

YMCA Level 3 NVQ Diploma in Leisure Management (600/1911/6)

Qualification Specification



YMCA Awards

112 Great Russell Street
London
WC1B 3NQ

020 7343 1800

www.ymcaawards.co.uk

Level 3 NVQ Diploma in Leisure Management

Qualification Specification

Qualification number: 600/1911/6

Operational start date: 1 June 2011

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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

This qualification is designed to provide learners with the knowledge and skills needed to manage the day-to-day operation of a sport and recreation facility.

Overview of knowledge, skills and understanding

Learners will cover:

- How to manage health, safety and welfare in active leisure.
- How to set objectives and provide support for an active leisure team.
- How to improve the customer experience in active leisure.
- Understand the active leisure learning sector.
- How to market in active leisure.
- How to supervise the maintenance of equipment and facilities in active leisure.
- How to operate a swimming pool plant.
- Understand financial procedures in active leisure.

Target group and age range

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

Qualification structure

This qualification comprises 11 mandatory units and 17 optional units. To achieve the YMCA Level 3 NVQ Diploma in Leisure Management, learners must achieve all 11 mandatory units (worth 34 credits) plus a minimum of 2 credits from Group A optional units and a minimum of 5 credits from Group B optional units.

Mandatory units

Unit reference number	Unit title	Level	Credit
A/503/0780	Understanding how to manage health, safety and welfare in active leisure	3	3
F/503/0778	Understanding how to lead a team in active leisure	3	3
H/503/0871	Set objectives and provide support for an active leisure team	3	5
J/503/0782	Continuing professional development in active leisure	3	2
K/503/0774	Promoting customer care in active leisure	3	3
M/503/0873	Ensure the health, safety, welfare and security of customers and staff in an active leisure environment	3	3
R/503/0865	Improve the customer's experience in active leisure	3	3
R/600/1764	Understanding the Employing Organisation	3	3
Y/503/0866	Manage own professional development within an active leisure organisation	3	4
F/600/1758	Understanding the Active Leisure and Learning Sector	3	3
J/600/0840	Understanding Employment Rights and Responsibilities	2	2

Group A optional units

Unit reference number	Unit title	Level	Credit
T/503/0776	Understanding financial procedures in active leisure	3	3
Y/503/0771	Understanding how to supervise facility maintenance in active leisure	3	2
A/503/0777	Understand how to deliver objectives through the work of an active leisure team	3	2
D/503/0772	Marketing in active leisure	3	6
F/503/0988	Operating swimming pool plant	3	4
L/503/0783	Understanding how to sell services and products to customers in active leisure	3	4

Group B optional units

Unit reference number	Unit title	Level	Credit
J/503/0863	Address performance problems affecting team members	3	3
K/503/0869	Promote learning and development in active leisure	4	5
D/503/0867	Manage physical resources in active leisure	4	3
H/503/0868	Plan, organise and evaluate active leisure services	3	2
K/502/8426	Develop productive working relationships with colleagues	3	4
K/503/0872	Supervise the maintenance of equipment and facilities in active leisure	3	5
D/503/0870	Sell active leisure services and products to customers	3	3
F/503/0862	Contribute to marketing in active leisure	3	3
M/503/0985	Operate swimming pool plant	3	2
L/503/0864	Implement financial procedures in active leisure	3	3
T/601/1168	Contribute to the prevention and management of abusive and aggressive behaviour	3	4

The Total Qualification Time (TQT) for this qualification is 410. The Guided Learning Hours (GLH) assigned are 234 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

None, however, learners require access to clients and the appropriate facilities within a work environment.

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 4 and 5 qualifications in Management and Leadership.

Mapping to standards

This qualification's units link to a number of National Occupational Standards including the following:

- A52 Support the work of your team and organisation
- C22 Promote health, safety and welfare in active leisure and recreation
- D214 Support equality and diversity in active leisure and recreation
- C32 Give customers a positive impression of yourself and your organisation
- C12 Set up, take down and store activity equipment
- C16 Check and service activity equipment
- C23 Clean and tidy facility areas
- C261 Deal with substances hazardous to health
- C25 Operate plant to maintain the quality of pool water
- C34 Resolve customer service problems
- A316 Support other team members in their work.

