

YMCA Level 3 Certificate in Leadership, Management and Customer Service in Sport and Active Leisure (603/4856/2)

Syllabus



YMCA Awards

112 Great Russell Street
London
WC1B 3NQ

020 7343 1800

www.ymcaawards.co.uk

YMCA Level 3 Certificate in Leadership, Management and Customer Service in Sport and Active Leisure

Syllabus

Qualification number: 603/4856/2

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YMCA Level 3 Certificate in Leadership, Management and Customer Service in Sport and Active Leisure
(603/4856/2) | Syllabus | Version 1
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Contents

Contents.....	5
Introduction	7
Qualification aim.....	7
Qualification structure.....	7
Total Qualification Time (TQT).....	7
Guided Learning Hours (GLH)	8
Pre-requisites.....	8
Tutor and assessor requirements	8
Syllabus information and supporting resources	8
Learner Assessment Record (LAR)	8
Units explained	9
Learning outcomes.....	9
Assessment criteria.....	9
Promoting customer care in active leisure (K/503/0774)	10
Unit aim.....	10
Unit content.....	10
Assessment specification	15
Assessment element 1: worksheet.....	15
Assessment element 2: project/task	15
Customer service in the sport and active leisure industry (T/615/7411).....	17
Unit aim.....	17
Unit content.....	17
Assessment specification	21
Assessment element 3: worksheet.....	21
Assessment element 4: observation.....	21
Principles of Leadership and Management (F/506/2596).....	22
Unit aim.....	22
Unit content.....	22
Assessment specification	31
Assessment element 5: worksheet.....	31

Introduction

Qualification aim

The aim of this qualification is to provide the individual with the knowledge and skills in Leadership, Management and Customer Service required when working within the Sport and Active Leisure Sector.

Qualification structure

This qualification is made up of 3 mandatory units.

Unit reference number	Unit title	Level	Credit
K/503/0774	Promoting customer care in active leisure	3	5
T/615/7411	Customer service in sport and active leisure industry	3	5
F/506/2596	Principles of leadership and management	3	8

The total credit value for this qualification is 14.

The total qualification time (TQT) for this qualification is 140.

The total guided learning hours (GLH) for this qualification are 94.

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:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- 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.

Pre-requisites

There are no formal entry requirements for candidates undertaking this qualification.

Tutor and assessor requirements

For tutor and assessor needs please go to the YMCA Awards website www.ymcaawards.co.uk

Syllabus information and supporting resources

This Syllabus has been created to reflect the knowledge, understanding and skills of the YMCA Level 3 Certificate in Leadership, Management and Customer Service in Sport and Active Leisure.

This Syllabus details the 3 units, learning outcomes and assessment criteria that make up this qualification, together with the relevant assessment strategies and evidence requirements.

This Syllabus does not include the assessment paperwork; this is included in the Learner Assessment Record (LAR), described below.

Learner Assessment Record (LAR)

This document is used by the learner and assessor to record evidence and assessment decisions. It includes all the assessment paperwork for the 3 units.

The LAR is available to approved centres to download from the YMCA Awards website, or it can be bought in hard copy.

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To order resources that support this qualification, email awards.resources@ymca.co.uk

Units explained

Units are the building blocks of some qualifications and can include the following:

Learning outcomes

These outcomes set out what a learner is expected to know, understand or be able to perform as the result of their learning. They are described in this Syllabus as 'The learner will...'

Assessment criteria

These specify the standard a learner is expected to meet to show that the learning outcomes of that unit have been achieved. They are described in this Syllabus as 'The learner can...'

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

Unit aim

This unit provides the learner with knowledge and skills required 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

Consistently meeting the customers' needs, wants and expectations, to help:

- repeat business from client
- referral.

1.2 Summarise the types of customers that active leisure organisations have and their expectations for customer care

Internal customers

- Colleagues
- Someone who works in another department but is dependent on you for specific services or supplies.

External customers

- Someone that receives or consumes products (goods or services) and may choose whether or not to use your organisation from which to source these.

Expectations include:

- professionalism
- subject competency
- manners
- attention to detail
- promptness
- friendliness

- honesty
- empathy.

