and assessment requirements (mandatory) (continued)

316.3 Give feedback to your team members on their work

You will primarily be assessed by observation in the workplace and by the examination of further evidence originating from the workplace such as: products, written or spoken reports, witness testimony etc.

You must prove that you give feedback to your team members on their work to the national standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

Your evidence must be the result of real work activities completed by yourself.

Evidence from simulated activities is not acceptable for this element.

Examples of Evidence

Work activities

The following work activities may provide opportunities for gathering evidence:

- observing and assessing work of the team as a whole and its individual members
- giving feedback to team members one-to-one
- giving feedback to the team as a whole
- suggesting ways of improving the work of individuals

Products or outcomes

- notes you have made before giving feedback to team members
- notes showing what has been agreed as a result of giving feedback
- memos to your manager suggesting how to improve the work of team members

Written or spoken reports, describing

- how you assessed the team's work
- how you chose the best situation in which to give feedback and why
- how you showed respect for team members when you gave them feedback
- why you chose certain ways of improving team members' work

Witness testimony

- statements from your manager and team members

Observation reports

- these will record your assessor's observation of you carrying out the above activities

UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

Evidence and assessment requirements (mandatory) (continued)

This unit has been imported from Team Leading NVQ Level 2. As a result the requirements of the qualification from which it has been imported must be fully met. Therefore in addition to the requirements already specified the following must be adhered to:

Independent assessment

Centres will need to ensure independence of assessment for this unit. One of the ways in which this can be achieved is through the use of an adviser.

An adviser will provide support, advice and guidance to the candidate.

The adviser will develop a supportive relationship with the candidate. The adviser's role is not part of the assessment process and maintains independence. They may also provide coaching and mentoring to the candidate on a personal level (see definition of trainer in the section **who is involved in the delivery of these qualifications?**) and it is also recommended that the adviser should encourage the candidate to reflect on the impact of their personal competencies. The criteria for appointing advisers are set in the section **assessor and internal verifier requirements**. The use of an adviser for independent assessment would mean that three individuals form the assessment and verification team (adviser, assessor and internal verifier).

Other ways of ensuring independence of assessment for these units are to use a visiting assessor who is independent to the centre. A peripatetic assessor would satisfy the requirements of this model. Alternatively the candidate visits an independent centre where assessment of these units is carried out through review of all available evidence, including observations by qualified assessors.

Simulation and Realistic Working Environment

A realistic working environment is a place where work activities are carried out and the people, resources and activities within that workplace are managed to achieve organisational aims. Working conditions must reflect those found in the workplace and include facilities, equipment and materials used in the workplace for the activities being assessed. It will also include relationships, constraints and pressures met in the workplace.

Realistic working environments must challenge, and be specific to, the candidate in the same way as the real workplace.

Realistic working environments must be environments which occur in the natural performance of the job and:

- involve the same personnel as would usually be included in the situation
- be based as far as possible where the candidate would usually be based
- involve the same facilities, or lack of them, that would normally occur
- involve tasks that are not isolated

UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

Evidence and assessment requirements (mandatory) (continued)

- apply other constraints and pressures, including limited resources, emotional tension
- require the same behaviour as the candidate's own job.

Where assessment is to be carried out through activities performed under simulation, the external verifier must agree the use of simulated activities before they take place. Internal verifiers will be required to sample all performance evidence produced through simulated activities. Evidence of this process will be sought by the external verifier when carrying out visits, when the simulated environment will be checked for authenticity.

