Level 3 Certificate/ Diploma in Leisure Management (4850-32/33)

February 2013 Version 1.1

City&Guilds

Qualification at a glance

Subject area	Leisure Management
City & Guilds number	4850-32/33
Age group approved	16-18, 19+
Entry requirements	Level 2
Assessment	Assignment, Multiple-Choice, Portfolio
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Certificate in Leisure Management	4850-32	600/3012/4
Level 3 Diploma in Leisure Management	4850-33	600/2822/1

Version and date	Change detail	Section
1.1 Feb 2013	Correct Unit credit value & GLH – Unit 328	**Units**

Contents

1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	They are for candidates who work or want to work as managers in the Leisure sector.
What do the qualifications cover?	They allow candidates to learn, develop and practise the skills required for employment and/or career progression in the Leisure management sector.
Are the qualifications part of a framework or initiative?	They serve as the Knowledge-based and Competency-based components in the Advanced Leisure management Apprenticeship framework.
What opportunities for progression are there?	They allow candidates to progress into employment and/or ILM Leadership and Management qualifications.

Structure

To achieve the **Level 3 Certificate in Leisure Management**, learners must achieve **16** credits from the mandatory units and a minimum of **2** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/503/0778	Unit 301	Understanding how to lead a team in active leisure	3
K/503/0774	Unit 302	Promoting customer care in active leisure	3
A/503/0780	Unit 303	Understanding how to manage health, safety and welfare in active leisure	3
F/600/1758	Unit 304	Understanding the Active Leisure and Learning Sector	3

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
J/600/0840	Unit 305	Understanding Employment Rights and Responsibilities	2
J/503/0782	Unit 306	Continuing professional development in active leisure	2

Optional

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
T/503/0776	Unit 312	Understanding financial procedures in active leisure	3
A/503/0771	Unit 313	Understanding how to deliver objectives through the work of an active leisure team	2
Y/503/0771	Unit 314	Understanding how to supervise facility maintenance in active leisure	2
D/503/0772	Unit 315	Marketing in active leisure	6
L/503/0783	Unit 316	Understanding how to sell services and products to customers in active leisure	4
F/503/0988	Unit 317	Operating swimming pool plant	4

City & Guilds Level 3 Certificate / Diploma in Leisure Management (4850)

To achieve the **Level 3 Diploma in Leisure Management**, learners must achieve **34** credits from the mandatory units and a minimum of **2** credits from the optional group 1 units and a minimum of **5** credits from the optional group 2.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/503/0778	Unit 301	Understanding how to lead a team in active leisure	3
K/503/0774	Unit 302	Promoting customer care in active leisure	3
A/503/0780	Unit 303	Understanding how to manage health, safety and welfare in active leisure	3
F/600/1758	Unit 304	Understanding the Active Leisure and Learning Sector	3
J/600/0840	Unit 305	Understanding Employment Rights and Responsibilities	2
J/503/0782	Unit 306	Continuing professional development in active leisure	2
R/600/1764	Unit 307	Understanding the employing organisation	3
Y/503/0866	Unit 308	Manage own professional development within an active leisure organisation	4
H/503/0871	Unit 309	Set objectives and provide support for an active leisure team	5
M/503/0873	Unit 310	Ensure health, safety, welfare and security of customers and	3

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
		staff in an active leisure environment	
R/503/0865	Unit 311	Improve the customer's experience	3

Optional Group 1

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
T/503/0776	Unit 312	Understanding financial procedures in active leisure	3
A/503/0771	Unit 313	Understanding how to deliver objectives through the work of an active leisure team	2
Y/503/0771	Unit 314	Understanding how to supervise facility maintenance in active leisure	2
D/503/0772	Unit 315	Marketing in active leisure	6
L/503/0783	Unit 316	Understanding how to sell services and products to customers in active leisure	4
F/503/0988	Unit 317	Operating swimming pool plant	4

Optional Group 2

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
J/503/0863	Unit 318	Address performance problems affecting team members	3

**Optional
Group 2**

K/503/0869	Unit 319	Promote learning and development in active leisure	5
D/503/0867	Unit 320	Manage physical resources in active leisure	3
L/503/0864	Unit 321	Implement financial procedures in active leisure	3
H/503/0862	Unit 322	Plan, organise and evaluate active leisure services	2
F/503/0862	Unit 323	Contribute to marketing in active leisure	3
M/503/0985	Unit 324	Operate swimming pool plant	2
D/503/0870	Unit 325	Sell active leisure services and products to customers	3
T/601/1168	Unit 326	Contribute to the prevention and management of abusive and aggressive behaviour	4
K/502/8426	Unit 327	Develop productive working relationships with colleagues	4
K/503/0872	Unit 328	Supervise the maintenance of equipment and facilities in active leisure	5

2   Centre requirements

Approval

If your Centre is approved to offer the qualification 4834-32/82 Level 3 NVQ in Leisure Management you can apply for the new 4850 approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual – Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training
- be able to interpret the standards in accordance with City & Guilds requirements
- recognise acceptable sources of evidence for the qualification
- be able to implement the recording procedures required by City & Guilds

- be able to implement City & Guilds quality assurance and administration procedures.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4   Assessment

Unit	Title	Assessment method	Where to obtain assessment materials
301	Understanding how to lead a team in active leisure	Assignment 4850-301 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com
302	Promoting customer care in active leisure	Assignment 4850-302 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com
303	Understanding how to manage health, safety and welfare in active leisure	Assignment 4850-303 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com
304	Understanding the active leisure and learning sector	Assignment 4850-304 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
305	Understanding employment rights and responsibilities	Assignment 4850-305 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com
306	Continuing professional development in active leisure	Assignment 4850-306 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com
312	Understanding financial procedures in active leisure	Assignment 4850-312 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com
313	Understanding how to deliver objectives through the work of an active leisure team	Assignment 4850-313 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
314	Understanding how to supervise facility maintenance in active leisure	Assignment 4850-314 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com
315	Marketing in active leisure	Assignment4850-315 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com
316	Understanding how to sell services and products to customers in active leisure	Assignment 4850-316 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com
317	Operating swimming pool plant	Assignment 4850-317 The assignment covers the skills and knowledge in the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.	Separate assessment and answer packs, available to download from the City & Guilds website: www.cityandguilds.com

Units 307-311 and 318-328 are assessed by Portfolio of Evidence

5   Units

Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to **www.cityandguilds.com**

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 301 Understanding how to lead a team in active leisure

UAN:	F/503/0778
Level:	3
Credit value:	3
GLH:	17
Relationship to NOS:	SkillsActive NOS A322 Provide leadership in your area of responsibility.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the knowledge and understanding that a learner needs in relation to leading a team in an active leisure environment.