1.3 Explain how active leisure organisations establish and maintain customer care standards

First impressions

- staff
- environment.

Communication

- reception skills
- telephone manner
- notice boards.

Standard of service

Monitored by:

- customer surveys/feedback
- internal observations/inspections
- secret shoppers.

1.4 Explain the importance of good team work in delivering customer care in an active leisure environment

- consistency
- customer knows what to expect.

1.5 Explain how to promote customer service to other active leisure staff

- regular staff meetings
- staff notice board
- internal memos/emails.

1.6 Explain the importance of active leisure staff building strong relationships with customers, to include:

- customer retention and satisfaction
- word of mouth referrals
- promote an open and pleasant atmosphere
- friendly reputation
- retention of staff.

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, to include:

- broken equipment
- wet floors
- lack of information
- insufficient equipment
- no hot water in changing rooms
- cancelled classes.

2.2 Explain the importance of responsiveness, empathy and good communications when dealing with customer problems

- customer expectations
- customer satisfaction.

2.3 Explain why active leisure organisations have complaints procedures

- provide staff guidelines
- dealing with issues in consistent manner
- prevention of legal issues
- minimising likelihood of problems escalating
- involving the correct member(s) of staff
- to learn and take actions to prevent repeat episodes.

2.4 Describe different approaches to complaints handling in active leisure organisations

- taking immediate corrective action
- written reply to acknowledge issue and regular updates on developments
- offering:
 - empathy and understanding
 - apologies
 - alternatives
 - refunds.

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

- targeting areas for improvement
- developing organisation's reputation
- ensure client expectations are being met
- checking that company standards are adequate and/or being met
- monitoring of performance of staff.

3.2 Describe different indicators and methods of monitoring customer satisfaction

- customer retention
- day to day interaction with customers
- customer complaints/suggestion box.

3.3 Explain how organisations can evaluate and make use of data on customer satisfaction, to include:

- opening hours
- timings of classes
- customer satisfaction levels with existing services/provisions
- determining any demand for additional services/provisions
- staff competences/skills/knowledge.

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

- different active leisure organisations and their company mission statements
- different methods used for customer research
- how to create and complete customer surveys.

4.2 Draft customer care standards for an aspect of an active leisure organisation's operations

Different aspects to include:

- classes
- reception
- equipment
- staff
- changing rooms
- hospitality.

Examples of customer care standards for a typical fitness club / active leisure centre

How to create customer care standards for a typical fitness club / active leisure centre

4.3 Draft customer care procedures for an aspect of an active leisure organisation's operations

See AC 4.2

4.4 Design a complaints procedure for an active leisure organisation

Different active leisure organisations and their complaints procedures

How to create a complaints procedure to include:

- Listening sympathetically to establish the details of the complaint
- Recording the details together with relevant material, such as a sales receipt or damaged goods
- Offering rectification - whether by repair, replacement or refund
- Appropriate follow-up action, such as a letter of apology or a phone call to make sure that the problem has been made good.

4.5 Research and evaluate customer satisfaction in relation to an aspect of an active leisure organisation's operations

See AC 4.2

4.6 Propose ways in which customer satisfaction with an aspect of an active leisure organisation's operations could be improved

Assessment specification

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

Assessment element 1: worksheet

Learners are required to complete a worksheet on 'Promoting customer care in active leisure'. This can be completed as part of a course or as part of summative assessment.

Learners must provide evidence that they possess all the necessary knowledge and understanding to satisfy the requirements for:

- Learning outcomes 1 to 3: all assessment criteria.

If they fail to provide sufficient evidence through completion of the worksheet, supplementary questions will need to be asked by the assessor to confirm competence, or otherwise.

All supplementary questions and answers must be recorded.

The worksheet:

- must be the learner's sole work and group completion is not permitted
- may be completed over a period of time
- may be completed away from the centre (ie, as a homework task)
- may be marked by the course tutor or an independent assessor.

Assessment element 2: project/task

Learners are required to complete the 'Promoting customer care in active leisure' project / task fully, using either:

- their current active leisure organisation or
- a local active leisure organisation.

This can be completed as part of a course or as part of summative assessment.

Learners must provide evidence that they possess all the skills necessary to demonstrate the requirements of:

- Learning outcome 4: all assessment criteria.