UNIT 316 ORGANISE AND IMPROVE YOUR TEAM'S WORK

What we mean by some of the words used in this unit

Feedback	telling your team members what you think of their work in a way that is likely to encourage them to develop their performance
Legal requirements	any laws or regulations that affect your particular area of work, for example the Data Protection Act or the Control of Substances Hazardous to Health
Manager	the person who has given you instructions for the team's work; this could be a supervisor, line manager or someone else who is temporarily in charge
Organisation's objectives	what your organisation sets out to achieve; for example selling more products or services, making more products, improving response times to customer complaints and other relevant objectives
Organisation's procedures	the way your organisation likes things to be done; this would include, for example, how to use certain pieces of equipment, who to check certain things with, how to ask for materials and equipment, how to address customers and other relevant issues
Organisation's standards	the quality of work your organisation expects; this would include, for example, things such as completeness, accuracy, presentation (including personal presentation), doing things promptly, politeness and helpfulness to customers and other related issues
Plans	simple plans showing who will do what, by when and how, work rotas for example, plans in this unit do not have to be written down
Problem	what would make it difficult to achieve the instructions or objectives that have been set
Resources	the physical resources (for example, equipment and materials) and the people your team needs to do its work as required
Team members	the people whose work you lead, either permanently or temporarily

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UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

INTRODUCTION

Summary

You may be responsible for the work of other staff, either on a temporary or permanent basis. You may be asked to look after and help induct a new member of staff. In either case you should do your best to help staff – new or established – to improve what they do. This unit covers inducting new staff, identifying where staff need to improve their work and providing staff with appropriate workplace coaching.

The unit is made up of the following activities:

- 317.1 Help new team members settle in to the workplace**
- 317.2 Identify your team members' need for training**
- 317.3 Coach team members at work**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for staff who have temporary or permanent responsibility for the work of others.

Linked Units

This unit links closely with 316.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Operational Services NVQ. This unit is taken from the MCI standards for Team Leading Level 2, where it appears as Unit C20.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

What you must know and understand

To be competent in this unit, you must know and understand the following:

For 317.1 Help new team members settle in to the workplace

- K1 the importance of new members of staff settling in to the workplace and what might happen if they do not
- K2 the relevant information you would need to collect about the new team member
- K3 how to encourage good working relationships between new team members and the rest of the team
- K4 the facilities in your workplace that they will need to know about and the best way of showing them
- K5 the basic work routines and standards the new team member will need to know about
- K6 the importance of checking that the new team member has understood what they have been told
- K7 the importance of encouraging the team member to ask questions if they are unsure
- K8 problems that the new team member may experience and how to deal with these

For 317.2 Identify your team members' need for training

- K9 the importance of training and development to your team achieving its objectives and performing to standard
- K10 the importance of recognising a team member's potential to take on new responsibilities
- K11 how to discuss a team member's work with them in a way that will encourage them to be positive and not lead to conflict
- K12 the appropriate training opportunities available to team members
- K13 the importance of agreeing with the team member what their training needs may be
- K14 why you should discuss your suggestions with your manager
- K15 why you should report back to the team member as soon as possible
- K16 why you should treat information on training needs confidentially
- K17 who you can give information to and under what circumstances

For 317.3 Coach team members at work

- K18 the types of tasks that you need to train your team members in
- K19 the types of situations, equipment and materials that are appropriate for training
- K20 how to instruct team members and demonstrate tasks clearly and correctly
- K21 the importance of making sure the team member understands what they have to do
- K22 the importance of making sure your team member continues to be competently supervised until they can achieve the standard required
- K23 who could provide competent supervision
- K24 what might happen if you undermine their self-confidence when you are correcting their mistakes
- K25 why you should praise their achievements
- K26 the organisational and legal requirements that are relevant to the tasks you are training the team member in

UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

317.1 Help new team members settle in to the workplace

THE NATIONAL STANDARD

What you must do (performance criteria)	What you must cover (range)
---	-----------------------------

To meet the national standard, you must:

- 1 make new **team members** feel welcome and collect relevant information about them
- 2 introduce new **team members** to the rest of the team and other relevant people
- 3 encourage the rest of the team to support the new **team member** while they are settling in
- 4 show the new **team member** all the resources and facilities they will need
- 5 clearly explain the requirements of the job, including health and safety, and what to do if they have problems
- 6 check that new **team members** understand what you have told them and encourage them to ask questions if they are unsure about anything
- 7 regularly check for any problems while the new **team member** is settling in and follow your organisation's procedures for dealing with these

From your work you must show that you have helped to settle in at least one of the following types of:

- team member**
- a people new to your organisation
 - b people who have worked in other parts of the organisation

However, you must also show that you have the necessary knowledge and skills to perform competently in respect of all types of new team member.

