

## OCR LEVEL 1 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS

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## GENERAL ASSESSMENT PRINCIPLES

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### OCR Level 1 NVQ in Sport, Recreation and Allied Occupations

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 candidates' evidence comes from working with real sport and recreation equipment, facilities and participants. This can be done in a school or college gymnasium, for example. The participants, in this case, may be fellow students. It is very important that evidence is generated from real activities, not 'skills test' type exercises set up purely for the sake of assessment (the only exception to this is unit *C35 Deal with accidents and emergencies*, for which simulation is deemed to be acceptable).

For example, evidence for unit *C11 Help to set up, take down and store equipment* should come from the candidate carrying out those activities for a session that must take place at a given time and will involve real participants who have real expectations and health and safety requirements. Similarly, evidence for unit *C21 Help to maintain facility areas* could come from the candidate cleaning and tidying up after the same session, or it may come from routine and necessary cleaning and tidying activities.

The only exception to this requirement is unit *C35*, for which simulation is deemed to be acceptable. In addition, simulation and supplementary evidence are allowed for a limited number of items under 'what you must do' (performance criteria) and 'what you must cover' (range). 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.

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 sufficient. 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, again there should be evidence from two separate occasions. In the case of unit *D41 Help to plan and prepare a session*, for example, the most appropriate forms of evidence will be: information that the candidate has collected, plans that they have suggested, and the arrangements for the session that they have made. It would not be efficient to ask the assessor to observe the candidate carrying out all the activities the unit requires. All of these pieces of evidence should be in written form or recorded by other means. The candidate must produce these in planning and preparing for at least two sessions (separated by an appropriate period of time – ideally at least one month). As in the case of observations, it may be necessary to have evidence for planning and preparing more than two sessions 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**

Most of the units within the NVQ link together in a logical way and assessors 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 run a gymnastics session. This will involve planning and preparing their contribution to the session (D41), checking the area prior to the session (C21.1), helping to set up equipment for the session (C11.1), leading an activity within the session – for example, supervising forward and backward rolls – (D42), putting away and storing the equipment (C11.2) and tidying the area following the session (C21.2).

Prior discussion between the candidate and assessor with perhaps some negotiation with the candidate’s supervisor should make this a very productive opportunity. At the beginning of the assessment occasion, the assessor could ask to see evidence of the candidate’s planning and preparation for the session (D41), observe them checking the area (C21.1), observe them helping to set up the equipment (C11.1), observe them leading the activity (D42) etc. There should also be evidence of the candidate’s working relationship with the participants (D11.1).

In this way much of the performance evidence for five 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.

## VALUES STATEMENT

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### OCR LEVEL 1 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS: CORE VALUES STATEMENT FOR STAFF AND TRAINEES WORKING IN SPORT AND RECREATION ORGANISATIONS (LEVEL 1 AND ABOVE)

Even though the standards focus on and describe work functions, candidates entering and working in the various sectors of the industry at this level should be aware that a number of basic values underpin good practice and that they should try to integrate them into their every day work.

#### **A Personal; they should:**

- 1 display commitment, honesty, integrity and a proper sense of responsibility to the organisations, its service users and other staff
- 2 take active steps to improve his or her own personal competence and practice continuously
- 3 pay due regard to the law and avoid the abuse or misuse of their position.

#### **B The Service and Resources; they should;**

- 1 take full account of the need for public safety
- 2 work to contribute to a quality service
- 3 develop and maintain effective relationships with colleagues and service users
- 4 regard every service user as an individual, with the right to dignity, respect and consideration, and display a caring attitude at all times
- 5 take reasonable measures to find out about and meet the needs of individual service users within the limitations of the organisation
- 6 promote equality of opportunity for all service users and seek to develop anti-discriminatory practice and positive attitudes to all especially those who are disadvantaged
- 7 ensure that all resources are being used efficiently and not wasted
- 8 give due consideration and care to the immediate environment surrounding the activity as well as the broader natural environment.

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## **NVQ UNITS OF COMPETENCE**

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### **OCR LEVEL 1 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS (QUALIFICATION ACCREDITATION NUMBER – 100/2983/7)**

To achieve a full award the candidate must achieve a total of six mandatory units.

#### **Mandatory units**

**C11 Help to set up, take down and store equipment (L/101/7894)**

- C11.1 Help to set up equipment
- C11.2 Help to take down and store equipment

**C21 Help to maintain facility areas (U1027715)**

- C21.1 Check facility areas
- C21.2 Tidy facility areas
- C21.3 Clean facility areas

**D15 Help to give good levels of service to participants and customers (Y/101/7896)**

- D15.1 Work well with participants and customers
- D15.2 Work well with your colleagues
- D15.3 Help to improve your own work

**D41 Help to plan and prepare a session (D/101/7897)**

- D41.1 Help to plan an activity as part of a session
- D41.2 Help to make arrangements for a session

**D42 Lead an activity within a session (H/101/7898)**

- D42.1 Help participants to prepare for an activity
- D42.2 Observe an activity and give feedback to participants
- D42.3 Bring an activity to an end
- D42.4 Help to evaluate an activity

**C35 Deal with accidents and emergencies (U1027677)**

- C35.1 Deal with injuries and signs of illness
- C35.2 Follow emergency procedures

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# **UNIT C11      HELP TO SET UP, TAKE DOWN AND STORE EQUIPMENT**

## **INTRODUCTION**

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### **Summary**

Setting up equipment for activities is an important responsibility. The equipment must be set up and laid out correctly and be ready on time. Above all, it must be safe, otherwise people could be hurt. It is also important that you handle and lift heavy equipment correctly to avoid injury to yourself and others, or damage to the equipment. When the equipment is finished with, it must be taken down safely and returned to the correct storage area.