Learning outcome
The learner will:
1.   Understand the team leadership role in active leisure
Assessment criteria
The learner can:
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

Range
1.1   **Importance of team leadership**
• Communication
• Control/discipline
• Organisation
• Motivation/staff morale
1.2   **Responsibilities**
• Safety of the building
• Safety of staff
• Safety of customers
• Staffing levels
• Cleaning/cleanliness of the building

- Ensuring good customer service
- Staff training/development

1.3 **Different styles of leadership**

- Democratic
- Authoritarian
- Enabling
- Empowering
- Visionary
- Laissez-faire

Learning outcome
The learner will:
2. Understand the role of emotions and behaviours when leading a team in active leisure
Assessment criteria
The learner can:
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

Range
2.1 **Importance of awareness of own emotions**

- Affecting productivity
- Affecting performance
- Affecting results
- Affecting attitude
- Affecting professionalism

Effects

- Positivity
- Enthusiasm
- Encouragement
- Self-belief
- Demoralisation
- Negativity
- Prejudice
- Stress
- Self-doubt
- Lethargy
- Aggression

2.2 **Importance of team emotions**
- Affecting productivity
- Affecting performance
- Affecting results
- Affecting attitude
- Affecting professionalism

Responses
- Speed of response
- Lack of response
- Confrontational
- Non-confrontational
- Objectively
- Non-objectively
- Follow organisational procedures

2.4 **Manage conflict**
- Follow organisational procedure
- Objective approach
- Equitable approach
- Non-confrontational approach
- Communication of progress

Learning outcome
The learner will:
3. Understand the value of diversity within a team
Assessment criteria
The learner can:
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

Range
3.1 **Importance of skills sets and characteristics**
• Optimum team performance
• Recognition of skill sets
• Best use of skills sets
• Improve team morale
• Identify skill gaps

3.2 **Types of skills and characteristics**
- Practical
- Analytical
- Personal

3.3 **Best use of skill sets and characteristics**
- Allocation of tasks
- Mentoring
- Optimum team performance

Learning outcome
The learner will:
4. Understand the role of communication when leading a team in active leisure
Assessment criteria
The learner can:
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

Range
4.1 **Importance of effective two-way communication** • Ensure clarification • Relationship building • Ensure reliability • Create empowerment • Allowing feedback 4.2 **Situations** • Customer complaints • Staff disciplinary • Emergencies • Urgent tasks • Appraisals • Staff training 4.3 **Communication techniques** • Direct 1-2-1 • Direct to team • Written (e.g. memo, minutes, e-mail) • Verbal • Visual (e.g. signage) • Non-verbal

Learning outcome
The learner will:
5. Understand the role of motivating others when leading a team in active leisure

Assessment criteria
The learner can:
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

Range
5.1 **Importance of motivation**
• improve staff morale
• improve productivity
• staff retention
• improve customer service
• improve reputation
• improve relationships
5.2 **Factors that motivate team members**
• Financial incentives
• Job satisfaction
• Job security
• Getting on well with colleagues
• Recognition
• Job prospects
• Training/Development
5.3 **How to select different ways of motivating**
• Selection based on individual
• Selection based on situation/task
5.5 **How to maintain motivation**
• Positive reinforcement
• Review SMART targets
• Reassess working practices
• Re-allocation of task
• Provide support
• Up-skilling

Learning outcome
The learner will:
6. Understand how to provide team members with a sense of direction and common purpose

Assessment criteria
The learner can:
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

Range
6.1 **Importance of team members having sense of direction** • Self-worth • Progression • Motivation • Achievement of organisation's objectives • Promotes team ethic 6.3 **Situations** • Safeguarding issues • Health and Safety issues • Emergencies • Customer complaints • Staff Grievance • Where staff have occupational competence

Unit 302   Promoting customer care in active leisure

UAN:	K/503/0774
Level:	3
Credit value:	3
GLH:	18
Relationship to NOS:	SkillsActive NOS C33 Work with others to improve customer service.
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the knowledge and understanding that a learner needs in relation to promoting and delivering good customer care in an active leisure environment.

Learning outcome
The learner will:
1. Understand customer care in active leisure
Assessment criteria
The learner can:
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

Range
1.1 **Contribution of customer care**
• Organisational Reputation
• Customer retention
• Repeat customers
• Financial performance

1.2 **Types of customers**
- Individuals
- Families
- Corporate clients
- Ethnic minorities
- Disabilities
- Sports clubs
- Social clubs
- Schools

Expectations
- Availability of facilities/equipment
- Ease of booking
- Contract compliance (membership terms are adhered to)
- Value for money
- Qualified staff
- Quality of facilities
- Customer care

1.5 **How to promote customer service**
- On-going Training
- Up-to-date documentation
- Available customer charter
- Customer care procedure
- Recognition of good practice

Learning outcome
The learner will:
2. Understand how to respond to customer problems in active leisure
Assessment criteria
The learner can:
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

Range
2.1 **Problems**
• Broken equipment
• Unavailable equipment/facilities
• Lack of cleanliness

- Problems with other customers
- Poor customer service

2.4 **Approaches to complaints handling**
- Face to face
- Written
- Referral to management/head office

nb Professional judgement to be used dependant on organisation and nature of complaint

Learning outcome
The learner will:
3. Understand the role of monitoring and evaluation in relation to customer care

Assessment criteria
The learner can:
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

Range

3.1 **Purpose**
- Identify strengths
- Identify areas for improvement existing services
- Identify potential opportunities for future development

Values
- Continuous improvement
- Customer retention
- Improved organisational reputation
- Increase customer base

3.2 **Indicators**
- Non-Renewals of membership
- Non-Renewals course bookings
- Increase in customer complaints
- Reduction in class attendance
- Reduction in user attendance

Methods
- Customer feedback cards
- User group discussions
- Customer surveys

3.3 **Evaluation of data**
• Quantitative   • Qualitative

Learning outcome
The learner will: 4. Be able to show how an active leisure organisation can deliver and improve customer care
Assessment criteria
The learner can: 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

<table>
<tr><td colspan="2">Unit 303</td><td colspan="2">Understanding how to manage health, safety and welfare in active leisure</td></tr>
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UAN:	A/503/0780
Level:	3
Credit value:	3
GLH:	20
Relationship to NOS:	SkillsActive NOS C27 Ensure the health, safety, welfare and security of customers and staff
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the knowledge and understanding that a learner needs in relation to maintaining health and safety in an active leisure environment and safeguarding children and vulnerable adults.

Learning outcome
The learner will:
1. Understand the requirements for health, safety, welfare and security in active leisure
Assessment criteria
The learner can:
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 applies 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 organisation's **develop policies and procedures** to maintain health and safety of customers and staff

Range
1.1 **Legal Requirements**
• HASAW
• Health and Safety at Work Regulations

1.2 **Authorities**
- Manager/Duty manager
- Health and Safety Officer

1.3 **Sources of guidance**
- HSE
- ACOP's
- Industry codes of practice

1.4 **Manager's responsibilities**
- Awareness of contents of the health and safety policy
- Awareness of active leisure's policy and procedures when dealing with children and vulnerable adults
- Risk Assessment, control and monitoring
- Staff Training in Health and Safety

1.5 **Develop policies and procedures**
- Customer feedback
- Staff training
- Evaluating procedures (normal operation procedures and emergency action plans)

Learning outcome
The learner will:
2. Understand how to manage health and safety risks in an active leisure environment

Assessment criteria
The learner can:
2.1 Explain the **principles of risk assessment**
2.2 Summarise a range of health and safety **hazards** that my 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

Range
2.1 **Principles of risk assessment**
• Identify hazards
• Decide who may be harmed and how

- Evaluate the risks and decide upon precautions
- Record your findings and implement them
- Review your assessment and update if necessary

2.2 **Hazards**
- Slippery floor
- Poorly maintained equipment
- Incorrect footwear / clothing for chosen activity
- Use of chemicals

2.3 See 2.2

Assessors to use personal judgement in relation to any other range for assessment criteria 2.2 and 2.3.

Learning outcome
The learner will:
3. Understand how to manage health and safety emergencies and other incidents in an active leisure environment
Assessment criteria
The learner can:
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

Range
3.1 **Types of emergencies**
• Fire
• Serious injury
• Flood
• Bomb alert
3.4 **Reporting procedures**
• Nature of incident
• Date and Time of incident
• Name of patient
• Who attended
• Action taken
• Was it recommended they seek GP / hospital treatment

Recording procedures
• First aider
• Emergency services

Learning outcome
The learner will:
4. Understand the requirements for safeguarding children and vulnerable adults
Assessment criteria
The learner can:
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

Range
4.3 **Local/National organisations/agencies**
• Child welfare agencies
• Child welfare officers
• Social services
• Police
• Childline
• Child protection officer in the workplace, or appointed person, or senior management

Learning outcome
The learner will:
5. Understand how to manage the safeguarding of children and vulnerable adults
Assessment criteria
The learner can:
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

Range

5.1   **Types of safeguarding**
     • To help build a relationship trust and honesty
     • Protect from further harm

Unit 304 Understanding the active leisure and learning sector

UAN:	F/600/1758
Level:	3
Credit value:	3
GLH:	23
Relationship to NOS:	SkillsActive NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge that employees in the Active Leisure and Learning sector require concerning the sub-sectors that make up Active Leisure and Learning sector, information about the specific sub-sector in which the learner works and the potential career opportunities.