If they fail to provide sufficient evidence through completion of the project, supplementary questions will need to be asked by the assessor to confirm competence.

All supplementary questions and answers must be recorded.

The project/task:

- must be the learner's sole work and group completion is not permitted
- may be completed over a period of time
- may be completed away from the centre (ie, as a homework task)
- may be marked by the course tutor or an independent assessor.

Customer service in the sport and active leisure industry (T/615/7411)

Unit aim

This unit explores the principles of customer service and its role within the sport and active leisure industry.

Unit content

The learner will:

1. Understand the principles and benefits of providing good customer service in sport and active leisure

The learner can:

1.1 Describe characteristics of good customer service

- Professional attitudes, behaviours and conduct.
- Respect equality and diversity.
- Assertive communication.
- Polite and respectful language.
- Positive first impressions – smile, friendly, helpful, approachable, say ‘hello’, meet and greet, respond to requests.
- Personal presentation – hygiene, clothing, footwear, use of name badges and uniform, long hair tied back, no excess jewellery, make up, perfume, Tattoos covered, facial hair well groomed.
- Relevant policies and procedures for dealing with customers (e.g. equality, health and safety, safeguarding, complaints etc.).

1.2 Describe soft skills that support good customer service

- Active listening – listening to customers needs
- Open questions – What, where, why, who, how etc. To gather further information.
- Summarising statement to repeat back information heard and check understanding
- Posture – open and upright
- Facial expressions – neutral (when listening) or smiling to greet customers
- Maintain eye contact.

1.3 Describe the importance of personal presentation in the sport and active leisure industry

- First impressions often based on personal presentation
- First impressions are often lasting impressions
- May not get a second chance to make a positive impression
- Reputation of self and organisation based on impression made.

1.4 Describe benefits of customer service in the sport and active leisure industry

- Satisfied internal and external customers
- Improved staff retention and workplace relations
- Improved member or customer retention
- Positive responses from customers, e.g. recommendations and referrals, word-of mouth promotion, positive messages on social media
- Organisation reputation improved.

1.5 Identify internal and external customers in the sport and active leisure industry

- Internal customers are other people who work in the organisation and may include managers, staff in other departments, staff in the same department, full-time, part-time and contract staff.
- External customers are people who pay to use a service or product and people making enquiries about using a service. External customers may also be those providing services (e.g. contract workers, delivery staff).
- Customer diversity: age, gender, religion, ethnicity, disability, sexual orientation, beliefs etc.

The learner will:

2. Be able to provide good customer service in sport and active leisure

The learner can:

2.1 Respond to customer requests

- Requests for information about a service (e.g. time, location, suitability for specific needs, making a booking, cost etc).
- Request for information about a product (e.g. cost, experience of other users etc.).
- Requests by: Telephone, email, letter and face-to-face.
- Respond by: Using appropriate soft skills, gathering information, providing information using appropriate method of communication (written, telephone, email, face-to-face).

2.2 Tailor customer service to different types of customers

- Different types of customers may include: Blind or partial sighted; deaf or partial hearing; physical disabilities; language differences; age (e.g. older adults or children); customers may be happy, sad, angry, anxious etc; customers with other protected characteristics.
- Skills to tailor may include: Body language, eye contact, facial expressions, voice intonation, language used to meet specific need; writing skills; use of posters, displays to promote inclusion rather than exclusion etc.

2.3 Manage customer complaints appropriately

- Use assertive communication
- Show empathy and positive regard
- Not take complaints personally
- Apologise on behalf of organisation
- Follow complaints procedure
- Deal with complaints within own responsibilities and role boundaries
- Use of problem-solving skills (solution focused)
- Know when and how to refer to others (e.g. managing customers when complaints outside of role).

2.4 Describe the role of the individual when delivering customer service

- meet customer expectations
- respond to customer requests
- build positive customer relationships
- customer satisfaction – going the ‘extra’ mile.

2.5 Describe how to identify customer needs and expectations

- Awareness of different types of customers (see AC 2.2)
- Get to know customers – speak to them, listen to them
- Ask them about their needs and expectations – use of face-to-face communication, surveys, feedback forms, questionnaires etc.
- Listen and observe (e.g. be aware of their body language and facial expressions and voice tone)
- Use of empathy (put self in their position).

