



Learner  
Achievement  
Portfolio

# Level 3 NVQ Diploma in Leisure Management – Complete

Qualification  
Accreditation Number:  
**600/1446/5**  
Version AIQ006129

**Active iQ**

# Introduction

The Level 3 NVQ Diploma in Leisure Management is a qualification that covers the knowledge, skills and competence required of a first line manager in the active leisure sector.

Typical job titles in the industry include:

Duty Manager

Supervisor

The qualification is primarily aimed at learners who are already employed in one of these roles or similar and have the opportunities to demonstrate their competence in the workplace over time.

GLH:	234	TQT:	410	Credit value:	41
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# Active IQ Level 3 NVQ Diploma in Leisure Management

The learner must achieve all 34 credits from all 11 mandatory units, plus a minimum of 2 credits from any Group A optional units, and a minimum of 5 credits from any Group B optional units.

## Mandatory Units

The learner must achieve all 34 credits from all 11 mandatory units.

Unit	Title	Level	Credits
1.	Understanding how to lead a team in active leisure	3	3
2.	Promoting customer care in active leisure	3	3
3.	Understanding how to manage health, safety and welfare in active leisure	3	3
4.	Understanding the active leisure and learning sector	3	3
5.	Understanding employment rights and responsibilities	2	2
6.	Continuing professional development in active leisure	3	2
7.	Understanding the employing organisation	3	3
8.	Manage own professional development within an active leisure organisation	3	4
9.	Set objectives and provide support for an active leisure team	3	5
10.	Ensure the health, safety, welfare and security of customers and staff in an active leisure environment	3	3
11.	Improve the customer's experience in active leisure	3	3

## Optional Units

### Group A

The learner must achieve a minimum of 2 credits from any Group A optional units.

Unit	Title	Level	Credits
12.	Understanding financial procedures in active leisure	3	3
13.	Understanding how to deliver objectives through the work of an active leisure team	3	2
14.	Understanding how to supervise facility maintenance in active leisure	3	2
15.	Marketing in active leisure	3	6
16.	Understanding how to sell services and products to customers in active leisure	3	4
17.	Operating swimming pool plant	3	4

### Group B

The learner must achieve a minimum of 5 credits from any Group B optional units.

Unit	Title	Level	Credits
18.	Address performance problems affecting team members	3	3
19.	Promote learning and development in active leisure	4	5
20.	Manage physical resources in active leisure	4	3
21.	Implement financial procedures in active leisure	3	3
22.	Plan, organise and evaluate active leisure services	3	2
23.	Contribute to marketing in active leisure	3	3
24.	Operate swimming pool plant	3	2
25.	Sell active leisure services and products to customers	3	3
26.	Contribute to the prevention and management of abusive and aggressive behaviour	3	4
27.	Develop productive working relationships with colleagues	3	4
28.	Supervise the maintenance of equipment and facilities in active leisure	3	5

# Personal details

## Learner details

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

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

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

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Telephone No: ..... Telephone No: .....

Mobile No: ..... Fax No: .....

Email: .....

## Work-based assessor details

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

Address: .....

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Telephone No: ..... Mobile No: .....

Email: .....

# Introduction

## **Welcome to the Active IQ Level 3 NVQ Diploma in Leisure Management**

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

### **What are NVQs?**

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

The Level 3 NVQ Diploma in Leisure Management contains knowledge units as well as competence units, we have separated these units to help with the types of evidence you will need to provide.

NVQs are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance. Within reason, NVQs do not have to be completed in a specified amount of time. They can be taken by full-time employees or by school and college Learners with a work placement or part-time job that enables them to develop the appropriate skills. There are no age limits and no special entry requirements.

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

### **Who is Involved?**

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

## How are NVQs Achieved?

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

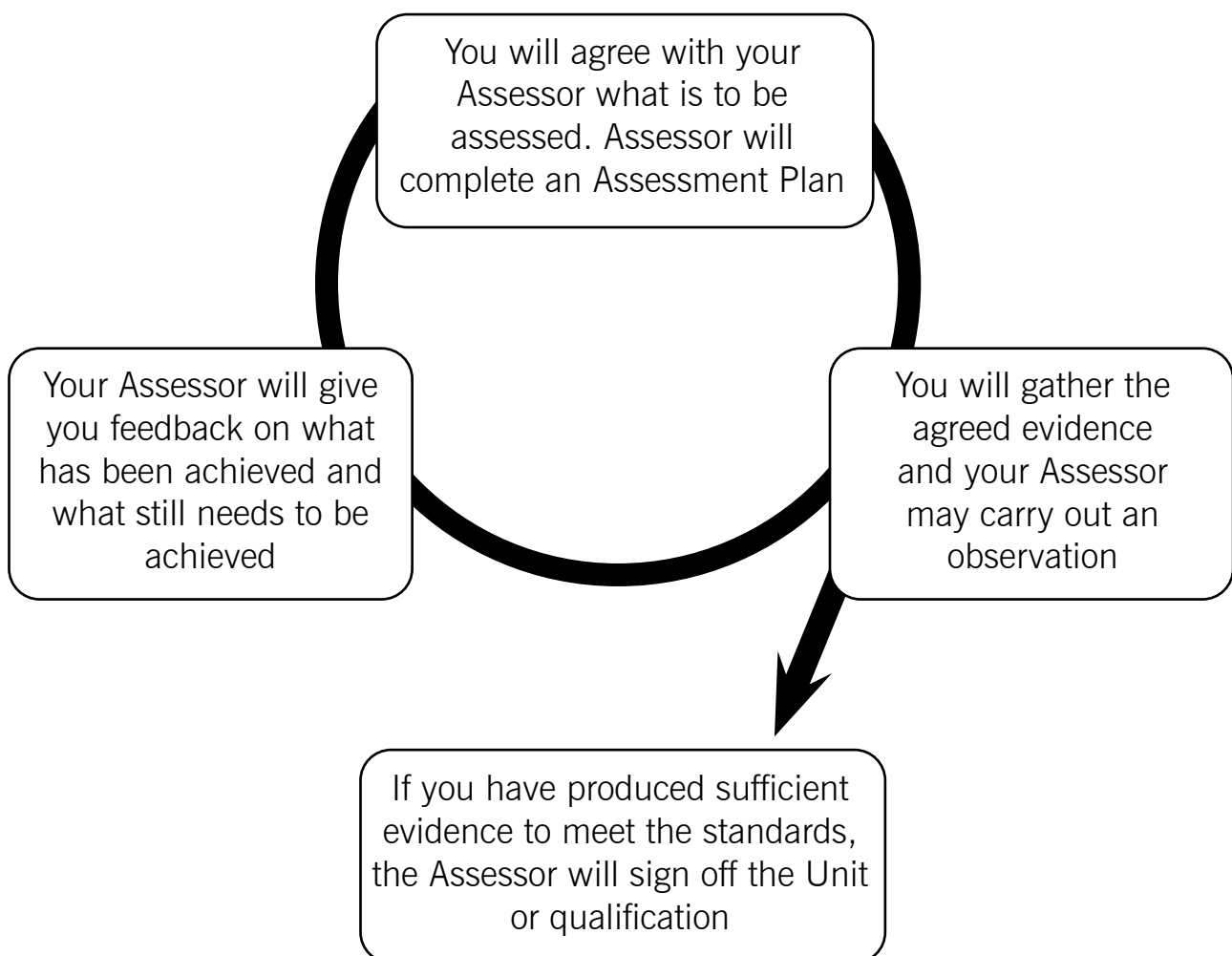
When you start the qualification, your assessor will usually help you to:

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

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

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

Your Assessment should follow a cyclic process:



# Methods of Assessment

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

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

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

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

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

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

## Direct Observation

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

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

## Examination of Product

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

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

## Questioning

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

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

## **Professional Discussion**

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

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

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

## **Witness Testimony**

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

## **Simulation**

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

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



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

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

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

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

## **Audio**

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

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

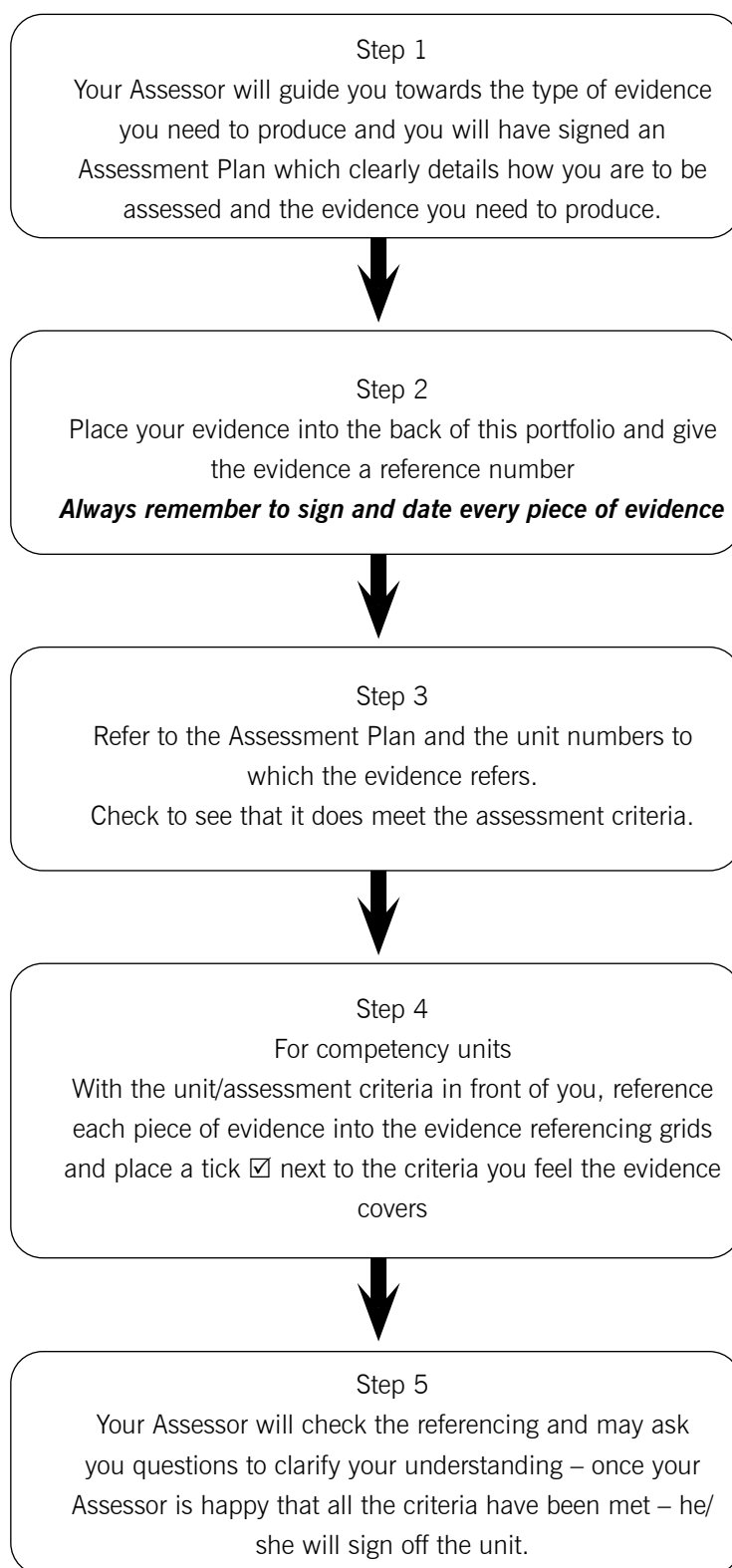
During the assessment planning process, the assessor will encourage you to consider any past experiences or achievements which will contribute to the assessment process.

This could include:

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

# Building your Portfolio

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



# Witness/Assessor Status List

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

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

### Witness Status Key:

1. Qualified Assessor, occupationally competent and familiar with standards
2. Qualified Assessor, not occupationally competent or familiar with standards
3. Occupationally competent, not an assessor (eg line manager)
4. Not occupationally competent, familiar with learner (eg customer)

# Record of Achievement

The learner must achieve all 34 credits from all 11 mandatory units

The mandatory units are split in to two sections. Units 1 – 7 cover the underpinning knowledge, units 8 – 11 prove competency in the work place.

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
<b>Mandatory</b>						
<b>Knowledge</b>						
Understanding how to lead a team in active leisure						
Promoting customer care in active leisure						
Understanding how to manage health, safety and welfare in active leisure						
Understanding the Active Leisure and Learning Sector						
Understanding Employment Rights and Responsibilities						
Continuing professional development in active leisure						
Understanding the Employing Organisation						
<b>Competency</b>						
Manage own professional development within an active leisure organisation						
Set objectives and provide support for an active leisure team						
Ensure the health, safety, welfare and security of customers and staff in an active leisure environment						
Improve the customer's experience in active leisure						

## Optional Units

### Group A

The learner must achieve a **minimum** of 2 credits from any Group A optional units.

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
<b>Optional Group A</b>						
Understanding financial procedures in active leisure						
Understanding how to deliver objectives through the work of an active leisure team						
Marketing in active leisure						
Understanding how to sell services and products to customers in active leisure						
Operating swimming pool plant						
Understanding how to supervise facility maintenance in active leisure						

## Group B

The learner must achieve a **minimum** of 5 credits from any Group B optional units.

Unit Name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
<b>Optional Group B</b>						
Address performance problems affecting team members						
Promote learning and development in active leisure						
Manage physical resources in active leisure						
Implement financial procedures in active leisure						
Plan, organise and evaluate active leisure services						
Contribute to marketing in active leisure						
Operate swimming pool plant						
Sell active leisure services and products to customers						
Contribute to the prevention and management of abusive and aggressive behaviour						
Develop productive working relationships with colleagues						
Supervise the maintenance of equipment and facilities in active leisure						

## Assessment Documents

The following documents have been provided for the assessment of this qualification. Your Assessor may also have copies of the documents or similar types of documents which may also be used.

The documents included are:

<b>Assessment Plan</b>	Each planned assessment is recorded on one of these documents to remind you what types of evidence you are expected to produce, when and where the assessment is due to take place and if there are any others involved in the assessment process.
<b>Review and Action Plan</b>	Following the planned assessment, your Assessor will review your progress towards the qualification as a whole and will agree an action plan for your continued development towards achieving the full award.
<b>Assessor Report</b>	Your assessor will complete an assessor report during observed assessments.
<b>Assessor Question Sheet</b>	Following assessment, your assessor may need to question you to check your underpinning knowledge – all questions and your responses should be recorded. Following questioning, your assessor will give you feedback on your performance, this should also be recorded.

# Assessment Plan

<b>Learner Name</b>	<b>Location</b>	
<b>Assessor Name</b>		
<b>Date and Time of Planned Assessment</b>	<p>Key for Assessment Methods</p> <p>OQ - Oral Questioning, O – Observation ,WT - Witness Testimony, S - Simulation,          PD - Professional Discussion ,WQ – Written Questions, A - Assignment/Project, WP - Work Project          CS - Case Study, RA – Reflective Account</p>	
<b>Brief description of what is to be assessed</b>	<b>Assessment Methods</b>	<b>Assessment Criteria Covered</b>
<p>Any others who need to be involved in or informed of this assessment (give details)</p>		

Learner's signature:

Assessor's Signature:

Date:





# Assessor Report

<b>Learner Name</b>		
<b>Assessor Name</b>		
<b>Date of Actual Assessment</b>	<b>Time:</b>	<b>Location:</b>

<b>What was Assessed</b>	<b>Assessment Criteria Covered</b>

Learner's signature:

Date:

Assessor's signature:

Date:

# Assessor Question Sheet

<b>Learner Name</b>		
<b>Assessor Name</b>		
<b>Date of Actual Assessment</b>	<b>Time:</b>	<b>Location:</b>

<b>Questions Asked</b>	<b>Assessment Criteria Covered</b>

Learner's signature:

Date:

Assessor's signature:

Date:

# Master Evidence Index

Evidence Number	Description
1.	
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## Mandatory Knowledge Units

The learner must achieve **all** seven knowledge units.