Learning outcome
The learner will:
1. Understand the key features of the Active Leisure and Learning sector
Assessment criteria
The learner can:
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 **sub-sectors** within the Active Leisure and Learning sector

Range
1.1 **Size and scope**
• Number of facilities
• number of customers (participants, spectators)
• number of employees (full, part-time, seasonal and volunteers)
• number and range of sport and leisure opportunities

1.2 **Contribution**
- Social
- Health
- financial

1.3 **Role**
- To represent the sub-sectors of the Active Leisure and Learning Industry
- National Occupational Standards (NOS)
- qualifications and training
- career guidance
- professional development

1.4 **Sub-sectors**
- Sport and recreation
- health and fitness
- playwork
- the outdoors
- caravans

Learning outcome
The learner will:
2. Understand the key features of the Active Leisure and Learning sub-sector in which they work
Assessment criteria
The learner can:
2.1 Describe the composition of their sub-sector in terms of public, private and voluntary organisations
2.2 Analyse the size of their sub-sector in terms of employment and participation
2.3 Interpret the economic and social value of their sub-sector
2.4 Explain factors causing change in their sub-sector
2.5 Explain the essential principles, values or codes of practice in their sub-sector
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 sub-sector has with other industries

Learning outcome
The learner will:
3. Understand employment and career opportunities in the Active Leisure and Learning sub-sector in which they work
Assessment criteria
The learner can:
3.1 Identify **sources of information** on career progression, training and education

3.2	Describe the main job roles within their sub-sector
3.3	Describe potential career **pathways** in their sub-sector
3.4	Identify what is required to progress in their sub-sector in terms of qualifications, skills and knowledge, experience and personal qualities
3.5	Explain how skills and knowledge acquired in their sub-sector could relate to job opportunities elsewhere

Range

3.1 **Sources of information**

- Awarding bodies
- careers advisors
- Connexions
- HR/Personnel department
- Internet
- professional bodies
- line manager
- journals
- trade magazines
- Sector Skills Council

3.3 **Pathways**

- Sub-sector specific
- Supervisory
- management

Unit 305   Understanding employment rights and responsibilities

UAN:	J/600/0840
Level:	2
Credit value:	2
GLH:	15
Relationship to NOS:	SkillsActive NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and understanding that employees require concerning employment law and industry specific legislation that apply to their jobs, the key documents relating to their employment and the procedures they should follow at work.

Learning outcome
The learner will:
1.   Know their employment rights and responsibilities under the law
Assessment criteria
The learner can:
1.1   Describe their **rights and responsibilities** in terms of:
• Contracts of employment
• Anti-discrimination legislation
• Working hours and holiday entitlements
• Sickness absence and sick pay
• Data protection
• Health and safety
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

Range
1.1   **Rights and responsibilities**
Key legislation:
• Employment Rights Act
• Working Time Regulations

- Data Protection Act
- Human Rights Act
- Health and Safety at Work etc. Act (HASAWA)
- Management of Health and Safety at Work Regulations (MHSWR)
- Reporting or Injuries
- Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Manual Handling Regulations
- Health and Safety at Work (First Aid) Regulations
- Personal Protective Equipment (PPE)
- Control of Substances Hazardous to Health (COSHH)
- Display Screen Equipment
- Safeguarding of Vulnerable Groups Act
- Children Act
- Discrimination legislation

Key rights:
- To be treated fairly and equally at work (pay, working hours)
- To be provided with a safe working environment (including safe systems of work where risks have been assessed and controlled as far as is reasonably practicable)
- Adequate training, supervision, information and instruction, right to privacy, health and welfare

Key responsibilities:
- To treat others fairly and equally and respect the rights of others (colleagues, customers, employers)
- Fulfil their legal duties and responsibilities
- Follow safe working practices
- Co-operate with employers
- Attend training
- Know when to seek advice and assistance

1.2 **Rights and responsibilities of the employer**
Key legislation:
- Employment Rights Act
- Working Time Regulations
- Data Protection Act
- Human Rights Act
- Health and Safety at Work Act (HASAWA)
- Management of Health and Safety at Work Regulations (MHSWR)
- Reporting or Injuries
- Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Manual Handling Regulations
- Health and Safety at Work (First Aid) Regulations
- Personal Protective Equipment (PPE)
- Control of Substances Hazardous to Health (COSHH)
- Display Screen Equipment

- Safeguarding of Vulnerable Groups Act
- Children Act
- Discrimination legislation

Key rights:
- Employees to fulfil their contractual and legal duties and responsibilities and act in good faith
- The co-operation of employees in terms of maintaining a safe working environment
- Attending training
- Taking responsibility for the health and safety of themselves and others

Key responsibility:
- To treat all employees in the workplace fairly and equally
- Provide a safe working environment (including safe systems of work where risks have been assessed and controlled as far as is reasonably practicable)
- Provide adequate training in work time
- Supervision
- Information and instruction
- Respect the other's rights to privacy
- Duty to provide for the health and welfare of all employees
- To comply with legislation

Learning outcome
The learner will:
2. Understand documents relevant to their employment
Assessment criteria
The learner can:
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**

Range
2.2 **Content**
- Job title   - Department/section   - Main purpose   - Main tasks/duties   - Responsible for/responsible to   - Other duties and relevant information   - Knowledge and skills required   - Any special conditions

Purpose
- Used in recruitment and selection process
- Summarises what an employer expects from the job holder
- Enables employers to produce an accurate person specification
- Provides key details for potential applicants
- Will assist in the process of attracting suitable applicants for a vacancy

2.3 **Information**

Statutory records:
- tax and national insurance
- hours worked
- holidays
- pay
- paid sickness
- accident
- injuries
- diseases and dangerous occurrences

Organisational record
- Recruitment and selection
- Induction
- training and career development (qualifications)
- sick pay
- sick absence
- discipline and grievance
- termination of employment
- equal opportunities

2.4 **How to update information**
- Manually (e.g. card index system)
- electronically (computerised software package, updated by authorised person
- confidentially
- accurately
- not disclosed without consent
- securely kept on record for a specified period of time

2.5 **Information**
- Name and personal details
- tax code
- NI number
- gross and net salary
- deductions NI
- income tax

- pension and subscriptions (e.g. trade union)
- overtime
- date wages credited to account

Other statement of earnings
- P60
- P45

Learning outcome
The learner will:
3.   Know key employment procedures at work
Assessment criteria
The learner can:
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: **Internal** to their organisation   **External** to their organisation

Range
3.4   **Sources of information and advice**
Internal
- Management   - trade union representative   - personnel manager   - human resources department   - intranet   - organisational handbooks   - policy documents
External
- ACAS   - Trade Union   - Citizens Advice Bureau   - HSE   - Direct Gov and BERR (Department for Business and Enterprise & Regulatory Reform)

Unit 306   Continuing professional development in active leisure

UAN:	J/503/0782
Level:	3
Credit value:	2
GLH:	8
Relationship to NOS:	SkillsActive Operational Services NOS A323 Manage your own resources and professional development
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge, understanding and skills that a learner needs in relation to continuing professional development in an active leisure context. The unit includes self-evaluation and taking part in performance appraisal and professional development processes.