2.6 Explain the importance of anticipating and responding to varying customers' needs and expectations

- Awareness of different types of customer (see AC 2.2)
- Awareness of customer requests (see AC 2.1)
- To respond appropriately and effectively
- To meet and exceed customer expectations.

2.7 Identify specific characteristics to use when communicating in different situations with customers

- Different situations – face-to-face, telephone, email.
- Written communication – correct address of customer (e.g. Dear Mrs or Mr or use name if customer is known), correct spelling and grammar etc.
- Telephone and face-to-face communication – clear, concise, polite language etc.

2.8 Identify complaint handling procedures

- Policies and procedures available via staff intranet or in staff handbook (see AC 2.3)
- Know where to access information
- Be able to follow procedures.

2.9 Describe the importance of dealing with complaints in a positive manner

- Customer feels heard and valued
- Improved customer satisfaction and relations
- Organisation procedures followed
- Customers treated fairly and with respect
- Positive action is more likely to lead to positive outcome.

Assessment specification

Customer service in the sport and active leisure industry (T/615/7411)

Assessment element 3: worksheet

Learners are required to complete a worksheet on 'Customer service in the sport and active leisure industry'. This can be completed as part of a course or as part of summative assessment.

Learners must provide evidence that they possess all the necessary knowledge and understanding to satisfy the requirements for:

Learning outcome 1: all assessment criteria.

Learning outcome 2: AC2.4 – 2.9

If they fail to provide sufficient evidence through completion of the worksheet, supplementary questions will need to be asked by the assessor to confirm competence, or otherwise.

All supplementary questions and answers must be recorded.

The worksheet:

- must be the learner's sole work and group completion is not permitted
- may be completed over a period of time
- may be completed away from the centre (ie, as a homework task)
- may be marked by the course tutor or an independent assessor.

Assessment element 4: observation

The learner is required to demonstrate that they can provide good customer service in sport and active leisure, including:

- responding to a customer request
- tailoring customer service to meet different types of customers
- managing a customer complaint.

This can be in a simulated environment and with real or realistic customers.

Learning outcomes/criteria to be covered:

- LO 2 (2.1-2.3)

See Observation checklist in LAR.

Principles of Leadership and Management (F/506/2596)

Unit aim

This unit aims to develop knowledge and understanding regarding leadership and management and introduces learners to the associated key principles of effective decision making, leadership styles and models and performance.

Learners will also have an understanding of the role, functions and processes of management.

Unit content

The learner will:

1. Understand the principles of effective decision making

The learner can:

1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken

Objectives

- Use of SMART formula for developing objectives or goals - specific, measurable, achievable, realistic, time-framed.
- Importance of SMART objectives:
 - Objective criteria to monitor success
 - Measurable targets
 - Valid markers and reference point to support and qualify decision making.

Scoping decisions

- Levels of decision making - strategic, tactical, operational, team-related, project-related, administrative
- Decision makers – senior management, operational managers or department heads, individuals, groups/teams, organisational
- Competence of decision makers – skills, knowledge, alignment with organisational objectives and needs
- Use of objective markers/targets to inform decisions
- Level of risk involved
- Impact of decisions.

Success criteria

- SMART objectives provide clear criteria to monitor success and support decision making
- Success criteria/objectives may relate to:
 - performance of individuals and team
 - service provision
 - projects
 - budget and finance.

Importance of defining

- clarity
- focus
- transparency.

1.2 Assess the importance of analysing the potential impact of decision making

- Who may be impacted: internal and external stakeholders, including: individuals, teams, multiple departments, senior management, external customers, suppliers etc.
- Impact – individual, across single departments or whole organisation; local, national, international/global.
- Decisions relating to various business operations and functions and policies and procedures (e.g. sustainability, environmental, health and safety, recession, political changes, organisational changes/restructure etc.).

1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making

- sufficient information - enough information to make an informed decision
- enables decisions to be qualified and/or quantified
- valid – fit for purpose and uses
- accurate information
- reliable information
- relevant information
- current information, e.g. time-framed, up to date
- credible information sources, e.g. evidence-based, no conflict of interests.