Unit	Title	Level	Credits
1.	Understanding how to lead a team in active leisure	3	3
2.	Promoting customer care in active leisure	3	3
3.	Understanding how to manage health, safety and welfare in active leisure	3	3
4.	Understanding the active leisure and learning sector	3	3
5.	Understanding employment rights and responsibilities	2	2
6.	Continuing professional development in active leisure	3	2
7.	Understanding the employing organisation	3	3

The assessments related to each unit are contained within this portfolio and follow each respective unit.

# Unit 1 F/503/0778

<b>Title:</b>	Understanding how to lead a team in active leisure
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the team leadership role in active leisure	1.1 Explain the importance of team leadership in active leisure
	1.2 Summarise the responsibilities of a team leader in an active leisure organisation
	1.3 Describe different styles of leadership and how they can be applied in different situations
2. Understand the role of emotions and behaviours when leading a team in active leisure	2.1 Explain why it is important for a team leader to be aware of own emotions and the effect that own emotions can have on team members
	2.2 Explain why it is important for a team leader to be aware of the emotions of team members and how to respond to these
	2.3 Describe how to manage own emotions to achieve a positive outcome when leading a team
	2.4 Explain how to manage conflict within an active leisure team to achieve best results
3. Understand the role of emotions and behaviours when leading a team in active leisure	3.1 Explain the importance of taking account of different skill sets and characteristics in a team
	3.2 Describe the different types of skills and characteristics that members of an active leisure team may have
	3.3 Describe how to make best use of different skill sets and characteristics in an active leisure team
4. Understand the role of communication when leading a team in active leisure	4.1 Explain the importance of effective two-way communication when leading a team in active leisure
	4.2 Describe situations in which effective two-way communication is particularly important
	4.3 Explain how to use a range of communication techniques when leading a team in active leisure
5. Understand the role of motivating others when leading a team in active leisure	5.1 Explain the importance of motivating others when leading a team in active leisure
	5.2 Describe a range of factors that motivate team members when they are working in active leisure
	5.3 Explain how to select different ways of motivating others according to the situation and the individuals involved
	5.4 Explain what is meant by 'empowerment' and how empowering team members can contribute to team performance
	5.5 Describe how to maintain the motivation of team members when the team has experienced setbacks
6. Understand how to provide team members with a sense of direction and common purpose	6.1 Explain the importance of team members having a sense of direction and common purpose
	6.2 Explain how to give team members a sense of direction and common purpose
	6.3 Describe situations in which a team leader should take direction from a team member
<b>Assessment</b>	Worksheet

# Unit 1 Understanding how to lead a team in active leisure

Unit accreditation number: F/503/0778

## Worksheet – Understanding how to lead a team in active leisure

There are 42 marks available in this worksheet. You must score a minimum of 34 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Give a reason why team leadership is important.

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**1 mark** (minimum 1 mark)

2. List three responsibilities of a team leader in an active leisure organisation.


**3 marks** (minimum 2 marks)

3. Describe how you would select and apply the appropriate leadership style to the situations and people listed below.

<b>Leisure attendants</b>	
<b>Studio instructors</b>	
<b>Low morale due to increasing workloads</b>	
<b>Redundancy</b>	
<b>Team building day</b>	

**5 marks** (minimum 4 marks)

4. What would be the probable effect on a team if their team leader has a negative attitude?

--

**1 mark** (minimum 1 mark)

5. Why is it important for a team leader to be aware of the emotions of their team members and how should they respond to a new member in their team?

--

**2 marks** (minimum 1 mark)

6. Give three emotions / behavioural patterns a team leader should adopt to achieve a positive outcome whilst managing their team.


**3 marks** (minimum 2 marks)

7. List two ways to effectively manage conflict within an active leisure team.


**2 marks** (minimum 1 mark)

8. Explain two advantages of taking account of the different skill sets and characteristics in a team.


**2 marks** (minimum 1 mark)

9. Describe three different types of skills or characteristics which may be found with a team.


**3 marks** (minimum 2 marks)



10. List two ways these skills / characteristics can be used to improve team performance.


**2 marks** (minimum 1 mark)

11. Why is it important to encourage feedback when communicating with members of your team and give two situations when this is especially important?

<b>Why encouragement of feedback is important.</b>
<b>Situations when this is especially important.</b>

**3 marks** (minimum 2 marks)

12. List three ways a team leader can communicate with members of their team.


**3 marks** (minimum 2 marks)

13. Give two reasons why motivation is important when leading a team.


**2 marks** (minimum 1 mark)

14. List two things which could motivate members of your team and give an example when each could be used.

Team motivators	Example

**4 marks** (minimum 3 marks)

15. How can empowering team members contribute to team performance?

**1 mark** (minimum 1 mark)

16. How can the team leader maintain the motivation of team members when the team has experienced setbacks?

**1 mark** (minimum 1 mark)

17. Why is it important for all team members to have common goals and give a method by which this can be achieved?

**2 marks** (minimum 1 mark)

18. Describe two situations when a team leader should take direction from a team member.

**2 marks** (minimum 1 mark)

**Result total** / **42 marks** (34 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**

## Unit 2 K/503/0774

<b>Title:</b>	Promoting customer care in active leisure
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand customer care in active leisure	1.1 Explain the contribution that customer care makes to business success in active leisure
	1.2 Summarise the types of customers that active leisure organisations have and their expectations for customer care
	1.3 Explain how active leisure organisations establish and maintain customer care standards
	1.4 Explain the importance of good team work in delivering customer care in an active leisure environment
	1.5 Explain how to promote customer service to other active leisure staff
	1.6 Explain the importance of active leisure staff building strong relationships with customers
2. Understand how to respond to customer problems in active leisure	2.1 Summarise the range of problems that customers may experience in an active leisure environment and the appropriate responses to these problems
	2.2 Explain the importance of responsiveness, empathy and good communications when dealing with customer problems
	2.3 Explain why active leisure organisations have complaints procedures
	2.4 Describe different approaches to complaints handling in active leisure organisations
3. Understand the role of monitoring and evaluation in relation to customer care	3.1 Explain the purpose and value of monitoring customer satisfaction
	3.2 Describe different indicators and methods of monitoring customer satisfaction
	3.3 Explain how organisations can evaluate and make use of data on customer satisfaction
4. Be able to show how an active leisure organisation can deliver and improve customer care	4.1 Research an active leisure organisation's customer expectations in relation to customer care
	4.2 Draft customer care standards for an aspect of an active leisure organisation's operations
	4.3 Draft customer care procedures for an aspect of an active leisure organisation's operations
	4.4 Design a complaints procedure for an active leisure organisation
	4.5 Research and evaluate customer satisfaction in relation to an aspect of an active leisure organisation's operations
	4.6 Propose ways in which customer satisfaction with an aspect of an active leisure organisation's operations could be improved
<b>Assessment</b>	Worksheet Project

## Unit 2 Promoting customer care in active leisure

Unit accreditation number: K/503/0774

### Worksheet – Promoting customer care in active leisure

There are 26 marks available in this worksheet. You must score a minimum of 21 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Why is good customer service important to the active leisure industry?

**1 mark** (minimum 1 mark)

2. List two types of customers in the active leisure sector and in each case state what they would expect from customer care.

Customer types	Customer care expectations

**4 marks** (minimum 3 marks)

3. Give an example of how active leisure organisations can establish and maintain customer care standards?

**1 mark** (minimum 1 mark)

4. Why is it important to have good team work when delivering customer care in an active leisure environment?

**1 mark** (minimum 1 mark)

5. How can customer service be promoted to other active leisure staff?

**1 mark** (minimum 1 mark)

6. List three advantages of active leisure staff building strong relationships with customers whilst managing their team.


**3 marks** (minimum 2 marks)

7. State two problems that customers may experience in an active leisure environment and the appropriate responses for each.

<b>Customer problems</b>	<b>Appropriate responses</b>

**4 marks** (minimum 3 marks)

8. What is the importance of responsiveness, empathy and good communications when dealing with customer problems?

--

**1 mark** (minimum 1 mark)

9. Give two reasons why it is important for active leisure organisations to have complaints procedures.


**2 marks** (minimum 1 mark)

10. Describe two different approaches an active leisure organisation may have for dealing with customer complaints.


**2 marks** (minimum 1 mark)

11. What is the purpose and value of monitoring customer satisfaction?

--

**1 mark** (minimum 1 mark)

12. Give three methods of monitoring customer satisfaction.


**3 marks** (minimum 2 marks)

13. Explain two different ways an organisation can evaluate and make use of data on customer satisfaction.


**3 marks** (minimum 2 marks)

**Result total** / **26 marks** (21 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**

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# Unit 2 Promoting customer care in active leisure

Unit accreditation number: K/503/0774

## Assignment

**There are 16 marks available for this assignment. You must score a minimum of 13 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each section to achieve an overall pass.**

You will need to produce a written assignment using the following guidance:

Using a combination of existing knowledge and research on your current active leisure organisation or a local active leisure organisation:

- Design a customer survey which asks customers about:
  - their expectations in relation to customer care
  - their satisfaction in relation to an aspect of an active leisure organisation's operations.
- Ask 5-10 customers from the active leisure organisation to complete your survey.
- Using the results of your survey draft customer care standards for an aspect of the organisation's operations.
- Suggest three ways that customer satisfaction could be improved.
- Design a complaints procedure for an active leisure organisation.

Please include a copy of your assignment within this portfolio.

## Assignment mark scheme

Did the learner:	Possible marks	Actual marks
Design a customer survey which contains questions to establish customers' expectations in relation to customer care in their chosen active leisure organisation?	<b>3</b> (minimum 2 marks)	
Design a customer survey which contains questions to establish customers' satisfaction in relation to an aspect of their chosen active leisure organisation's operations?	<b>3</b> (minimum 2 marks)	
Complete the customer survey containing the opinions of 5-10 customers?	<b>1</b> (minimum 1 mark)	
Develop customer care standards for an aspect of the organisation's operations?	<b>3</b> (minimum 2 marks)	
Suggest three ways that customer satisfaction could be improved?	<b>3</b> (minimum 2 marks)	
Develop a complaints procedure for an active leisure organisation?	<b>3</b> (minimum 2 marks)	

**Result total** /16 (13 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**



# Unit 3 A/503/0780

<b>Title:</b>	Understanding how to manage health, safety and welfare in active leisure
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the requirements for health, safety, welfare and security in active leisure	1.1 Summarise the legal requirements for health and safety that apply to active leisure facilities and services
	1.2 Identify the authorities responsible for health and safety in an active leisure environment
	1.3 Identify other sources of guidance that apply to active leisure facilities and services
	1.4 Explain a manager's responsibilities for health, safety and the safeguarding of children and vulnerable adults in an active leisure environment
	1.5 Explain how active leisure organisations develop policies and procedures to maintain health and safety of customers and staff
2. Understand how to manage health and safety risks in an active leisure environment	2.1 Explain the principles of risk assessment
	2.2 Summarise a range of health and safety hazards that may occur in an active leisure environment
	2.3 Explain how to ensure that health and safety hazards are identified in an active leisure environment
	2.4 Explain how to determine levels of acceptable risk
	2.5 Demonstrate how to assess a range of risks in an active leisure environment and establish and maintain measures to manage these to acceptable levels
	2.6 Explain why it is important to seek advice when there is uncertainty about assessing and managing risk and where to seek such advice
	2.7 Describe how to promote health and safety to staff and customers in an active leisure environment and use their feedback to improve health and safety procedures
3. Understand how to manage health and safety emergencies and other incidents in an active leisure environment	3.1 Summarise the types of emergencies and other health and safety incidents that may occur in an active leisure environment
	3.2 Describe an active leisure organisation's emergency operating procedures
	3.3 Explain a manager's role in co-ordinating emergency operating procedures
	3.4 Summarise the reporting and recording procedures that must be followed in the event of an emergency or other health and safety incident
	3.5 Explain how to use emergencies and other health and safety incidents to improve normal and emergency operating procedures

<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
4. Understand the requirements for safeguarding children and vulnerable adults	4.1 Summarise the legal requirements that cover the safeguarding of children and vulnerable adults in an active leisure environment
	4.2 Explain a manager's responsibilities for safeguarding children and vulnerable adults
	4.3 Identify the local and national organisations and agencies responsible for safeguarding children and vulnerable adults and providing guidance on the subject
5. Understand how to manage the safeguarding of children and vulnerable adults	5.1 Summarise the types of safeguarding risks to children and vulnerable adults in an active leisure environment
	5.2 Summarise an active leisure organisation's policies and procedures for safeguarding children and vulnerable adults
	5.3 Explain how a manager should respond to concerns about the welfare of children and vulnerable adults using an active leisure environment
	5.4 Explain why it is important to collect, assess and share information about concerns regarding children and vulnerable adults and when it may be necessary to report concerns to outside agencies
	5.5 Explain the importance of confidentiality in relation to safeguarding children and vulnerable adults
<b>Assessment</b>	Worksheet Task

# Unit 3 Understanding how to manage health, safety and welfare in active leisure

Unit accreditation number: A/503/0780

## Worksheet – Understanding how to manage health, safety and welfare in active leisure

**There are 53 marks available in this worksheet. You must score a minimum of 43 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.**

1. Which legislation covers the health and safety of customers, visitors and staff in the sport and active leisure sector?

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**1 mark** (minimum 1 mark)

2. Identify two people responsible for health and safety in an active leisure environment.


**2 marks** (minimum 1 mark)

3. List two sources of guidance that apply to active leisure facilities and services.


**2 marks** (minimum 1 mark)

4. Give three examples of the manager's responsibilities for health, safety and the safeguarding of children and vulnerable adults in an active leisure environment.


**3 marks** (minimum 2 marks)

5. Give three ways active leisure organisations develop their policies and procedures to maintain the health and safety of customers and staff.


**3 marks** (minimum 2 marks)

6. What are the five key principles to be followed when conducting a risk assessment?


**5 marks** (minimum 4 marks)

7. Give three examples of health and safety hazards that may occur in an active leisure environment.


**3 marks** (minimum 2 marks)

8. Explain how health and safety hazards are identified in an active leisure environment.

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**1 mark** (minimum 1 mark)

9. Why is it important to seek advice when there is uncertainty about assessing and managing risk?

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**1 mark** (minimum 1 mark)

10. Explain how to determine levels of acceptable risk.

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**1 mark** (minimum 1 mark)

11. Give two ways that health and safety could be promoted in an active leisure environment.


**2 marks** (minimum 1 mark)

12. List two types of emergency that could occur in an active leisure environment.


**2 marks** (minimum 1 mark)

13. What three pieces of information are contained in an active leisure organisation's emergency action plan?


**3 marks** (minimum 2 marks)

14. What is a manager's role when co-ordinating emergency operating procedures?

--

**2 marks** (minimum 1 mark)

15. Summarise three pieces of information which should be recorded following a health and safety incident.


**3 marks** (minimum 2 marks)

16. How can an actual emergency be used to improve operating procedures?

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**2 marks** (minimum 1 mark)

17. What legal requirement covers the safeguarding of children and vulnerable adults in an active leisure environment?

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**1 mark** (minimum 1 mark)

18. Identify two responsibilities of a manager for safeguarding children and vulnerable adults.


**2 marks** (minimum 1 mark)

19. List three local / national organisations responsible for safeguarding children and vulnerable adults.


**3 marks** (minimum 2 marks)

20. Give three types of safeguarding risks to children and vulnerable adults in an active leisure organisation.


**3 marks** (minimum 2 marks)

21. Summarise an active leisure organisation's policies and procedures for safeguarding children and vulnerable adults. Include detail of how a manager should respond to concerns about welfare.

