

SkillsActive

QCF Evidence Requirements and Assessment Guidance

Level 1 Award in Sport and Active Leisure NVQ

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Introduction

In July 2009, new national occupational standards for sport and active leisure level 1 were approved.

The sport and active leisure NVQ is suitable for people who are new to sport and recreation and who wish to achieve an award that reflects their competence in basic, introductory functions and responsibilities.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, as an Ofqual-approved unit and rule of combination submitter for the QCF, has now developed a new qualification for awarding organisations to submit for accreditation on the QCF, based on these new standards.

SkillsActive wishes to ensure that the assessment guidance and evidence requirements for the new qualification is uniform. Therefore it has coordinated work across the awarding organisations, with appropriate inputs from industry experts, to provide assessment guidance and evidence requirements for the awarding organisations to implement during the delivery of the new NVQ.

This document must be used with close reference to the SkillsActive assessment strategy for these qualifications.

Qualification structure

This NVQ consists of three mandatory and two optional units.

Mandatory units

- C11 Help to provide equipment for activities
- D15 Help to give good levels of service to participants and customers
- C35 Deal with accidents and emergencies

Optional units

- C260 Help to maintain activity equipment
- C21 Help to maintain facility areas
- D41 Help to plan and prepare a session
- D42 Lead an activity within a session

Annex to the assessment strategy for active leisure, learning and well-being

Level I Award in Sport and Active Leisure NVQ

Background

In July 2002, PSAG approved the assessment strategy submitted by SkillsActive, the recognised standards setting body for the active leisure, learning and well-being sector. This was updated in 2007. The strategy sets out the recommendations for the assessment and quality control systems required for national vocational qualifications coming under the active leisure, learning and well-being umbrella. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

Occupational competence for assessors, internal and external verifiers for the Level I Sport and Active Leisure

The following sections set out the criteria for their appointment;

Assessors

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

Internal verifiers

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

External verifiers

Match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.

What follows are the specific criteria for the level I sector they apply equally to prospective external and internal verifiers and assessors, who must have¹:

1. A working knowledge of one or more occupational sectors which come under the SkillsActive umbrella.
2. Knowledge of, and commitment to, the active leisure, learning and well-being values statement for **all** staff as well as any specific values that relate to the working contexts in which the level I is being achieved.

¹All the other requirements specified in the assessment strategy should be consistently applied, those listed here are supplementary.

General assessment principles

Where should the evidence come from?

This qualification is seen as the entry level occupational qualification for the active leisure, learning and well-being sector. It is aimed mainly at young people or others who are new to sport and recreation and wish to achieve a qualification that reflects their competence in basic, introductory functions and responsibilities. For this reason, it is accepted that many learners will not be employed, but may be gathering their evidence in a college, school or other, more protected, environment (for example, a custodial establishment). Learners may also gather evidence from relevant work experience placements.

However, it is essential that learners' 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 provide equipment for active leisure, learning and well-being activities* should come from the learner 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 active leisure, learning and well-being facility areas* could come from the learner 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. These are clearly detailed in the evidence requirements below.

Where simulation is used, this should follow the requirements of the assessment strategy for this NVQ.

What are the most appropriate assessment methods?

Assessor observations, witness testimony and products of work (for example, session plans, notes of team meetings and correspondence) are likely to be the most appropriate sources of performance evidence.

Supplementary evidence, for example, questioning, projects or assignments may be used where performance evidence (real work activity) is not needed as detailed later in the evidence specifications for 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 below 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 learner 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 within the unit under ‘assessment requirements or guidance specified by a sector or regulatory body’ (as detailed later in the evidence specifications for each unit).

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 an active leisure, learning and well-being session*, for example, the most appropriate forms of evidence will be: information that the learner 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 learner 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 learner 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.

Assessors must be sure that all written evidence is genuinely the learner’s own work and not copied from someone else. Learners should make a statement confirming that the evidence is their own work.

Assessing more than one unit on each occasion

Many of the units within the Level 1 Award in Sport and Active Leisure 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 learner wants unit accreditation only). It would make better use of both the assessor’s and learner’s time to consider and plan how many units could be covered on each assessment occasion.

For example, the learner may be involved in helping to run a gymnastics session, this could involve:

- Planning and preparing their contribution to the session (D41).
- Checking the area prior to the session (C21).
- Helping to set up equipment for the session (C11).
- Leading an activity within the session – for example, supervising forward and backward rolls (D42).
- Putting away and storing the equipment and tidying the area following the session (C21).

Prior discussion between the learner and assessor with perhaps some negotiation with the learner’s supervisor should make this a productive assessment opportunity. At the beginning of the assessment occasion, the assessor could ask to see evidence of the learner’s planning and preparation for the session (D41), observe them checking the area (C21), observe them helping to set up the equipment (C11), observe them leading the activity (D42) etc. There should also be evidence of the learner’s working relationship with the participants (D15).

In this way much of the performance evidence for a number of 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.

Assessment guidance and evidence requirements for each unit

C11 Help to provide equipment for active leisure, learning and well-being activities

Evidence of real work activity

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

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- One type of equipment
- One type of instruction
- Two types of customer.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 3.6, 5.7 and 7.7 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner 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 learner to show that they know and understand how to do something. If there is evidence from the learner'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.

C21 Help to maintain active leisure, learning and well-being facility areas

Evidence of real work activity

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

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Two types of areas
- Two types of problems
- Two types of action
- One type of property
- Two types of equipment and materials.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for one type of problem, 5.2 and 5.5 only, if there is no naturally occurring evidence.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner 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 learner to show that they know and understand how to do something. If there is evidence from the learner'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.

C35 Deal with accidents and emergencies

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 learner's work in the past, this may be gathered through witness testimony, and/or other authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. (With the possible exceptions of those items listed under 'use of supplementary evidence' below).