Simulation is not allowed for any part of this element.

UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

317.2 Identify your team members' need for training

THE NATIONAL STANDARD

What you must do (performance criteria)	What you must cover (range)
---	-----------------------------

To meet the national standard, you must:

- 1 identify **team member's** work that does not consistently meet agreed standards
- 2 talk to the **team member** concerned and discuss the possible reasons
- 3 identify **team members** who have the potential to take on new responsibilities
- 4 agree with the **team member** what training would be appropriate to their needs
- 5 recommend this training to your manager and agree what should be done
- 6 report back to the **team member** concerned and explain what will happen next
- 7 only make information on training needs available to authorised people

From your work you must show that you have identified training needs for at least one of the following types of:

- team member**
- a new team members
 - b team members who have been part of the team for some time

However, you must also show that you have the necessary knowledge and skills to perform competently in respect of all types of team member.

Simulation is only allowed for performance criteria (1), (2), (3), (4), (5) (6) and (7).

UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

317.3 Coach team members at work

THE NATIONAL STANDARD

What you must do (performance criteria)	What you must cover (range)
---	-----------------------------

To meet the national standard, you must:

- 1 choose a situation that is appropriate for coaching your **team member** and make sure you have all the necessary equipment and materials available
- 2 provide your **team member** with clear **instructions** on the tasks they have to do, what the results should be, how they should perform the tasks and the standard they must achieve
- 3 correctly demonstrate the tasks and check that your **team member** understands what is expected
- 4 let your **team member** practise the tasks under competent supervision until they can consistently achieve the standard on their own
- 5 identify and correct their mistakes in a way that supports their self-confidence and praise them when they perform tasks correctly
- 6 make sure all **instructions** and tasks are in line with organisational and legal requirements

From your work you must show that you have coached at least two of the following types of:

- team member**
- a new team members
 - b team members who have been part of the team for some time
 - c team members who have problems with their work
 - d team members who have no problems with their work
 - e temporary staff

and provided them with at least one of the following:

- instructions**
- f spoken
 - g written

However, you must also show that you have the necessary knowledge and skills to perform competently in respect of all types of team member and instruction.

Simulation is not allowed for any part of this element.

UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

Evidence and assessment requirements (mandatory)

Assessment of this unit must follow the requirements specified for the Management Standards' unit C20 (2000).

Guidance and assessment requirements

317.1 Help new team members settle in to the workplace

You will primarily be assessed by observation in the workplace and by the examination of further evidence originating from the workplace such as: products, written or spoken reports, witness testimony etc.

You must prove that you help new team members to settle in to the workplace to the national standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

Your evidence must be the result of real work activities completed by yourself.

Evidence from simulated activities is not acceptable for this element.

Examples of Evidence

Work activities

The following work activities may provide opportunities for gathering evidence:

- introducing new members of staff to your workplace and colleagues
- checking that they are settling in well
- dealing with problems that new members of staff have

Products or outcomes

- notes of team meetings
- your work diary or work diaries produced by new team members

Written or spoken reports, describing

- how you have introduced new team members to the workplace
- problems that new team members have had and how you have dealt with these

Witness testimony

- statements from team members on how you helped them to settle into the job

Observation reports

- these will record your assessor's observation of you carrying out the above activities

UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

Evidence and assessment requirements (mandatory) (continued)

317.2 Identify your team members' need for training

You will primarily be assessed by observation in the workplace and by the examination of further evidence originating from the workplace such as: products, written or spoken reports, witness testimony etc.

You must prove that you identify your team members needs for training to the national standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

Your evidence must be the result of real work activities completed by yourself.

Evidence from simulated activities is acceptable for performance criteria 1, 2, 3, 4, 5, 6 and 7.