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**4 marks** (minimum 3 marks)

22. Why is it important to collect, assess and share information about concerns regarding children and vulnerable adults?

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**1 mark** (minimum 1 mark)

23. When may it be necessary to contact statutory agencies?

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**1 mark** (minimum 1 mark)

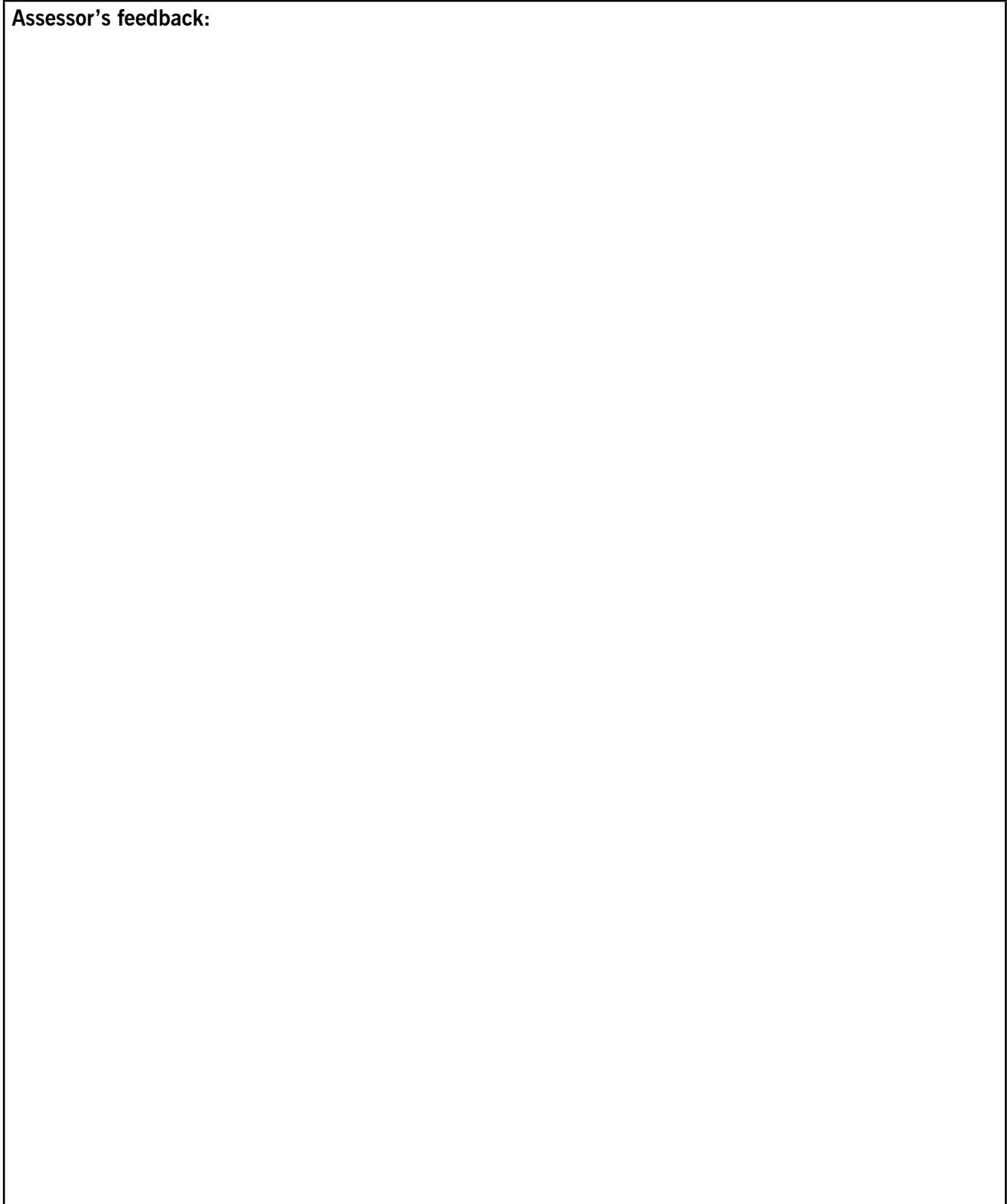
24. Give two reasons why it is important to maintain confidentiality in relation to children and vulnerable adults.


**2 marks** (minimum 1 mark)

**Result total** / **53 marks** (43 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**





## Unit 3 Understanding how to manage health, safety and welfare in active leisure

### Unit accreditation number: A/503/0780

#### Task

Select five of the following environments and complete a risk assessment on each area detailing the following:

- Two potential risks for each area
- Recommended action(s) to minimise each risk

Environments:

Sports hall	Dance studio	Gym	Public spaces
Outdoor activity areas	Car park	Swimming pool	Fire exits/ escapes

Environment	Potential risks	Recommended action(s)

Recommended action(s)						
Potential risks						
Environment						

# Unit 3 Understanding how to manage health, safety and welfare in active leisure

Unit accreditation number: A/503/0780

## Task mark scheme

Did the learner:	Possible marks	Actual marks
<b>Identify two potential risks for each of the five environments selected?</b>	<b>10</b> (minimum 8 marks)	
<b>Identify recommended actions to minimise each risk?</b>	<b>10</b> (minimum 8 marks)	
<b>RESULT</b> /20 (16 marks in total, with the minimum set marks achieved for each question required to pass)  <b>Pass / Refer</b>		
<b>Assessor's feedback:</b>		

## Unit 4 F/600/1758

<b>Title:</b>	Understanding the active leisure and learning sector
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the key features of the Active Leisure and Learning sector	1.1 Describe the Active Leisure and Learning sector's scope and size
	1.2 Explain the contribution that Active Leisure and Learning makes to the economy and society
	1.3 Explain the role of the Sector Skills Council responsible for Active Leisure and Learning
	1.4 Define the main subsectors within the Active Leisure and Learning sector
2. Understand the key features of the Active Leisure and Learning subsector in which they work	2.1 Describe the composition of their subsector in terms of public, private and voluntary organisations
	2.2 Analyse the size of their subsector in terms of employment and participation
	2.3 Interpret the economic and social value of their subsector
	2.4 Explain factors causing change in their subsector
	2.5 Explain the essential principles, values or codes of practice in their subsector
	2.6 Describe the roles of key organisations in their sector, including any representative and regulatory bodies, trade unions and trade associations
	2.7 Explain the links their subsector has with other industries
3. Understand employment and career opportunities in the Active Leisure and Learning subsector in which they work	3.1 Identify sources of information on career progression, training and education
	3.2 Describe the main job roles within their subsector
	3.3 Describe potential career pathways in their subsector
	3.4 Identify what is required to progress in their subsector in terms of qualifications, skills and knowledge, experience and personal qualities
	3.5 Explain how skills and knowledge acquired in their subsector could relate to job opportunities elsewhere
<b>Assessment</b>	Worksheet Presentation

# Unit 4 Understanding the active leisure and learning sector

Unit accreditation number: F/600/1758

## Worksheet – Understanding the active leisure and learning sector

There are 37 marks available in this worksheet. You must score a minimum of 30 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Draw a line through seven benefits of regular participation in physical activity contained in this word search.

L	A	E	X	A	B	V	A	C	B	I	O	P	L	K	J	H	G
I	E	P	W	E	R	T	Y	U	A	B	C	W	A	S	D	F	F
V	L	R	G	H	N	M	H	O	P	N	S	O	C	I	A	L	F
E	B	S	T	T	B	B	C	R	G	G	T	N	F	V	C	Q	C
L	O	W	E	R	B	L	O	O	D	P	R	E	S	S	U	R	E
O	E	X	N	B	C	N	H	N	H	D	O	S	A	L	A	D	G
N	C	W	F	M	I	L	I	V	G	K	N	N	L	I	C	G	N
G	O	O	D	H	E	A	L	T	H	E	G	V	M	M	K	D	H
E	C	E	R	T	Y	U	J	O	P	F	E	K	N	M	T	H	K
R	D	W	E	Q	H	A	P	P	I	E	R	L	J	E	I	L	P
A	Q	E	R	R	W	C	B	M	I	K	V	P	K	R	E	R	G

7 marks (minimum 5 marks)

2. Complete the table to state whether the statements about SkillsActive are True or False.

Statement	True or False
SkillsActive is responsible for allocating lottery funds.	
SkillsActive is recognised and licensed by government as the Sector Skills Council for Active Leisure and Learning.	
SkillsActive is an awarding organisation for all types of fitness qualifications.	
SkillsActive is based in Scotland.	
SkillsActive works in close partnership with the Department for Education and Skills, and the Department for Culture, Media and Sport.	
SkillsActive aims to develop a competent and qualified workforce.	
Skills Active aims to ensure the quality of training and qualifications.	

7 marks (minimum 5 marks)

3. Circle four factors in the list below that are causing changes across the sub-sectors.

Government health agenda                      The economy  
 More people becoming obese                      Sporting events  
 Government campaigns                      People not having time to exercise  
 Less people wanting to exercise

4 marks (minimum 3 marks)

4. Draw a line to match the following Codes of Practice to the relevant sectors.

Code of Practice
REP's Code of Practice
National Coaching Foundation Code of Ethics and Conduct
ukactive Code of Practice
Playwork principles

Sector
Sport and recreation
Health and fitness
Playwork
Health and fitness

**4 marks** (minimum 4 marks)

5. From the options below insert the correct key organisation next to its description.

Key organisation	Description
	A not-for-profit body which provides services and facilitates partnerships for a broad range of organisations, all of which support the vision of more people, more active, more often to improve the health of the nation.
	Established to safeguard the health and interests of people using the services of instructors, coaches, teachers and trainers involved in exercise and fitness. Their mission statement is: "To ensure that all exercise professionals are suitably knowledgeable and qualified to help safeguard and to promote the health and interests of the people who use their services".
	The strategic lead organisation for delivering the government's sporting objectives in England. Its vision is to make England an active and successful sporting nation by encouraging people to: <ul style="list-style-type: none"> <li>• start participating in sport, thereby improving the health of the nation</li> <li>• continue participating in sport through a thriving network of clubs, coaches and volunteers</li> <li>• succeed in sport via an infrastructure capable of developing world class sports performers</li> </ul>

Key organisations		
<b>Sport England</b>	<b>ukactive</b>	<b>Register of Exercise Professionals (REPs)</b>

**3 marks** (minimum 3 marks)

6. List five other sectors that your sub-sector has links with.


**5 marks** (minimum 4 marks)

7. Circle which of the following skills would enable an individual to transfer from one sub-sector to another.

Literacy

Fine motor skills

ICT

Customer service

Strength

Team working

Rhythm

Communication

Swimming

Numeracy

Aerobic fitness

Health and safety

**7 marks** (minimum 5 marks)

**Result total** / **37 marks** (30 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**

# Unit 4 Understanding the active leisure and learning sector

Unit accreditation number: F/600/1758

## **Presentation task/observation**

Prepare and deliver a 15 minute presentation to a group of two or more people. Your presentation must be based on the organisation where you work. You can design the presentation to be delivered as team training or for an induction of a new member of staff. The format and purpose is up to you. You will need to include information on the following:

- An introduction to the active leisure and learning sector and it's sub-sectors.
- A brief background and history of your organisation to include: which sub-sector it is in and whether it is public, private or voluntary.
- An overview of your organisation to include numbers of staff and their main job roles in brief.
- An overview of the benefits of your organisation to the local community and economy.
- An explanation of the staff training opportunities and career development opportunities within the organisation.
- An outline of the potential career pathways – inside and outside the organisation.
- An outline of the skills, personal qualities, qualifications, experience and knowledge needed to progress in the industry.

You can prepare leaflets / handouts or use information that already exists to support your presentation (e.g. organisational leaflets, staff training logs).

Ensure you prepare an introduction and conclusion to your presentation.

Your assessor will observe you delivering this presentation.



# Unit 4 Understanding the active leisure and learning sector

Unit accreditation number: F/600/1758

## Presentation observation

Key: Competent mark a tick (✓) Not competent mark a cross (x) Competent with a comment mark a bullet point (●) Question mark a Q		
<b>Date:</b>		
<b>Title of presentation:</b>		
<b>Number of attendees:</b>		
<b>The learner has:</b>		✓/X
1. Given an introduction to the presentation		
2. Described the active learning and leisure sector and its sub-sectors		
3. Given a brief background and history of the organisation to include: <ul style="list-style-type: none"> <li>• which sub-sector it is in</li> <li>• and whether it is public, private or voluntary</li> </ul>		
4. Given an overview of the benefits of the subsector organisation to the local community and economy		
5. Explained the staff training opportunities and career development opportunities within the organisation		
6. Described the main job roles within their sub-sector		
7. Outlined the potential career pathways – inside and outside the organisation		
8. Outlined the skills, personal qualities, qualification, experience and knowledge needed to progress in the industry		
9. Supported the presentation with aids such as handouts or leaflets		
10. Given a suitable conclusion to the presentation		
<b>Assessor's feedback:</b>		
<b>Result: Delete as appropriate</b>	<b>Competent</b>	<b>Not competent</b>

## Unit 5 J/600/0840

<b>Title:</b>	Understanding employment rights and responsibilities
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know their employment rights and responsibilities under the law	1.1 Describe their rights and responsibilities in terms of: <ul style="list-style-type: none"> <li>• contracts of employment</li> <li>• anti-discrimination legislation</li> <li>• working hours and holiday entitlements</li> <li>• sickness absence and sick pay</li> <li>• data protection</li> <li>• health and safety</li> </ul>
	1.2 Outline the rights and responsibilities of the employer
	1.3 Describe the health and safety legal requirements relevant to their organisation
	1.4 Outline the implications of health and safety legal requirements for their own job role
2. Understand documents relevant to their employment	2.1 Explain the main terms and conditions of a contract of employment
	2.2 Outline the contents and purpose of a job description
	2.3 Describe the types of information held on personnel records
	2.4 Describe how to update information held on personnel records
	2.5 Interpret the information shown on a pay slip or other statement of earnings
3. Know key employment procedures at work	3.1 Describe the procedures to follow if someone needs to take time off
	3.2 Describe the procedures to follow if there is a grievance
	3.3 Describe the procedures to follow if there is evidence of discrimination or bullying
	3.4 Identify sources of information and advice on employment issues: <ul style="list-style-type: none"> <li>• internal to their organisation</li> <li>• external to their organisation</li> </ul>
<b>Assessment</b>	Worksheet

# Unit 5 Understanding employment rights and responsibilities

Unit accreditation number: J/600/0840

## Worksheet – Understanding employment rights and responsibilities

There are 30 marks available in this worksheet. You must score a minimum of 24 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. List four things that should be included in a contract of employment.


**4 marks** (minimum 3 marks)

2. List two sections that could be included within your job specific terms and conditions.


**2 marks** (minimum 1 mark)

3. What is the purpose of a job description?

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**1 mark** (minimum 1 mark)

4. Name two of the main laws concerned with anti-discrimination legislation.


**2 marks** (minimum 1 mark)

5. How many hours per week is the maximum that an employee should be asked to work according to the European Working Time directive?