For further information on links to standards, 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, see: www.ymcaawards.co.uk/centres/centre-guidance.

The YMCA Awards Level 3 NVQ Diploma 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.

There is e-learning available to support learners with employment awareness content. For more information follow this link: www.ymcaawards.co.uk/resources/elearning.

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

Unit aim

This unit covers the knowledge and competence that the learner needs to understand how 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

Oral and written questions, projects and assignments

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

Unit aim

This unit covers the knowledge and competence that the learner needs to lead a team in active leisure.

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

Oral and written questions, projects and assignments

Set objectives and provide support for an active leisure team (H/503/0871)

Unit aim

This unit covers the knowledge and competence that the learner needs to set objectives and provide support for an active leisure team.

Unit content

The learner will:

1. Be able to brief an active leisure team on its objectives

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

The learner will:

2. Be able to plan work with an active leisure team

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

The learner will:

3. Be able to support an active leisure team in its work

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

The learner will:

4. Be able to monitor and evaluate progress and achievements

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

Assessment
specification

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

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

Unit aim

This unit covers the knowledge and competence that the learner needs to continue professional development in 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
- 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

Learning outcomes 1 and 2 can be assessed by oral and written questions and projects and assignments. Learning outcome 3 should be assessed by practical activities that allow the learner to demonstrate their skills in continuing professional development. Realistic simulations are acceptable.

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

Unit aim

This unit covers the knowledge and competence that the learner needs to promote customer care in active leisure.

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

Learning outcomes 1 to 3 can be assessed by oral and written questions and projects and assignments. Learning outcome 4 should be assessed by practical projects that allow the learner to apply their understanding of customer care in an active leisure organisation.

Ensure the health, safety, welfare and security of customers and staff in an active leisure environment (M/503/0873)

Unit aim

This unit covers the knowledge and competence that the learner needs to ensure the health, safety, welfare and security of customers and staff in an active leisure environment.

Unit content

The learner will:

1. Be able to identify hazards in an active leisure environment

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

The learner will:

2. Be able to assess risks to health and safety in an active leisure environment

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

2.3 Report any unacceptable risks according to legal and organisational requirements

2.4 Continue to monitor for new hazards and assess their risks on an ongoing basis

The learner will:

3. Be able to maintain normal and emergency operating procedures in an active leisure environment

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

The learner will:

4. Be able to maintain procedures for safeguarding children and vulnerable adults

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

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.
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Improve the customer's experience in active leisure (R/503/0865)

Unit aim

This unit covers the knowledge and competence that the learner needs to improve the customer's experience in active leisure.

Unit content

The learner will:

1. Be able to co-ordinate customer service improvements in an active leisure environment

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

The learner will:

2. Be able to improve own customer service performance in active leisure

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

The learner will:

3. Be able to monitor team performance when improving customer service

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

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.

Understanding the Employing Organisation (R/600/1764)

Unit aim

This unit covers the knowledge and competence that the learner needs to understand the employing organisation.

Unit content

The learner will:

1. Understand the structure of their organisation

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

The learner will:

2. Understand key aims and objectives of their organisation

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

The learner will:

3. Understand their own contribution to their organisation's key aims and objectives

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

The learner will:

4. Understand the opportunities for entry, professional development and progression within their organisation

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

Assessment
specification

Professional discussion, questions requiring written answers, projects/assignments

Manage own professional development within an active leisure organisation (Y/503/0866)

Unit aim

This unit covers the knowledge and competence that the learner needs to manage their own professional development within an active leisure organisation.