This unit assumes that you will be working under the direct supervision of a more experienced colleague and that you check what you have done with them.

The unit is made up of the following activities:

- C11.1      Help to set up equipment**
- C11.2      Help to take down and store equipment**

To achieve this unit you must meet all of the requirements listed under the sessions 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 junior staff working in a sport and activity environment.

### **Linked Units**

This unit links closely with D41 and D42.

### **Place in the NVQ Framework**

This unit is mandatory in the Level 1 Sport and Recreation NVQ.

### **Links to Key Skills**

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

Communication 1.1, 1.2, 1.3

Application of Number 1.1, 1.2, 1.3

Working with Others 1.1, 1.2, 1.3

Problem Solving 1.1, 1.2, 1.3

# **UNIT C11      HELP TO SET UP, TAKE DOWN AND STORE EQUIPMENT**

## **What you must know and understand**

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

### **For the whole unit**

- K1 the types of activities in your workplace for which equipment is needed
- K2 the types of equipment that you are involved in setting up and taking down
- K3 the correct ways of setting up and taking down this equipment
- K4 the main health and safety requirements for these types of equipment
- K5 the storage and activity areas for these types of equipment
- K6 safe manual lifting and handling procedures
- K7 the types of faults and hazards with equipment that you can identify by visually checking it
- K8 how to identify and report obvious problems with equipment

### **For C11.1 Help to set up equipment**

- K9 the correct way to lay out equipment for activities in your workplace
- K10 the importance of making sure equipment is ready when required
- K11 why you should check with a more senior colleague that you have set up and laid out equipment correctly and who you should check with

### **For C11.2 Help to take down and store equipment**

- K12 why it is important to make sure the area is ready for the next activity when you have finished taking down equipment
- K13 where equipment should be stored in a storage area and the importance of storing it in the right place
- K14 why it is important that storage areas should be clean and tidy
- K15 why storage areas should be secure and the procedures you should follow

# UNIT C11 HELP TO SET UP, TAKE DOWN AND STORE EQUIPMENT

## C11.1 Help to set up equipment

### THE NATIONAL STANDARD

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

- 1 find the **equipment** you have been asked to set up
- 2 lift and handle the **equipment** safely and without causing damage
- 3 follow the **instructions** for setting up and laying out the **equipment** correctly
- 4 make sure the **equipment** is in place when it is needed
- 5 check with a more senior colleague that you have set up and laid out the **equipment** correctly
- 6 identify and report any problems with the **equipment** to a more senior colleague
- 7 work co-operatively with your colleagues

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

- equipment**
- a small items that you can set up on your own
  - b large items that need more than one person to set up

*and followed both of the following types of:*

- instruction**
- c spoken
  - d written

# UNIT C11 HELP TO SET UP, TAKE DOWN AND STORE EQUIPMENT

## C11.2 Help to take down and store equipment

### THE NATIONAL STANDARD

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

*To meet the national standard, you must:*

- 1 find the **equipment** you have been asked to take down
- 2 follow the **instructions** for taking down the **equipment** correctly
- 3 lift and handle the **equipment** safely and without causing damage
- 4 make sure the area where you have been working is ready for the next activity
- 5 return the **equipment** to the correct storage area
- 6 leave the storage area in a clean, tidy and secure condition
- 7 identify and report any problems with the **equipment** or taking it down to a more senior colleague

*From your work you must show that you have taken down and stored both of the following types of:*

**equipment**

- a small items that you can set up on your own
- b large items that need more than one person to set up

*and followed both of the following types of:*

**instruction**

- c spoken
- d written

# **UNIT C11      HELP TO SET UP, TAKE DOWN AND STORE EQUIPMENT**

## **Evidence and assessment requirements (mandatory)**

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### **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. 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.

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. 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 the correct ways of setting up and taking down this equipment’). 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 C11.1.6 and C11.2.7 only, if no naturally occurring evidence is available.

### **Use of Supplementary Evidence**

Supplementary evidence is not allowed for this unit.