There must also be evidence that the learner's work has met the requirements listed under 'what you must cover'. This must include as a minimum:

- One type of casualty
- One type of qualified assistance
- One type of condition
- One type of property
- Two types of equipment and materials.

If there is evidence from the learner's work in a real context, this must meet the assessment criteria listed against 'the learner will be able to' including the expansion of this section which constitutes the technical definition for sporting context being assessed. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for this unit only, if there is no naturally occurring evidence.

Use of supplementary evidence

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

Supplementary evidence is allowed for 2.5 only, if there is no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner 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 learner to show that they know and understand how to do something. If there is evidence from the learner'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.

C260 Help to maintain active leisure, learning and well-being activity equipment

Evidence of real work activity

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

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- One type of equipment.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 2.6 and 2.7 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner 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 learner to show that they know and understand how to do something. If there is evidence from the learner'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.

D15 Help to give good levels of service to participants and customers in active leisure, learning and well-being

Evidence of real work activity

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

There must also be evidence that the learner's work has met the requirements listed under "assessment requirements or guidance specified by a sector or regulatory body". This must include as a minimum:

- Two types of customer and participant
- One type of communication
- Both types of colleague.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 5.6 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

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

Supplementary evidence is allowed for 3.7 and 5.6 only, if there is no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner 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 learner to show that they know and understand how to do something. If there is evidence from the learner'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.

D4I Help to plan and prepare an active leisure, learning and well-being session

Evidence of real work activity

There must be evidence that the learner has met all of the assessment criteria listed against 'the learner will be able to' 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 the learner'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 learner's supervisor.

There must also be evidence that the learner's work has met the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Both types of information
- Both types of activities
- Two types of arrangements.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Supplementary evidence is allowed for 5.5 only, if there is no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner 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 learner to show that they know and understand how to do something. If there is evidence from the learner'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.

D42 Lead an activity within an active leisure, learning and well-being session

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work in a real activity leadership context (with the possible exceptions of those items listed under 'use of supplementary evidence' below). This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Both types of participant
- Three types of feedback.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 5.7 and 7.6 only, if no naturally occurring evidence is available.

Use of supplementary evidence

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

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner 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 learner to show that they know and understand how to do something. If there is evidence from the learner'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.

Core values for level I

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 they should try to integrate them into their every day work.

A Personal; candidates should:

1. Display commitment, honesty, integrity and a proper sense of responsibility.
2. Take active steps to improve his or her own personal competence and practice.
3. Pay due regard to the law and avoid the abuse or misuse of their position.

B The service and resources; candidates should:

1. Work to contribute to a quality service.
2. Develop and maintain beneficial relationships with colleagues and service users.
3. Regard every service user as an individual, with the right to dignity, respect and consideration, and display a caring attitude at all times.
4. 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.
5. Ensure that all resources are being used effectively and not wasted.
6. Give due consideration and care to the immediate environment surrounding the activity as well as the broader natural environment.
7. Take full account of the need for public safety.

Explanation and examples of terms

Activity

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.

Activity areas

Areas where sport and recreation activities take place.

Casualty

The person – child or adult – who has suffered the injury or illness.

Colleagues

The people you work with – people working at the same level as yourself or your manager(s).

Communicate in writing

This could include short notes or messages or giving a participant or customer an information leaflet.

Confidential information

Information that should only be given to the coach, instructor or activity leader – for example, the details of a participant's medical condition.

Emergency

Any situation that immediately threatens the health and safety of children, staff or yourself.

Emergency services

Usually the ambulance service.

Evaluation

Discussing an activity or a session with a more experienced colleague and identifying what went well and what could have been improved.

Facility

For example, a gym, playing field or outdoor environment where the session will take place.

Feedback

Telling the participants what they are doing well and where and how they need to improve.

Good working relationship

A relationship that is relaxed and friendly, but maintains your control of the participants.

Good working relationship

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.

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.

Health and safety requirements

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.

Instructions

These could be the manufacturer's instructions or instructions developed by your organisation.

Large items that need more than one person to set up

For example, gymnastics equipment, large mats, sailing dinghies.

Line manager

The person who directly manages your work.

Maintenance

For example, lubricating, adjusting, cleaning and drying.

Maintenance schedule

The programme of routine maintenance developed by the organisation in line with manufacturer's guidelines and other health and safety considerations.

Manual equipment

For example, mops and buckets.

Manually operated equipment

For example, exercise cycles, canoes, trampolines.

Missing persons

For example, children going missing during play sessions.

Non-activity areas

For example, reception areas, corridors, changing rooms.

Organisation's standards for appearance and behaviour

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 customer are present.

Other people involved

These may be other members of staff or other children or staff apart from the casualty.

Participants

People taking part in coaching or activity sessions.

Participants

People who will be taking part in the session.

People with special needs

This could be people with physical disabilities, learning difficulties or medical problems.

People with particular needs

For example, people with disabilities or medical conditions which may mean they need special attention following accidents and emergencies.

Person responsible for the session

This will usually be a qualified coach, instructor or activity leader.

Powered equipment

An item of equipment with an independent power source, for example basket ball rigs and running machines; powered equipment must be made safe – for example by isolating it from the power source – before maintenance.

Powered equipment

For example, an electric floor cleaner.

Procedures

For example, booking procedures.

Responsible colleague

For example, your supervisor or a more senior colleague.

Qualified assistance

Someone who has a recognised first aid qualification or the emergency services.

Session

A period during 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.

Setting up

Making equipment ready for its intended use; this includes assembling (where appropriate) and laying the equipment out according to requirements.

Small items you can set up on your own

For example, badminton nets.

Storage areas

For example, store rooms, lockers, mobile stores, such as vans and trailers.

Training

This could involve 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.