

Pearson BTEC Level 2 Certificate in Leisure Operations

Specification

BTEC specialist qualification

First teaching April 2013

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF)

The QN remains the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 2 Certificate in Leisure Operations specification Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
QCF references removed from unit titles and unit levels in all units	15-118
Guided learning definition updated	10

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Level 2 qualification title covered by this specification

Pearson BTEC Level 2 Certificate in Leisure Operations

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication: 600/8597/6

Pearson BTEC Level 2 Certificate in Leisure Operations

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being part of Apprenticeships.

Welcome to the BTEC Level 2 Certificate in Leisure Operations

Focusing on the BTEC Level 2 Certificate in Leisure Operations

This qualification is designed to allow learners to develop their knowledge and understanding of working in a leisure management environment. It will give them the opportunity to develop essential knowledge relevant to the leisure industry, including customer care, health and safety, equipment handling and professional development.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case SkillsActive**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

The Pearson BTEC Level 2 Certificate

The Pearson BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

Key features of the Pearson BTEC Level 2 Certificate in Leisure Operations

The Pearson BTEC Level 2 Certificate in Leisure Operations has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 2 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 2 Certificate in Leisure Operations relates to the following NOS:

Skills Active Level 2 National Occupational Standards for Operational services.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for the Pearson BTEC Level 2 qualifications

When combining units for the Pearson BTEC Level 2 in Leisure Operations, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 2 Certificate in Leisure Operations

- 1 Qualification credit value: a minimum of 18 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 18 credits.
- 3 13 credits must be achieved from the 6 mandatory units and a minimum of 5 credits from the optional units.
- 4 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 2 Certificate in Leisure Operations

The Pearson BTEC Level 2 Certificate in Leisure Operations is an 18-credit and 111 guided learning hour (GLH) qualification that consists of 6 mandatory units and 6 optional units. The learner must achieve 18 credits in total to achieve the qualification; 13 credits from the 6 mandatory units and a minimum of 5 credits from the optional unit group.

The Total Qualification Time (TQT) for this qualification is 180.

Pearson BTEC Level 2 Certificate in Leisure Operations				
Unit	Unit reference	Mandatory units	Credit	Level
1	Y/600/1734	Understanding the Active Leisure and Learning Sector	2	2
2	J/600/0840	Understanding Employment Rights and Responsibilities	2	2
3	T/503/0731	Customer Care and Diversity in Active Leisure	2	2
4	K/503/0743	Health, Safety, Security and Welfare in Active Leisure	4	2
5	Y/503/0737	Developing Self in an Active Leisure Job Role	1	2
6	L/503/0735	Teamwork in Active Leisure	2	2
Unit	Unit reference	Optional units	Credit	Level
7	J/503/5352	Pool Lifeguarding	5	2
8	H/503/0739	Handling and Maintaining Equipment in Active Leisure	3	2
9	D/503/0738	Cleaning in Active Leisure	1	2
10	Y/503/0740	Swimming Pool Water Testing	1	2
11	L/503/0783	Understanding How to Sell Services and Products to Customers in Active Leisure	4	3
12	L/504/6563	Know How to Provide an Active Leisure Facility Reception Service	2	2

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

When assessing the BTEC Level 2 Certificate in Leisure Operations centres must ensure that they are aware of and follow the 'Evidence Requirements and Assessment guidance – March 2013' Skills Active document. This document will be available from the Skills Active website: www.skillsactive.com.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 2 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 2 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 2 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 2 Certificate in Leisure Operations is accredited for learners aged 16 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

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Unit 1: Understanding the Active Leisure and Learning Sector

Unit reference number: Y/600/1734

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit covers the knowledge that employees in the active leisure and learning sector require concerning:

- the active leisure and learning sector
- the sub sectors that make up active leisure and learning
- information about the sub sector in which the learner works
- career opportunities.

Unit introduction

Everyone working in active leisure and learning needs to know about the sector.

This unit will give learners knowledge of the key features of the active leisure and learning sector, looking at the size and scope of the sector as well as its contribution to society.

Learners will also develop their knowledge of the different sub sectors within the active leisure and learning sector, especially the sub sector in which they work, including its composition, its size and the roles of its key organisations.

Finally, learners will develop knowledge of employment and career opportunities in the sub-sector they work in, including sources of information on progression, training and education. Learners will learn about job roles, career pathways, progression, and transferring between sub sectors.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the key features of the active leisure and learning sector	1.1	Describe the size and scope of the active leisure and learning sector
		1.2	Describe the contribution to society of the active leisure and learning sector
		1.3	Outline the role of the Sector Skills Council for the active leisure and learning sector
		1.4	Identify the main sub sectors within the active leisure and learning sector
2	Know the key features of the active leisure and learning sub sector in which they work	2.1	Describe the composition of their sub sector in terms of public, private and voluntary organisations
		2.2	Identify the size of their sub sector in terms of employment and participation
		2.3	Outline the essential principles, values or codes of practice in their sub sector
		2.4	Identify the roles of key organisations in their sub sector, including any representative and regulatory bodies, trade unions and trade associations
3	Know employment and career opportunities in the active leisure and learning sub sector in which they work	3.1	Identify sources of information on career progression, training and education
		3.2	Identify the main job roles within their sub sector
		3.3	Identify potential career pathways in their sub sector
		3.4	Identify the key factors that help people progress in their careers in the sub sector
		3.5	Outline how people can transfer from one sub sector to another

Unit content

1 Know the key features of the active leisure and learning sector

Active leisure and learning sector: size and scope e.g. number of facilities, number of customers, number of employees, activities and opportunities available; contribution to society e.g. education, health, economic contribution

Sector Skills Council: Sector Skills Council (SkillsActive); role e.g. creating a framework for qualifications, training and development based on sector requirements and standards that have been designed by employers, ensuring their workforce is appropriately trained and qualified

Sub sectors: sub sectors e.g. sport, fitness, the outdoors, playwork, caravans

2 Know the key features of the active leisure and learning sub sector in which they work

Key features of sub sectors: composition e.g. public, private, voluntary; size e.g. employment, participation; principles; values; codes of practice; roles of key organisations e.g. representative bodies, regulatory bodies, trade unions, trade organisations

3 Know employment and career opportunities in the active leisure and learning sub sector in which they work

Employment and career opportunities: sources of information (career progression, training, education); job roles within sector e.g. fitness instructor, playworker, sports coach, sports development officer, leisure facility manager, lifeguard; potential career pathways within sector e.g. specific to sub sector, management, leadership; progression (factors that help people progress) e.g. personal qualities, experience, professional development; transferring from one sector to another

Essential guidance for tutors

Delivery

This unit should be delivered so that learners can develop knowledge and understanding of the active leisure and learning sector, including the sector as a whole and the sub sector in which they work, as well as employment and career opportunities.

Learners should be encouraged to engage with employers, and, where possible, with other employees, to gain knowledge and understanding from their experiences.

Perspectives on the active leisure and learning sector gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be through visits, and other time spent at employers, and also, where possible, through the use of guest speakers.

This unit could be delivered through distance learning, however this will involve additional, and different considerations, such as planning, and other measures, to ensure the required knowledge and understanding.

Assessment

This unit is assessed through a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports, or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

Essential resources

Learners will need access to the latest versions of relevant legislation as well as to organisational information and documents.