**1 mark** (minimum 1 mark)

6. What amount of holiday per year are most full-time employees entitled to?

**1 mark** (minimum 1 mark)

7. What are your organisation's procedures if you need to take time off for sickness?

**1 mark** (minimum 1 mark)

8. What are your organisation's sick pay procedures?

**1 mark** (minimum 1 mark)

9. What is the purpose of the Data Protection Act?

**1 mark** (minimum 1 mark)

10. List one responsibility of the employer under the Health and Safety at Work Act.

**1 mark** (minimum 1 mark)

11. Describe two areas of your job role where you need to consider health and safety.

**2 marks** (minimum 1 mark)

12. List three pieces of information that could be held in your personnel records.


**3 marks** (minimum 2 marks)

13. In your organisation, who should you notify if you need to update any personal details such as your address?

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**1 mark** (minimum 1 mark)

14. List three pieces of information contained on your pay slip or statement of earnings.


**3 marks** (minimum 2 marks)

15. What are your organisation's procedures for reporting bullying or discrimination?

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**2 marks** (minimum 1 mark)

16. List two people within your organisation and two people external to your organisation to whom would you go to for information and advice on employment issues.

Within your organisation	External to your organisation

**4 marks** (minimum 3 marks)

**Result total** / **30 marks** (24 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

<p><b>Assessor's feedback:</b></p>
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## Unit 6 J/503/0782

<b>Title:</b>	Continuing professional development in active leisure
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand continuing professional development and its importance in active leisure	1.1 Explain the term 'continuing professional development'
	1.2 Explain why it is important for staff in the active leisure sector to continue to develop their knowledge and skills
	1.3 Describe an active leisure organisation's systems to ensure the development of its staff
2. Understand how to take part in continuing professional development	2.1 Explain how an active leisure member of staff can reflect on their own work and ways of improving what they do
	2.2 Explain other ways in which an active leisure member of staff can evaluate their own work
	2.3 Explain how to plan own professional development
	2.4 Explain the contribution that an active leisure organisation's performance appraisal and development can make to own professional development
	2.5 Identify own preferred learning style
	2.6 Evaluate different types of learning that can contribute to own development and suit own preferred learning style
3. Be able to take part in continuing professional development	3.1 Evaluate own strengths and weaknesses in a role using evidence of own performance
	3.2 Analyse feedback from colleagues, team members and managers on own performance
	3.3 Evaluate priority areas for own improvement
	3.4 Develop plans for own continuing professional development
	3.5 Take part in learning and development activities as part of own personal development plan
	3.6 Review and update own professional development plan
<b>Assessment</b>	Worksheet Personal development task

# Unit 6 Continuing professional development in active leisure

Unit accreditation number: J/503/0782

## Worksheet – CPD in active leisure

**There are 11 marks available in this worksheet. You must score a minimum of 9 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.**

1. Explain the term 'continuing professional development' (CPD).

**1 mark** (minimum 1 mark)

2. State two reasons why it is important for staff in the active leisure sector to continue to develop their knowledge and skills.

**2 marks** (minimum 1 mark)

3. How can an active leisure organisation ensure the development of its staff?

**1 mark** (minimum 1 mark)

4. Give two ways an active leisure member of staff could reflect on their own work to identify ways of improving what they do.

**2 marks** (minimum 1 mark)



5. How should you plan and record CPD?

**1 mark** (minimum 1 mark)

6. Give two ways how an active leisure organisation's performance appraisal and development can aid professional development.

**2 marks** (minimum 1 mark)

7. What is your preferred learning style and state the reason for your choice?

**2 marks** (minimum 1 mark)

**Result total** / **11 marks** (9 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**

# Unit 6 Continuing professional development in active leisure

Unit accreditation number: J/503/0782

## Task

Step 1: Evaluate your own strengths and weaknesses by:

- Ordering seven of the skills identified in the list below from the strongest to the weakest.
- Identifying reasons why you feel you are strong/ weak in each of the listed skills.

## Skills

- Planning/organising your diary
- Monitoring your own performance
- Information management
- Job knowledge
- Job skill
- Problem Solving
- Evaluating procedures
- Consulting with others
- Prioritising workload
- Any other weakness you feel you may have

Step 2: Ask a manager, team member, colleague, or peer to complete the same task identifying your strengths and weaknesses.

Step 3: Compare the results gained in step 1 and 2 and develop a plan for your on-going CPD.

Step 4: Identify appropriate review dates for each improvement action identified.

Step 5: Review actions at the appropriate time and update your progress on the development plan.

Unit 6 Continuing professional development in active leisure  
 Unit accreditation number: J/503/0782

**Step 1**

Priority	Skill	Reason
Strongest		
to		
Weakest		

Skills			
Planning/organising your diary	Monitoring your own performance	Information management	Job skill
Problem Solving	Evaluating procedures	Consulting with others	Any other weakness you feel you may have
		Prioritising workload	

# Unit 6 Continuing professional development in active leisure

## Unit accreditation number: J/503/0782

### Step 2

Name of person completing task:	Relationship to learner (manager, colleague, peer):	Date:
Priority	Skill	Signature:
Strongest		Reason (optional)
to		
Weakest		

Skills			
Planning/organising your diary	Monitoring your own performance	Information management	Job skill
Problem Solving	Evaluating procedures	Consulting with others	Any other weakness you feel you may have

# Unit 6 Continuing professional development in active leisure

Unit accreditation number: J/503/0782

## Step 3

Priority	Skill	How I plan to improve it	Review date	Update on progress

# Unit 6 Continuing professional development in active leisure

Unit accreditation number: J/503/0782

## Task mark scheme

Did the learner:	Possible marks	Actual marks
Evaluate own strengths and weaknesses by: <ul style="list-style-type: none"><li>Ordering seven of the listed skills from the strongest to the weakest?</li><li>Identifying reasons why these skills are strengths/ weaknesses?</li></ul>	7 (minimum 5 marks)	
Gather information from a manager, colleague, peer regarding strengths and weaknesses?	1 (minimum 1 mark)	
Compare the results from Step 1 and 2 and develop a plan for ongoing CPD?	7 (minimum 5 marks)	
Identify review dates for each improvement action identified?	1 (minimum 1 mark)	
Review each action at an appropriate time and update progress on the development plan?	7 (minimum 5 marks)	
<b>RESULT</b> /23 (19 marks in total, with the minimum set marks achieved for each question required to pass)		
<b>Pass / Refer</b>		
<b>Assessor's feedback:</b>		

# Unit 7 R/600/1764

<b>Title:</b>	Understanding the employing organisation
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the structure of their organisation	1.1 Describe the main functions in their organisation
	1.2 Describe how the main functions in their organisation are staffed and organised
	1.3 Describe the communication channels in their organisation
	1.4 Describe the lines of control and accountability in their organisation
2. Understand key aims and objectives of their organisation	2.1 Explain the importance of an organisation having a business plan
	2.2 Describe their organisation's key aims and objectives (for example, mission, core aims and values)
	2.3 Describe how their organisation measures the achievement of key aims and objectives
	2.4 Identify their organisation's key performance indicators
3. Understand their own contribution to their organisation's key aims and objectives	3.1 Evaluate the importance of an organisation managing the performance of its staff
	3.2 Describe the objectives of their job role
	3.3 Explain how the objectives of their job role contribute to the organisation's key aims and objectives
	3.4 Explain how their own performance is evaluated and developed
	3.5 Analyse the contribution they can make to the evaluation and development of their performance
4. Understand the opportunities for entry, professional development and progression within their organisation	4.1 Explain the importance of continuing professional development
	4.2 Evaluate the organisation's processes for recruitment
	4.3 Evaluate the organisation's processes for induction
	4.4 Evaluate the organisation's processes for training and development
	4.5 Evaluate the opportunities and requirements for career progression for staff within their organisation
<b>Assessment</b>	Assignment

# Unit 7 Understanding the employing organisation

Unit accreditation number: R/600/1764

## Assignment

**There are 40 marks available for this assignment. You must score a minimum of 32 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each section to achieve an overall pass.**

Using existing knowledge and research of your own organisation produce a written assignment using the following guidance:

- Give an overview of your organisation including the main function of the organisation and the main services offered.
- Describe the structure of your organisation including details of your current position, reporting lines and brief job descriptions of other members of the team.
- Describe your organisation's aims and objectives including key objectives, targets, values and key performance indicators.
- Explain how key targets are measured in your organisation.
- Identify the mission statement of your organisation.
- Evaluate each of the systems and procedures listed below in your organisation:
  - Induction of new staff
  - Training and development of new staff
  - Career opportunities within the organisation
  - Recruitment

Within your assignment you must answer the following questions:

- Why is it important for any organisation to have a business plan?
- Why is it important for an organisation to evaluate the performance of their staff?
- What are the main objectives of your job role and how does this job role contribute to your organisation's aims?
- How is your performance in your job evaluated and developed by your employer and how do you contribute to this?
- Outline the importance of continuous professional development.

You can complete the assignment template in this L.A.P. or alternatively you could compile your own ensuring you have covered all the topics listed above.



# Unit 7 Understanding the employing organisation

Unit accreditation number: R/600/1764

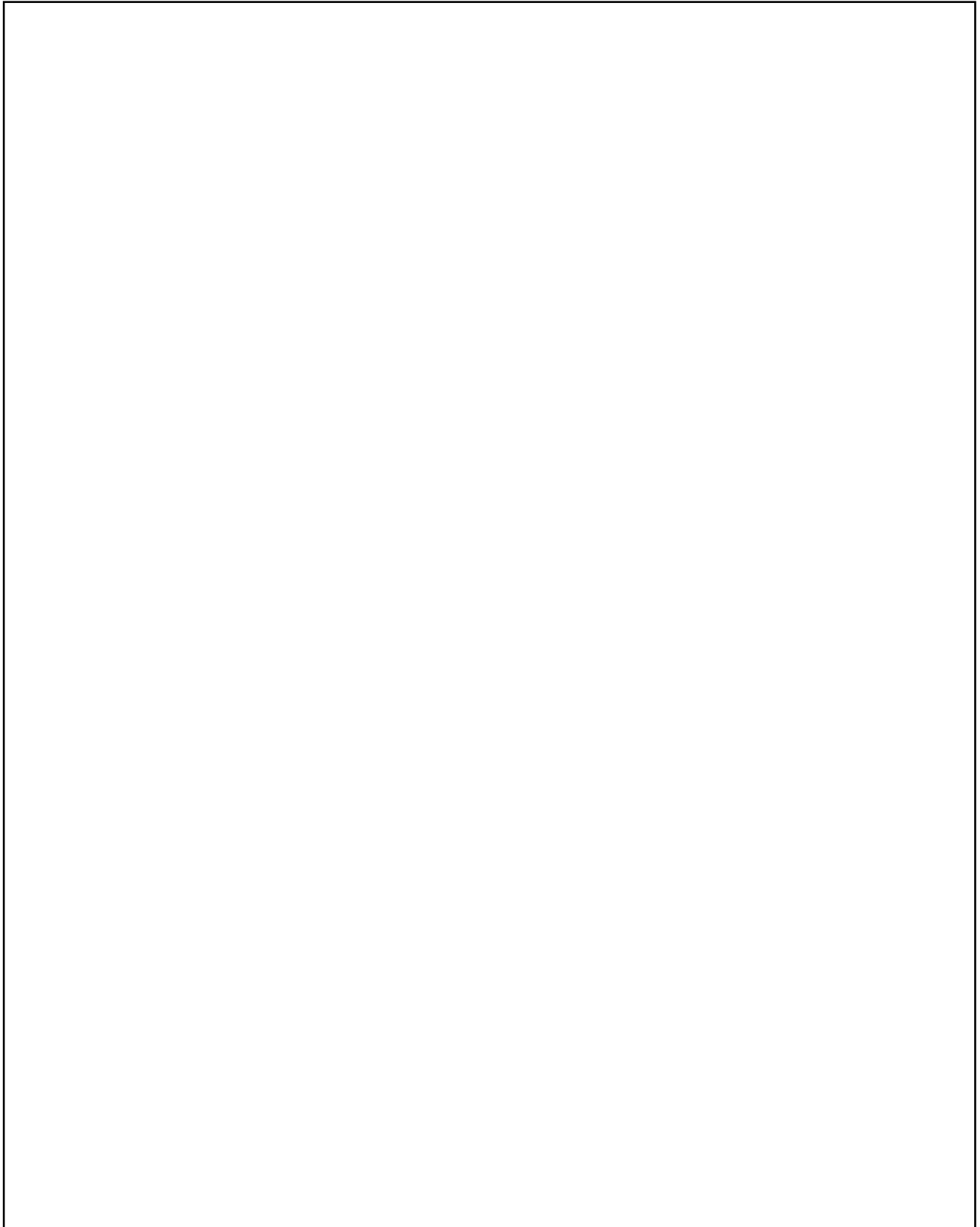
## Assignment

1. Give an overview of your organisation to include:
  - The main function/purpose of the organisation
  - The main services your organisation offers

2. Draw an organisational chart to represent your own organisation to include:

- Your current position
- Clear reporting lines
- Job titles
- Brief job descriptions of each person on your chart

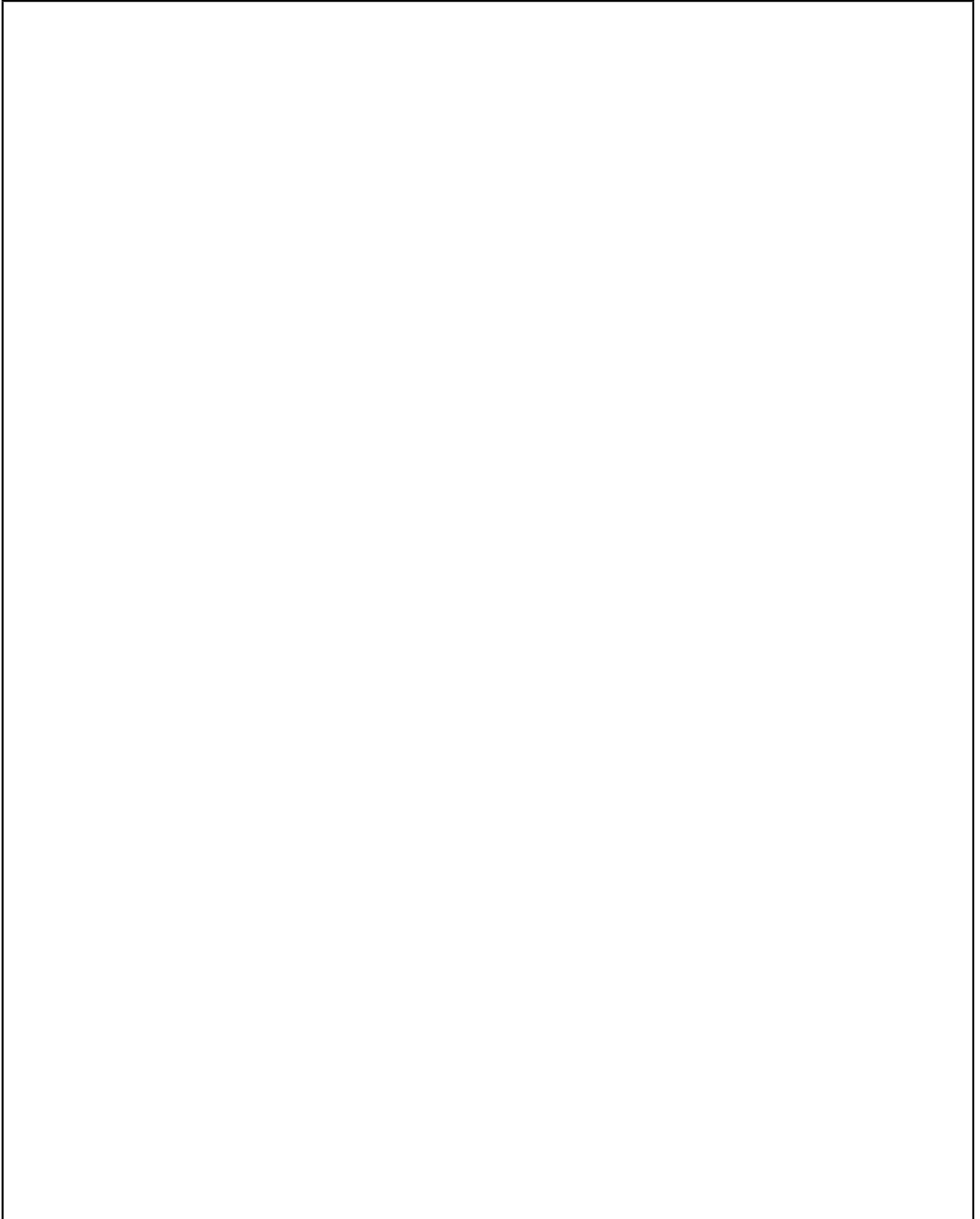
(You may already have a chart given to you by your employer, if so, you can attach this and provide the additional information)

A large, empty rectangular box with a thin black border, intended for drawing an organisational chart. The box is currently blank.

