



YMCA Level 3 Certificate in Leisure Management (600/5163/2)

Qualification Specification



YMCA Awards

112 Great Russell Street
London
WC1B 3NQ

020 7343 1800

www.ymcaawards.co.uk

Level 3 Certificate in Leisure Management

Qualification Specification

Qualification number: 600/5163/2

Operational start date: 1 May 2012

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether taking their first steps into fitness or simply wishing to boost their skills. Our high-quality resources and assessment materials have been created by leading industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- CCEA (Council for the Curriculum, Examinations and Assessment)
- QW (Qualifications Wales).

Qualification aim

The aim of this qualification is to provide the knowledge and skills needed to prepare a learner for employment as a first line manager in the active leisure sector, including the daily operation of a sport and recreation facility, dealing with staff performance and how to ensure the well-being and safety of customers.

Overview of knowledge, skills and understanding

Learners will cover:

- Understanding the active leisure sector
- Health, safety and welfare
- Leading a team
- Promoting customer care
- Understanding employment rights and responsibilities
- Financial procedures
- Delivering objectives through the work of an active leisure team
- Supervising facility maintenance
- Marketing services and products to customers
- Operating swimming pool plant.

Target group and age range

This qualification is aimed at a range of learners aged 16 and over.

Qualification structure

To achieve the YMCA Level 3 Certificate in Leisure Management learners must achieve a minimum of 18 credits. Learners must achieve the 6 mandatory units (16 credits), and a minimum of 2 credits from the optional units.

Mandatory units

Unit reference number	Unit title	Level	Credit
F/503/0778	Understanding how to lead a team in active leisure	3	3
K/503/0774	Promoting customer care in active leisure	3	3
A/503/0780	Understanding how to manage health, safety and welfare in active leisure	3	3
F/600/1758	Understanding the Active Leisure and Learning Sector	3	3
J/600/0840	Understanding Employment Rights and Responsibilities	2	2
J/503/0782	Continuing professional development in active leisure	3	2

Optional units

Unit reference number	Unit title	Level	Credit
T/503/0776	Understanding financial procedures in active leisure	3	3
A/503/0777	Understanding how to deliver objectives through the work of an active leisure team	3	2
Y/503/0771	Understanding how to supervise facility maintenance in active leisure	3	2
D/503/0772	Marketing in active leisure	3	6
L/503/0783	Understanding how to sell services and products to customers in active leisure	3	4
T/503/0776	Operating swimming pool plant	3	4

The Total Qualification Time (TQT) for this qualification is 180. The Guided Learning Hours (GLH) assigned are 111 minimum.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- e-Learning with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)

- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- e-Learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no entry requirements for this qualification.

Opportunities for progression

Future employment possibilities

This qualification can lead to employment in a management/supervisory role within the active leisure sector.

Progression to further/higher level learning

This qualification provides progression to:

- Advanced level apprenticeships in leisure management
- Level 3 NVQ Diploma in Leisure Management
- Level 4 and 5 qualifications in Management and Leadership.

Mapping to standards

This qualification maps to a number of national occupational standards including:

- Provide leadership in Sport and Leisure SKAOP14
- Manage health, safety, security and welfare in Sport and Leisure SKAC240
- Manage finance in your area of responsibility SKAA29
- Lead and manage the service provision that promotes the well-being of individuals SCDLMCB2
- Plan, market and sell services in Active Leisure SKAEF18
- Operate plant to maintain the quality of pool water SKAC25L.

For more information please see www.ukstandards.org.uk.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website:

www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for the Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquires and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real-work environment. Where a real-work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion etc. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures www.ymcaawards.co.uk/centres/centre-guidance.

The YMCA Level 3 Certificate in Leisure Management is assessed through internal assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record (LAR) is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link:

www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards LAR is not used to evidence internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of Prior Learning (RPL)
- Summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods see the suggested example in the 'Qualification content' section of this specification.