# **UNIT C11      HELP TO SET UP, TAKE DOWN AND STORE EQUIPMENT**

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

<b>Instructions</b>	these could be the manufacturer's instructions or instructions developed by your organisation
<b>Large items that need more than one person to set up</b>	for example, gymnastics equipment, large mats, sailing dinghies
<b>Small items you can set up on your own</b>	for example, badminton nets
<b>Setting up</b>	making equipment ready for its intended use; this includes assembling (where appropriate) and laying the equipment out according to requirements
<b>Storage areas</b>	for example, store rooms, lockers, mobile stores, such as vans and trailers

# UNIT C21      HELP TO MAINTAIN FACILITY AREAS

## INTRODUCTION

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### Summary

Sport and recreation areas must be clean and tidy. Customers expect this and will not come back to a facility which is dirty and untidy. Above all, the facility must be safe. This is a legal requirement, and all employees – including yourself – are responsible for looking for and reporting hazards.

This unit assumes that you will be working under the direct supervision of a more experienced colleague and that you check what you have done with them.

The unit is made up of the following activities:

- C21.1      Check facility areas**
- C21.2      Tidy facility areas**
- C21.3      Clean facility areas**

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 requirements

### Target Group

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

### Linked Units

This unit links closely with unit C35.

### Place in the NVQ Framework

This unit is mandatory in the Level 1 Sport and Recreation NVQ.

### Links to Key Skills

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

Communication 1.1, 1.2, 1.3

Application of Number 1.1, 1.2, 1.3

Working with Others 1.1, 1.2, 1.3

Problem Solving 1.1, 1.2, 1.3

# UNIT C21      HELP TO MAINTAIN FACILITY AREAS

## **What you must know and understand**

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

### **For the whole unit**

K1 the importance of health, safety, cleanliness and tidiness in a sport and recreation facility

### **For C21.1 Check facility areas**

K2 your responsibilities under the Health And Safety At Work Act

K3 the procedures you must follow for checking facility areas and dealing with the problems you find

K4 the types of problems that you are likely to find: how to look for and identify them

K5 the types of problems you are allowed to deal with yourself and those that you should report to others

K6 who you should report problems to

K7 why reports should be made clearly and quickly

### **For C21.2 Tidy facility areas**

K8 the types of waste and rubbish you may find in the facility and how to deal with each type correctly

K9 the types of waste that are hazardous and how you should deal with these

K10 the procedures you should follow when dealing with customers' property

K11 the procedures you should follow if you think an object is suspicious

### **For C21.3 Clean facility areas**

K12 why it is important to disrupt other people as little as possible when you are cleaning

K13 why you should display warning notices and where you should position them

K14 your organisation's standards of cleanliness

K15 how to leave cleaning equipment and materials in a fit state for future use

K16 appropriate clothing to wear when cleaning and why it is necessary

K17 the manufacturers' guidelines for the cleaning agents you are using

# UNIT C21      HELP TO MAINTAIN FACILITY AREAS

## C21.1              Check facility areas

### THE NATIONAL STANDARD

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

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*To meet the national standard, you must:*

- 1    check the **areas** you have been asked to, following the correct procedures
- 2    identify possible **problems**
- 3    take the correct **action** to deal with these problems, according to your instructions
- 4    report the **problems** you have found clearly and accurately to the responsible person

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

**area**

- a    activity areas
- b    non-activity areas
- c    outdoor areas

*identified and dealt with at least three of the following types of:*

**problem**

- d    health and safety hazards
- e    faulty equipment
- f    damage
- g    dirt and untidiness
- h    security hazards

*and taken at least one of the following types of:*

**action**

- i    dealing with the problem yourself
- j    reporting the problem

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

# UNIT C21      HELP TO MAINTAIN FACILITY AREAS

## C21.2            Tidy facility areas

### THE NATIONAL STANDARD

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

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*To meet the national standard, you must:*

- 1    deal with waste and rubbish without delay, following your organisation's procedures
- 2    identify and report any hazardous waste and rubbish to the responsible colleague
- 3    dispose of waste and rubbish safely and hygienically
- 4    leave the **area** in a safe and tidy condition
- 5    follow the correct procedures for dealing with customers' **property**

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

**area**

- a    activity areas
- b    non-activity areas
- c    outdoor areas

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

**property**

- d    clothing
- e    valuables
- f    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 C21      HELP TO MAINTAIN FACILITY AREAS

### C21.3            Clean facility areas

#### THE NATIONAL STANDARD

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

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*To meet the national standard, you must:*

- 1    cause as little disruption as possible to other people in the **area**
- 2    wear the correct protective clothing
- 3    set up warning notices in the **area** you are cleaning
- 4    use the **equipment and materials** you have been asked to
- 5    use the **equipment and materials** safely, efficiently and correctly
- 6    make sure the **area** meets your organisation's standards for cleanliness when you have finished
- 7    leave the **equipment and materials** in a condition fit for future use when you have finished

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

**area**

- a    activity areas
- b    non-activity areas

*and used all of the following types of:*

**equipment and materials**

- c    manual equipment
- d    powered equipment
- e    cleaning agents

# UNIT C21      HELP TO MAINTAIN FACILITY AREAS

## **Evidence requirements (mandatory)**

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### **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 activity leadership context (with the possible exceptions of those items listed under ‘use of supplementary evidence’ below). This evidence must be gathered by the assessor observing the candidate on more than one occasion. There should be sufficient observations to ensure that the candidate has met all the requirements.