3. What are your organisation's aims and objectives? To include:

- Key aims / objectives
- Key targets
- Key values
- Your organisation's mission statement
- Key performance indicators

(You can include any relevant organisational literature)



4. Explain how the key targets for your organisation are measured.

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5. Why is it important for any organisation to have a business plan?

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6. Why is it important for an organisation to evaluate the performance of their staff?

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7. What are the main objectives of your job role and how does this job role contribute to your organisation's aims?

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8. How is your performance in your job evaluated and developed by your employer?

<b>How is your performance evaluated?</b>	
<b>How can you contribute to this?</b>	
<b>How is your performance developed?</b>	
<b>How can you contribute to this?</b>	

9. Look at the following systems and procedures in your organisation and evaluate each of them. Answers can be in bullet points.

Organisational procedure	Overview of procedure	Strengths of current procedure	Weaknesses of current procedure	How would you improve the procedure?
Induction of new staff				
Training and development of new staff				
Career opportunities within the organisation				
Recruitment				

10. Outline the importance of continuous professional development.

# Unit 7 Understanding the employing organisation

Unit accreditation number: R/600/1764

## Assignment mark scheme

<b>Did the learner:</b>	<b>Possible marks</b>	<b>Actual marks</b>
Give an overview of the organisation including: <ul style="list-style-type: none"> <li>The main function/ purpose of the organisation?</li> <li>The main services the organisation offers?</li> </ul>	<b>2</b> (minimum 2 marks)	
Draw an organisational chart to represent the organisation to include: <ul style="list-style-type: none"> <li>Learner's current position?</li> <li>Clear reporting lines?</li> <li>Job titles?</li> <li>Brief job descriptions?</li> </ul>	<b>5</b> (minimum 4 marks)	
Describe the organisation's aims and objectives to include: <ul style="list-style-type: none"> <li>Key aims and objectives?</li> <li>Key targets?</li> <li>Key values?</li> <li>The organisation's mission statement?</li> <li>Key performance indicators?</li> </ul>	<b>5</b> (minimum 4 marks)	
Explain how the key targets for the organisation are measured?	<b>1</b> (minimum 1 mark)	
Explain why it is important for any organisation to have a business plan?	<b>1</b> (minimum 1 mark)	
Explain why it is important for an organisation to evaluate the performance of their staff?	<b>2</b> (minimum 1 mark)	
Describe the main objectives of your job role and how does this job role contribute to your organisation's aims?	<b>3</b> (minimum 2 marks)	
Describe how performance in their job is evaluated and developed by the employer?	<b>4</b> (minimum 3 marks)	
Evaluate each of the following procedures: <ul style="list-style-type: none"> <li>Induction of new staff?</li> <li>Training and development of new staff?</li> <li>Career opportunities within the organisation?</li> <li>Recruitment</li> </ul>	<b>16</b> (minimum 13 marks)	
Outline the importance of continuous professional development?	<b>1</b> (minimum 1 mark)	
<b>Result total /40 marks</b> (32 marks in total, with the minimum set marks achieved for each question required to pass)		
<b>Pass / Refer</b>		

<b>Assessor's feedback:</b>
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## Mandatory Competency Units


The learner must achieve **all** four competency units.

Unit	Title	Level	Credits
8.	Manage own professional development within an active leisure organisation	3	4
9.	Set objectives and provide support for an active leisure team	3	5
10.	Ensure the health, safety, welfare and security of customers and staff in an active leisure environment	3	3
11.	Improve the customer's experience in active leisure	3	3


Using evidence from your workplace you will need to reference each piece of evidence into the evidence referencing grids and place a tick ✓ next to the criteria you feel the evidence covers.



## Unit 8 Y/503/0866

<b>Title:</b>	Manage own professional development within an active leisure organisation			
<b>Level:</b>	3			
<b>Credit value:</b>	4			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>		<b>Initial</b>	<b>Evidence Reference Number/s</b>
1. Be able to assess own career goals and personal development in active leisure	1.1 Identify own career and personal goals in active leisure 1.2 Assess how own career goals affect work role and professional development in active leisure			
2. Be able to set personal work objectives in an active leisure job role	2.1 Set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives with relevant individuals, in line with organisational objectives 2.2 Identify how progress on these objectives will be measured			
3. Be able to produce a personal development plan in an active leisure job role	3.1 Identify gaps between objectives set, own current knowledge and understanding and skill 3.2 Generate a development plan to address identified gaps 3.3 Evaluate resource requirements for development plan			
4. Be able to implement and monitor own personal development plan in an active leisure job role	4.1 Implement activities identified in own development plan 4.2 Analyse contribution of activities to goals and personal development			
5. Be able to update personal development plan	5.1 Review own personal development plan 5.2 Revise own personal development plan			
<b>Evidence requirements</b>				
There should be evidence of performance in the workplace on <b>more than one</b> occasion. There should be a combination of <b>at least two</b> of the following: <ul style="list-style-type: none"> <li>• observation</li> <li>• testimony of others (for example, line manager)</li> <li>• products of work (for example, self-appraisal, personal development plan, records of training attended)</li> <li>• reflective account</li> </ul> Simulations are not allowed.				

# Unit 9 H/503/0871

<b>Title:</b>	Set objectives and provide support for an active leisure team			
<b>Level:</b>	3			
<b>Credit value:</b>	5			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>		<b>Initial</b>	<b>Evidence Reference Number/s</b>
1. Be able to brief an active leisure team on its objectives	1.1 Set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members			
2. Be able to plan work with an active leisure team	1.2 Communicate the team's purpose and objectives to its members 2.1 Manage team discussions on how objectives will be met 2.2 Enable team members to participate in the planning process 2.3 Develop plans to meet team objectives			
3. Be able to support an active leisure team in its work	3.1 Identify opportunities and difficulties faced by team members 3.2 Evaluate identified opportunities and difficulties with team members 3.3 Provide advice and support to team members to overcome identified difficulties and challenges 3.4 Provide advice and support to team members to make the most of identified opportunities			
4. Be able to monitor and evaluate progress and achievements	4.1 Monitor and evaluate individual and team activities and progress 4.2 Provide recognition when individual and team objectives have been achieved			
<b>Evidence requirements</b>				
<p>There should be evidence of performance in the workplace on <b>more than one</b> occasion.            There should be a combination of <b>at least two</b> of the following:</p> <ul style="list-style-type: none"> <li>• observation (for example, team briefings or observing the learner supervising a team)</li> <li>• testimony of others (for example, line manager)</li> <li>• products of work (for example, staff rotas, briefing sheets, notes of team meetings, relevant emails to team members)</li> <li>• reflective account</li> </ul> <p>Simulations are not allowed.</p>				

# Unit 10 M/503/0873

<b>Title:</b>	Ensure the health, safety, welfare and security of customers and staff in an active leisure environment			
<b>Level:</b>	3			
<b>Credit value:</b>	3			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference Number/s</b>	
1. Be able to identify hazards in an active leisure environment	1.1 Check the active leisure environment for health and safety issues 1.2 Gather information from all relevant people about possible hazards 1.3 Record all significant hazards, who is exposed, and any existing safety procedures	✓		
2. Be able to assess risks to health and safety in an active leisure environment	2.1 Assess the risks associated with hazards and whether these risks are acceptable according to legal and organisational requirements 2.2 Consult an appropriate person when assessing risks in an active leisure environment is beyond own level of competence 2.3 Report any unacceptable risks according to legal and organisational requirements 2.4 Continue to monitor for new hazards and assess their risks on an ongoing basis			
3. Be able to maintain normal and emergency operating procedures in an active leisure environment	3.1 Put in place procedures to keep risks to an acceptable level 3.2 Ensure procedures are consistent with legal and organisational requirements 3.3 Give team members the information they need about procedures 3.4 Motivate team members to follow procedures 3.5 Intervene effectively when procedures are not being followed 3.6 Review and adapt procedures when necessary 3.7 Gather feedback from team members on how well procedures are working 3.8 Use feedback from staff and customers to improve procedures			

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
4. Be able to maintain procedures for safeguarding children and vulnerable adults	4.1 Carry out own responsibilities for the protection of vulnerable adults according to organisational and legal requirements			
	4.2 Give team members the information they need about safeguarding policies and procedures, encouraging and motivating them to follow these			
	4.3 Intervene when policies and procedures are not being followed			
	4.4 Encourage team members to report any concerns they have about the safeguarding of children and vulnerable adults			
	4.5 Follow the correct procedures when there are concerns about the safety and welfare of children and vulnerable adults			
	4.6 Ensure the confidentiality of information relating to children and vulnerable adults			
	4.7 Make sure staff involved in cases of suspected abuse receive any support they may need			
	4.8 Gather feedback from team members on how well procedures are working			
	4.9 Use feedback on how well procedures are working to improve safeguarding procedures			
<b>Evidence requirements</b>				
There should be evidence of performance in the workplace on <b>more than one</b> occasion.				
There should be a combination of <b>at least two</b> of the following:				
<ul style="list-style-type: none"> <li>• observation (for example, team briefings or observing the learner monitoring the work of others)</li> <li>• testimony of others (for example, line manager or health and safety/safeguarding specialist)</li> <li>• products of work (for example, risk assessments, health and safety/safeguarding briefing sheets, notes of team meetings, relevant emails to team members)</li> <li>• reflective account</li> </ul>				
Questioning or simulation is allowed for the following assessment criteria: 2.2, 2.3, 3.6, 4.3, 4.5, 4.7.				

# Unit 11 R/503/0865

<b>Title:</b>	Improve the customer's experience in active leisure			
<b>Level:</b>	3			
<b>Credit value:</b>	3			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference Number/s</b>
1. Be able to co-ordinate customer service improvements in an active leisure environment	1.1 Evaluate the customer experience in an active leisure environment 1.2 Enable team members to contribute their own ideas about how to improve the customer experience 1.3 Identify how the team can improve the customer experience 1.4 Co-ordinate team activities to improve the customer experience 1.5 Monitor customer service improvements, providing support to customers and team members when necessary 1.6 Evaluate the impact of customer service improvements on the business			
2. Be able to improve own customer service performance in active leisure	2.1 Evaluate with others how own behaviour, with colleagues and with customers, impacts on customer service performance 2.2 Adjust own behaviour with colleagues and with customers to improve customer service performance			
3. Be able to monitor team performance when improving customer service	3.1 Evaluate with others how teamwork affects customer service performance 3.2 Work with others to collect information on team customer service performance 3.3 Identify with others how customer service teamwork could be improved 3.4 Take action with others to improve customer service performance			
<b>Evidence requirements</b>				
There should be evidence of performance in the workplace on <b>more than one occasion</b> . There should be a combination of <b>at least two</b> of the following: <ul style="list-style-type: none"> <li>• observation (for example, team briefings or observing the learner monitoring the customer service work of others)</li> <li>• testimony of others (for example, line manager)</li> <li>• products of work (for example, customer feedback evaluations, reports on how to improve customer service, notes of team meetings, relevant emails to team members)</li> <li>• reflective account</li> </ul> Simulations are not allowed.				

## Optional Units

### Group A

The learner must achieve a minimum of 2 credits from any Group A optional units.

Unit	Title	Level	Credits
12.	Understanding financial procedures in active leisure	3	3
13.	Understanding how to deliver objectives through the work of an active leisure team	3	2
14.	Understanding how to supervise facility maintenance in active leisure	3	2
15.	Marketing in active leisure	3	6
16.	Understanding how to sell services and products to customers in active leisure	3	4
17.	Operating swimming pool plant	3	4

Group A optional units are all knowledge based units, the assessments related to each unit are contained within this portfolio and follow each respective unit.

# Unit 12 T/503/0776

<b>Title:</b>	Understanding financial procedures in active leisure
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand an active leisure organisation's business objectives	1.1 Explain the meaning of business, operational and financial objectives
	1.2 Describe the financial targets and operational objectives of an active leisure organisation
2. Understand budgeted operational plans in an active leisure organisation	2.1 Explain the key stages of budget preparation
	2.2 Identify the information used to prepare a budget
	2.3 Explain the components of a budget
	2.4 Explain how to identify costs to be included in a budget
	2.5 Explain the difference between fixed and variable costs
	2.6 Explain what is meant by a simple cash flow budget
3. Understand financial procedures used in active leisure	3.1 Explain the importance of financial procedures in an active leisure organisation
	3.2 Explain the following financial procedures used in an active leisure organisation: <ul style="list-style-type: none"> <li>• cash handling and reconciliation</li> <li>• ordering supplies and services</li> <li>• payment authorisation and purchase ledger</li> <li>• petty cash</li> <li>• accounts and records</li> </ul>
<b>Assessment</b>	Assignment

# Unit 12 Understanding financial procedures in active leisure

Unit accreditation number: T/503/0776

## Worksheet – Financial procedures in active leisure

There are 34 marks available in this worksheet. You must score a minimum of 28 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Explain the meaning of business, operational and financial objectives.