External assessment

There is no external assessment for this qualification.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement(s) regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

Understanding how to lead a team in active leisure (F/503/0778)

Unit aim

This unit provides learners with knowledge of how to lead a team when working in the active leisure sector.

Unit content

The learner will:

1. Understand the team leadership role in active leisure

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

The learner will:

2. Understand the role of emotions and behaviours when leading a team in active leisure

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 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

The learner will:

3. Understand the value of diversity within a team

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

The learner will:

4. Understand the role of communication when leading a team in active leisure

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

The learner will:

5. Understand the role of motivating others when leading a team in active leisure

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

The learner will:

6. Understand how to provide team members with a sense of direction and common purpose

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

Assessment
specification

Worksheet

Promoting customer care in active leisure (K/503/0774)

Unit aim

This unit provides the learner with the knowledge and skills needed to promote customer care within the active leisure sector.

Unit content

The learner will:

1. Understand customer care in active leisure

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

The learner will:

2. Understand how to respond to customer problems in active leisure

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

The learner will:

3. Understand the role of monitoring and evaluation in relation to customer care

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

The learner will:

4. Be able to show how an active leisure organisation can deliver and improve customer care

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

Assessment
specification

Worksheet, project/task

Understanding how to manage health, safety and welfare in active leisure (A/503/0780)

Unit aim

This unit provides the learner with the knowledge and understanding needed to manage health, safety and welfare in active leisure.

Unit content

The learner will:

1. Understand the requirements for health, safety, welfare and security in active leisure

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 organisations develop policies and procedures to maintain health and safety of customers and staff

The learner will:

2. Understand how to manage health and safety risks in an active leisure environment

The learner can:

2.1 Explain the principles of risk assessment

2.2 Summarise a range of health and safety hazards that may occur in an active leisure environment

2.3 Explain how to ensure that health and safety hazards are identified in an active leisure environment

2.4 Explain how to determine levels of acceptable risk

2.5 Demonstrate how to assess a range of risks in an active leisure environment and establish and maintain measures to manage these to acceptable levels

2.6 Explain why it is important to seek advice when there is uncertainty about assessing and managing risk and where to seek such advice

2.7 Describe how to promote health and safety to staff and customers in an active leisure environment and use their feedback to improve health and safety procedures

The learner will:

3. Understand how to manage health and safety emergencies and other incidents in an active leisure environment

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

The learner will:

4. Understand the requirements for safeguarding children and vulnerable adults

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

The learner will:

5. Understand how to manage the safeguarding of children and vulnerable adults

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

Assessment
specification

Worksheet, task

Understanding the Active Leisure and Learning Sector (F/600/1758)

Unit aim

This unit provides the learner with knowledge of their employment rights and responsibilities within the active leisure sector.

Unit content

The learner will:

1. Understand the key features of the Active Leisure and Learning sector

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 subsectors within the Active Leisure and Learning sector

The learner will:

2. Understand the key features of the Active Leisure and Learning subsector in which they work

The learner can:

- 2.1 Describe the composition of their subsector in terms of public, private and voluntary organisations
- 2.2 Analyse the size of their subsector in terms of employment and participation
- 2.3 Interpret the economic and social value of their subsector
- 2.4 Explain factors causing change in their subsector
- 2.5 Explain the essential principles, values or codes of practice in their subsector
- 2.6 Describe the roles of key organisations in their sector, including any representative and regulatory bodies, trade unions and trade associations
- 2.7 Explain the links their subsector has with other industries

The learner will:

3. Understand employment and career opportunities in the Active Leisure and Learning subsector in which they work

The learner can:

3.1 Identify sources of information on career progression, training and education

3.2 Describe the main job roles within their subsector

3.3 Describe potential career pathways in their subsector

3.4 Identify what is required to progress in their subsector in terms of qualifications, skills and knowledge, experience and personal qualities

3.5 Explain how skills and knowledge acquired in their subsector could relate to job opportunities elsewhere

Assessment
specification

Research project

Understanding Employment Rights and Responsibilities (J/600/0840)

Unit aim

This unit provides the learner with an understanding of the active leisure and learning sector together with the potential employment and career opportunities it contains.