1.4 Explain the importance of aligning decisions with business objectives, values and policies

- Consistency across whole organisation – all working to same values and targets
- Maximise engagement and collaboration across teams

- Reduce the risk of conflict
- Support achievement of business objectives and strategic goals/targets
- Transparent messages and communication.

1.5 Explain how to validate information used in the decision making process

- Research a range of information sources – unbiased, objective, trustworthy and fair, no conflict of interests.
- Use of credible information sources – journals, texts, papers, individuals who are recognised and respected at local and national level.
- Methods of validation – comparison with other sources of information (triangulation); supporting evidence (evidence-base).

1.6 Explain how to address issues that hamper the achievement of targets and quality standard

- Examples of issues that may hamper achievement of targets may include – staff sickness, annual (or other types of leave), ineffective management of projects/people, team dynamics (attitudes and motivations), changing goals or deadlines, political or environmental changes (e.g. team restructure/organisational changes).
- Examples of issues that may hamper quality standards – no audit trail for key information and documents, unclear targets or goals, role overload or underload, stress, team relations and conflicts, skills and competence etc.
- How to address:
 - define the problem and research causes/causal factors and identify options
 - identify targets and quality standards not being met
 - identify solutions and options
 - use assertive communication with all who are involved
 - agree strategies and action plan
 - implement plan
 - follow-up to monitor and review.

The learner will:

2. Understand leadership styles and models

The learner can:

2.1 Explain the difference in the influence on managers and leaders on their teams

- Similarities and differences between managers and leaders
 - Leaders have the ability to influence and motivate others. They may not hold managerial roles.

- Managers must possess effective leadership skills and must be more than the person people work for.

Positive influences	Negative influences
Lead by example	Dictate or command
Respected and respectful	Expect others to follow them
Inspire trust from others	Dependence on authority and rank
Empowering and supportive	Inspire fear or mistrust
Provide coaching, mentoring and support	Disempowering and unsupportive
Inspire confidence from others	Drive and make demands of others
Give credit to others	Take the credit
Develop people	Use people
Solution-focused	Problem-focused
Responsible	Blame others
Fair, honest, transparent	

2.2 Evaluate the suitability and impact of different leadership styles in different contexts

Different leadership styles – suitability of and impact of:

- autocratic
- democratic
- laissez faire
- other – paternalistic, participative, transformational.

Contexts:

- Experienced or inexperienced team and levels of technical expertise.
- Organisation context – e.g. organisational culture, size of organisation, structure, levels of formality, lines of reporting, procedures.
- Team dynamics and working relationships – levels of formality, motivation, attitudes, initiative.

- Constraints – budget, resources, costs, time, level of risk involved.
- Industry sector – service industry or product provider/manufacturing, levels of innovation/creativity needed, professionalism, rules/regulations and professional bodies/directives for specific sectors.

2.3 Analyse theories and models of motivation and their application in the workplace

- Intrinsic and extrinsic motivation.
- Maslow’s hierarchy of needs.
- Other - Herzberg’s two factor theory, Alderfer’s ERG theory, McClelland’s achievement theory, Skinners reinforcement theory etc.

The learner will:

3. Understand the role, functions and processes of management

The learner can:

3.1 Analyse a manager's responsibilities for planning, coordinating and controlling work

Planning	Coordinating	Controlling
Strategic, tactical, operational	Projects, tasks and activities	Team and individual performance
SMART objectives	Human, physical and financial resources	Work schedules
Analysis of landscape - SWOT and PESTLE	Team roles and responsibilities	Risks
Financial forecasting		Deadlines
Performance targets – team and individual		Budget
Lines of communication		
Stakeholder engagement (e.g. projects)		

3.2 Explain how managers ensure that team objectives are met

- planning effectively – appropriate allocation of resources, budget
- setting SMART objectives and targets that are realistic and time-framed
- agreeing and communicating objectives to all
- leading effectively
- regular and effective communication
- training and development (where needed)
- review and monitor progress against objectives
- recognise achievement
- appraisals
- personal development plans.