Unit content

The learner will:

1. Be able to assess own career goals and personal development in active leisure

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

The learner will:

2. Be able to set personal work objectives in an active leisure job role

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

The learner will:

3. Be able to produce a personal development plan in an active leisure job role

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

The learner will:

4. Be able to implement and monitor own personal development plan in an active leisure job role

The learner can:

4.1 Implement activities identified in own development plan

4.2 Analyse contribution of activities to goals and personal development

The learner will:

5. Be able to update personal development plan

The learner can:

5.1 Review own personal development plan

5.2 Revise own personal development plan

Assessment
specification

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

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

Unit aim

This unit covers the knowledge and competence that the learner needs to understand financial procedures in active leisure.

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

Questions requiring written answers, projects/assignments

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

Unit aim

This unit covers the knowledge and competence that the learner needs to understand employment rights and responsibilities.

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

Oral questions and answers, questions requiring written answers, projects/assignments

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

Unit aim

This unit covers the knowledge and competence that the learner needs to understand to deliver objectives through the work 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

Marketing in active leisure (D/503/0772)

Unit aim

This unit covers the knowledge and competence that the learner needs to understand marketing 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

Learning outcomes 1 and 2 can be assessed by:

- oral and written questions
- projects and assignments.

Learning outcome 3 should be assessed by a practical project.

Operating swimming pool plant (F/503/0988)

Unit aim

This unit covers the knowledge and competence that the learner needs to understand to operate a swimming pool plant

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

Learning outcomes 1 to 4 can be assessed by:

- oral and written questions
- projects and assignments.

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

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

Unit aim

This unit covers the knowledge and competence that the learner needs 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

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2.8 Describe the process of closing a sale

Assessment
specification

Learning outcomes 1 and 2 can be assessed by:

- oral and written questions
- projects and assignments.

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

Unit aim

This unit covers the knowledge and competence that the learner needs to understand financial procedures in 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	Learning outcomes 1 to 3 can be assessed by: <ul style="list-style-type: none">• oral and written questions• projects and assignments.
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Understanding how to supervise facility maintenance in active leisure (Y/503/0771)

Unit aim

This unit covers the knowledge and competence that the learner needs to understand how to supervise facility maintenance in active leisure.

Unit content

The learner will:

1. Understand facility maintenance in active leisure

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

The learner will:

2. Understand how to ensure active leisure facilities and equipment are maintained to appropriate standards

The learner can:

2.1 Explain why it is important to 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

The learner will:

3. Understand how to supervise the repair and improvement of active leisure facilities and equipment

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

Assessment specification

Learning outcomes 1 to 3 can be assessed by:

- oral and written questions
- projects and assignments.

Sell active leisure services and products to customers (D/503/0870)

Unit aim

This unit covers the knowledge and competence that the learner needs to sell active leisure services and products to customers.

Unit content

The learner will:

1. Be able to generate sales appointments

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

The learner will:

2. Be able to prepare for a sales meeting with active leisure customers

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

The learner will:

3. Be able to establish an effective relationship with active leisure customers

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

The learner will:

4. Be able to identify active leisure customers' needs and expectations

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

The learner will:

5. Be able to match active leisure services to customer needs and expectations

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

The learner will:

6. Be able to progress a sale with active leisure customers

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

The learner will:

7. Be able to deal with sales objections from active leisure customers

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

The learner will:

8. Be able to close a sale with active leisure customers

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

The learner will:

9. Be able to follow up unsuccessful sales

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

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.

Contribute to marketing in active leisure (F/503/0862)

Unit aim

This unit covers the knowledge and competence that the learner needs to contribute to marketing in active leisure.

Unit content

The learner will:

1. Be able to develop marketing plans for own area of responsibility

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

The learner will:

2. Be able to implement marketing plans for own area of responsibility

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

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.

Plan, organise and evaluate active leisure services (H/503/0868)

Unit aim

This unit covers the knowledge and competence that the learner needs to plan, organise and evaluate active leisure services.

Unit content

The learner will:

1. Be able to plan services and operations to meet requirements and expectations

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

The learner will:

2. Be able to brief team members on planned operations and services

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

The learner will:

3. Be able to monitor and maintain services and operations

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

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.