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 through 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 the procedures you must follow for checking facility areas and dealing with the problems you find’). If there is evidence from the candidate’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

### **Simulation**

Simulation is allowed for items C21.2.2 and C21.2.5 only, if there is no naturally occurring evidence.

### **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 C21      HELP TO MAINTAIN FACILITY AREAS**

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

<b>Activity areas</b>	areas where sport and recreation activities take place
<b>Non-activity areas</b>	for example, reception areas, corridors, changing rooms
<b>Manual equipment</b>	for example, mops and buckets
<b>Powered equipment</b>	for example, an electric floor cleaner
<b>Responsible colleague</b>	for example, your supervisor or a more senior colleague

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# **UNIT D15      HELP TO GIVE GOOD LEVELS OF SERVICE TO PARTICIPANTS AND CUSTOMERS**

## **INTRODUCTION**

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### **Summary**

Your customers expect good levels of service from your organisation. If they do not receive good levels of service, they may take their business somewhere else.

Good relationships with the customer are important. They expect staff to dress appropriately, behave in a professional and polite way, and to be helpful.

Just as important is teamwork. If you do not work well with your colleagues, everyone's work will be affected and the customer will suffer in the long run.

It is also important for you to always try to improve what you do at work – the customer will see the benefits of this, and it will help you to get along in your career.

The unit is made up of the following activities:

- D15.1      Work well with participants and customers**
- D15.2      Work well with your colleagues**
- D15.3      Help to improve your own 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 junior 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 1 Sport and Recreation NVQ.

# **UNIT D15      HELP TO GIVE GOOD LEVELS OF SERVICE TO PARTICIPANTS AND CUSTOMERS**

## **Links to Key Skills**

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

Communication 1.1, 1.2, 1.3

Working with Others 1.1, 1.2, 1.3

Problem Solving 1.1, 1.2, 1.3

Improving Own Learning and Development 1.1, 1.2, 1.3

# **UNIT D15      HELP TO GIVE GOOD LEVELS OF SERVICE TO PARTICIPANTS AND CUSTOMERS**

## **What you must know and understand**

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

### **For the whole unit**

- K1 why it is important to provide good levels of service to participants and customers
- K2 the standards you should achieve in your work and how this helps to provide good levels of service to participants and customers
- K3 why it is important to communicate clearly with participants, customers and colleagues and what might happen if you do not

### **For D15.1 Work well with participants and customers**

- K4 how you should dress and present yourself at work
- K5 how you should behave and not behave with participants and customers
- K6 why dress, appearance and behaviour are important at work
- K7 how to deal politely with customers
- K8 the types of situations where participants and customers may need help and information and how you should deal with these situations
- K9 the types of situations where you should not try to help a customer yourself but you should ask for assistance from a colleague

### **For D15.2 Work well with your colleagues**

- K10 why teamwork is important in providing good levels of service
- K11 why it is important to carry out your duties as you have been asked to do and what might happen if you do not
- K12 the types of situations where you need help and advice from colleagues and why it is important to ask for their help
- K13 situations where it may not be right to give your colleagues help and what you should do if you are unsure
- K14 what a 'good working relationship' with your colleagues means and how you can help to maintain this
- K15 the types of situations where you might have problems working with your colleagues and why it is important to take these problems to your line manager

### **For D15.3 Help to improve your own work**

- K16 why it is important to improve your work
- K17 how to ask colleagues for feedback on your work and why this is important
- K18 how to use feedback from your colleagues to improve your work
- K19 who you should work with to identify what you do well and where you could improve
- K20 why it is important to take part in training
- K21 the types of training available to you in your organisation

# UNIT D15 HELP TO GIVE GOOD LEVELS OF SERVICE TO PARTICIPANTS AND CUSTOMERS

## D15.1 Work well with participants and customers

### THE NATIONAL STANDARD

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

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*To meet the national standard, you must:*

- 1 meet your organisation's standards for appearance and behaviour
- 2 deal with **participants and customers** politely
- 3 be helpful to **participants and customers** when they need assistance
- 4 **communicate** with **participants and customers** clearly
- 5 provide **participants and customers** with the information they need or seek help from your colleagues

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

- participants and customers**
- a adults
  - b children and young people
  - c people with special needs

*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 D15 HELP TO GIVE GOOD LEVELS OF SERVICE TO PARTICIPANTS AND CUSTOMERS

## D15.2 Work well with your colleagues

### THE NATIONAL STANDARD

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

*To meet the national standard, you must:*

- 1 carry out your duties as you have been asked to do
- 2 ask your **colleagues** for help and advice when you need it
- 3 give your **colleagues** help when they need assistance
- 4 **communicate** with your **colleagues** clearly and accurately
- 5 maintain good working relationships with your **colleagues**
- 6 if you have any problems working with your **colleagues**, explain these problems to your line manager