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**3 marks** (minimum 2 marks)

2. Describe three financial targets/operational objectives of an active leisure organisation.


**3 marks** (minimum 2 marks)

3. List four pieces of information required in order to prepare a budget.


**4 marks** (minimum 3 marks)



4. What are the five components of a budget?


**5 marks** (minimum 4 marks)

5. Identify three costs which should be included in a budget.


**3 marks** (minimum 2 marks)

6. Explain what is meant by fixed and variable costs.

<b>Fixed Costs</b>	
<b>Variable Costs</b>	

**2 marks** (minimum 2 marks)

7. What three pieces of information are contained within a single cash flow budget?


**3 marks** (minimum 2 marks)

8. Why is it important for an active leisure organisation to establish financial procedures?

--

**1 mark** (minimum 1 mark)

9. Explain the procedures which should be followed when performing the following activities:

<b>Activity</b>	<b>Procedure</b>	<b>Marks</b>
<b>Handling cash and reconciliation</b>		<b>2 marks</b> (minimum 1 mark)
<b>Ordering supplies and services</b>		<b>2 marks</b> (minimum 1 mark)
<b>Authorising payments and purchase ledger</b>		<b>2 marks</b> (minimum 1 mark)
<b>Using petty cash</b>		<b>2 marks</b> (minimum 1 mark)
<b>Keeping accounts and records</b>		<b>2 marks</b> (minimum 1 mark)

**Result total** / **34 marks** (28 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass/ Refer**

<b>Assessor's feedback:</b>
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# Unit 13 A/503/0777

<b>Title:</b>	Understanding how to deliver objectives through the work of an active leisure team
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand how to plan and delegate work for a team in active leisure	1.1 Explain why it is important to be clear about objectives before planning work for an active leisure team
	1.2 Describe a range of different methods of planning and scheduling work for an active leisure team so that objectives can be achieved
	1.3 Describe the types of issues to consider when planning and allocating work to members of an active leisure team
	1.4 Explain why it is important to consult team members when planning their work
	1.5 Explain why it is important to be flexible when planning and allocating work for an active leisure team
	1.6 Describe how to reallocate work, people and resources when circumstances change, including communicating changes to those affected
2. Understand how to brief a team in active leisure	2.1 Explain why it is important to brief team members on planned work
	2.2 Describe the key points that should be covered in a team and individual briefing
	2.3 Explain why it is important to show individuals how their work fits into team and organisational objectives
	2.4 Explain how to help team members feel comfortable about asking questions and making suggestions when being briefed on planned work
	2.5 Compare different methods of motivating and supporting team members to achieve their objectives
3. Understand how to monitor team members' work	3.1 Explain why it is important to monitor team members' work
	3.2 Evaluate different ways of monitoring team members' work
4. Understand how to support an active leisure team in its work	4.1 Describe the types of problems and unforeseen events in active leisure for which team members may need support
	4.2 Describe the types of support and additional resources team members may need to complete planned work
	4.3 Explain how to provide constructive and prompt feedback to team members about their work
	4.4 Explain how to log and make use of information on team members' performance
5. Understand how to help team members improve their work	5.1 Explain why it is important to try to improve team members' work
	5.2 Explain why it is important to celebrate achievement by team members and to address poor performance
	5.3 Describe how to identify team members' learning and support needs
	5.4 Describe different ways in which team members' work can be improved
<b>Assessment</b>	Worksheet

# Unit 13 Understanding how to deliver objectives through the work of an active leisure team

Unit accreditation number: A/503/0777

## Worksheet – Understanding how to deliver objectives

**There are 36 marks available in this worksheet. You must score a minimum of 29 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.**

1. Give two reasons why it is important to be clear about objectives before planning work for an active leisure team.


**2 marks** (minimum 1 mark)

2. State two different methods of planning and scheduling work for an active leisure team.


**2 marks** (minimum 2 marks)

3. Give two considerations when allocating work to members of an active leisure team.


**2 marks** (minimum 2 marks)

4. Why is it important to consult team members when planning their work?

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**1 mark** (minimum 1 mark)

5. Why is it important to be flexible when planning and allocating work for an active leisure team?

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**1 marks** (minimum 1 mark)

6. If task requirements change give two ways you could communicate those changes to your team.


**2 marks** (minimum 1 mark)

7. State two key points that should be covered during a team and individual briefing.


**2 marks** (minimum 1 mark)

8. Why it is important to show individuals how their work fits into team and organisational objectives?

--

**1 marks** (minimum 1 mark)

9. Give two ways you can encourage individuals to become actively involved when planning tasks.


**2 marks** (minimum 1 mark)

10. Compare two methods of motivating and supporting team members to achieve their objectives

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**3 marks** (minimum 2 marks)

11. Give two reasons why it is important to monitor team members' work.


**2 marks** (minimum 1 mark)

12. Give two ways you could monitor team members' work.


**2 marks** (minimum 1 mark)

13. Give two types of problems or unforeseen events in active leisure for which team members may need support.


**2 marks** (minimum 1 mark)

14. Give two types of support or additional resources team members may need to complete planned work.


**2 marks** (minimum 1 mark)

15. Give two methods of providing constructive and prompt feedback to team members about their work explaining how each can be logged.

Methods of providing feedback	How each can be logged

**4 marks** (minimum 4 marks)

16. Why it is important to try to improve team members' work?

**1 mark** (minimum 1 mark)

17. Why it is important to celebrate achievement by team members?

**1 mark** (minimum 1 mark)

18. Give two ways you could identify team members' learning and support needs.

**2 marks** (minimum 1 mark)

19. Give two different ways by which team members' work can be improved.

**2 marks** (minimum 1 mark)

**Result total** / **36 marks** (29 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**

# Unit 14 Y/503/0771

<b>Title:</b>	Understanding how to supervise facility maintenance in active leisure
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand facility maintenance in active leisure	1.1 Summarise the types of facilities and equipment used in an active leisure environment
	1.2 Summarise the legal requirements and industry guidelines that apply to maintaining facilities and equipment in an active leisure environment
	1.3 Explain why it is important to maintain facilities and equipment in an active leisure environment
2. Understand how to ensure active leisure facilities and equipment are maintained to appropriate standards	2.1 Explain why it is important for team members to understand and support agreed maintenance standards in an active leisure environment
	2.2 Summarise the resources and training that team members need to maintain facilities and equipment in an active leisure environment
	2.3 Summarise a range of faults and problems that may occur with active leisure equipment and facilities and the appropriate ways of dealing with these faults and problems
	2.4 Explain why it is important to keep accurate records of inspections, maintenance and faults
	2.5 Describe an active leisure organisation's standards and procedures for checking and maintaining its facilities and equipment
	2.6 Describe the types of external arrangements an active leisure organisation has for the maintenance of its facilities and equipment
3. Understand how to supervise the repair and improvement of active leisure facilities and equipment	3.1 Summarise the types of repair and improvements to facilities and equipment that might impact on normal and emergency operating procedures
	3.2 Describe the types of external contracts an active leisure organisation has for the repair and improvement of its facilities and equipment
	3.3 Explain the types of arrangements that need to be put in place to minimise disruption to customers and possible health and safety hazards when repairs and improvements are carried out
	3.4 Describe what should be contained in a plan of work for repair and improvement of facilities and equipment
	3.5 Explain how to monitor repairs and improvements to make sure specifications and plans are being followed
	3.6 Summarise the types of problems that may occur during repairs and improvements and how to respond to these
<b>Assessment</b>	Worksheet



# Unit 14 Understanding how to supervise facility maintenance in active leisure

Unit accreditation number: Y/503/0771

## Worksheet – Understanding how to supervise facility maintenance

There are 29 marks available in this worksheet. You must score a minimum of 24 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. List two types of facilities and two types of equipment used in an active leisure environment.

Facilities	Equipment

**4 marks** (minimum 3 marks)

2. Give two legal requirements and/or industry guidelines that apply to maintaining facilities and equipment in an active leisure environment.


**2 marks** (minimum 1 mark)

3. Why is it important to maintain facilities and equipment in an active leisure environment?

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**1 mark** (minimum 1 mark)

4. Why is it important for team members to understand and support agreed maintenance standards in an active leisure environment?

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**1 mark** (minimum 1 mark)

5. List two types of training and /or resources that team members need to maintain facilities and equipment in an active leisure environment.

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**2 mark** (minimum 1 mark)

6. List three types of faults or problems that may occur with active leisure equipment and facilities and the appropriate ways of dealing with each.

Fault or problem	How these faults or problems can be dealt with

**6 marks** (minimum 4 marks)

7. Why is it important to keep accurate records of inspections, maintenance and faults?

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**1 mark** (minimum 1 mark)

8. What would be an active leisure organisation's standards and procedures for checking and maintaining its facilities and equipment?

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**1 mark** (minimum 1 mark)

9. Describe two types of external arrangements an active leisure organisation may have for the maintenance of its facilities and equipment.

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**2 marks** (minimum 1 mark)

10. Give an example of repair and improvements to facilities and equipment that might impact on normal and emergency operating procedures.

**1 mark** (minimum 1 mark)

11. Give an example of external contracts an active leisure organisation may have for the repair and improvement of its facilities and equipment.

**1 mark** (minimum 1 mark)

12. Explain the types of arrangements that need to be put in place to minimise disruption to customers and possible health and safety hazards when repairs and improvements are carried out.

**1 mark** (minimum 1 mark)

13. What should be contained in a plan of work for the repair and improvement of facilities and equipment?

**1 mark** (minimum 1 mark)

14. How would you monitor repairs and improvements to make sure specifications and plans are being followed?

**1 mark** (minimum 1 mark)

15. Give two examples of problems that may occur during repairs and improvements and explain how you would respond to these.

Problem	Response

**4 marks** (minimum 3 marks)

**Result total** / **29 marks** (24 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**

## Unit 15 D/503/0772

<b>Title:</b>	Marketing in active leisure
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand marketing in the context of active leisure	1.1 Explain the purpose and value of marketing for active leisure organisations
	1.2 Explain the components of a marketing mix in the context of active leisure
2. Understand marketing methods in the context of active leisure	2.1 Explain how to identify market segments for an active leisure organisation
	2.2 Compare different methods to research customer needs and expectations, including evaluating current provision
	2.3 Explain how to identify and prioritise target markets for active leisure services/products based on market research
	2.4 Explain the process of developing new, or refining existing, active leisure services/products to meet market needs
	2.5 Explain how to assess different promotional methods for appropriateness and cost-effectiveness in an active leisure context
	2.6 Explain the importance of evaluating marketing plans and activities
3. Be able to develop a draft marketing plan for active leisure services/products	3.1 Use different research methods to identify the needs and expectations of existing and potential customers
	3.2 Select active leisure services/products appropriate to identified market needs
	3.3 Identify target markets and marketing objectives
	3.4 Plan cost-effective promotional methods, activities, schedules and resources to achieve marketing objectives
<b>Assessment</b>	Worksheet Assignment

# Unit 15 Marketing in active leisure

Unit accreditation number: D/503/0772

## Worksheet – Marketing in active leisure

There are 9 marks available in this worksheet. You must score a minimum of 8 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Give two reasons for marketing within the active leisure organisations.


**2 marks** (minimum 1 mark)

2. List three 'products' / benefits which could be used as part of the 'marketing mix' for the active leisure sector.


**3 marks** (minimum 2 marks)

3. Give two ways which can be used to identify market segments for an active leisure organisation.


**2 marks** (minimum 1 mark)

4. What is the principal difference between the results obtained from quantitative and qualitative methods of research?

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**1 mark** (minimum 1 mark)

5. Why is it important to evaluate marketing plans and activities?

**1 mark** (minimum 1 mark)

**Result total** / **9 marks** (8 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**

# Unit 15 Marketing in active leisure

Unit accreditation number: D/503/0772

## Assignment

**There are 14 marks available for this assignment. You must score a minimum of 12 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each section to achieve an overall pass.**

Using your current active leisure organisation or a local active leisure organisation carry out the following:

- Using one quantitative and one qualitative research method identify the needs and expectations of existing and potential customers.
- Select two of the active leisure services/ products available in your chosen active leisure organisation.
- Identify a marketing objective for each service/product selected.
- Plan how you would achieve these objectives using:
  - Cost effective promotional methods
  - Activities
  - Schedules
  - Resources



# Unit 15 Marketing in active leisure

Unit accreditation number: D/503/0772

<b>Quantitative method used</b>	
<b>Qualitative method used</b>	
<b>Needs and expectations of existing and potential customers</b>	
<b>Active leisure services/ products available in your chosen active leisure organisation</b>	
<b>Marketing objectives</b>	
<b>How you would achieve these objectives?</b>	

# Unit 15 Marketing in active leisure

Unit accreditation number: D/503/0772

## Assignment mark scheme

<b>Did the learner:</b>	<b>Possible marks</b>	<b>Actual marks</b>
Use one quantitative research method?	<b>1</b> (minimum 1 mark)	
Use one qualitative research method?	<b>1</b> (minimum 1 mark)	
Identify the needs and expectations of existing and potential customers?	<b>2</b> (minimum 1 marks)	
Identify a marketing objective for each of the selected products/ services?	<b>2</b> (minimum 1 marks)	
Plan how each objective would be achieved using cost-effective promotional methods?	<b>2</b> (minimum 1 marks)	
Plan how each objective would be achieved using schedules?	<b>2</b> (minimum 1 marks)	
Plan how each objective would be achieved using resources?	<b>2</b> (minimum 1 mark)	
<b>Result total /14</b> (12 marks in total, with the minimum set marks achieved for each question required to pass)		
<b>Pass / Refer</b>		
<b>Assessor's feedback:</b>		

## Unit 16 L/503/0783

<b>Title:</b>	Understanding how to sell services and products to customers in active leisure
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand sales in the context of active leisure	1.1 Explain the importance of sales to an active leisure organisation
	1.2 Describe the sales cycle and how it helps to structure and progress sales activities
	1.3 Explain different sales methods that are used in the context of active leisure
2. Understand how to sell active leisure services and products	2.1 Explain the difference between proactive and reactive selling
	2.2 Explain how to assess maximum and minimum returns and the probability of sale closure
	2.3 Demonstrate different verbal and non-verbal listening and questioning techniques suitable for selling face-to-face
	2.4 Explain the difference between benefits and features and how to sell them effectively
	2.5 Describe the range of behaviours displayed by potential customers and how to manage them effectively
	2.6 Explain the importance of offering alternative services/products
	2.7 Explain the types of objections that customers may have and how to manage these
	2.8 Describe the process of closing a sale
<b>Assessment</b>	Worksheet

# Unit 16 Understanding how to sell services and products to customers in active leisure

Unit accreditation number: L/503/0783

## Worksheet – Understanding how to sell services and products

There are 28 marks available in this worksheet. You must score a minimum of 23 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Explain the importance of sales to an active leisure organisation?

**1 mark** (minimum 1 mark)

2. Describe the sales cycle and how it helps to structure and progress sales activities.

**2 marks** (minimum 1 mark)

3. Explain two different sales methods that are used in active leisure and what is the difference between them?

Sales methods
Differences between methods

**4 marks** (minimum 3 marks)

4. A customer is enquiring about products and services at your active leisure facility reception. Describe how you would use the following communication methods to sell face-to-face (use real workplace examples where possible).

Communication method	How the methods can be used when selling face to face
Verbal	
Non-verbal	
Listening techniques	
Questioning techniques	

**4 marks** (minimum 3 marks)

5. What is the difference between the benefits and features and upon which should the sales person concentrate when presenting to a prospect?