Indicative resource materials

Websites

SkillsActive

www.skillsactive.com

Unit 2: Understanding Employment Rights and Responsibilities

Unit reference number: J/600/0840

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit covers the knowledge and understanding that employees require concerning:

- employment law and industry specific legislation that apply to their jobs
- key documents relating to their employment
- employment procedures they should follow at work.

Unit introduction

Everyone working in active leisure and learning needs to know and understand employment rights and responsibilities.

This unit will give learners knowledge of the rights and responsibilities of the employee and employer, extending to health and safety requirements relevant to their employing organisation, and their job role.

Learners will also develop an understanding of the documents that relate to their employment, including contracts of employment, job descriptions and personnel records.

Finally, learners will develop knowledge of key employment procedures, including those relating to time off, grievances and discrimination or bullying.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know their employment rights and responsibilities under the law	1.1	Describe their rights and responsibilities in terms of: <ul style="list-style-type: none"> • 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
2	Understand documents relevant to their employment	2.1	Explain the main terms and conditions of a contract of employment
		2.2	Outline the contents and purpose of a job description
		2.3	Describe the types of information held on personnel records
		2.4	Describe how to update information held on personnel records
		2.5	Interpret the information shown on a pay slip or other statement of earnings
3	Know key employment procedures at work	3.1	Describe the procedures to follow if someone needs to take time off
		3.2	Describe the procedures to follow if there is a grievance
		3.3	Describe the procedures to follow if there is evidence of discrimination or bullying
		3.4	Identify sources of information and advice on employment issues: <ul style="list-style-type: none"> • Internal to their organisation • External to their organisation

Unit content

1 Know their employment rights and responsibilities under the law

Employee rights and responsibilities: contracts of employment e.g. Employment Rights Act; anti-discrimination legislation e.g. Race Relations Act, Equality Act, Disability Discrimination Act, Employment Equality Regulations; working hours and holiday entitlements e.g. Working Time Regulations; sickness absence and sick pay e.g. Statutory Sick Pay (SSP); data protection e.g. Data Protection Act; health and safety e.g. Health and Safety at Work Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety at Work (First Aid) Regulations, Control of Substances Hazardous to Health (COSHH)

Employer rights and responsibilities: rights and responsibilities e.g. health and safety, duty of care, working hours, data protection

Health and safety: legal requirements (relevant to organisation) e.g. Health and Safety at Work Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Control of Substances Hazardous to Health (COSHH); implications of health and safety legal requirements for job role

2 Understand documents relevant to their employment

Documents relevant to employment: contract (terms, conditions); job description (content, purpose); personnel records e.g. statutory records, organisational records; updating information on personnel records e.g. manually or electronically, accuracy, confidentiality; information on pay slips or statements of earnings e.g. name, personal details, tax code, NI number, salary, deductions

3 Know key employment procedures at work

Procedures: relating to time off; relating to grievances; relating to discrimination or bullying; internal sources of information and advice e.g. line management, human resources department, organisational documents, intranet; external sources of information and advice e.g. trade unions, Citizens Advice Bureaux, government departments

Essential guidance for tutors

Delivery

This unit should be delivered so that learners can develop knowledge and understanding of employment rights and responsibilities, including the rights and responsibilities of employees and employers and the documents and key procedures relating to employment.

Learners should be encouraged to engage with employers, and, where possible, with other employees, to gain knowledge and understanding from their experiences.

Perspectives on employment rights and responsibilities gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be made through visits, and other time spent at employers, and also, where possible, through the use of guest speakers.

This unit could be delivered through distance learning, however this will involve additional, and different, considerations, such as planning, and other measures, to ensure learners can gain the required knowledge and understanding.

Assessment

This unit is assessed by a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports, or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

Essential resources

Learners will need access to the latest versions of relevant legislation as well as to organisational information and documents.

Indicative resource materials

Websites

Citizens Advice

www.citizensadvice.org.uk

SkillsActive

www.skillsactive.com

Unit 3: Customer Care and Diversity in Active Leisure

Unit reference number: T/503/0731

Level: 2

Credit value: 2

Guided learning hours: 11

Unit aim

This unit aims to develop knowledge and understanding of customer care and diversity within the active leisure sector, and the skills needed to relate to different active leisure customers effectively and respond to their diverse needs and difficulties.

Unit introduction

Providing effective customer care and meeting the diverse needs of customers are key in ensuring that active leisure organisations are successful and meet the needs of their local communities.

This unit will give learners an overview of customer care within active leisure. Learners will explore organisational policies and procedures in relation to customer care and how customer reactions impact on an organisation's business.

Creating a positive first impression with customers is a crucial stage in providing effective customer care and also creates a positive impression of the organisation and the services it provides. In this unit learners will look at the self-presentation and communication styles that help to create a positive first impression.

It is important that learners are aware that active leisure organisations cater for a wide range of customers with different needs. In this unit they will have the opportunity to explore these different needs and how staff working within active leisure organisations should respond, including the concept of 'going the extra mile'. As part of this, learners will consider customer confidentiality, data protection, customer complaints procedures and how to deal with dissatisfied customers.

In order to respond appropriately to the diverse needs of customers learners will need to understand equality and diversity issues within active leisure. In this unit they will look at related organisational policies and procedures, legal requirements and how staff working in active leisure can support diversity in their organisation.

Finally, learners will consider the skills needed to communicate and establish relationships with customers and the behaviours that help to create a positive impression with customers. They will then have the opportunity to demonstrate these skills and behaviours.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand customer care in active leisure	1.1	Explain what is meant by 'customer care' in an active leisure organisation
		1.2	Explain why customer care is important to an active leisure organisation
		1.3	Give examples of when a customer might be: <ul style="list-style-type: none"> • dissatisfied • satisfied • delighted
		1.4	Describe the impact of customers' reaction on an active leisure organisation's business
		1.5	Describe an active leisure organisation's policies and procedures in relation to customer care
2	Understand how to present themselves and their organisation to active leisure customers	2.1	Explain the importance of making a positive first impression on customers
		2.2	Describe the style of self-presentation and communication that will make a positive impression on customers
		2.3	Give examples of when it is appropriate for a member of staff to take the initiative in communicating with customers
		2.4	Give examples of how a member of staff can promote their own organisation to customers
3	Know how to respond to active leisure customers' needs and difficulties	3.1	Give examples of the types of needs and difficulties that customers experience in an active leisure environment
		3.2	Describe how a member of staff in active leisure should respond to different customer needs and difficulties

Learning outcomes		Assessment criteria	
		3.3	Explain why it is important for a member of staff to get feedback from the customer and follow up any remaining issues
		3.4	Explain the importance of maintaining customer confidentiality and data protection
		3.5	Give examples of what is meant by 'going the extra mile' when responding to customer needs and difficulties
		3.6	Describe an active leisure organisation's complaints procedures and role of front line staff within it
4	Understand equality and diversity in active leisure	4.1	Give examples of what is meant by 'diversity' in active leisure and the diverse needs that customers have
		4.2	Describe the essential legal requirements that are relevant to equality and diversity
		4.3	Explain why it is important for an active leisure organisation to provide for equality and diversity in its services
		4.4	Describe an active leisure organisation's policies and procedures to address equality and diversity issues
		4.5	Give examples of what a member of staff can do to support diversity in their organisation
5	Be able to relate to different active leisure customers	5.1	Demonstrate how a member of staff in active leisure should present themselves to customers, including 'meeting and greeting'
		5.2	Demonstrate how a member of staff in active leisure should communicate with and develop relationships with customers with diverse characteristics
		5.3	Demonstrate types of staff behaviour that make a positive impression on different customers
		5.4	Demonstrate how a member of staff can promote own organisation to customers