Unit content

The learner will:

1. Know their employment rights and responsibilities under the law

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

The learner will:

2. Understand documents relevant to their employment

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

The learner will:

3. Know key employment procedures at work

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

Assessment
specification

Worksheet

Continuing professional development in active leisure (J/503/0782)

Unit aim

This unit provides the learner with the knowledge and understanding needed to establish the importance of continuing professional development within active leisure.

Unit content

The learner will:

1. Understand continuing professional development and its importance in active leisure

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

The learner will:

2. Understand how to take part in continuing professional development

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

The learner will:

3. Be able to take part in continuing professional development

The learner can:

3.1 Evaluate own strengths and weaknesses in a role using evidence of own performance

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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

Assessment
specification

Worksheet, task sheet

Understanding financial procedures in active leisure (T/503/0776)

Unit aim

This unit provides the learner with the knowledge and understanding needed to establish the importance of continuing professional development within active leisure.

Unit content

The learner will:

1. Understand an active leisure organisation's business objectives

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

The learner will:

2. Understand budgeted operational plans in an active leisure organisation

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

The learner will:

3. Understand financial procedures used in active leisure

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

Assessment
specification

Worksheet

Understanding how to deliver objectives through the work of an active leisure team (A/503/0777)

Unit aim

This unit provides the learner with the knowledge and understanding needed when planning, allocating, monitoring and giving feedback as part of an active leisure team.

Unit content

The learner will:

1. Understand how to plan and delegate work for a team in active leisure

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

The learner will:

2. Understand how to brief a team in active leisure

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

The learner will:

3. Understand how to monitor team members' work

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

The learner will:

4. Understand how to support an active leisure team in its work

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

The learner will:

5. Understand how to help team members improve their work

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

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

Assessment
specification

Worksheet

Marketing in active leisure (D/503/0772)

Unit aim

This unit provides the learner with the knowledge and understanding needed to supervise facility maintenance in active leisure.

Unit content

The learner will:

1. Understand marketing in the context of active leisure

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

The learner will:

2. Understand marketing methods in the context of active leisure

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

The learner will:

3. Be able to develop a draft marketing plan for active leisure services/products

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

Assessment
specification

Worksheet, assignment

Understanding how to sell services and products to customers in active leisure (L/503/0783)

Unit aim

This unit provides the learner with the knowledge and understanding needed to sell services and products to customers in active leisure.

Unit content

The learner will:

1. Understand sales in the context of active leisure

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

The learner will:

2. Understand how to sell active leisure services and products

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

Operating swimming pool plant (F/503/0988)

Unit aim

This unit provides the learner with the knowledge and understanding needed to operate and maintain a swimming pool plant within an active leisure organisation.

Unit content

The learner will:

1. Understand the systems used to maintain the quality of swimming pool water

The learner can:

1.1 Describe the systems used in swimming pools for:

- circulation
- filtration
- disinfection
- heating
- coagulation
- pressure
- measuring
- control
- chemical balance

The learner will:

2. Understand how to monitor and maintain swimming pool plant

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

The learner will:

3. Understand how to maintain the quality of swimming pool water

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

The learner will:

4. Understand how to work safely with the chemicals used in swimming pool plant operations

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

The learner will:

5. Be able to carry out routine (daily/weekly) maintenance procedures to swimming pool plant

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 the achievement daily/weekly maintenance procedures

Assessment specification

This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Learning outcomes 1- 4 can be assessed by:

- oral and written questions

•projects and assignments

Learning outcome 5 must be assessed by practical activities involving real swimming pool plant.



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112 Great Russell Street, London, WC1B 3NQ | T +44 (0)20 7343 1800 | F +44 (0)84 3221 1549 |
E awards.info@ymca.co.uk | W ymcaawards.co.uk

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