Learning outcome
The learner will:
1. Understand continuing professional development and its importance in active leisure

Assessment criteria
The learner can:
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

Range
1.2   **Importance of developing knowledge and skills**
• Keep up-to-date with all any changes in the industry
• For personal growth and development.
• Requirements for professional body membership (e.g. REPs)
1.3   **Systems**
• Offering staff training days
• Conducting regular staff appraisals
• CPD budget

Learning outcome
The learner will:
2. Understand how to take part in continuing professional development
Assessment criteria
The learner can:
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

Range
2.2 **Ways of evaluation**
• Peer observations/feedback
• Appraisals
• Online learning and assessments
2.6 **Types of learning**
• Visual
• Auditory
• Tactile
• Kinesthetic

Learning outcome
The learner will:
3. Be able to take part in continuing professional development
Assessment criteria
The learner can:
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

Unit 307 Understanding the employing organisation

UAN:	**R/600/1764**
Level:	3
Credit value:	3
GLH:	23
Relationship to NOS:	SkillsActive
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and understanding that employees require concerning: the aims, objectives and structure of their organisation, the contribution they can make to the organisation's objectives and the opportunities for professional and career development in the organisation.

Learning outcome
The learner will:
1. Understand the structure of their organisation
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2. Understand key aims and objectives of their organisation
Assessment criteria
The learner can:
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

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Learning outcome
The learner will:
3. Understand their own contribution to their organisation's key aims and objectives
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
4. Understand the opportunities for entry, professional development and progression within their organisation
Assessment criteria
The learner can:
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

Unit 308 Understanding how to manage health, safety and welfare in active leisure

UAN:	Y/503/0866
Level:	3
Credit value:	4
GLH:	20
Relationship to NOS:	SkillsActive Operational Services NOS A323 Manage your own resources and professional development
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the competence that a learner needs to manage their own work and develop themselves in their job role.

Learning outcome
The learner will:
1.   Be able to assess own career goals and personal development in active leisure
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2.   Be able to set personal work objectives in an active leisure job role
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
3. Be able to produce a personal development plan in an active leisure job role
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
4. Be able to implement and monitor own personal development plan in an active leisure job role
Assessment criteria
The learner can:
4.1 Implement activities identified in own development plan
4.2 Analyse contribution of activities to goals and personal development

Learning outcome
The learner will:
5. Be able to update personal development plan
Assessment criteria
The learner can:
5.1 Review own personal development plan
5.2 Revise own personal development plan

Unit 309 Set objectives and provide support for an active leisure team

UAN:	H/503/0871
Level:	3
Credit value:	5
GLH:	25
Relationship to NOS:	SkillsActive Operational Services NOS: A320 Allocate and monitor the progress and quality of work in your area of responsibility
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the competence that a learner needs to supervise the work of a team in an active leisure organisation.

Learning outcome
The learner will:
1. Be able to brief an active leisure team on its objectives
Assessment criteria
The learner can:
1.1 Set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
1.2 Communicate the team's purpose and objectives to its members

Learning outcome
The learner will:
2. Be able to plan work with an active leisure team
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
3. Be able to support an active leisure team in its work
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
4. Be able to monitor and evaluate progress and achievements
Assessment criteria
The learner can:
4.1 Monitor and evaluate individual and team activities and progress
4.2 Provide recognition when individual and team objectives have been achieved

Unit 310   Ensure the health, safety, welfare and security of customers and staff in an active leisure environment

UAN:	**M/503/0873**
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	SkillsActive NOS C27 Ensure the health, safety, welfare and security of customers and staff
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the competence that the learner needs to ensure the health, safety, welfare and security of customers and staff in an active leisure environment. This includes the safeguarding of children and vulnerable adults.

Learning outcome
The learner will:
1.   Be able to identify hazards in an active leisure environment
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2.   Be able to assess risks to health and safety in an active leisure environment
Assessment criteria
The learner can:
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

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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 on-going basis

Learning outcome
The learner will:
3. Be able to maintain normal and emergency operating procedures in an active leisure environment
Assessment criteria
The learner can:

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 outcome
The learner will:
4. Be able to maintain procedures for safeguarding children and vulnerable adults
Assessment criteria
The learner can:

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

Unit 311 Improve the customer's experience in active leisure

UAN:	R/503/0865
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	SkillsActive NOS C33 Work with others to improve customer service
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the competence required to improve the customer experience in an active leisure environment.

Learning outcome
The learner will:
1. Be able to co-ordinate customer service improvements in an active leisure environment
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2. Be able to improve own customer service performance in active leisure
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
3. Be able to monitor team performance when improving customer service
Assessment criteria
The learner can:
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

Unit 312 Understanding financial procedures in active leisure

UAN:	**T/503/0776**
Level:	3
Credit value:	3
GLH:	20
Relationship to NOS:	SkillsActive Operational Services NOS 2009: A21 Support the efficient use of resources
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge, understanding and skills that a learner needs in relation to financial processes and procedures in an active leisure organisation.

Learning outcome
The learner will:
1. Understand an active leisure organisation's business objectives
Assessment criteria
The learner can:
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

Range
1.1 **Business objectives**
• Opening new sites
• Maintaining growth
• Long term aim
• Aim of the overall group
Operational objectives
• Shorter term aim
• Linked to an individual site
• Management of the site

Financial objectives
- Prophet growth
- Income growth
- Variable cost targets and control

1.2 **Financial targets**
- Income from memberships
- Income from courses
- Income from room/venue hire
- Income from secondary spend, this could include all non core functions such as catering.

Operational objectives
- See 1.1

Learning outcome
The learner will:
2. Understand budgeted operational plans in an active leisure organisation
Assessment criteria
The learner can:
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

Range

2.1 **Key stages**
- Previous year's figures
- Projected income
- Projected expenditure
- First draft
- Revision

2.2 **Information**
- Previous full year's income compared to budget
- Previous full year's expenditure compared to budget
- Current actual position compared to budget
- Projected income for the year
- Projected expenditure for the year
- Company targets

2.3 **Components**
  - Statement of organisations goals and targets
  - The time frame the budget applies
  - A detailed brake down of income
  - A detailed brake down of expenditure
  - Frequency and method of review

2.5 **Fixed costs**
  - Rents
  - Loan repayments

  Variable costs
  - Staffing
  - Heating
  - Cleaning chemicals
  - Retail stock.

Learning outcome
The learner will:
3.   Understand financial procedures used in active leisure
Assessment criteria
The learner can:
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:

  - cash handling and reconciliation
  - ordering supplies and services
  - payment authorisation and purchase ledger
  - petty cash
  - accounts and records

Unit 313   Understanding how to deliver objectives through the work of an active leisure team

UAN:	A/503/0771
Level:	3
Credit value:	2
GLH:	10
Relationship to NOS:	SkillsActive Operational Services NOS 2009: A320 Allocate and monitor the progress and quality of work in own area of responsibility
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and understanding that a learner needs in relation to planning, allocating and monitoring the work of a team and to provide feedback to team members and improve their work.