Unit content

1 Understand customer care in active leisure

Customer care: provision of customer service before, during and after customers take part in active leisure activities or purchase active leisure products

Importance of customer care: keep existing customers, customer loyalty, repeat customers and business, customer recommendations to family and friends; develop a good reputation; maximise customer satisfaction with the business, competitive advantage; ensure customer safety; being responsive to customer needs

Customers: dissatisfied due to e.g. faulty equipment, equipment unavailable, untidy or dirty facilities, experience not up to their expectations, organisation unable to meet expectations, lack of communication, poor attitude of staff, rude or unhelpful staff; satisfied due to e.g. experience met their expectations, equipment in working order and available, facilities in an acceptable condition, staff friendly and helpful, questions answered, relevant information available, help and assistance provided; delighted due to e.g. experience exceeded expectations, additional help and assistance provided, problems dealt with promptly, staff attentive and knowledgeable, customer felt valued, offer of discounts, offer of additional products or services

Impact of customer reactions on the business: positive reactions e.g. repeat business, customer recommendations to family and friends, customer loyalty, competitive advantage, motivation for staff, job satisfaction; negative reactions e.g. loss of business; poor reputation, loss of competitive advantage; lack of recommendations, staff job dissatisfaction, staff demotivated

Organisational policies and procedures: procedures for e.g. methods of communication to use with customers, dealing with customer complaints, dealing with customers during an emergency situation, ensuring security of customer data, for feeding back to management on customer care issues ; policies e.g. customer service policy, refunds policy, policy for offering discounts or complimentary services/products; organisational requirements for equality and diversity; standards e.g. for appearance and behaviour, for responding appropriately to customers, timeliness in responding to customer questions and requests for information

2 Understand how to present themselves and their organisation to active leisure customers

Importance of a making a positive first impression: creates positive impression of the organisation as a whole; customer feels at ease and assured e.g. knowledgeable staff, not rushed, able to ask questions, confidence in organisation and its services; customer loyalty, repeat business, customer recommendations to friends and family

Self-presentation and communication styles: self-presentation e.g. personal presentation e.g. personal hygiene, clean and smart uniform/dress, appropriate make-up and jewellery, interpersonal skills e.g. positive and helpful attitude, being polite, behaviour e.g. showing courtesy, concern, interest, thoughtfulness, respect for customers; communication e.g. appropriate tone and pitch of voice, language appropriate to customer, avoiding use of slang/jargon, appropriate body language e.g. posture, expression, gestures, eye contact, listening e.g. asking appropriate questions, repeating back to customer, looking attentive

Taking the initiative in communicating with customers: e.g. if customers look unsure or distressed, recognising if customers have special requirements, recognising if customers need help and assistance, seeing an opportunity to promote extra services

Promoting the organisation to customers: through self-presentation e.g. creating a positive impression of self and organisation, product/service knowledge, meeting customer expectations; opportunities e.g. explaining full range of products/services available, recommending products/services and their benefits, linking products/services to those customers are already using, highlight promotional activities, special offers or customer loyalty schemes

3 Know how to respond to active leisure customers' needs and difficulties

Customer needs and difficulties: needs e.g. urgent, non-urgent, information on products and services, help in identifying which services/products would best meet their needs, information on how services/products would benefit them, need to be safe and secure within the active leisure environment, special needs e.g. non-English speakers, hearing or sight impairment, mobility impairment, cultural e.g. social customs; difficulties e.g. communication issues, language barriers, in using equipment due to impaired mobility, sight or hearing, lack of self-confidence, in relation to cultural customs or expectations

Responding to customer needs and difficulties: adapt behaviour to respond effectively to different customer behaviour, respond appropriately to customers seeking assistance, check with customer that you have fully understood their needs or difficulties, respond promptly and positively to customer questions, comments or problems, allow customer time to consider your response, explain further when appropriate, give customers the information they need about the services or products the organisation offers, recognise information that might be complicated and check customer understanding, explain clearly to customers if their needs cannot be met; listening e.g. asking appropriate questions, repeating back to customer, looking attentive, offering to seek further help if necessary, positive and helpful attitude

Importance of customer feedback: feed back comments to senior staff, informs organisational improvements e.g. to provision of customer service, to facilities and equipment, to the active leisure environment; to customer e.g. feel listened to and respected, provides good customer service, encourage repeat business; for staff member e.g. can confirm if customer needs have been met or problems resolved and identify if further action is needed, helps to identify any problems with equipment, facilities or public areas; following up issues e.g. customer satisfaction, faulty equipment rectified, areas within the environment made safe

Maintaining customer confidentiality and data protection: compliance with Data Protection Act; importance of keeping customer data secure e.g. avoid use by criminals, fraudsters, competitors; ensure secure site for card use; customer confidence and reassurance

Meaning of 'going the extra mile': acting in a way that exceeds customer expectations e.g. providing additional help and assistance; dealing promptly with problems, offer of discounts, offer of additional products or services, exceptional help and assistance for customers with special requirements

Customer complaints procedure: set procedure to deal with customer complaints in relation to staff, facilities, equipment or services, communicated to all staff clearly, sets out the key information that staff needed to obtain from the customer; role of front line staff e.g. listen to the customer without interrupting them, thank customer for raising the issue, acknowledge and log complaint, investigate to establish validity of the complaint, respond to the customer, keep the customer informed, complete appropriate documentation to record actions taken, report outcomes to relevant people, act within limit of own authority, escalate if necessary

4 Understand equality and diversity in active leisure

Diversity in active leisure: in terms of sex, race/culture/language, disability, religion, health, economic and social status, age, sexual orientation

Diverse needs of customers: e.g. relating to age, relating to culture e.g. difference in expectations, use of language, relating to personality e.g. fear of ridicule, lacking confidence, relating to special requirements e.g. physical disabilities or impairments, relating to lifestyle e.g. traditional, relating to disposable income, relating to social class

Legal requirements: legislation e.g. Disability Discrimination Act, Race Relations Act, Sex Discrimination Act, compliance with Equality Act 2010, Gender Recognition Act; age discrimination legislation

Providing for equality and diversity in active leisure services: comply with legal requirements; serve the needs of the whole community, ensure inclusive provision, encourage participation, remove barriers to participation; provide specialist equipment to enable participation

Organisational policies and procedures: general commitment to treating customers equally, how organisation ensures that equality and diversity are central to its activities, compliance with legal requirements, communicate key aspects of the relevant legislation to staff; equal opportunities policy; staff training on diversity and equality, procedures for reporting instances of discriminatory behaviour, disciplinary procedures

Supporting diversity: following organisational policies and procedures, reporting instances of discriminatory behaviour, working with sections of the community to encourage participation, working with customers in the active leisure environment to remove any real or perceived barriers to participation, providing help and guidance, providing specialist equipment

5 Be able to relate to different active leisure customers

Presentation: self-presentation e.g. personal presentation e.g. personal hygiene, clean and smart uniform/dress, appropriate makeup and jewellery; interpersonal skills e.g. positive and helpful attitude, being polite; behaviour e.g. showing courtesy, concern, interest, thoughtfulness, respect for customers; greeting customers e.g. making eye contact, appropriate greeting, offering assistance, positive body language, appropriate form of address, being positive towards customers