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

- colleague**
- a working at the same level as yourself
  - b line manager

*and been clear in both of the following types of:*

- communication**
- c spoken
  - d written

# UNIT D15      HELP TO GIVE GOOD LEVELS OF SERVICE TO PARTICIPANTS AND CUSTOMERS

## D15.3              Help to improve your own work

### THE NATIONAL STANDARD

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

- 1      identify the standard of work you should achieve
- 2      compare your own work with this standard and constantly try to meet it
- 3      ask your **colleagues** for feedback on your work
- 4      work with a relevant **colleague** to identify the things you do well and areas where you could do better
- 5      identify the new things you need to learn
- 6      take part in training that helps to improve your work

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

- |  |
|--|
| <b>colleague</b>                             |
| a      working at the same level as yourself |
| b      line manager                          |

# **UNIT D15      HELP TO GIVE GOOD LEVELS OF SERVICE TO PARTICIPANTS AND CUSTOMERS**

## **Evidence and assessment requirements (mandatory)**

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### **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 (with the possible exceptions of those items listed under ‘use of supplementary evidence’ below). For elements D15.1 and D15.2 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. Evidence for D15.3 may take the form of witness statements from supervisors and colleagues and written evidence of the candidate’s personal action plan showing how the plan has been updated.

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, ‘K4 how you should dress and present yourself at work’). If there is evidence from the candidate’s own work that they know and understand this technique (as there should be), 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. Supplementary evidence may also be used for D15.2.6 if no naturally occurring evidence is available.

## **UNIT D15      HELP TO GIVE GOOD LEVELS OF SERVICE TO PARTICIPANTS AND CUSTOMERS**

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

<b>Colleagues</b>	the people you work with – people working at the same level as yourself or your manager(s)
<b>Communicate in writing</b>	this could include short notes or messages or giving a participant or customer an information leaflet
<b>Good working relationship</b>	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
<b>Line manager</b>	the person who directly manages your work
<b>Organisation's standards for appearance and behaviour</b>	how your organisation wants you to dress and present yourself to participants and customers; this would cover wearing the correct uniform or other clothing and standards of personal hygiene; it also includes how you behave when participants and customers are present
<b>Participants</b>	people taking part in coaching or activity sessions
<b>People with special needs</b>	this could be people with physical disabilities, learning difficulties or medical problems
<b>Training</b>	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

# UNIT D41      HELP TO PLAN AND PREPARE A SESSION

## INTRODUCTION

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### Summary

This unit is about helping a more experienced colleague – coach, instructor or activity leader – to plan and prepare a session. The unit covers helping to plan an activity for which you will be responsible and helping to make arrangements for the session – obtaining equipment and facilities and providing information to participants.

This unit is made up of the following activities:

**D41.1      Help to plan an activity as part of a session**

**D41.2      Help to make arrangements for a session**

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 work as assistant coaches, instructors or activity leaders.

### Linked Units

This unit links closely with D42.

### Place in the NVQ Framework

This unit is a mandatory unit in the Level 1 Sport and Recreation NVQ.

### Links to Key Skills

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

Communication 1.1, 1.2, 1.3

Application of Number 1.1, 1.2, 1.3

Working with Others 1.1, 1.2, 1.3

Problem Solving 1.1, 1.2, 1.3

# UNIT D41      HELP TO PLAN AND PREPARE A SESSION

## **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 thorough planning and preparation for a session
- K2 your responsibilities for the session – what you should and should not do
- K3 the person responsible for the session and why you must work closely with them
- K4 the health and safety requirements for the activities and arrangements for which you are responsible

### **For D41.1 Help to plan an activity as part of a session**

- K5 the types of information you need to have to plan an activity within a session
- K6 why it is important to check any information that you are not sure about
- K7 the types of information that may be confidential and how to deal with confidential information
- K8 why it is important to evaluate activities that you plan and organise and to use these evaluations when planning new activities
- K9 why it is important to make sure your planned activity meets the overall aims of the session and how to do so

### **For D41.2 Help to make arrangements for a session**

- K10 why it is important to carry out the arrangements you are responsible for
- K11 why arrangements should be made in good time
- K12 when you should make arrangements to make sure equipment, facilities and participants will be ready as planned
- K13 the procedures you should follow when obtaining facilities and equipment and providing information to participants
- K14 how to work with other people in a way that maintains their support and goodwill
- K15 what may happen if you lose the support and goodwill of other people

## UNIT D41      HELP TO PLAN AND PREPARE A SESSION

### D41.1              Help to plan an activity as part of a session

#### THE NATIONAL STANDARD

---

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

*To meet the national standard, you must:*

- 1    collect the **information** you need to prepare your activity
- 2    check any **information** that you are unsure about with the person responsible for the session
- 3    identify any information that is confidential and deal with it correctly
- 4    suggest a plan for the **activity** that is consistent with the session's overall aims
- 5    use the evaluations of similar **activities** to help you plan
- 6    take account of health and safety requirements for the **activity**
- 7    make sure your planned **activity** fits into the time allowed for it
- 8    check the details of your plan with the person responsible for the session and make any changes they ask for