Learning outcome
The learner will:
1. Understand how to plan and delegate work for a team in active leisure
Assessment criteria
The learner can:
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

Range

1.1 **Why it is important to be clear about objectives**
    • Know what you are trying to achieve
    • Clear plan to achieve it
    • Everybody knows what needs to be achieved
 	
1.2 **Methods of planning and scheduling**
    • Written plan
    • Verbal one to one
    • Verbal to whole team
    • Check sheets
    • E-mail
 	
1.3 **Issues**
    • Individual competencies
    • Team dynamic and strengths
    • Compositions of team for this task
 	
1.4 **Important to consult team members**
    • Develop group ownership
    • Check on their individual objectives
    • Include their ideas
 	
1.5 **Important to be flexible**
    • Situation could change
    • Another priority could emerge
    • Task is not performed to standard requires
    • Make up of the team changes

Learning outcome
The learner will: 2. Understand how to brief a team in active leisure
Assessment criteria
The learner can: 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

Range
2.1 **Important to brief team members** • Goal of the team is clear • Allocation of rolls and tasks is clear • The time which is available is clear • The resources available are clear • Potential problems can be discussed 2.3 **Why it is important** • More committed to the task and team • The importance they have within the team • Increase sense of ownership • Increase their sense of worth

Learning outcome
The learner will: 3. Understand how to monitor team members' work
Assessment criteria
The learner can: 3.1 Explain why it is **important to monitor** team members' work 3.2 Evaluate different **ways of monitoring** team members' work

Range
3.1 **Important to monitor** • So work is completed • It is completed timely • Standards are maintained • Issues can be checked 3.2 **Ways of monitoring** • Direct observation • Feedback from others • Check sheets • Observation of completed task

Learning outcome
The learner will: 4. Understand how to support an active leisure team in its work
Assessment criteria
The learner can: 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

Range

4.1 **Types of problems**
   • Operational
   • Routine
   • One offs
 	
Unforeseen events
   • Emergency situations
   • Staff shortages
   • Conflict in the team
   • Equipment failure
   • Environmental issues
 	
4.2 **Types of support**
   • Further training
   • Clear direction
   • Mentoring
 	
Additional resources
   • Equipment
   • Additional staff
   • Appropriate clothing
   • Chemicals
 	
4.3 **Constructive feedback**
   • Positive
   • Specific
   • Praise sandwich
   • Individual
 	
Prompt feedback
   • Relevant
   • Specific

Learning outcome
The learner will:
5.   Understand how to help team members improve their work
Assessment criteria
The learner can:
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

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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

Range

5.3 **Learning and support needs**

- Observation
- One to one discussions
- Feedback from others
- Performance reviews

5.4 **Ways**

- Training
- Demonstration
- Shadowing
- Mentoring
- Observing
- Reading

Unit 314 Understanding how to supervise facility maintenance in active leisure

UAN:	Y/503/0771
Level:	3
Credit value:	2
GLH:	13
Relationship to NOS:	SkillsActive NOS C19 Supervise the maintenance of equipment and facilities
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and understanding that a learner needs in relation to supervising the maintenance, repair and improvement of active leisure facilities and equipment.

Learning outcome
The learner will:
1.   Understand facility maintenance in active leisure
Assessment criteria
The learner can:
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

Range
1.1   **Types of facilities**
• Swimming pools
• Indoor Sports facilities (sports halls, courts, studios, bowls rinks)
• Outdoor Sports facilities (playing fields, MUGAs, tennis courts, Bowling greens, climbing walls)
• Health Clubs (gyms, studios)
• Stadia and Arenas

Equipment
- Sports
- Cleaning
- Furniture
- Resaleable stock
- Consumables
- Office (incl. IT)
- Plant and machinery

1.2 **Legal requirements and industry guidelines**
- HASAWA
- COSHH regs
- PUWER
- MOSAWA regs
- Manual handling regs
- SAPCA guidelines

Facilities and equipment
See 1.1

1.3 **Important to maintain**
- Customer safety (Duty of care, HASAWA)
- Customer care
- Quality of customer experience
- Sustainability of facility/equipment
- Durability of facility/equipment
- Cost effectiveness
- Good housekeeping

Facilities and equipment
See 1.1

Learning outcome
The learner will:
2. Understand how to ensure active leisure facilities and equipment are maintained to appropriate standards
Assessment criteria
The learner can:
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

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Range

2.2 **Resources and training**
   Adequate
   - Cleaning materials
   - Information
   - Instruction
   - Supervision
   - Time to complete task
   - Mentoring
   - PPE

2.3 **Faults and problems**
   - Breakages
   - Wear and tear
   - Accidental Damage
   - Deliberate damage
   - Electrical faults
   - Weather exposure
   - Fire
   - Corrosion
   - Passed 'use by date'
   - Lost parts

2.4 **Accurate records**
   To Log
   - Usage
   - Good stock control
   - Evidence of abuse (claim/counter claim)
   - Audit trail of maintenance
   - Account for losses (incl. 'down time')
   - Health & safety requirement
   - Budget for replacements and renewals

2.5 **Standards and procedures**
   Reference to:
   - NOPs
   - Suppliers/manufacturers guidelines
   - Industry guidance and best practice
   - Quality systems in operation
   - Management structure

- Individual areas of responsibility
- Internal Maintenance/service Contracts

2.6 **External arrangements**
- Service contracts
- Service level agreements
- Outsourced (devolved) responsibility for jobbing work (estates or direct works departments, etc.)

Learning outcome
The learner will:
3. Understand how to supervise the repair and improvement of active leisure facilities and equipment
Assessment criteria
The learner can:
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

Range
3.1 **Types of repair and improvements**
Facility (part or whole) shut downs for:
• Redecoration
• Refurbishments
• Renovation
• Repair
Working at height:
• Access to confined spaces
• Access/Egress closures/blockages
• Electrical work near water
Work requiring:
• Power off
• Water off
• Heating off

- Temporary/unstable structures

3.2 **Types of external contracts**
Service contracts with specialists for:
- Lift maintenance
- Fire extinguishers
- Emergency power/lighting
- Floor/Wall recoating/resurfacing
- Pool plant equipment
- Fitness equipment
- IT equipment
- Energy management systems
- General redecoration

3.3 **Types of arrangements**
- PPE
- Barriers
- Signage
- Restricted access
- Scaffolding
- Permits to work
- Method statements
- Safe systems of work
- Alternative access/egress routes

3.4 **What should be contained in a plan of work**
Agreed:
- Project Start and finish times (Days/dates/times)
- Specification for work to be done
- Price
- Access and Egress arrangements
- Closures
- Handover arrangements
- Responsibility (Facility management and contractor)
- Method statements
- Risk assessments
- Financial penalties for work overruns
- Post completion 'snagging' arrangements
- Staff training/information/instruction

3.5 **Monitor repairs and improvements**
Comprehensive:
- Consultation with facility management prior to work
- Specification for work to be undertaken
- Arrangements to monitor work
- Arrangements to handover work

Agreed:
- Arrangements to resolve disputes
- Contingencies for unforeseen circumstances
- Areas of responsibility between client and contractor
- Financial penalties for poor work or overruns

3.6 **Types of problems**
Overruns on:
- Cost (have agreed process to resolve and/or contingency funding)
- Time (Allow for reasonable overrun...and keep customers informed)

Inconvenience to:
- Customers
- Staff
- Management

Breakdown in relationships between:
- Facility staff
- Contractor
- Parent organisation

(Have a comprehensive and agreed specification for work before entering contract and monitor it closely. Keep all stakeholders well informed of progress/expected delays etc.)

Unit 314 Understanding how to supervise facility maintenance in active leisure

Supporting information

Guidance for Assessment Criteria 2.1

Ensures

- Safe use
- Sustainability
- Durability
- Good practice
- Economic use of resources
- Duty of care practised

Unit 315 Marketing in active leisure

UAN:	D/503/0772
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS:	B232 Develop and implement marketing plans for your area of responsibility
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge, understanding and skills that a learner needs in relation to marketing in an active leisure organisation.