Communicating and developing relationships with customers: communication e.g. appropriate tone and pitch of voice, language appropriate to customer, avoiding use of slang/jargon, appropriate body language e.g. posture, expression, gestures, eye contact, listening e.g. asking appropriate questions, repeating back to customer, looking attentive; developing relationships with customers e.g. taking the initiative with customers if they seem unsure, recognising when customers need help and assistance, putting customers at ease, instilling trust and confidence

Behaviour: following organisational procedures for standards of behaviour, adapting behaviour to respond to the needs and difficulties of customers, being inclusive through behaviour; types of behaviour e.g. showing interest, showing concern, offering to find out information immediately, listening to customers, repeating what customer says to check understanding, displaying positive body language

Promoting the organisation to customers: through self-presentation e.g. creating a positive impression of self and organisation, product/service knowledge, meeting customer expectations; behaviour e.g. showing interest, positive and helpful attitude; opportunities e.g. explaining full range of products/services available, recommending products/services and their benefits, linking products/services to those customers are already using, highlight promotional activities, special offers or customer loyalty schemes

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of customer care and diversity within active leisure. Learners need to know and understand:

- the importance of customer care within the active leisure sector and of making a positive first impression with customers
- how to relate to different active leisure customers and respond to their needs
- how to support equality and diversity within the sector
- organisational policies and procedures in relation to customer care and equality and diversity issues.

A useful opening would be through small-group discussions, during which learners can exchange their experiences of customer care within active leisure, including issues relating to equality and diversity. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the importance of effective customer care within an active leisure organisation.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who have a customer facing role within an active leisure organisation, for example a sport and leisure centre attendant, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a manager of a sport and leisure centre or outdoor activity facility will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of the policies and procedures in place in their organisation in relation to customer care and equality and diversity and the role of their staff in promoting the organisation positively to customers, in providing effective customer care and in communicating with and responding to the needs of different active leisure customers. This should be supported by examples drawn from industry or through developed case studies that highlight:

- the importance of making a positive first impression on customers and the implications for a business of making a negative impression
- the different types of customer needs and difficulties within active leisure and how to respond to these needs and difficulties, with examples showing good and bad practice
- how an active leisure organisation can provide for equality and diversity within its services and the legal implications if this does not happen.

Role-play scenarios or simulated activities can be used to deliver the practical aspects of the unit to enable learners to demonstrate the skills and behaviours needed when relating to different active leisure customers.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

However, health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk.

For learning outcomes 1, 2, 3 and 4, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 5 has a practical focus and learners should be assessed through observations of them participating in role play or simulated activities and interacting with real customers.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Essential resources

Learners will need access to computers and the internet to carry out research as required, for example current legislation and regulations.

Indicative resource materials

Textbooks

Carlaw P & Deming VK – *The Big Book of Customer Service Training Games* (McGraw Hill, 2007) ISBN 139780077114763

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006) ISBN 139780471768692

Timm P – *Customer Service: Career Success Through Customer Loyalty* (Prentice Hall, 2010) ISBN 139780135063972

Journals

Customerfirst (Institute of Customer Service)

Websites

SkillsActive

www.skillsactive.com

Unit 4: Health, Safety, Security and Welfare in Active Leisure

Unit reference number: K/503/0743

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to develop knowledge and understanding of the requirements for health, safety and security in an active leisure environment and how to respond to any hazards which compromise the health, safety and security of staff and customers. The unit also aims to develop knowledge and understanding of safeguarding children and vulnerable adults in an active leisure environment.

Unit introduction

Applying relevant safe working practices is essential when working in an active leisure environment. In this unit learners will explore the organisational policies, procedures, legislation and regulations in place to ensure a healthy, safe and secure work environment for employees, customers and visitors. This will include employer and employee responsibilities and the implications of non-compliance.

The unit covers the hazards and risks that can occur within active leisure organisations. Learners will investigate the main hazards and how these should be dealt with. They will also look at what is meant by the term 'risk' and appropriate risk assessments within active leisure.

Ensuring that the work environment is secure is also important and learners will have the opportunity to explore potential security issues and the procedures in place to maintain the security of an organisation.

Employees within the active leisure sector need to understand the safeguarding of children and vulnerable adults. In this unit learners will explore the safeguarding risks that can occur within active leisure and the associated organisational procedures.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the requirements for health and safety in an active leisure environment	1.1	Describe the responsibilities of employers and employees under Health and Safety legislation
		1.2	Explain the term 'duty of care' as applied to self and others
		1.3	Identify key legal and regulatory requirements relevant to health and safety in an active leisure environment
		1.4	Describe what may happen if employers and employees do not follow legal requirements
		1.5	Describe an active leisure organisation's procedures to ensure legal requirements for health and safety are met
2	Know about hazards and risks in an active leisure environment	2.1	Explain what is meant by 'hazard'
		2.2	Describe the main hazards to customers and staff that may occur in an active leisure environment, to include hazards to do with: <ul style="list-style-type: none"> • facilities • equipment • working practices • behaviour • hazardous substances
		2.3	Describe how active leisure staff should deal with the main hazards to customers and staff that may occur in an active leisure environment
		2.4	Explain what is meant by 'risk'
		2.5	Describe how an active leisure organisation assesses and manages risk

Learning outcomes		Assessment criteria	
3	Know about security in an active leisure environment	3.1	Give examples of potential security problems in an active leisure environment and how a member of staff should respond to each of these potential problems
		3.2	Describe an active leisure organisation's procedures to maintain security
4	Know about safeguarding children and vulnerable adults in an active leisure environment	4.1	Explain what is meant by 'children', 'vulnerable adult' and 'safeguarding'
		4.2	Describe the safeguarding risks to children and vulnerable adults that may occur in an active leisure environment
		4.3	Describe an active leisure organisation's procedures to safeguard children and vulnerable adults
		4.4	Explain what a member of staff can do to support the safeguarding of children and vulnerable adults in an active leisure environment
5	Be able to respond to hazards to health, safety and welfare in an active leisure environment	5.1	Identify a range of hazards in an active leisure environment, to include: <ul style="list-style-type: none"> • health and safety to customers • health and safety to staff • security • safeguarding of children and vulnerable adults
		5.2	Demonstrate how to deal with a range of hazards in an active leisure environment in line with operational procedures, to include: <ul style="list-style-type: none"> • health and safety to customers • health and safety to staff • security • safeguarding of children and vulnerable adults

Unit content

1 **Know the requirements for health and safety in an active leisure environment**

Employees and employer responsibilities: employee responsibilities e.g. follow organisational procedures relating to health and safety, follow manufacturer's instructions, work in a way that ensures safety of self, other staff, customers and the working environment, deal with or report any health and safety issues promptly and correctly; employer responsibilities: e.g. health and safety policy in place which is communicated to all staff, provision of a safe working environment e.g. safe equipment, risk assessments, key health and safety personnel, appropriate procedures e.g. for use in emergencies, for reporting accidents, staff awareness e.g. induction, training

Duty of care: legal requirement that individuals adhere to a reasonable standard of care when carrying out activities that could harm self or others

Legal and regulatory requirements: legislation e.g. Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH) Regulations, Manual Handling Operations Regulations, Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR), Management of Health and Safety at Work Act (Amendment) Regulations Activity Centres (Young Persons' Safety) Act, Fire Safety and Safety of Places of Sport Act; regulatory bodies e.g. Health and Safety Executive, local authorities, appropriate to specific activities or specific types of activities e.g. Adventurous Activities Licensing Authority (AALA)