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

- information**
- a    spoken
  - b    written

*and helped to plan both of the following:*

- activities**
- c    for an individual
  - d    for a group

# UNIT D41 HELP TO PLAN AND PREPARE A SESSION

## D41.2 Help to make arrangements for a session

### THE NATIONAL STANDARD

---

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

---

*To meet the national standard, you must:*

- 1 find out what your responsibilities are for arranging the session
- 2 make the **arrangements** that you are responsible for
- 3 follow the correct procedures for making **arrangements** for the session
- 4 check your **arrangements** meet relevant health and safety requirements
- 5 make your **arrangements** for the session in good time
- 6 refer any problems you should not deal with yourself to the person responsible for the session
- 7 when making your **arrangements**, work with other people in a way that maintains their goodwill and support

*From your work you must show that you have made two of the following types of:*

- arrangements**
- a getting the equipment you need for the session
  - b getting access to the facility
  - c providing information to participants in the session

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

# UNIT D41      HELP TO PLAN AND PREPARE A SESSION

## **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 setting (with the possible exceptions of those items listed under ‘use of supplementary evidence’ below). There is no requirement for observation for this unit. Records of candidate’s work (for example, information they have collected, plans and arrangements for the session) will be sufficient provided it is authenticated by a senior person, for example, the candidate’s supervisor. Witness testimony will be appropriate for D41.1.8 and D41.2.7.

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 through 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, ‘K13 the procedures you should follow when obtaining facilities and equipment and providing information to participants). If there is evidence from the candidate’s own work that they know and understand this technique (as there should be), 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. Supplementary evidence may also be used for D41.2.6 if no naturally occurring evidence is available.

## **UNIT D41      HELP TO PLAN AND PREPARE A SESSION**

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

<b>Activity</b>	an activity within a session – for example, showing participants how to learn and practise a particular skill or technique or use a piece of equipment
<b>Confidential information</b>	information that should only be given to the coach, instructor or activity leader – for example, the details of a participant's medical condition
<b>Evaluation</b>	discussing an activity or a session with a more experienced colleague and identifying what went well and what could have been improved
<b>Facility</b>	for example, a gym, playing field or outdoor environment where the session will take place
<b>Health and safety requirements</b>	those required by law, industry codes of practice, national governing bodies (where the activity is covered by a national governing body) and those of your own organisation
<b>Participants</b>	people who will be taking part in the session
<b>Person responsible for the session</b>	this will usually be a qualified coach, instructor or activity leader
<b>Procedures</b>	for example, booking procedures
<b>Session</b>	a period during which participants will take part in activities with some component of physical exertion and/or skill / problem solving; these activities may be recognised sports, such as canoeing, sailing, badminton or football or may be improvised to meet certain objectives; in the outdoor context they will almost certainly involve a component of managed risk; activities may provide a 'taster' for a sport which encourages a participant to go on to develop their performance in a coached context

# UNIT D42 LEAD AN ACTIVITY WITHIN A SESSION

## INTRODUCTION

---

### Summary

This unit is about helping to run a coaching, teaching or instructing session, by leading particular activities within it. The unit assumes you will be working under the supervision of a qualified person. The unit covers helping participants to warm up, giving them demonstrations and explanations of what you want them to do, observing them and giving feedback, ending the session and helping to evaluate what went well and what could be improved.

The unit is made up of the following activities:

- D42.1 Help participants to prepare for an activity**
- D42.2 Observe an activity and give feedback to participants**
- D42.3 Bring an activity to an end**
- D42.4 Help to evaluate an activity**

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 work as assistant coaches, instructors or activity leaders.

### Linked Units

This unit links closely with D41.

### Place in the NVQ Framework

This unit is a mandatory unit in the Level 1 Sport and Recreation NVQ.

### Links to Key Skills

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

Communication 1.1, 1.2, 1.3

Application of Number 1.1, 1.2, 1.3

Working with Others 1.1, 1.2, 1.3

Problem Solving 1.1, 1.2, 1.3

# UNIT D42 LEAD AN ACTIVITY WITHIN A SESSION

## 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 working closely with the person responsible for the session
- K2 the types of problems you should not try to deal with yourself but should refer to the responsible person
- K3 your responsibilities during the session
- K4 the health and safety requirements relevant to the activities you are leading
- K5 techniques, skills, rules and codes relevant to the activities you are leading
- K6 the importance of good communication with participants during the session
- K7 how to motivate and encourage participants without putting them under stress

### For D42.1 Help participants to prepare for an activity

- K8 the importance of a good working relationship with participants and how to establish one
- K9 the requirements for dress and equipment for the activities you are leading and why these are important
- K10 how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements
- K11 the importance of answering participants' questions
- K12 the types of warm-ups that are appropriate to the activities you are leading and why warm up is important

### For D42.2 Observe an activity and give feedback to participants

- K13 why it is important to observe the participants at all times during the activity and pay attention to each of them
- K14 the importance of giving feedback to participants on what they are doing
- K15 how to give feedback in a way that will help the participants to improve their performance
- K16 when are the appropriate times during an activity to provide feedback