3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives

- managing resources – people, finances, equipment etc
- managing projects and tasks
- managing change
- planning and coordinating all activities
- effective leadership and communication
- organisation, time-management
- providing support and training
- monitoring and reviewing effectiveness of team (e.g. appraisals)
- communicating policies and procedures that reflect vision, mission and objectives.

3.4 Analyse theories and models of management

- Theories provide insight into ways of working
- Organisations often combine different theories
- Describe and explain the uses of the following models:
 - Classical (encompasses Scientific management theory – Frederick Taylor/ Administrative Management theory Henri Fayol and Bureaucracy theory – Max Weber).
 - Behavioural (encompasses Human relations theory and behavioural science theory).
 - Modern (encompasses Quantitative theory/Systems theory/Contingency theory).

See 3.5

3.5 Explain how the application of management theories guide a manager's action

- Classical theories focus on maximising production, e.g. the use of compensation (wages, bonuses, rewards) to motivate employees.
- Behavioural theories pay attention to human elements and workplace as a social environment, e.g. satisfying interpersonal needs, teamwork and collaboration.
- Modern theories incorporate scientific methods and systems thinking, e.g. how to respond effectively in an ever-changing climate.

3.6 Explain the operational constraints imposed by budgets

- staffing levels, e.g. number of staff
- availability of staff training
- use of external experts/technical competence
- staff motivation and morale, e.g. role overload, role confusion
- staff retention
- availability of other resources, e.g. equipment.

The learner will:

4. Understand performance measurement

The learner can:

4.1 Explain the relationship between business objectives and performance measure

- SMART business objectives which link to vision and strategy
- can provide qualitative and quantitative measure
- objectives provide an objective source/criteria for measurement.

4.2 Explain the features of a performance measurement system

Features include:

- monitor effectiveness of employee performance
- performance measures
- quantify efficiency of operations and actions
- link to organisational and business objectives and management processes
- focus on essential outcomes and results
- information can be collected at regular intervals
- assist decision making processes.

4.3 Explain how to set key performance indicators (KPIs)

- establish goals, objectives and targets
- KPIs to map to goals etc
- clarify roles and responsibilities and success criteria
- consult with team and individuals
- plan regular reviews
- monitor progress
- action plan as needed.

4.4 Explain the tools, processes and timetable for monitoring and reporting on business performance

Tools and processes include:

- planning and budgeting
- KPIs
- benchmarking against externals
- performance appraisals
- use of CRM (customer relationship management) systems
- use of technology and software
- dashboards – financial reporting, use of graphs, traffic light systems
- balance score card – financial, customer, internal processes, learning and growth.

Timetabling:

- depends on what is being monitored and reviewed
- timeframes may include – weekly/monthly/bi-annual/annual
- methods of communicating and reporting – face-to-face/written reports/meetings etc.

4.5 Explain the use of management accounts and management information systems in performance management

Management information systems (MIS)

- computerised information processing systems
- financial and non-financial data
- assists managers to make informed decisions
- uses - store and manage data to support performance evaluation.

Management accounts are one type of MIS

- financial accounting data
- linked to business activities
- forward focused
- predictive
- historical data source
- uses – identify risks, assist business planning, assist decision making, help to develop strategies.

4.6 Explain the distinction between outcomes and outputs

Outcomes

- level of performance and achievement
- measure the effects, value and impact of a product or service, e.g. social impact
 - hard outcomes – observable and measurable
 - soft outcomes – more subjective and less tangible.

Outputs

- actual deliverables – quantity of products or customers served
- tangible and measurable
- no information on the value or impact.

Assessment specification

Principles of Leadership and Management (F/506/2596)

Assessment element 5: worksheet

Learners are required to complete a worksheet on 'Principles of Leadership and Management'. This can be completed as part of a course or as part of summative assessment.

Learners must provide evidence that they possess all the necessary knowledge and understanding to satisfy the requirements of this unit.

If they fail to provide sufficient evidence through completion of the worksheet, supplementary questions will need to be asked by the assessor to confirm competence, or otherwise.

All supplementary questions and answers must be recorded.

The worksheet:

- must be the learner's sole work and group completion is not permitted
- may be completed over a period of time
- may be completed away from the centre (ie, as a homework task)
- may be marked by the course tutor or an independent assessor.



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YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.

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