Non-compliance with legal and requirements: legal consequences e.g. prosecution, imprisonment, fines, other financial penalties; business consequences e.g. lose manufacturer's warranty, lose customers and business, damaged reputation, reduced sales, reduced profit; health and safety implications e.g. faulty equipment, wrong cleaning materials used, accidents and injury to staff and customers

Organisational procedures: health and safety operating procedures and good practice e.g. staff training, staff development, policies and requirements communicated clearly to all staff, appropriate risk assessments carried out, emergency procedure protocols, cascade system for notification of incidents, appropriate maintenance schedules for all equipment

2 Know about hazards and risks in an active leisure environment

Definition of 'hazard': something that could cause harm to self, colleagues, customers or members of the public

Main hazards within an active leisure environment: facilities e.g. slippery floors, quality of pool water, trailing cables, inadequate first aid facilities, poor cleanliness; equipment e.g. lack of regular testing, unclean and badly maintained equipment, equipment being left unattended; working practices e.g. lack of or poor training, no control of hazardous waste, inadequate product segregation, untidy work area; behaviour e.g. poor attitude, unsafe behaviour, disregard for health and safety requirements and safety of customers; hazardous substances e.g. flammable substances, cleaning agents, pool plant chemicals, varnishes used for indoor surfaces, paints

Dealing with the main hazards in an active leisure environment: take action to reduce the risk of a hazard actually causing harm e.g. following correct procedures, putting up warning signs when cleaning, removing an unsafe piece of equipment from use, carefully supervising a splash pool; identify and deal with any hazards quickly following organisational and legal requirements, carry out health and safety checks as required, seek advice from relevant colleagues, complete required documentation accurately and promptly

Definition of risk: risk is the likelihood of a hazard actually causing harm

Risk assessment: identify items/area to be assessed e.g. equipment operation, public area; risk assessment - identify hazards, identify those at risk, assess chance of hazard causing harm, grade risks, record findings; risk controls e.g. do not carry out activity, protect participants from hazard, provide appropriate safety equipment, provide appropriate supervision for participants

3 Know about security in an active leisure environment

Security in active leisure: problems e.g. unauthorised persons on the site, or in areas where they should not be, open gates, doors or other barriers, unauthorised use of equipment, suspicious packages or persons, vandalism to premises or equipment, unruly client behaviour, lost children; response e.g. follow organisational procedures, report incident to the appropriate person promptly, secure area/equipment, complete relevant documentation, act within limits of own authority, ensure safety of self and others

Organisational procedures: security equipment e.g. CCTV, alarm systems; procedure for receiving and dealing with visitors and subcontractors; organisational procedures for maintaining the security of the workplace e.g. taking prompt action and reporting to appropriate authority, person within the organisation responsible for security, keeping accurate written records, ensuring safety of self and others, when to contact the police

4 **Know about safeguarding children and vulnerable adults in an active leisure environment**

Children, vulnerable adults and safeguarding: children - legal definition a child is anyone who has not yet reached their 18th birthday; vulnerable adult - a person who is eighteen years of age or over, and who is or may be in need of community care services due to a mental or other disability, age or illness and who is or may be unable to take care of themselves or to protect themselves against significant harm or exploitation; safeguarding - taking reasonable measures to ensure the risk of harm to the welfare of children and vulnerable adults is minimised, taking all appropriate actions to address concerns about children and vulnerable adults

Safeguarding risks within an active leisure environment: e.g. staff lack awareness of safeguarding and how to report safeguarding concerns, inadequate staff training, inadequate supervision by a responsible adult, adults who may expose children/vulnerable adults to dangerous or inappropriate behaviour, children/vulnerable adults being exposed to risk because they have been removed (or removed themselves) from the appropriate area of the premises/event, children exposed to inappropriate adult environments, accidents and injury e.g. using equipment unsupervised, access to hazardous substances, falling into the swimming pool

Organisational procedures: clarify roles and responsibilities, lines of communication, systems for recording information, staff training and awareness e.g. ensure staff have adequate induction and training and up-to-date information, train and advise staff how to identify and manage risk, ensure staff aware of organisation's child protection policy; reflect relevant legislation and regulations e.g. Safeguarding Vulnerable Groups Act, Mental Health Act, Mental Capacity Act, Disability Discrimination Act, Race Relations Act, Human Rights Act; Data Protection Act, NSPCC standards for safeguarding and protecting; specific policies and procedures e.g. activity areas designed to be transparent, ensure staffing levels are appropriate, restrict or prohibit access to parts of the premises as appropriate, child protection policy and procedures, procedures for reporting any concerns or issues, guidance on confidentiality and information sharing, procedures for recruiting staff and volunteers who have contact with children, guidance on appropriate/expected standards of behaviour, processes for dealing with behaviour that is unacceptable and/or discriminatory

Supporting the safeguarding children and vulnerable adults: staff members e.g. promote good practice and challenge practice that is harmful, follow organisational procedures and codes of practice, report any concerns or issues, include all children and vulnerable adults in their safeguarding measures, build self-esteem, assertiveness, self-confidence when working with children and vulnerable adults; follow duty of care for children and vulnerable adults taking part in active leisure

5 **Be able to respond to hazards to health, safety and welfare in an active leisure environment**

Identify a range of hazards: to health and safety of customers e.g. slippery floors, quality of pool water, trailing cables, inadequate first aid facilities, unclean and badly maintained equipment, poor attitude and unsafe behaviour of staff, staff disregard for health and safety requirements and safety of customers, hazardous substances; to health and safety of staff e.g. slippery floors, trailing cables, inadequate first aid facilities, unclean and badly maintained equipment, inadequate product segregation, untidy work area, poor attitude and unsafe behaviour of other staff, hazardous substances; security e.g. unauthorised persons on the site, open gates, doors or other barriers, unauthorised use of machinery or equipment, suspicious packages or persons; safeguarding children and vulnerable adults e.g. staff lack awareness of safeguarding, inadequate supervision by a responsible adult, exposure to risk because they have been removed (or removed themselves) from the appropriate area of the premises/event, accidents and injury e.g. using equipment unsupervised, access to hazardous substances, falling into the swimming pool

Deal with a range of hazards in line with operational procedures: take action to reduce the risk of a hazard actually causing harm e.g. follow correct procedures, put up warning signs when cleaning, remove an unsafe piece of equipment from use, carefully supervise a splash pool; identify and deal with any hazards quickly following organisational and legal requirements, carry out health and safety checks as required, seek advice from relevant colleagues, complete required documentation accurately and promptly

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of health, safety and security within active leisure. Learners need to know and understand:

- the requirements for health, safety and security within an active leisure environment, including organisational procedures, legal and regulatory requirements
- hazards and risks within an active leisure environment and how to deal with them
- safeguarding children and vulnerable adults in an active leisure environment, including how staff can support this.