### For D42.3 Bring an activity to an end

- K17 how to allow enough time to finish an activity and why this is important
- K18 the importance of cool-down and appropriate cool-down exercises for the activities you are leading
- K19 why you should sum up what the participants have achieved
- K20 why you should get feedback from the participants on the activity you have led
- K21 procedures for putting away equipment and tidying the facility
- K22 how to identify faulty equipment and what to do with it

## **UNIT D42      LEAD AN ACTIVITY WITHIN A SESSION**

### **What you must know and understand (continued)**

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#### **For D42.4 Help to evaluate an activity**

K23 why evaluation is important

K24 why you should compare what happened during a session with what you planned

K25 the importance of making positive use of the feedback from others: participants and the person responsible for the session

K26 why you should record the results of your evaluation

K27 how to make use of evaluations when planning and leading future activities

## UNIT D42 LEAD AN ACTIVITY WITHIN A SESSION

### D42.1 Help participants to prepare for an activity

#### THE NATIONAL STANDARD

---

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

---

*To meet the national standard, you must:*

- 1 establish a good working relationship with the **participants**
- 2 make sure your own dress and equipment, and the **participants'** dress and equipment, are safe and appropriate for the activity
- 3 make sure the **participants** are warmed up and ready for the activity
- 4 demonstrate and explain the activity clearly and safely, in a way that is appropriate to the **participants**
- 5 answer **participants'** questions clearly and correctly
- 6 give the **participants** encouragement and motivation without putting them under stress

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

- participant**
- a individual
  - b group

## UNIT D42 LEAD AN ACTIVITY WITHIN A SESSION

### D42.2 Observe an activity and give feedback to participants

#### THE NATIONAL STANDARD

---

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

*To meet the national standard, you must:*

- 1 observe the **participants** throughout the activity
- 2 pay attention to the needs of all the **participants**
- 3 give **feedback** to the **participants** that highlights where their performance is correct and where they need to improve
- 4 give **feedback** which is clear and encouraging
- 5 give **feedback** at appropriate times during the activity
- 6 follow the agreed health and safety procedures
- 7 refer any problems you are unable to deal with correctly yourself to the person responsible for the session

*From your work you must show that you have observed and given feedback to both of the following:*

- participants**
- a individual
  - b group

*giving three of the following types of:*

- feedback, covering**
- c health and safety
  - d rules and codes
  - e skills and techniques
  - f participants' behaviour

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

## UNIT D42 LEAD AN ACTIVITY WITHIN A SESSION

### D42.3 Bring an activity to an end

#### THE NATIONAL STANDARD

---

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

---

*To meet the national standard, you must:*

- 1 allow enough time to finish the activity
- 2 provide the **participants** with cool-down activities that are safe and appropriate
- 3 sum up for the **participants** what you feel they have achieved
- 4 encourage the **participants** to give you feedback on the activity
- 5 follow the correct procedures for putting away equipment and tidying the facility
- 6 refer any problems you should not deal with yourself to the person responsible for the session

*From your work you must show that you have concluded an activity involving both of the following:*

- participants**
- a individual
  - b group

## UNIT D42 LEAD AN ACTIVITY WITHIN A SESSION

### D42.4 Help to evaluate an activity

#### 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 evaluation with the person responsible for the session
- 2 compare what happened during the activity with what you planned
- 3 identify what the **participants** achieved during the activity
- 4 take account of the **participants'** feedback about the activity
- 5 provide your own ideas about what went well and what could be improved
- 6 listen to and take account of the views of the person responsible for the session
- 7 record the results of the evaluation to help you improve future activities

*From your work you must show that you have evaluated sessions involving both of the following:*

- participants**
- a individual
  - b group

## **UNIT D42      LEAD AN ACTIVITY WITHIN A SESSION**

### **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 activity leadership context (with the possible exceptions of those items listed under ‘use of supplementary evidence’ below). This evidence must be gathered by the assessor observing the 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 evaluation of sessions may be used for D42.4.7.

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 through 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 motivate participants without putting them under stress’). 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 D42.1.5, D42.2.7, D42.3.7 only, 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 D42      LEAD AN ACTIVITY WITHIN A SESSION**

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

<b>Activity</b>	an activity within a session – for example, showing participants how to learn and practise a particular skill or technique or use a piece of equipment
<b>Cool down</b>	activities that allow the participant/athlete to recover safely from activities undertaken in the session
<b>Evaluation</b>	discussing an activity or a session with a more experienced colleague and identifying what went well and what could have been improved
<b>Facility</b>	for example, a gym, playing field or outdoor environment where the session will take place
<b>Feedback</b>	telling the participants what they are doing well and where and how they need to improve
<b>Good working relationship</b>	a relationship that is relaxed and friendly, but maintains your control of the participants
<b>Health and safety requirements</b>	those required by law, industry codes of practice, national governing bodies (where the activity is covered by a national governing body) and those of your own organisation
<b>Participants</b>	people who will be taking part in the session
<b>Person responsible for the session</b>	this will usually be a qualified coach, instructor or activity leader
<b>Session</b>	a period during which participants will take part in activities with some component of physical exertion and/or skill / problem solving; these activities may be recognised sports, such as canoeing, sailing, badminton or football or may be improvised to meet certain objectives; in the outdoor context they will almost certainly involve a component of managed risk; activities may provide a ‘taster’ for a sport which encourages a participant to go on to develop their performance in a coached context

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# UNIT C35 DEAL WITH ACCIDENTS AND EMERGENCIES

## INTRODUCTION

---

### Summary

Play, sport and recreation always involves an element of challenge and risk, and accidents will happen from time to time. Other emergencies, such as fires, may also occur. It is very important that all members of staff are competent to deal with accidents and emergencies so that the welfare of children and colleagues is maintained.