**3 marks** (minimum 2 marks)

6. Why is it important to offer alternative services/products to a customer?

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**2 marks** (minimum 1 mark)

7. Describe three buying behaviours displayed by potential customers and how you would manage them effectively.

Buying behaviours	How you would manage them

**6 marks** (minimum 4 marks)

8. Give two reasons for a client objecting to a purchase and in each case state how they may be overcome?

Objection	How the objection may be overcome

**4 marks** (minimum 3 marks)

9. What is the purpose of a 'trial close'?

**1 mark** (minimum 1 mark)

10. What is the process for closing a sale?

**1 mark** (minimum 1 mark)

**Result total** / **28 marks** (23 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**

# Unit 17 F/503/0988

<b>Title:</b>	Operating swimming pool plant
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the systems used to maintain the quality of swimming pool water	1.1 Describe the systems used in swimming pools for: <ul style="list-style-type: none"> <li>• circulation</li> <li>• filtration</li> <li>• disinfection</li> <li>• heating</li> <li>• coagulation</li> <li>• pressure</li> <li>• measuring</li> <li>• control</li> <li>• chemical balance</li> </ul>
2. Understand how to monitor and maintain swimming pool plant	2.1 Explain the tests and checks that need to be carried out on swimming pool plant
	2.2 Demonstrate how to record the results of the checks and tests carried out on swimming pool plant
	2.3 Describe the significance of pool pressure readings in the filtration process
	2.4 Describe a range of possible faults with swimming pool plant that may cause variations from recommended conditions, and how to respond to these
	2.5 Describe routine (daily/weekly) maintenance procedures to swimming pool plant
3. Understand how to maintain the quality of swimming pool water	3.1 Explain the importance of maintaining the quality and temperature of swimming pool water
	3.2 Describe the checks and tests that need to be carried out to maintain the quality of swimming pool water and how to carry these out correctly
	3.3 Describe how to record the results of tests and checks on swimming pool water
	3.4 Explain how to respond to results that are outside of recommended ranges
4. Understand how to work safely with the chemicals used in swimming pool plant operations	4.1 Explain the purpose of a range of chemicals used in the treatment of swimming pool water
	4.2 Describe the hazards involved in working with swimming pool chemicals, and their related risks
	4.3 Describe the legal requirements and best practice guidelines that cover the types of chemicals used in the operation of swimming pool plant
	4.4 Explain how to store, handle and use swimming pool chemicals safely, including the use of personal protective equipment



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Be able to carry out routine (daily/weekly) maintenance procedures to swimming pool plant	5.1 Carry out a backwash of pool filtration systems in line with manufacturer's instructions and local written procedures
	5.2 Clean pump strainer baskets in line with manufacturer's instructions and local written procedures
	5.3 Complete all records relating to the achievement daily/weekly maintenance procedures
<b>Assessment</b>	Worksheet Observation

# Unit 17 Operating swimming pool plant

Unit accreditation number: F/503/0988

## Worksheet – Operating swimming pool plant

There are 57 marks available in this worksheet. You must score a minimum of 46 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Describe the systems used in swimming pools for:

<b>Circulation</b>	
<b>Filtration</b>	
<b>Disinfection</b>	
<b>Heating</b>	
<b>Coagulation</b>	
<b>Pressure</b>	
<b>Measuring</b>	
<b>Control</b>	

**8 marks** (minimum 8 marks)

2. List three swimming pool tests or checks and explain why they need to be carried out.

<b>Tests or checks</b>	<b>Why they need to be carried out</b>

**4 marks** (minimum 3 marks)

3. How and where would you record the results of the checks and tests carried out on swimming pool plant?

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**1 mark** (minimum 1 mark)

4. What is the significance of pool pressure readings in the filtration process?

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**1 mark** (minimum 1 mark)

5. List two possible faults with swimming pool plant that may cause variations from recommended conditions, and explain how you would respond to these.

Faults	Response

**4 marks** (minimum 3 marks)

6. What are the routine (daily/weekly) maintenance procedures for swimming pool plant?

Daily	Weekly

**8 marks** (minimum 6 marks)

7. What is the importance of maintaining the quality and temperature of swimming pool water?

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**1 mark** (minimum 1 mark)

8. List three essential tests that need to be carried out to maintain the quality of swimming pool water and describe how you would carry these out.

Tests	Procedure

**9 marks** (minimum 7 marks)

9. How and where would you record the results of tests and checks on swimming pool water?

**1 mark** (minimum 1 mark)

10. How would you respond to results that are outside of recommended ranges?

**3 marks** (minimum 2 marks)

11. What is the purpose of the following chemicals used in the treatment of swimming pool water?

Chemical	Purpose
Sodium hypochlorite	
CO <sub>2</sub>	
Aluminium sulphate	

**3 marks** (minimum 2 marks)

12. List two hazards involved in working with swimming pool chemicals, and explain their related risks.

Hazards	Risks

**4 marks** (minimum 3 marks)

13. List two legal requirements and/or best practice guidelines that cover the types of chemicals used in the operation of swimming pool plant.


**2 marks** (minimum 1 mark)

14. Explain how you should store, handle and use the following swimming pool chemicals safely, including the use of personal protective equipment.

Chemical	Purpose use, handling and storage
Sodium hypochlorite	
Sodium bisulphate	
Aluminium sulphate	

**6 marks** (minimum 4 marks)

**Result total** / **57 marks** (46 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

**Assessor's feedback:**

# Unit 17 Operating swimming pool plant

Unit accreditation number: F/503/0988

## Formative observation/witness testimony

Evidence covering the performance criteria for this unit can be provided using either a witness testimony completed by your supervisor/ manager or alternatively you could be observed by your assessor.

Witness testimony/ assessor observation (please delete as applicable)	
Witness/ assessor name:	Date:
Witness job role:	
Witness contact details:	
Witness/ assessor signature:	

I confirm that the learner has:	✓/X
Carried out a backwash of pool filtration systems in line with manufacturer's instructions and local written procedures	
Cleaned the pump strainer baskets in line with manufacturer's instructions and local written procedures	
Completed all records relating to the achievement of daily/weekly maintenance procedures	
<b>Details of the observation (date, time, location and overview of situations observed)</b>	

Result    Pass/Refer

<b>Assessor's feedback:</b>          
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## Optional Units

### Group B

The learner must achieve a minimum of 5 credits from any Group B optional units.

Unit	Title	Level	Credits
18.	Address performance problems affecting team members	3	3
19.	Promote learning and development in active leisure	4	5
20.	Manage physical resources in active leisure	4	3
21.	Implement financial procedures in active leisure	3	3
22.	Plan, organise and evaluate active leisure services	3	2
23.	Contribute to marketing in active leisure	3	3
24.	Operate swimming pool plant	3	2
25.	Sell active leisure services and products to customers	3	3
26.	Contribute to the prevention and management of abusive and aggressive behaviour	3	4
27.	Develop productive working relationships with colleagues	3	4
28.	Supervise the maintenance of equipment and facilities in active leisure	3	5

The units within group B are competency based units. Using evidence from your workplace you will need to reference each piece of evidence into the evidence referencing grids and place a tick P next to the criteria you feel the evidence covers.



# Unit 18 J/503/0863

Title:		Address performance problems affecting team members			
Level:		4			
Credit value:		3			
Learning outcomes The learner will:		Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
1. Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance	1.1 Describe legal requirements, industry regulations, organisational policies and professional codes concerning performance				
	1.2 Explain limits of own authority relating to performance problems				
2. Be able to identify performance problems of team members	2.1 Evaluate team member's performance against performance criteria to identify performance problems				
	2.2 Identify causes of a team member's performance problems				
3. Be able to discuss performance problems with team members	3.1 Bring identified performance problems to the attention of the team member concerned				
	3.2 Explain an organisation's policies for managing performance problems				
	3.3 Identify causes of a team member's performance problems				
	3.4 Create a confidential record of discussions with team members about problems affecting their performance				
4. Be able to set a course of action to deal with identified problems with team members	4.1 Explore alternative courses of action with the team member concerned				
	4.2 Establish a course of action with the team member concerned that will deal with the identified problem				
	4.3 Maintain confidential records of discussions with team members about problems affecting their performance				

## Evidence requirements

### Learning Outcome 1

There should be evidence of knowledge understanding involving one or a mixture of the following assessment methods:

- Written questions and answers
- Projects
- Assignments

### Learning Outcomes 2-4

There should be evidence of performance in the workplace on **more than one** occasion.

There should be a combination of **at least two** of the following:

- testimony of others (for example, line manager)
- products of work (for example, notes of meetings with staff members or reports on their performance, action plans to improve staff members' performance)
- reflective account

All evidence should be made anonymous to protect individual staff members' identities. However, it should be authenticated by a line manager.

Simulations are not allowed.

# Unit 19 K/503/0869

<b>Title:</b>	Promote learning and development in active leisure				
<b>Level:</b>	4				
<b>Credit value:</b>	5				
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference Number/s</b>	
1. Be able to encourage learning and development in an active leisure team	1.1 Promote the benefits of learning and development to team members 1.2 Acknowledge team members' willingness and efforts to learn 1.3 Encourage team members to take responsibility for their own learning and development				
2. Be able to assist team members to identify their learning needs and styles	2.1 Work with team members to identify and prioritise learning needs 2.2 Help team members to identify the learning style(s) that work best for them				
3. Be able to assist team members to plan and implement learning and development activities	3.1 Support team members in obtaining information on a range of possible learning activities to address identified learning needs 3.2 Agree with team members a plan for development which includes: <ul style="list-style-type: none"> <li>• learning activities to be undertaken</li> <li>• the learning objectives to be achieved</li> <li>• the required resources and timescales</li> </ul>				
4. Be able to support team members in implementing learning opportunities	4.1 Support team members to make use of unplanned learning opportunities 4.2 Make use of specialist expertise in relation to identifying and providing learning for team members 4.3 Support team members in undertaking learning activities 4.4 Make sure any required resources are made available 4.5 Assist team members to overcome obstacles to learning				

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
5. Be able to support team members in reviewing and updating learning and development plans	5.1 Evaluate, in discussion with team members, whether the learning activities they have undertaken have achieved the desired outcomes  5.2 Work with team members to: <ul style="list-style-type: none"> <li>• update their development plan in the light of performance</li> <li>• record learning activities undertaken</li> <li>• agree any wider changes to team members' work activities</li> </ul>			
6. Understand how to support learning and development for team members	6.1 Explain the importance of learning and development for team members in active leisure 6.2 Explain the characteristics of an environment and culture that encourages learning and development 6.3 Explain the processes involved in identifying learning and development needs for active leisure staff 6.4 Describe the range of learning activities available to colleagues in active leisure 6.5 Explain how to assist colleagues to select learning activities most appropriate to their learning and development needs 6.6 Identify the types of support that colleagues may need when they are undertaking learning and development 6.7 Explain the importance of evaluating learning and development and the techniques that can be used			
<b>Evidence requirements</b>				
<p><b>Learning Outcome 1 - 4</b></p> <p>There should be evidence of performance in the workplace on <b>more than one</b> occasion.</p> <p>There should be a combination of <b>at least two</b> of the following:</p> <ul style="list-style-type: none"> <li>• observation (for example, team meetings or training sessions)</li> <li>• testimony of others (for example, line manager or learning and development specialists or training providers)</li> <li>• products of work (for example, team briefing notes or notes of team meetings, training needs analyses, learning plans developed with team members, evaluations of the outcomes of training)</li> <li>• reflective account</li> </ul> <p>Simulations are not allowed.</p>				

# Unit 20 D/503/0864

<b>Title:</b>		Manage physical resources in active leisure		
<b>Level:</b>		4		
<b>Credit value:</b>		3		
<b>Learning outcomes The learner will:</b>		<b>Assessment criteria The learner can:</b>		
1. Understand the importance of sustainability when using physical resources in active leisure	1.1 Explain the importance of using sustainable resources in active leisure	✓	Initial	Evidence Reference Number/s
	1.2 Explain the potential impact of resource use on the environment			
	1.3 Explain how to use the resources used in active leisure effectively and efficiently.			
	1.4 Describe actions one can take to minimise any adverse environmental impact of using physical resources in active leisure			
2. Be able to identify physical resource requirements for own area of responsibility in active leisure	2.1 Consult with colleagues to identify their planned activities and corresponding resource needs			
	2.2 Evaluate past resource use to inform expected future demand			
	2.3 Identify resource requirements for own area of responsibility			
3. Be able to obtain required resources for own area of responsibility	3.1 Prepare a business case to obtain required resources			
	3.2 Review required resources with relevant individuals			
	3.3 Explain an organisation's processes for obtaining agreed resources			
4. Be able to monitor and review the quality and usage of resources in own area of responsibility in active leisure	4.1 Monitor the quality of resources against required specifications.			
	4.2 Identify differences between actual and planned use of resources and take corrective action.			
	4.3 Analyse the effectiveness and efficiency of resource use in own area of responsibility.			
	4.4 Make recommendations to improve the effectiveness and efficiency of resource use			

## Evidence requirements

### Learning Outcome 1

There should be evidence of knowledge understanding involving one or a mixture of the following assessment methods:

- Written questions and answers
- Projects
- Assignments

### Learning Outcomes 2-4

There should be evidence of performance in the workplace on **more than one** occasion.

Physical resources can include equipment and consumables.

There should be a combination of **at least two** of the following:

- observation (for example, team meetings to discuss resource use)
- testimony of others (for example, line manager)
- products of work (for example, notes of team meetings, reports on resource usage in the past, plans for resource use, suggestions to source new suppliers or types of resources)
- reflective account

Simulations are not allowed.

# Unit 21 L/503/0864

<b>Title:</b>	Implement financial procedures in active leisure			
<b>Level:</b>	3			
<b>Credit value:</b>	3			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	✓	Initial	Evidence Reference Number/s
1. Be able to manage a budget in own area of responsibility	1.1 Prepare financial estimates for own area of responsibility 1.2 Communicate financial estimates to decision makers following organisational procedures 1.3 Agree a budget for own area of responsibility with decision makers 1.4 Communicate agreed budget to relevant team members 1.5 Monitor and maintain expenditure within agreed limits, making a case for additional finances, where necessary, to decision makers 1.6 Prepare budgetary reports according to organisational procedures			
2. Be able to follow financial procedures for own area of responsibility	2.1 Follow organisational procedures for: <ul style="list-style-type: none"> <li>• cash handling and reconciliation</li> <li>• ordering supplies and services</li> <li>• payment authorisation and purchase ledger</li> <li>• petty cash</li> <li>• accounts and records</li> </ul>			
<b>Evidence requirements</b>	<p>There should be evidence of performance in the workplace on <b>more than one</b> occasion.</p> <p>There should be a combination of <b>at least two</b> of the following:</p> <ul style="list-style-type: none"> <li>• testimony of others (for example, line manager)</li> <li>• products of work (for example, notes of team meetings, emails communicating budgets to team members, budgets, budgetary reports, financial records)</li> <li>• reflective account</li> </ul> <p>Simulations are not allowed.</p>			


# Unit 22 H/503/0868

<b>Title:</b>	Plan, organise and evaluate active leisure services			
<b>Level:</b>	3			
<b>Credit value:</b>	2			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	✓	<b>Initial</b>	<b>Evidence Reference Number/s</b>
1. Be able to plan services and operations to meet requirements and expectations	1.1 Analyse requirements for services and operations, confirming their completeness and accuracy			
	1.2 Resolve any problems arising from requirements for services and operations with the relevant people			
	1.3 Plan the work so that the requirements for services and operations can be met within organisational procedures, financial constraints and legal requirements			
	1.4 Plan for likely contingencies			
	1.5 Keep records of operational plans complete, accurate and up-to-date			
2. Be able to brief team members on planned operations and services	2.1 Communicate plans and requirements to team members making clear their roles, responsibilities, targets and schedules			
	2.2 Encourage team members to suggest methods of improving the planned services and operations			



3. Be able to monitor and maintain services and operations	<p>3.1 Monitor operations and services, identifying variations from plans and taking prompt corrective action</p> <p>3.2 Identify and respond to incidents, accidents and emergencies following the emergency action plan</p> <p>3.3 Make sure that equipment and facilities are checked following operations, and dealt with according to organisational and legal requirements</p> <p>3.4 Evaluate operations for effectiveness and efficiency, noting and reporting any improvements for the future</p> <p>3.5 Make sure that records of services and operations are accurate and up-to-date</p>	<p><b>Evidence requirements</b></p> <p>There should be evidence of performance in the workplace on more than one occasion.</p> <p>Services in this unit may include, for example special events, programmes tailored to the needs of particular customer groups or on-going operations.</p> <p>There should be a combination of at least two of the following:</p> <ul style="list-style-type: none"> <li>• observation (for example, team briefing sessions, observing the learner monitoring their team and feeding back to them)</li> <li>• testimony of others (for example, line manager or customer)</li> <li>• products of work (for example, notes of team meetings, service plans, resource allocations, financial records, evaluations of events or operations)</li> <li>• reflective account</li> </ul> <p>Questioning or simulation may be used for the following assessment criteria: 1.2, 3.2.</p>				
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# Unit 23 F/503/0862

<b>Title:</b>	Contribute to marketing in active leisure			
<b>Level:</b>	3			
<b>Credit value:</b>	3			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>		<b>Initial</b>	<b>Evidence Reference Number/s</b>
1. Be able to develop marketing plans for own area of responsibility	<p>1.1 Identify and prioritise marketing objectives for own area of responsibility consistent with the organisation's overall business plan, culture, vision and values</p> <p>1.2 Ensure marketing plans integrate with activities in other areas of the organisation</p> <p>1.3 Obtain advice and support from marketing specialists and those providing marketing services, as necessary</p> <p>1.4 Identify the target markets for products and services</p> <p>1.5 Develop strategies to achieve marketing objectives</p> <p>1.6 Develop plans and budgets to achieve marketing strategies</p>			
2. Be able to implement marketing plans for own area of responsibility	<p>2.1 Identify and access the resources and capabilities required for marketing plans</p> <p>2.2 Ensure that those implementing the marketing plan understand their individual responsibilities and are committed to achieving its objectives</p> <p>2.3 Exercise flexibility while implementing the marketing plan as agreed and within budget</p> <p>2.4 Monitor and report on the implementation and performance of the plan against milestones and budgets</p> <p>2.5 Take timely and appropriate action to address any significant variances in performance against the plan</p> <p>2.6 Evaluate the implementation of the marketing plan</p> <p>2.7 Use the outcomes of evaluation to improve future marketing planning</p>			

### **Evidence requirements**

There should be evidence of performance in the workplace on **more than one** occasion.