A useful opening would be through small group discussions, during which learners can exchange their experiences of health, safety and security within active leisure. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of how to maintain health, safety and security within an active leisure environment.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for ensuring an active leisure organisation is a healthy, safe and secure environment, for example a facilities manager, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a manager of a sport and leisure centre or outdoor activity centre, perhaps with residential facilities, will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of the policies and procedures within their organisation relating to health, safety and security, the associated legal and regulatory requirements and the responsibilities of employers and employees to follow these procedures and comply with legal requirements. This should be supported by examples drawn from industry or through developed case studies that highlight the:

- importance of complying with legal and regulatory requirements and the consequences of non-compliance, with examples
- hazards and risks which can occur in an active leisure environment and the importance of carrying out appropriate risk assessments
- importance of having procedures in place to safeguard children and vulnerable adults and the possible consequences if this does not happen.

The practical aspect of this unit can be delivered through realistic simulations if learners are not in employment or on work placement. Learners must have the opportunity to identify and deal with a range of hazards found within an active leisure environment.

Tutors should always ensure that each learner has the correct personal protective equipment where appropriate. It is also important that learners work in a safe manner when dealing with hazards and tutors should ensure that the environment is safe and secure before learners begin any practical activities.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

However, health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk. This will particularly be the case, for example, when using powered equipment or hazardous cleaning agents.

For learning outcomes 1, 2, 3 and 4, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 5 has a practical focus and assessment should allow the learner to demonstrate their skills in maintaining health, safety, security and welfare which should include:

- 10 health and safety hazards to customers
- 10 health and safety hazards to staff
- 5 security hazards
- 5 hazards to safeguarding children and vulnerable adults.

Realistic simulations are allowed for this learning outcome.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Essential resources

Learners will need access to the tools, equipment and materials needed to deal with hazards found in an active leisure environment, including personal protective equipment where appropriate.

It is also essential that learners have access to computers and the internet to enable them to carry out research as required, for example current legislation and regulations.

Indicative resource materials

Textbooks

Crouch M – *Protecting Children: A Guide for Sports People* (Coachwise, 2002)
ISBN 9780947850500

Frosdick S et al – *Safety and Security at Sports Grounds* (Paragon Publishing, 2005)
ISBN 9781899820146

Gervis M and Brierley J – *Effective Coaching for Children* (The Crowood Press, 1999)
ISBN 9781861261373

Health and Safety Executive – *Essentials of Health and Safety at Work* (HSE Books, 2006) ISBN 9780717661794

Journals

Occupational Safety and Health

Policy and Practice in Health and Safety

Websites

Adventurous Activities Licensing Authority www.aals.org.uk

Central Council for Physical Recreation www.ccpr.org.uk

Health and Safety Executive www.hse.gov.uk

Royal Society for the Prevention of Accidents www.rospa.com

Safe Sport www.safesport.co.uk

SkillsActive www.skillsactive.com

Unit 5: Developing Self in an Active Leisure Job Role

Unit reference number: Y/503/0737

Level: 2

Credit value: 1

Guided learning hours: 5

Unit aim

This unit aims to develop knowledge and understanding of personal development within the active leisure sector and how to develop themselves within a job role. Learners will identify their own development needs in order to plan for their personal development.

Unit introduction

This unit introduces learners to the importance of planning their personal development to meet the skills and knowledge requirements of their job role, and also to improve their work performance. Learners will need to know how to assess their own development needs, through self-analysis and using feedback from others, so that they can plan how to develop the skills and knowledge they need. In this unit learners will learn about the processes and practices involved in developing a personal development plan.

Learners will explore ways in which they can identify their strengths and weaknesses, for example through a skills audit, using evidence of own performance and analysing feedback from others. Learners will also look at how to agree priority areas for their development.

Finally, learners will create a personal development plan based on the analysis of their skills and knowledge, with realistic targets, and take part in training and development activities as part of this plan. They will also have the opportunity to review and amend their personal development plan as a result of undertaking training and development and in light of changing priorities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand personal development in an active leisure job role	1.1	Describe why it is important for staff in the active leisure sector to continue to develop their knowledge and skills
		1.2	Describe an active leisure organisation's systems to ensure the development of its staff
2	Know how to develop themselves in the job role	2.1	Describe how an active leisure member of staff can work with other people to identify their own strengths and weaknesses
		2.2	Explain the meaning of 'personal development plan'
		2.3	Describe what a personal development plan should contain
		2.4	Describe how an active leisure organisation's performance appraisal and development system works
3	Be able to identify own development needs	3.1	Identify own strengths and weaknesses in a role using evidence of own performance
		3.2	Analyse feedback from team members and managers on own performance
		3.3	Agree priority areas for own improvement
4	Be able to develop themselves in a job role	4.1	Create a personal plan for own development
		4.2	Take part in learning and development activities as part of own personal development plan
		4.3	Review own personal development plan
		4.4	Amend own personal development plan as a result of learning achievements and new priorities

Unit content

1 Understand personal development in an active leisure job role

Importance of personal development: for staff e.g. identify areas for improvement e.g. skills, product knowledge, identify related training and development opportunities e.g. external and internal courses, improve staff members' performance in their job role, facilitate promotion and progression opportunities, staff motivation e.g. sense of empowerment, helps people cope with changes; benefits to the organisation e.g. ensure staff competent to carry out their job role, skilled and motivated workforce, customer satisfaction, contributes to success of the business, competitive advantage

Organisational systems: skills audits to identify any gaps e.g. new knowledge set, practise to gain confidence; training and development policy and procedures e.g. external courses, in-house training, secondments, work shadowing; performance appraisal systems; mentoring schemes

2 Know how to develop themselves in the job role

Identifying own strengths and weaknesses with others: collecting feedback e.g. different people in the workplace (colleagues, managers, customers), from performance appraisals, use feedback to improve performance; agree objectives for areas needing development; complete a reflective diary; carry out a skills audit – review ratings with an appropriate colleague or manager; work shadowing

Personal development plan (PDP): development tool to evaluate current level of work-related skills and identify scope for improvement of work-related skills

Contents of a PDP: e.g. objectives in relation to skill development, break down of objectives into clear activities, actions that can be taken to improve targeted skills e.g. training courses, how these skills relate to job role, planned monitoring and review of progress, resources and support needed (equipment, materials, services, people), expected timeframe

Performance appraisal and development systems: ensures equitable treatment of staff, provides an ongoing process rather than a snapshot of performance; tool to develop staff, to review past and present performance, to identify strengths and areas for development, identify training needs; identify good performance, provide constructive feedback to the individual on their past performance, assess future promotion prospects and potential, support career and professional development opportunities, set objectives for the next period

3 **Be able to identify own development needs**

Identifying own strengths and weaknesses using performance evidence: current knowledge and skills, comparing against those required for the job role; methods e.g. self-appraisal, personal SWOT analysis (identifying strengths, weaknesses, opportunities for improvement and threats to such progress), skills audit

Analyse feedback from others: from e.g. colleagues, managers, customers, handle feedback positively; importance e.g. to obtain regular and useful feedback on performance, to change personal work objectives and development plan in light of feedback received; analysis in conjunction with e.g. requirements of the job role, results of self-appraisal/skills audit, reflective exercises to identify learning and development

Priority areas for improvement: agree priorities and targets with the appropriate person, including realistic timeframes; in relation to individual's development needs and team and organisational objectives; feed into personal development plan

4 **Be able to develop themselves in a job role**

Creating a personal development plan: in discussion with and signed off by the appropriate person; based on evaluations of skills and knowledge e.g. performance appraisal, skills audit, self-appraisal, feedback from others; appropriate format and contents e.g. objectives in relation to skill development, break down of objectives into clear activities, actions that can be taken to improve targeted skills e.g. training courses, how these skills relate to job role, planned monitoring and review of progress, resources and support needed (equipment, materials, services, people), expected timeframe

Learning and development activities: as identified during evaluation of performance, discussed and agreed with the appropriate person schemes, participate positively in all activities; recorded on personal development plan; types of activities e.g. external courses, in-house training, secondments, work shadowing; performance appraisal systems, mentoring schemes

Reviewing and amending the personal development plan: in light of completed training and development, use feedback and guidance from appropriate sources; review e.g. review progress towards objectives regularly, record when objectives have been achieved, identify objectives not yet achieved, consider reasons objectives have not yet been achieved, review objectives; amend in light of review e.g. set new targets, identify new/additional training and development activities, set future review dates, agree amendments with the appropriate person

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of personal development within an active leisure job role. Learners need to know and understand:

- organisational systems for staff development and the appraisal of staff
- how to identify their own strengths and weaknesses using evidence of their own performance and feedback from others
- how to create, review and amend a personal development plan.