Examples of Evidence

Work activities

The following work activities may provide opportunities for gathering evidence:

- observing your team members' work
- dealing with complaints from customers
- talking to team members about problems with their work
- reporting problems and recommending training to your manager

Products or outcomes

- notes of team meetings
- records of complaints from customers
- notes of discussions with team members about their work
- memos to your manager or notes of meetings with your manager about problems with team members' work

Written or spoken reports, describing

- how you check your team members' work and make sure it is up to the standard expected
- problems you have had with team members' work and how you have given or arranged training

Witness testimony

- statements from your manager or team members on how you identified training needs

Observation reports

- these will record your assessor's observation of you carrying out the above activities

UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

Evidence and assessment requirements (mandatory) (continued)

317.3 Coach team members at work

You will primarily be assessed by observation in the workplace and by the examination of further evidence originating from the workplace such as: products, written or spoken reports, witness testimony etc.

You must prove that you coach team members at work to the national standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

Your evidence must be the result of real work activities completed by yourself.

Evidence from simulated activities is not acceptable for this element.

Examples of Evidence

Work activities

The following work activities may provide opportunities for gathering evidence:

- training staff in new tasks that they have to perform as part of their work

Products or outcomes

- training plans for team members you have trained
- your own work diary
- work diaries of team members you have trained

Written or spoken reports, describing

- how you chose an appropriate situation to train the team member
- how you trained them
- mistakes they made and how you corrected these
- the health and safety and other legal and organisational requirements that are relevant to the tasks you trained the team members in

Witness testimony

- statements from your manager, team members or training staff

Observation reports

- these will record your assessor's observation of you carrying out the above activities

UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

Evidence and assessment requirements (mandatory) (continued)

This unit has been imported from Team Leading NVQ Level 2. As a result the requirements of the qualification from which it has been imported must be fully met. Therefore in addition to the requirements already specified the following must be adhered to:

Independent assessment

Centres will need to ensure independence of assessment for this unit. One of the ways in which this can be achieved is through the use of an adviser.

An adviser will provide support, advice and guidance to the candidate.

The adviser will develop a supportive relationship with the candidate. The adviser's role is not part of the assessment process and maintains independence. They may also provide coaching and mentoring to the candidate on a personal level (see definition of trainer in the section **who is involved in the delivery of these qualifications?**) and it is also recommended that the adviser should encourage the candidate to reflect on the impact of their personal competencies. The criteria for appointing advisers is set out in the section **assessor and internal verifier requirements**. The use of an adviser for independent assessment would mean that three individuals form the assessment and verification team (adviser, assessor and internal verifier).

Other ways of ensuring independence of assessment for these units are to use a visiting assessor who is independent to the centre. A peripatetic assessor would satisfy the requirements of this model. Alternatively the candidate visits an independent centre where assessment of these units is carried out through review of all available evidence, including observations by qualified assessors.

Simulation and Realistic Working Environment

A realistic working environment is a place where work activities are carried out and the people, resources and activities within that workplace are managed to achieve organisational aims. Working conditions must reflect those found in the workplace and include facilities, equipment and materials used in the workplace for the activities being assessed. It will also include relationships, constraints and pressures met in the workplace.

Realistic working environments must challenge, and be specific to, the candidate in the same way as the real workplace.

Realistic working environments must be environments which occur in the natural performance of the job and:

- involve the same personnel as would usually be included in the situation
- be based as far as possible where the candidate would usually be based
- involve the same facilities, or lack of them, that would normally occur
- involve tasks that are not isolated
- apply other constraints and pressures, including limited resources, emotional tension
- require the same behaviour as the candidate's own job.

UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

Evidence and assessment requirements (mandatory) (continued)

Where assessment is to be carried out through activities performed under simulation, the external verifier must agree the use of simulated activities before they take place. Internal verifiers will be required to sample all performance evidence produced through simulated activities. Evidence of this process will be sought by the external verifier when carrying out visits, when the simulated environment will be checked for authenticity.