Learning outcome
The learner will:
1. Understand marketing in the context of active leisure
Assessment criteria
The learner can:
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

Range
1.1 **Purpose and value**
• Maximize customer lifetime value
• Generate leads new customers
• Build brands - recognisable
• To support sales, or build distribution channels
• Filling a need with the right product at the right price
1.2 **Components**
• Product
• Place – target market's place
• Promotion
• Price
• People

Learning outcome
The learner will:
2. Understand marketing methods in the context of active leisure

Assessment criteria
The learner can:
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**

Range
2.1 **Market segments**
• To group customer according to product and service they want and analysing customer by summarising demographic, lifestyle and usage pattern, which helps in the definition of market segment.
• Demographic – include:
• Age
• Gender
• Family size
• Income levels
• Ethnic background
• Occupation
• Education
• Religion
• Sexual orientation
• Socio-economic background
• Geographic
• Psychographic
• Lifestyle, their attitudes, personality and values
• Behavioural characteristics
• Due diligence of the market for growth potential, competition and other factors
• Profitability of market segment
• Undertake positioning activity for pricing and marketing programs
• Explore different positioning and marketing strategies to explore the market to its full potential

2.2 **Methods to research**
- Voice of the customer
- Detailed understanding of the customer's requirements
- A common language for the team going forward
- Key input for the setting of appropriate design specifications for the new product or service
- A highly useful springboard for product innovation

Primary Research
- Interviews (either by telephone or face-to-face)
- Surveys (online or by mail)
- Questionnaires (online or by mail)
- Focus groups gathering a sampling of potential clients or customers and getting their direct feedback

Secondary Research
- Analyse data that has already been published

2.3 **Identify and prioritise target markets**
- Market size
- Market growth rate
- Legal or regulatory restrictions
- Channel availability
- Cost to serve
- Cost of market entry

2.5 **Promotional methods**
- PR – public relations – when a business communicates directly with it's public through press releases and speaking at conferences
- Sales promotions – such as 50% extra free, buy one get one free or coupons and gifts
- Sponsorship – where a business will pay to be associated with another product, person or event. Sportspersons are often sponsored by sports companies.
- Direct sales – when a representative of the business will visit potential customers
- TV, Radio and Cinema – allows businesses to target a large group of people
- Newspapers – allow advertisers to reach specific groups of people
- The web – allows businesses to reach a large international audience at a very low cost.

2.6 **Importance of evaluating marketing plans and activities**
- Gain insight (i.e. assess level of interest, identify barriers and facilitators
- Improve a program (i.e. process evaluation).
- Assess program efforts (i.e. impact evaluation, outcome evaluation, or summative evaluation).

Learning outcome
The learner will:
3. Be able to develop a draft marketing plan for active leisure services/products
Assessment criteria
The learner can:
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

Range
3.1 **Research methods**
• Customer research questionnaires
3.3 **Target markets and marketing objectives**
• Non-Customer Profile
• First Time Buyer Market Profile
• Customer Market Profile
• Loyal Customer Market Profile

Unit 316   Understanding how to sell services and products to customers in active leisure

UAN:	L/503/0783
Level:	3
Credit value:	4
GLH:	20
Relationship to NOS:	SkillsActive Operational Services NOS B230 Sell products or services face-to-face
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge, understanding and skills that a learner needs in relation to selling in an active leisure organisation.

Learning outcome
The learner will:
1. Understand sales in the context of active leisure
Assessment criteria
The learner can:
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

Range
1.1 **Importance of sales to an active leisure organisation**
• helps pay employees
• cover operating expenses
• buy more inventory
• market new products
• attract more investors
1.2 **Sales cycle and how it helps to structure and progress sales activities**
• the sequence of phases that a typical customer goes through when deciding to buy something

- the first phase of the sales cycle may be either the customer's perception of a product, or a perception of a need that the product might satisfy
- the following steps include research and evaluation
- the last step is the customer's decision to purchase the product

1.3 **Sales methods**
- **One-off selling**: such as simple membership sales.
- **Relationship selling**: such as business-to-business selling (corporate memberships).
- **Customer-centered selling**
- **System selling**: Sell a system *to* a system.
- **High probability selling**: Head straight for best customers.

Learning outcome
The learner will:
2. Understand how to sell active leisure services and products

Assessment criteria
The learner can:
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**

Range
2.1 **Proactive and reactive selling**
• **Reactive** marketing refers to marketing that is a "reaction" to the marketing of your competitors. For example, if your competitor offers a sale, you decide to have your own sale, maybe even with a slightly sharper discount.
• **Proactive** marketing requires you to do something creative with your marketing. Proactive marketing campaigns are campaigns that do not mirror campaigns of your competitors and are completely new ideas.
2.2 **Maximum and minimum returns and the probability of sale closure**
Probability of closing the sale
Match to Customer's:
• Personal aims

- Budget
- Availability

Match to club's:

- Facilities
- Equipment
- Programme of activities

Gain customer's:

- Agreement
- Commitment

Provide:

- Most appropriate membership option
- Best Price option

2.3 **Verbal and non-verbal listening and questioning techniques**
- Non-verbal active listening techniques
    - Eye contact
    - Positive facial expressions
    - Nodding
    - Body posture
- Verbal listening techniques
    - 'Yes', 'right', 'OK' 'ah ha' etc.
    - Reflecting back words, thoughts and feelings
    - Respond with affirmations – Paraphrasing
    - Ask relevant questions
    - Clarification
    - Summarising

2.4 **Benefits and features and how to sell them effectively**
- What Is A Benefit?
    - A benefit
        - o Adds value
        - o Makes life or business easier
        - o Simplifies a process
        - o Saves time
        - o Removes steps from a process
        - o Enables the possibility of increasing profit
- A feature
    - Explains some kind of product or service specification or technical detail
    - Can be the reason behind a promised benefit
    - Usually works hand-in-hand with other features of the product to make a better product

2.5 **Range of behaviours**
- Expressive
    - Arguing with staff
    - Confronting staff about their competency

- Making culturally specific and inappropriate comments
- Requesting impossible time-frames
- Not accepting the limitations and procedures in place
- Learned
  - Aggressive or angry behaviour serves a useful
  - Purpose and can lead to improved or more efficient service provision

Management of behaviours
- Assessment
- Monitoring
- Active Listening, Questioning and Clarification
- Defusing skills
- Negotiation and Limit Setting

2.7 **Types of objections**
- Need
- Price
- Features
- Time
- Source
- Availability

2.8 **Process of closing a sale**
- *Discovery* In the initial Discovery stage, you must ensure that the customer matches the profile of individuals or businesses that typically find value in your product or services.
- *Diagnosis* In the Diagnosis stage help your customers understand their inefficiencies and performance gaps.
- *Design* Important to help clear picture of the desired outcome, their expectations. 'What do I want it to look like after I make this change?'
  - 'What is the best way to make this happen?'
  - 'What am I willing to invest?'
  - 'When do I want to achieve these results?'
  - 'How will I know this will work?'
- *Delivery* Deliver the product or service and assure your customer's success in executing your solution.

City & Guilds Level 3 Certificate / Diploma in Leisure Management (4850)

Unit 317　Operating swimming pool plant

UAN:	F/503/0988
Level:	3
Credit value:	4
GLH:	25
Relationship to NOS:	SkillsActive Operational Services NOS 2010: C25 Operate plant to maintain the quality of pool water
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge, understanding and skills that a learner needs in relation to operating swimming pool plant in an active leisure organisation.

Learning outcome
The learner will:
1.   Understand the systems used to maintain the quality of swimming pool water
Assessment criteria
The learner can:
1.1   Describe the **systems** used in swimming pools for:
• circulation
• filtration
• disinfection
• heating
• coagulation
• pressure
• measuring
• control
• chemical balance

Range
1.1   **Systems**
• Swimming pool inlets & outlets
• Balance tank
• Strainer baskets
• Circulating pumps

- pH & Free Chlorine monitoring
- Coagulant dosing
- Filtration (slow, medium, fast rate)
- Inlet & outlet pressures
- Water Heating (e.g. calorifiers)
- Disinfection
- pH dosing/control
- Return to Pool inlets
- Measurement of chemical balance (by operator)

Learning outcome
The learner will:
2. Understand how to monitor and maintain swimming pool plant
Assessment criteria
The learner can:
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

Range
2.1 **Tests**
• Strainer basket clean
• Pumps operating
• Calibration of chemical measuring units
• Filter Inlet pressure
• Filter outlet pressure
• Chemical levels in dosing tanks (or gaseous cylinders if applicable)
• Pool alarms operating
2.3 **Significance**
• Gradual Increase in outlet pressure (as filter gets dirty)
• Need to backwash
• Reference to suppliers recommendations
• Backwash at least once/week
• Backwash when pressure difference (between inlet and outlet) reaches 0.5 bar