A useful opening would be through small group discussions, during which learners can exchange their experiences of job roles within active leisure environments. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of personal development and performance appraisal within the active leisure sector.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for developing and training staff within an active leisure organisation, for example a section supervisor, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a human resources manager from a leisure centre or large chain of fitness centres will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how employees within their organisation are encouraged and supported in developing themselves in their job role, including the organisation's performance appraisal system and training programme. This should be supported by examples drawn from industry or through developed case studies that focus on how to use performance evidence and feedback from others to identify own strengths and weaknesses and the use of personal development plans within the active leisure sector.

Learners could be given examples of personal development plan templates to help them understand what should be included. They will need the opportunity to review and amend their personal development plans. Simulated activities can be used for this part of the unit.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work. Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

For learning outcomes 1, 2 and 3, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 4 has a practical focus and assessment should allow the learner to demonstrate their skills in continuing professional development. Realistic simulations are acceptable for this learning outcome.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Management Pocketbooks – a useful range covering titles for all areas of self-development to improve own performance including:

Dent F – *The Self Managed Development Pocketbook* (Management Pocketbooks, 1999) ISBN 9781870471664

Journals

Management Today (Chartered Institute of Management)

Websites

The Chartered Institute of Personnel and Development www.cipid.co.uk

SkillsActive www.skillsactive.com

Unit 6: Teamwork in Active Leisure

Unit reference number: L/503/0735

Level: 2

Credit value: 2

Guided learning hours: 11

Unit aim

The aim of this unit is to develop knowledge and understanding of the role of teams in active leisure, the importance of effective team working to an organisation's success, and how individuals can support the work of their organisation. Learners will also develop skills for working in team situations as a team member.

Unit introduction

People working together effectively in teams can benefit organisations greatly and help them to achieve their goals. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business. In this unit learners will explore why team working is important in delivering active leisure services, the different roles involved in active leisure teams and how these roles contribute to achieving the team's goals.

Sometimes conflicts do arise when working in teams and in this unit learners will look at the different types of conflict that can arise and how to deal with conflict to achieve a positive outcome.

It is important that those working in an active leisure environment can see opportunities for improving the work of their organisation. Learners will explore how individuals can contribute to this and how they can support their organisation in using resources more efficiently.

In this unit learners will be able to demonstrate their own team working abilities, asking for and providing support and feedback to other team members. They can then use this feedback to improve their own performance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the role of teams in active leisure	1.1	Define the meaning of the word 'team' in the context of an active leisure organisation
		1.2	Explain why teams are important in the delivery of active leisure services
		1.3	Describe the different roles that make up an active leisure team and how those roles contribute to the team's goals
2	Understand effective teamwork in active leisure	2.1	Give examples of why the following are important to effective teamwork in active leisure: <ul style="list-style-type: none"> • working to common goals • individual roles and responsibilities • diversity in the team • communication between team members • mutual support and encouragement • feedback between team members • flexibility • reliability
		2.2	Describe different types of conflict in a team
		2.3	Describe different ways of dealing with conflict in an active leisure team
		2.4	Describe what a team meeting is and what may be discussed at a team meeting

Learning outcomes		Assessment criteria	
3	Understand how to support the work of an active leisure organisation	3.1	Describe how a member of staff in an active leisure organisation can identify ways of improving the work of the team and the organisation
		3.2	Give examples of how an active leisure member of staff can help the organisation use resources more efficiently and in line with good environmental practice
4	Be able to demonstrate teamwork skills	4.1	Carry out responsibilities as agreed with team members, showing flexibility when circumstances change
		4.2	Communicate with other team members
		4.3	Provide support to other team members when they need it
		4.4	Ask for support from other team members when necessary
		4.5	Give constructive feedback to other team members
		4.6	Use feedback from other team members to improve own performance
		4.7	Contribute to team discussions
		4.8	Handle conflict with other team members in a way that achieves a positive outcome

Unit content

1 Understand the role of teams in active leisure

Teams in an active leisure context: groups of people organised to work together cooperatively to meet customer needs and ensure customer safety by working to clearly stated objectives and goals

Importance of teams in the delivery of active leisure services: contribute to departmental and organisational productivity and effectiveness e.g. consistency in working practices; consistent messages communicated to customers (internal, external), ensure customer needs and expectations are met, shared understanding of business activities and processes; many activities within the sector require involvement of more than one person e.g. taking down equipment, leading outdoor activities/expeditions; shared commitment to objectives e.g. making best use of people's strengths, better internal communication, increased efficiency and productivity, less duplication of tasks, sharing ideas, coordination of activities, mutual support, less risk by sharing work, more flexible workforce

Different roles within an active leisure team: managerial e.g. fitness centre manager, theme park manager, outdoor pursuits manager; associate professional and technical e.g. sports coach, fitness instructor, sport and leisure attendant; administrative e.g. sports administrator, sales and marketing officers; contribution to team goals - managers e.g. overall responsibility for the centre or function within a large centre, and for the profitability of the centre or function within a large centre, manage team member performance, deal with technical aspects of provision, responsible for safety issues; associate professional and technical staff e.g. deliver active leisure services safely and to meet customer needs, provide help and support to customers using active leisure services, main contact with customers; administrative staff e.g. ensure smooth operation of an organisation, organise events, produce promotional and marketing material

2 Understand effective teamwork in active leisure

Features of effective teamwork: working to common goals e.g. consistency in working practices, shared aims and objectives, agreeing tasks, united in a common purpose, shared understanding of business activities and processes; individual roles and responsibilities e.g. making best use of people's strengths, less duplication of tasks, sharing ideas, coordination of activities, clearly defined roles; diversity in the team e.g. different viewpoints, enhancing creativity, better cross-section of skills and talents, greater sensitivity to needs of different customers; communication between team members e.g. ensure all team member clear about their duties, ensure all tasks carried out, ensure safety of team and customers, meet customer needs, avoid duplication of tasks; mutual support and encouragement e.g. encouraging other team members to recommend improvements, accepting consensus decisions; feedback between team members e.g. being receptive to feedback, providing constructive feedback to help team members improve their performance, praise; flexibility e.g. adapting to changing situations in ways that support the team and meet the team's objectives, willingness to support team members to complete their

tasks as appropriate; reliability e.g. being able to depend on other team members to carry out their role effectively, depend on others to work to meet the team's objective, trust between team members