There should be a combination of **at least two** of the following:

- observation (for example of the learner monitoring marketing activities)
- testimony of others (for example, line manager)
- products of work (for example, market research, marketing plans, briefing notes to colleagues, evaluations of marketing activities and plans)
- reflective account

Questioning or simulation may be used for the following assessment criteria: 1.3, 2.5.

# Unit 24 M/503/0985

<b>Title:</b>	Operate swimming pool plant		
<b>Level:</b>	3		
<b>Credit value:</b>	2		
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference Number/s</b>
1. Be able to start up and shut down plant	<p>1.1 Make sure the systems are set for start-up or shut-down</p> <p>1.2 Begin the start-up and shut-down sequences following written procedures</p> <p>1.3 Monitor the systems for faults and alarms</p> <p>1.4 Take action to deal with any faults and alarms following written procedures</p> <p>1.5 Follow the emergency action plan in the event of any emergencies</p> <p>1.6 Follow the required record keeping procedures</p> <p>1.7 Ensure plant operates within the recommended parameters and standards in accordance with nationally accepted guidelines and local written procedures</p> <p>1.8 Follow all relevant legislation and other safety requirements at all times</p>	✓	
2. Be able to maintain plant in working order	<p>2.1 Carry out tests, visual and audible checks and routine maintenance according to the prescribed maintenance schedule and log sheet requirements</p> <p>2.2 Identify any items which need repair and report these to the responsible colleague</p> <p>2.3 Take appropriate action when the normal operating procedures are not being met</p> <p>2.4 Log and report energy and water usage figures, taking appropriate action to deal with wasteful losses and leaks to maintain the efficiency and safety of the plant</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
2. Be able to maintain plant in working order	2.5 Monitor alarms and respond to them following normal operating procedures and the emergency action plan 2.6 Carry out routine maintenance activities, including backwash of pool filters and changing/cleaning pump strainer baskets 2.7 Follow the required record keeping procedures 2.8 Follow all relevant legislation and meet recommended operating conditions at all times			
3. Be able to maintain plant in working order	3.1 Take corrective action in response to chemical pool water tests 3.2 Take corrective action in response to alarms which monitor water quality 3.3 Take corrective action in response to bacteriological test results including: <ul style="list-style-type: none"> <li>• faecal</li> <li>• diarrhoeal</li> <li>• vomit</li> <li>• blood</li> <li>• microbiological</li> </ul> 3.4 Follow the required record keeping procedures 3.5 Follow all relevant legislation and other safety requirements at all times			
<b>Evidence requirements</b> There should be evidence of performance in the workplace on <b>more than one</b> occasion. There should be a combination of <b>at least two</b> of the following: <ul style="list-style-type: none"> <li>• observation (for example of the learner operating swimming pool plant or carrying out routine maintenance)</li> <li>• testimony of others (for example, line manager or pool plant supplier/manufacturer)</li> <li>• products of work (for example, operational and maintenance records)</li> <li>• reflective account</li> </ul> Questioning or simulation may be used for the following assessment criteria: 1.4, 1.5, 2.3, 2.5, 3.2, 3.3.				

# Unit 25 D/503/0870

<b>Title:</b>	Sell active leisure services and products to customers		
<b>Level:</b>	3		
<b>Credit value:</b>	3		
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	✓	<b>Initial</b>
1. Be able to generate sales appointments	1.1 Make sure the systems are set for start-up or shut-down 1.2 Begin the start-up and shut-down sequences following written procedures		
2. Be able to prepare for a sales meeting with active leisure customers	2.1 Follow a structured plan when preparing for a sales meeting 2.2 Use available information about customers to prepare for a sales meeting 2.3 Assess the benefits and features of an active leisure organisation's services and products 2.4 Select the resources to be used during a sales meeting 2.5 Identify potential sales objections prior to meeting with customers		
3. Be able to establish an effective relationship with active leisure customers	3.1 Follow an active leisure organisation's standards of personal presentation when meeting customers 3.2 Behave in a way that is likely to develop a rapport with active leisure customers		
4. Be able to identify active leisure customers' needs and expectations	4.1 Identify customer needs and expectations through the use of questioning and active listening 4.2 Confirm customer requirements by summarising their needs and expectations		
5. Be able to match active leisure services to customer needs and expectations	5.1 Identify services and products which match the customer's needs and expectations 5.2 Confirm with the customer that identified services and products are appropriate to their needs and expectations		

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
6. Be able to progress a sale with active leisure customers	6.1 Communicate unique selling points to the customer 6.2 Provide the customer with opportunities to discuss and assess features and benefits of products and/or services 6.3 Interpret buying signals and act on them to progress the sale 6.4 Provide the customer with materials to support the promotion of products and/or services			
7. Be able to deal with sales objections from active leisure customers	7.1 Clarify objections and identify potential sales solutions 7.2 Record aspects of the service and/or product that do not meet the customer's requirements and expectations 7.3 Resolve customer queries about the service and/or product 7.4 Reassure the customer and confirm their objections have been overcome			
8. Be able to close a sale with active leisure customers	8.1 Perform a trial close to establish whether or not further objections exist 8.2 Gain a commitment from the customer to close the sale 8.3 Complete the formalities of the sale following organisational procedures			
9. Be able to follow up unsuccessful sales	9.1 Follow an active leisure organisation's procedures to maintain contact with potential customers 9.2 Continue to offer customers information about active leisure services and products that may be appropriate to their needs and expectations			
<p><b>Evidence requirements</b></p> <p>There should be evidence of performance in the workplace on <b>more than one</b> occasion.</p> <p>There should be a combination of <b>at least two</b> of the following:</p> <ul style="list-style-type: none"> <li>• observation (for example of the learner selling to customers)</li> <li>• testimony of others (for example, line manager or relevant colleague)</li> <li>• products of work (for example, plans or preparations for the sales meeting)</li> <li>• reflective account</li> </ul> <p>Simulations are not allowed.</p>				

# Unit 26 T/601/1168

<b>Title:</b>	Contribute to the prevention and management of abusive and aggressive behaviour			
<b>Level:</b>	3			
<b>Credit value:</b>	4			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference Number/s</b>
1. Know how to contribute to the prevention and management of abusive and aggressive behaviour	1.1 Identify legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour			
	1.2 Explain the importance of reviewing incidents of abusive and aggressive behaviour			
	1.3 Identify sources of specialist support for dealing with abusive and aggressive behaviour			
2. Know and understand the forms, causes and effects of abusive and aggressive behaviour	2.1 Identify the factors which indicate the potential for abusive or aggressive behaviour to develop			
	2.2 Identify the forms that abusive and aggressive behaviour can take			
	2.3 Describe the effects of abusive and aggressive behaviour on those involved and those witnessing			
3. Be able to deal with incidents of abusive and aggressive behaviour	3.1 Take action which minimises abusive and aggressive behaviour			
	3.2 Communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere			
	3.3 Respond to physically aggressive behaviour in accordance with statutory and organisational requirements			
4. Be able to contribute to minimising the risk of abusive and aggressive behaviour	3.4 Record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure			
	4.1 Identify environmental factors which affect behaviour			
	4.2 Review incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence			
	4.3 In consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies			



## Evidence requirements

### Learning Outcomes 1-2

There should be evidence of knowledge understanding involving one or a mixture of the following assessment methods:

- Written questions and answers
- Projects
- Assignments

### Learning Outcomes 3-4

There should be evidence of performance in the workplace on **more than one** occasion.

There should be a combination of **at least two** of the following:

- observation
- testimony of others (for example, line manager or colleagues)
- products of work (for example, incident reports)
- reflective account

Realistic simulations may be used.

# Unit 27 K/502/8426

<b>Title:</b>	Develop productive working relationships with colleagues			
<b>Level:</b>	3			
<b>Credit value:</b>	4			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	✓	<b>Initial</b>	<b>Evidence Reference Number/s</b>
1. Understand how to establish and maintain working relationships with colleagues	1.1 Describe the benefits of developing productive working relationships with colleagues			
	1.2 Explain how to identify disagreements with colleagues			
	1.3 Describe techniques for resolving conflicts with colleagues			
	1.4 Explain how to identify conflicts of interest with colleagues			
	1.5 Describe the measures that can be used to manage or remove conflicts of interest with colleagues			
	1.6 Explain how to take account of diversity issues when developing working relationships with colleagues			
2. Be able to establish and maintain working relationships with colleagues	2.1 Establish working relationships with all colleagues who are relevant to own area of responsibility			
	2.2 Recognise, agree and respect the roles and responsibilities of colleagues			
	2.3 Take account of the priorities, expectations and authority of colleagues in decisions and actions			
3. Understand how to improve performance with colleagues	3.1 Describe how to get and make use of feedback on own performance from colleagues			
	3.2 Describe how to provide colleagues with useful feedback on their performance			
4. Be able to improve performance with colleagues	4.1 Provide feedback to colleagues on their performance			
	4.2 Seek feedback from colleagues on own performance in order to identify areas for improvement			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	✓	<b>Initial</b>	<b>Evidence Reference Number/s</b>

5. Understand how to communicate with colleagues	5.1 Outline the principles of effective communication				
6. Understand the sector in which they work with colleagues	5.2 Describe how to apply the principles of effective communication when working with colleagues				
7. Understand the context in which they work with colleagues	5.3 Outline the importance of exchanging information and resources with colleagues				
	6.1 Identify the relevant regulations and codes of practice that apply in the industry or sector				
	6.2 Describe standards of behaviour and performance in the industry or sector				
	6.3 Describe the working culture of the industry or sector				
	7.1 Identify the current and future work being carried out with colleagues				
	7.2 Identify the colleagues who are relevant to the work being carried out, their work roles and responsibilities				
	7.3 Describe the processes within the organisation for making decisions				
	7.4 Describe line management responsibilities and relationships within the organisation				
	7.5 Describe the organisation's values and culture				
	7.6 Explain how power, influence and politics works within the organisation				
	7.7 Identify the standards of behaviour and performance expected in the organisation				
	7.8 Describe the information and resources that different colleagues might need				
	7.9 Explain work agreements with colleagues				

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
8. Be able to work with colleagues	8.1 Fulfil agreements made with colleagues and keep them informed of progress 8.2 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements 8.3 Resolve any conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out 8.4 Exchange information and resources with colleagues to make sure that all parties can work effectively			
<b>Evidence requirements</b>				
<b>Learning outcomes 1, 3, 5 and 7</b>				
There should be evidence of knowledge understanding involving one or a mixture of the following assessment methods:				
<ul style="list-style-type: none"> <li>• Written questions and answers</li> <li>• Projects</li> <li>• Assignments</li> </ul>				
<b>Learning Outcomes 2, 4, 6 and 8</b>				
There should be evidence of performance in the workplace on more than one occasion.				
There should be a combination of at least two of the following:				
<ul style="list-style-type: none"> <li>• observation (for example of meetings between the learner and colleagues)</li> <li>• testimony of others (for example, line manager or colleagues)</li> <li>• products of work (for example, correspondence/email, notes of meetings with colleagues)</li> <li>• reflective account</li> </ul>				
<b>Questioning or simulations may be used for assessment criterion 8.3.</b>				

## Unit 28 K/503/0872

<b>Title:</b>	Supervise the maintenance of equipment and facilities in active leisure			
<b>Level:</b>	3			
<b>Credit value:</b>	5			
<b>Learning outcomes The learner will:</b>	<p>1. Be able to supervise the maintenance of facilities and equipment in own area of responsibility</p>			
<b>Assessment criteria The learner can:</b>	✓		<b>Initial</b>	<b>Evidence Reference Number/s</b>
1.1 Ensure staff in own area of responsibility understand and support agreed standards for the condition of equipment and facilities				
1.2 Ensure staff have the necessary resources and skills to monitor and maintain the condition of facilities and equipment				
1.3 Ensure the checking and maintenance of facilities and equipment follow the agreed schedule and health and safety requirements				
1.4 Carry out spot checks to make sure that facilities and equipment are up to agreed standards				
1.5 Encourage staff to report any problems with facilities and equipment when they occur				
1.6 Deal with identified problems according to agreed procedures				
1.7 Maintain records to do with checking and maintenance and store them in the correct location				

Learning outcomes The learner will:	Assessment criteria The learner can:	✓	Initial	Evidence Reference Number/s
2. Be able to supervise repairs and improvements to facilities and equipment	2.1 Make sure there is a specification, schedule and plan for the work, agreed with the people carrying out the work and relevant colleagues 2.2 Make arrangements which minimise disruption to normal and emergency operating plans and take account of possible contingencies 2.3 Give relevant staff and users information about the work being carried out and any arrangements that affect them 2.4 Put procedures in place to maintain the health and safety of staff and users when work is underway 2.5 Monitor the work and provide support to make sure it meets the agreed specification and schedule 2.6 Refer any problems beyond own level of responsibility to an appropriate colleague 2.7 Check that work when completed meets the agreed specification 2.8 Complete records of the work which has been done and store them in the correct location 2.9 Update staff and users on the work that has been carried out	✓		
<p><b>Evidence requirements</b></p> <p>There should be evidence of performance in the workplace on <b>more than one</b> occasion.</p> <p>There should be a combination of <b>at least two</b> of the following:</p> <ul style="list-style-type: none"> <li>• observation (for example of the learner checking equipment and facilities and supervising repairs and improvements)</li> <li>• testimony of others (for example, line manager or internal maintenance staff of external contractor)</li> <li>• products of work (for example, specifications and schedules for maintenance, maintenance records, records of meetings with maintenance staff/contractors, relevant correspondence, notes of team meetings)</li> <li>• reflective account</li> </ul> <p>Simulations are not allowed.</p>				



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