UNIT 317 HELP YOUR TEAM MEMBERS TO DEVELOP THEIR PERFORMANCE

What we mean by some of the words used in this unit

Coaching	showing someone how to do a task at work, letting them practise and correcting their mistakes until they are able to do the task without direct supervision
Confidentially	only giving information to people who are authorised to have it, for example your manager or your organisation's training staff
Consistently	on several occasions, over a reasonable period of time; this will depend on how difficult the task is that they are learning to do
Facilities	for example, toilet and rest rooms, where to eat, travel arrangements
Manager	the person who has given you instructions for your work; this could be a supervisor, line manager or someone else who is temporarily in charge
Organisation's procedures	the way your organisation wants things to be done
Other relevant people	for example other team leaders, canteen staff, storekeepers and other staff that the new team member will come into contact with
Relevant information	for example, their name, relevant experience they may have, what they can do already.
Requirements of the job	basic work routines and procedures, for example, starting and stopping times, their job responsibilities, when these should be done and the standard of work expected
Resources	for example, the workspace, equipment (including personal equipment) and clothing the new team member will need
Team members	the people whose work you are responsible for, either permanently or temporarily
Training	showing someone how to do the tasks that are part of their job, watching them do it, correcting their mistakes and making sure they can achieve the right standard before they can work unsupervised

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RECORDING DOCUMENTS

The following recording documents for this NVQ are included in this section:

- evidence record sheet
- unit overview sheet
- record of achievement

Evidence record sheet (Candidates need one for each element)

This form (or a suitable alternative) is mandatory for candidates' CARs. It is the vehicle for linking evidence to the '**what you must do**' (performance criteria) and '**what you must cover**' (range). The evidence for the element should be listed (as it is collected) down the left-hand side. The assessment method should be indicated (see the key at the bottom of the page) and then a tick should be placed in the boxes where the evidence shows that the requirements of the element have been met. The evidence record sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Unit overview sheet (Candidates need one for the unit)

This form (or a suitable alternative) is mandatory for candidates' CARs. It is the vehicle for linking evidence to the knowledge and understanding. The candidate should complete the sheet describing what activities enabled them to achieve the elements of the unit, stating what they did, where, how often and over what period of time. The candidate should also use this form to indicate where evidence of their knowledge and understanding can be found by placing the evidence reference or location in the appropriate box. The assessment method should also be indicated (see the key at the bottom of the page). The unit overview sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Record of achievement

This form is designed to record a candidate's progress through the qualification. It will show, at a glance, which units the assessor considers the candidate to have finished and met all the requirements for, and which units they still need to finish. The use of this form is optional.

Master copies of these forms are provided on the following pages.

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OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Operational Services

Unit Overview Sheet

Unit: _____

I confirm that the evidence provided is a result of my own work.

Signature of candidate: _____ Date: _____

Describe the activities that enabled you to achieve the elements of this unit, stating what you did, where, how often, and over what period of time.

Indicate where the **What you must know and understand** may be found in your evidence. Shade or cross out unnecessary boxes.

	1	2	3	4	5	6	7	8	9	10
EVIDENCE REFERENCE OR LOCATION	11	12	13	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	28	29	30
	31									

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion

I confirm that the candidate has demonstrated competence in this unit by satisfying all of the requirements for this unit.

Signature of assessor and date: _____

Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled) and date: _____

Countersignature of qualified IV (if required) and date: _____

(Please photocopy this sheet for recording further evidence)

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OCR LEVEL 2 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS OPERATIONAL SERVICES

Record of Achievement

Candidate name: _____

UNIT TITLES		Assessor	Date
Mandatory Units			
Unit C22	Promote safety in the sport and activity environment		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit C32	Give customers a positive impression of yourself and your organisation		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit A52	Contribute to the work of your team		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Optional Units			
Unit C12	Set up, take down and store equipment		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit C16	Maintain sport and recreation equipment		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit C23	Tidy and clean sport and recreation areas		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit C24	Operate plant to maintain levels of heating and ventilation		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit C25	Operate plant to maintain the quality of pool water		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit C34	Resolve customer service problems		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit C31	Provide a centre reception service		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit 223	Process payments for purchases		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit C28	Maintain the safety of swimming pool users		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit 316	Organise and improve your team's work		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit 317	Help your team members to develop their performance		
	<i>Centre informed YES/NO</i> <i>Date</i>		

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