2.4 **Possible faults**
- Circulation lost or failing (check pumps operating, blocked strainers, head of water lost)
- Filters blocked (backwash)
- Injectors blocked (clear, clean, flush through)
- Controllers error (recalibrate, clean filter)
- Chemicals not dosing (check power on, dosing pumps operating, chemical tanks filled)
- Water temperature dropping (check calorifiers working, Boilers not cut out, valves open, mains valve not left on)

2.5 **Maintenance procedures**
- Daily:
  - Check:
  - Filter Inlet & outlet pressures
  - Circulation pumps operating (which ones?)
  - Dosing pumps operating
  - Boilers operating
  - Dosing tanks (day tanks) filled
  - Leakages & spillages of chemicals
- Weekly:
  - Check:
  - Backwashing details logged
  - Pool water level topped up
  - Controllers recalibrated
  - Bulk chemical storage tanks filled
  - PPE available and in good condition
  - Alarms operating (test)
  - Emergency equipment operating/replenished (douche, eye wash, first aid, telephone)

Learning outcome
The learner will:
3. Understand how to maintain the quality of swimming pool water
Assessment criteria
The learner can:
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

Range

3.1 **Quality and temperature**
- Maintaining Bather:
  - Comfort
  - Safety
  - Quality of swimming experience
- Maintaining:
  - Clarity of water
  - Condition of pool environment
  - Efficiency of pool water treatment chemicals
  - Cost effectiveness of pool water treatment chemicals
- Minimising:
  - Risk of infection
  - Risk of damage to pool tank and equipment

3.2 **Checks**
- Free chlorine (DPD 1 tablet)
- Total chlorine (DPD 3 tablet)
- Combined chlorine (difference between DPD 1results and DPD 3 result)
- pH (phenol red tablet)
- Calcium hardness (Ca hardness tablets)
- Total alkalinity (TA tablets)
- Total dissolved solids (TDS meter)
- Water temperature (thermometer)
- Microbiological tests (external laboratory)

3.4 **How to respond to results**
Recommended ranges per test/check
- Free chlorine (0.5 – 3.0mg/l)
- Combined chlorine (no more than half the free chlorine)
- pH (7.2 – 7.4)
- Ca hardness (75 – 150mg/l)
- Total alkalinity (80 – 150mg/l)
- Total dissolved solids (no more than 1000mg/l above mains water)
- Microbiological counts

Remedial action when results of tests/checks are outside the recommended range
- Free chlorine (0.5 – 3.0mg/l). Too low – add more disinfectant. Too high – dilute.
- Combined chlorine (no more than half the free chlorine). Too low – no action. Too high – dilute.
- pH (7.2 – 7.4) Too low – add sodium carbonate. Too high – add acid.
- Ca hardness (75 – 150mg/l). Too low – add calcium chloride. Too high – dilute.

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- Total alkalinity (80 – 150mg/l). Too low – add sodium bicarbonate. Too high – add acid.
- Total dissolved solids (no more than 1000mg/l above mains water). Too low – no action. Too high – dilute.
- Microbiological counts – Any evidence of E-coli, Pseudomonas, retest, check efficiency of circulation, increase disinfection, seek EHO advice. Evidence of cryptosporidium, evacuate pool, close for 24hours, increase disinfection, retest before reopening.

Learning outcome
The learner will:
4. Understand how to work safely with the chemicals used in swimming pool plant operations
Assessment criteria
The learner can:
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

Range
4.1 **Chemicals**
• Disinfection (Chlorine, Calcium hypochlorite, Sodium hypochlorite)
• pH correction (Hydrochloric acid, sodium bisulphate)
• Coagulation (Poly aluminium chloride, Aluminium Sulphate)
• Chemical balance:
• Calcium hardness (calcium chloride)
• Total alkalinity (sodium bicarbonate)
4.2 **Hazards**
• Caustic/corrosive causing burns to skin/eyes/clothes
• Risk of mixing leading to:
• Chlorine gas production
• Explosion
• Fire
• Damage to environment (Spillage to drain. Gas escape to atmosphere)
4.3 **Legal requirements and best practice guidelines**
• Observe hazchem signs
• Carry out PPE assessments
• Refer to suppliers Material Safety Data sheets

- Carry out COSHH assessments
- Limit access to hazchem stores
- Provide adequate supervision, instruction, information and training (HASAWA)

4.4 **How to store**, **handle** and **use**
- Never dose directly into pool (only through automatic dosing units)
- Separation of chemicals
- Never mix chemicals
- Add chemicals to water (not the other way round)
- Keep in original containers
- Store hazardous bulk liquids in bunded areas
- Store dry hazardous solids off ground
- Keep stores well ventilated & dry
- Clear all spillages and leaks safe and environmentally appropriate way
- Always where appropriate PPE (gloves, goggles, waterproof aprons, dust masks, wellingtons etc.)

Learning outcome
The learner will:
5. Be able to carry out routine (daily/weekly) maintenance procedures to swimming pool plant
Assessment criteria
The learner can:
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 achievement of daily/weekly maintenance procedures.

Unit 318 Address performance problems affecting team members

UAN:	J/503/0863
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	SkillsActive Operational Services NOS MSC D8 Help team members address problems affecting their performance
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit will ensure that learners are able to identify, discuss, resolve and record team members' performance problems.

Learning outcome
The learner will:
1. Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2. Be able to identify performance problems of team members
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
3.   Be able to discuss performance problems with team members
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
4.   Be able to set a course of action to deal with identified problems with team members
Assessment criteria
The learner can:
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

Unit 319 Promote learning and development in active leisure

UAN:	K/503/0869
Level:	4
Credit value:	5
GLH:	25
Relationship to NOS:	SkillsActive NOS 2010: A321 Provide learning opportunities for colleagues
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the competence that supervisors/team leaders require to help colleagues engage with and benefit from learning and development.

Learning outcome
The learner will:
1. Be able to encourage learning and development in an active leisure team
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2. Be able to assist team members identify their learning needs and styles
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
3. Be able to assist team members to plan and implement learning and development activities
Assessment criteria
The learner can:
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:
• learning activities to be undertaken
• the learning objectives to be achieved
• the required resources and timescales

Learning outcome
The learner will:
4. Be able to support team members in implementing learning opportunities
Assessment criteria
The learner can:
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 outcome
The learner will:
5. Be able to support team members in reviewing and updating learning and development plans
Assessment criteria
The learner can:
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:
• update their development plan in the light of performance,
• record learning activities undertaken
• agree any wider changes to team members' work activities

Learning outcome
The learner will:
6. Understand how to support learning and development for team members
Assessment criteria
The learner can:
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

Unit 320   Manage physical resources in active leisure

UAN:	D/503/0867
Level:	4
Credit value:	3
GLH:	15
Relationship to NOS:	SkillsActive NOS MSC E8 Manage physical resources
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

Learning outcome
The learner will:
1. Understand the importance of sustainability when using physical resources in active leisure

Assessment criteria
The learner can:
1.1   Explain the importance of using sustainable resources in active leisure
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

Learning outcome
The learner will:
2. Be able to identify physical resource requirements for own area of responsibility in active leisure

Assessment criteria
The learner can:
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

Learning outcome
The learner will:
3. Be able to obtain required resources for own area of responsibility
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
4. Be able to monitor and review the quality and usage of resources in own area of responsibility in active leisure
Assessment criteria
The learner can:
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

Unit 321　　Implement financial procedures in active leisure

UAN:	L/503/0864
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	SkillsActive NOS A21 Support the efficient use of resources
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the competence required to implement financial procedures in an active leisure context.