Address performance problems affecting team members (J/503/0863)

Unit aim

This unit covers the knowledge and competence that the learner needs to address performance problems affecting team members.

Unit content

The learner will:

1. Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance

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

The learner will:

2. Be able to identify performance problems of team members

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

The learner will:

3. Be able to discuss performance problems with team members

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

The learner will:

4. Be able to set a course of action to deal with identified problems with team members

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

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.

Operate swimming pool plant (M/503/0985)

Unit aim

This unit covers the knowledge and competence that the learner needs to operate a swimming pool plant.

Unit content

The learner will:

1. Be able to start up and shut down plant

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

The learner will:

2. Be able to maintain plant in working order

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

The learner will:

3 Be able to ensure the quality of water

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

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.

Implement financial procedures in active leisure (L/503/0864)

Unit aim

This unit covers the knowledge and competence that the learner needs to implement financial procedures in active leisure.

Unit content

The learner will:

1. Be able to manage a budget in own area of responsibility

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

The learner will:

2. Be able to follow financial procedures for own area of responsibility

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

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.

Manage physical resources in active leisure (D/503/0867)

Unit aim

This unit covers the knowledge and competence that the learner needs to manage physical resources in active leisure.

Unit content

The learner will:

1. Understand the importance of sustainability when using physical resources in active leisure

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

The learner will:

2. Be able to identify physical resource requirements for own area of responsibility in active leisure

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

The learner will:

3. Be able to obtain required resources for own area of responsibility

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

The learner will:

4. Be able to monitor and review the quality and usage of resources in own area of responsibility in active leisure

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

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.

Promote learning and development in active leisure (K/503/0869)

Unit aim

This unit covers the knowledge and competence that the learner needs to promote learning and development in active leisure.

Unit content

The learner will:

1. Be able to encourage learning and development in an active leisure team

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

The learner will:

2. Be able to assist team members identify their learning needs and styles

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

The learner will:

3. Be able to assist team members to plan and implement learning and development activities

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

The learner will:

4. Be able to support team members in implementing learning opportunities

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

The learner will:

5. Be able to support team members in reviewing and updating learning and development plans

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

The learner will:

6. Understand how to support learning and development for team members

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

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.

Develop productive working relationships with colleagues (K/502/8426)

Unit aim

This unit covers the knowledge and competence that the learner needs to develop productive working relationships with colleagues.

Unit content

The learner will:

1. Understand how to establish and maintain working relationships with colleagues

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

The learner will:

2. Be able to establish and maintain working relationships with colleagues

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

The learner will:

3. Understand how to improve performance with colleagues

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

The learner will:

4. Be able to improve performance with colleagues

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

The learner will:

5. Understand how to communicate with colleagues

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

The learner will:

6. Understand the sector in which they work with colleagues

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

The learner will:

7. Understand the context in which they work with colleagues

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

The learner will:

8. Be able to work with colleagues

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

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.

Supervise the maintenance of equipment and facilities in active leisure (K/503/0872)

Unit aim

This unit covers the knowledge and competence that the learner needs to supervise the maintenance of equipment and facilities in active leisure.

Unit content

The learner will:

1. Be able to supervise the maintenance of facilities and equipment in own area of responsibility

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

The learner will:

2. Be able to supervise repairs and improvements to facilities and equipment

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

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.

Contribute to the prevention and management of abusive and aggressive behaviour (T/601/1168)

Unit aim

This unit covers the knowledge and competence that the learner needs to contribute to the prevention and management of abusive and aggressive behaviour.

Unit content

The learner will:

1. Know and understand how to prevent and manage abusive and aggressive behaviour

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

The learner will:

2. Know and understand the forms, causes and effects of abusive and aggressive behaviour

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

The learner will:

3. Be able to deal with incidents of abusive and aggressive behaviour

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

The learner will:

4. Be able to contribute to minimising the risk of abusive and aggressive behaviour

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

Assessment
specification

Written/verbal questions, observation, products of work



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