This unit is made up of the following activities:

**C35.1 Deal with injuries and signs of illness**

**C35.2 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 requirements

### Target Group

This unit is for staff working in sport and recreation or play facilities.

### Linked Units

This unit links closely with unit C21.

### Place in the NVQ Framework

This unit is a mandatory unit in the Level 1 Sport and Recreation, Level 2 Coaching, Teaching and Instructing and Level 2 Playwork NVQs.

### 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 C35     DEAL WITH ACCIDENTS AND EMERGENCIES**

## **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 dealing with accidents and emergencies promptly, calmly and correctly

### **For C35.1 Deal with injuries and signs of illness**

- K3 the types of injuries and illnesses that may occur in your area of work
- K4 how to deal with these before qualified assistance arrives
- K5 how to decide whether to contact the on-site first aider or immediately call the emergency services
- K6 who is the on-site first aider and how to contact them
- K7 the procedures you should follow to contact the emergency services
- K8 why it is important to protect the casualty and others involved from further harm
- K9 the procedures you should follow to protect the casualty and others
- K10 why it is important to provide comfort and reassurance and how to do so
- K11 your responsibilities for reporting accidents and the procedures you should follow

### **For C35.2 Follow emergency procedures**

- K12 the emergency procedures in your place of work for fires, security incidents and missing persons
- K13 what instructions you must give to the people involved
- K14 your organisation's reporting procedures for emergencies
- K15 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 C35 DEAL WITH ACCIDENTS AND EMERGENCIES

## C35.1 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 your organisation's 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

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

# UNIT C35 DEAL WITH ACCIDENTS AND EMERGENCIES

## C35.2 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 assisted one of the following types of:*

**people involved**

- a adults
- b children
- c people 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 C35 DEAL WITH ACCIDENTS AND EMERGENCIES

## **Evidence and assessment requirements (mandatory)**

---

### **Evidence of Real Work Activity**

Due to the nature of this unit, it is unlikely that naturally occurring evidence will be available during assessor observations. If evidence is available from the candidate's work 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 possible exceptions of those items listed under 'use of supplementary evidence' below.)

If there is evidence from the candidate's work in a real work context, this must meet the requirements listed under 'what you must cover'. 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 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, 'K9 the procedures you should follow to protect the casualty and others'). If there is evidence from the candidate's own work in the play setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

### **Simulation**

If no evidence is available for either assessor observations or the candidate's past work, simulation is allowed for this unit.

### **Use of Supplementary Evidence**

Supplementary evidence is allowed for the following items under 'what you must do' only: C35.2.5 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.

## **UNIT C35     DEAL WITH ACCIDENTS AND EMERGENCIES**

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

<b>Casualty</b>	the person – child or adult – who has suffered the injury or illness
<b>Emergency</b>	any situation that immediately threatens the health and safety of children, staff or yourself
<b>Emergency services</b>	usually the ambulance service
<b>Missing persons</b>	for example, children going missing during play sessions
<b>Other people involved</b>	these may be other members of staff or other children or staff apart from the casualty
<b>People with particular needs</b>	for example, people with disabilities or medical conditions which may mean they need special attention following accidents and emergencies
<b>Qualified assistance</b>	someone who has a recognised first aid qualification or the emergency services

## **RECORDING DOCUMENTS**

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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 1 NVQ in Sport, Recreation and Allied Occupations

## 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			

**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 1 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS

## Record of Achievement

Candidate name: \_\_\_\_\_

UNIT TITLES		Assessor	Date
<b>Mandatory Units</b>			
<b>Unit C11</b>	<b>Help to set up, take down and store equipment</b>		
	<i>Centre informed YES/NO</i> <i>Date</i>		
<b>Unit C21</b>	<b>Help to maintain facility areas</b>		
	<i>Centre informed YES/NO</i> <i>Date</i>		
<b>Unit D15</b>	<b>Help to give good levels of service to participants and customers</b>		
	<i>Centre informed YES/NO</i> <i>Date</i>		
<b>Unit D41</b>	<b>Help to plan and prepare a session</b>		
	<i>Centre informed YES/NO</i> <i>Date</i>		
<b>Unit D42</b>	<b>Lead an activity within a session</b>		
	<i>Centre informed YES/NO</i> <i>Date</i>		
<b>Unit C35</b>	<b>Deal with accidents and emergencies</b>		
	<i>Centre informed YES/NO</i> <i>Date</i>		

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