Learning outcome
The learner will:
1.　Be able to manage a budget in own area of responsibility
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2.　Be able to follow financial procedures for own area of responsibility
Assessment criteria
The learner can:
2.1　Follow organisational procedures for:
• cash handling and reconciliation
• ordering supplies and services
• payment authorisation and purchase ledger
• petty cash
• accounts and records

Unit 322 Plan, organise and evaluate active leisure services

UAN:	H/503/0862
Level:	3
Credit value:	2
GLH:	15
Relationship to NOS:	SkillsActive NOS B229 Plan and organise services
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the competence that the learner needs to plan and organise active leisure services.

Learning outcome
The learner will:
1. Be able to plan services and operations to meet requirements and expectations
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2. Be able to brief team members on planned operations and services
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
3. Be able to monitor and maintain services and operations

Assessment criteria
The learner can:
3.1 Monitor operations and services, identifying variations from plans and taking prompt corrective action
3.2 Identify and respond to incidents, accidents and emergencies following the emergency action plan
3.3 Make sure that equipment and facilities are checked following operations, and dealt with according to organisational and legal requirements
3.4 Evaluate operations for effectiveness and efficiency, noting and reporting any improvements for the future
3.5 Make sure that records of services and operations are accurate and up-to-date

Unit 323 Contribute to marketing in active leisure

UAN:	**F/503/0862**
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	SkillsActive NOS 2010: B232 Develop and implement marketing plans for own area of responsibility
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the competence required to develop and implement marketing plans in a sport and active leisure context.

Learning outcome
The learner will:
1. Be able to develop marketing plans for own area of responsibility
Assessment criteria
The learner can:
1.1 Identify and prioritise marketing objectives for own area of responsibility consistent with the organisation's overall business plan, culture, vision and values
1.2 Ensure marketing plans integrate with activities in other areas of the organisation
1.3 Obtain advice and support from marketing specialists and those providing marketing services, as necessary.
1.4 Identify the target markets for products and services
1.5 Develop strategies to achieve marketing objectives.
1.6 Develop plans and budgets to achieve marketing strategies

Learning outcome
The learner will:
2. Be able to implement marketing plans for own area of responsibility
Assessment criteria
The learner can:
2.1 Identify and access the resources and capabilities required for marketing plans.
2.2 Ensure that those implementing the marketing plan understand their individual responsibilities and are committed to achieving its objectives.

2.3	Exercise flexibility while implementing the marketing plan as agreed and within budget.
2.4	Monitor and report on the implementation and performance of the plan against milestones and budgets.
2.5	Take timely and appropriate action to address any significant variances in performance against the plan.
2.6	Evaluate the implementation of the marketing plan
2.7	Use the outcomes of evaluation to improve future marketing planning

Unit 324 Operate swimming pool plant

UAN:	M/503/0985
Level:	3
Credit value:	2
GLH:	10
Relationship to NOS:	SkillsActive NOS C25 Operate plant to maintain the quality of pool water
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the competence that the learner needs to operate swimming pool plant to maintain the quality of pool water.

Learning outcome
The learner will:
1. Be able to start up and shut down plant
Assessment criteria
The learner can:
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
1.3 Monitor the systems for faults and alarms
1.4 Take action to deal with any faults and alarms following written procedures
1.5 Follow the emergency action plan in the event of any emergencies
1.6 Follow the required record keeping procedures
1.7 Ensure plant operates within the recommended parameters and standards in accordance with nationally accepted guidelines and local written procedures
1.8 Follow all relevant legislation and other safety requirements at all times

Learning outcome
The learner will:
2. Be able to maintain plant in working order
Assessment criteria
The learner can:
2.1 Carry out tests, visual and audible checks and routine maintenance according to the prescribed maintenance schedule and log sheet requirements

2.2	Identify any items which need repair and report these to the responsible colleague
2.3	Take appropriate action when the normal operating procedures are not being met
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
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

Learning outcome
The learner will:
3. Be able to ensure the quality of water
Assessment criteria
The learner can:
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:
• faecal
• diarrhoeal
• vomit
• blood
• microbiological
3.4 Follow the required record keeping procedures
3.5 Follow all relevant legislation and other safety requirements at all times

Unit 325 Sell active leisure services and products to customers

UAN:	D/503/0870
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	SkillsActive NOS: B230 Sell products or services face to face
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the competence required to sell active leisure services to customers.

Learning outcome
The learner will:
1.   Be able to generate sales appointments
Assessment criteria
The learner can:
1.1   Follow an active leisure organisation's procedures to identify sales leads
1.2   Follow an active leisure organisation's procedures to make effective contact with potential customers

Learning outcome
The learner will:
2.   Be able to prepare for a sales meeting with active leisure customers
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
3. Be able to establish an effective relationship with active leisure customers
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
4. Be able to identify active leisure customers' needs and expectations
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
5. Be able to match active leisure services to customer needs and expectations
Assessment criteria
The learner can:
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 outcome
The learner will:
6. Be able to progress a sale with active leisure customers
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
7.   Be able to deal with sales objections from active leisure customers
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
8.   Be able to close a sale with active leisure customers
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
9.   Be able to follow up unsuccessful sales
Assessment criteria
The learner can:
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

Unit 326   Contribute to the prevention and management of abusive and aggressive behaviour

UAN:	T/601/1168
Level:	3
Credit value:	4
GLH:	20
Relationship to NOS:	SkillsActive NOS
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to contribute to the prevention and management of abusive and aggressive behaviour.

Learning outcome
The learner will:
1. Know and understand how to prevent and manage abusive and aggressive behaviour
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2. Know and understand the forms, causes and effects of abusive and aggressive behaviour
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
3. Be able to deal with incidents of abusive and aggressive behaviour
Assessment criteria
The learner can:
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
3.4 Record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure

Learning outcome
The learner will:
4. Be able to contribute to minimising the risk of abusive and aggressive behaviour
Assessment criteria
The learner can:
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

Unit 326   Contribute to the prevention and management of abusive and aggressive behaviour

Supporting information

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website:

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 3 NVQ Diploma in Outdoor Programmes:
  www.skillsactive.com/common-unit-qualifications

Learning Outcomes 1, 2, 4 and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is contributing to the prevention and management of abusive and aggressive behaviour.

Unit 327 Develop productive working relationships with colleagues

UAN:	K/502/8426
Level:	3
Credit value:	4
GLH:	16
Relationship to NOS:	SkillsActive NOS:
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit assesses the knowledge and competence required to develop productive working relationships with colleagues.

Learning outcome
The learner will:
1. Understand how to establish and maintain working relationships with colleagues
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
2. Be able to establish and maintain working relationships with colleagues
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
3. Understand how to improve performance with colleagues
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
4. Be able to improve performance with colleagues
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
5. Understand how to communicate with colleagues
Assessment criteria
The learner can:
5.1 Outline the principles of effective communication
5.2 Describe how to apply the principles of effective communication when working with colleagues
5.3 Outline the importance of exchanging information and resources with colleagues

Learning outcome
The learner will:
6. Understand the sector in which they work with colleagues
Assessment criteria
The learner can:
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

Learning outcome
The learner will:
7. Understand the context in which they work with colleagues
Assessment criteria
The learner can:
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 outcome
The learner will:
8. Be able to work with colleagues
Assessment criteria
The learner can:
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

Unit 328   Supervise the maintenance of equipment and facilities active leisure

UAN:	K/503/0872
Level:	3
Credit value:	5
GLH:	25
Relationship to NOS:	SkillsActive NOS C19 Supervise the maintenance of equipment and facilities
Endorsement by a sector or regulatory body:	This unit is endorsed by SkillsActive
Aim:	This unit covers the knowledge and competence that the learner needs to supervise the maintenance of equipment and facilities.

Learning outcome
The learner will:
1.   Be able to supervise the maintenance of facilities and equipment in own area of responsibility
Assessment criteria
The learner can:
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 outcome
The learner will:
2. Be able to supervise repairs and improvements to facilities and equipment
Assessment criteria
The learner can:
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

Appendix 1   Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 2   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual – Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for GOLA/e-volve assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: **learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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