Types of conflict: organisational e.g. lack of appropriate skills, resource issues, workloads, perceived unfairness in treatment of team members, lack of information, poor communication; personal e.g. grievances against other team members, lack of commitment, inflexibility, posturing, passivity, difficult behaviour, challenges to authority

Dealing with conflict: identification of potential for conflict e.g. early intervention, seeking advice from the appropriate people; skills to avoid conflict situations e.g. active listening, asking questions politely and calmly, effective communication, knowing when to remove yourself from the situation; avoid unproductive activities e.g. apportioning blame, shouting matches; organisational policies and procedures e.g. limits of own authority, support from colleagues and line management

Team meetings: types e.g. formal, informal, gathering of all member of a particular team; items of discussion e.g. new developments, present situation, problems and solutions, new ideas or innovations, planning for the future

3 Understand how to support the work of an active leisure organisation

Ways to improve the work of the organisation: ask customers for feedback on organisation's services, identify ways the team could improve their delivery of active leisure services; discuss with relevant colleagues how to change services for the better e.g. those working at the same level as yourself, those responsible to you, line manager

Helping the organisation to use resources more efficiently: identify and agree your responsibilities for managing resources, carry out your responsibilities for managing resources as agreed; maintain equipment according to manufacturers' instructions; identify and recommend initiatives for e.g. waste reduction, re-use, recycling, energy conservation e.g. fuel and electricity, insulation; suggest improvements e.g. to the information and advice organisation provides on managing resources in a sustainable way

4 Be able to demonstrate teamwork skills

Carrying out agreed responsibilities: ensure responsibilities are clear, establish good working relationships with colleagues, maintain standards of professional behaviour; carry out duties and commitments to colleagues as agreed, tell colleagues in good time when you cannot carry out what they have asked, respond positively to changing or emergency situations

Communication: methods e.g. written e.g. lists, email, fax, graphs, verbal e.g. use of appropriate technical language, tone of voice, effective listening e.g. use of paraphrasing and note taking to clarify meaning; with colleagues e.g. to check validity of own work/findings, request advice/further information, confirming instruction; benefits of effective communication e.g. provides the necessary information, reduces misunderstandings, contributes to effective teamwork, helps to maintain health, safety and hygiene in the workplace

Support and feedback: provide support to others e.g. encouraging team members to recommend improvements, if team members are having difficulty carrying out tasks, if the work environment suddenly becomes very busy, to meet deadlines, to ensure customer needs are met, if team member is less experienced and needs reassurance, so tasks are carried out correctly and safely; ask for support e.g. in the case of an accidents or emergency, lack of confidence, tasks or situation is outside the limits of authority, clarify instructions; giving constructive feedback e.g. team member is clear about how they can improve, feedback motivates team member, use supportive manner and tone of voice, ensure feedback is e.g. timely, honest, respectful, objective

Using feedback to improve own performance: from e.g. performance reviews, colleagues, customers; against agreed targets, reflective exercises to identify learning and development needs required for current and likely future roles

Team discussions: identify own role e.g. observer, presenter, active participant; appropriate participation e.g. ask questions, clarify issues, speaking clearly, active listening, respecting others' opinions, making proposals, keeping contributions relevant to agenda items

Handle conflict: identify potential for conflict e.g. early intervention, seek advice from the appropriate people; use skills to avoid conflict situations e.g. active listening, asking questions politely and calmly, effective communication, know when to remove yourself from the situation; avoid unproductive activities e.g. apportioning blame, shouting matches; organisational policies and procedures e.g. limits of own authority, support from colleagues and line management

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the role of teams and the importance of effective teamwork within active leisure. Learners need to know and understand:

- the different roles that make up an active leisure team
- how the different team roles contribute to achieving the team and organisation's objectives
- how to deal effectively with conflict within a team
- how to improve the work of an organisation, including how individuals can help an organisation use their resources more effectively and efficiently.

A useful opening would be through small group discussions, during which learners can exchange their experiences of working in teams. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of how teams work within an active leisure environment. Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who work as part of a team within an active leisure environment, for example a fitness centre attendant or outdoor activity leader, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a team leader or manager from an active leisure organisation will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of the different teams within their organisation, and how they contribute to achieving the organisation's objectives and its successful operation. They could also talk about the procedures in place to deal within any conflicts that may arise within a team. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of effective teamwork within active leisure, different types of active leisure teams and give examples of how individuals can help an organisation to work more effectively and efficiently.

Learners will need the opportunity to demonstrate their teamwork skills and tutors need to ensure that there are sufficient practical activities to enable learners to meet the requirements of this unit. Role-play scenarios can be used for some aspects of this, for example dealing with conflict.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

However, health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk.

For learning outcomes 1, 2 and 3 which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 4 has a practical focus and assessment should allow the learner to demonstrate their teamwork skills. Role play of certain situations, for example dealing with conflict, is allowed for this learning outcome.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Textbooks

Belbin M – *Team Roles at Work* (Butterworth-Heinemann Ltd, 1996)
ISBN 0750626755

Doyle M and Strauss D – *How to Make Meetings Work: The New Interaction Method* (Jove Books, 1993) ISBN 9780515090482

Hawkins C – *Make Meetings Matter* (Career Press, 2008) ISBN 9781601630155

Honey P – *Teams and Teamwork* (Peter Honey, 2001) ISBN 1902899156

Websites

Business education website including learning materials and quizzes	www.bized.ac.uk
Free materials, articles and ideas for team roles and leadership	www.businessballs.com
SkillsActive	www.skillsactive.com
A number of case studies on teams	www.thetimes100.co.uk

Unit 7: Pool Lifeguarding

Unit reference number: J/503/5352

Level: 2

Credit value: 5

Guided learning hours: 40

Unit aim

The aim of this unit is to develop knowledge and understanding of the requirements for the lifeguarding of swimming pool water, including how to respond to swimming pool emergencies. The unit also aims to develop the learner's ability to maintain the safety of the swimming pool environment.

Unit introduction

Employees within the active leisure sector, working in a swimming pool environment, need to understand the importance of lifeguarding and the need to keep bathers and other pool users safe.

In this unit, learners will explore the underlying theory and practice relating to the efficient and safe lifeguarding of swimming pool environments.

Learners will address, in detail, the requirements for health and safety in a swimming pool environment, how to prepare a swimming pool environment, the requirements for supervising a swimming pool environment safely, responding to emergencies, maintaining the safety of the swimming pool environment and how to respond to emergency situations in the swimming pool environment.

Additionally, learners will recognise the importance of complying with the active leisure organisation's Standard Operating Procedures (SOPs) or Normal Operating Procedures (NOPs) for lifeguarding and be aware of the consequences of non-compliance.

It must be noted that this unit does **not** qualify the learner to work as a Lifeguard.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the requirements for health and safety in a swimming pool environment	1.1	Identify the legal requirements covering the operation and maintenance of swimming pools
		1.2	Explain the term 'duty of care' in the context of swimming pool safety
		1.3	Identify the health and safety national guidance covering the operation and maintenance of swimming pools
		1.4	Summarise the implications of legislation and guidance for the work of a pool lifeguard
		1.5	Describe what may happen if employers and employees do not follow legal requirements and guidance for safety in swimming pools
		1.6	Describe an active leisure organisation's pool safety operating plan
2	Know how to prepare a swimming pool environment	2.1	Explain what is meant by the term 'hazard' in a swimming pool
		2.2	Give examples of the types of health, safety and hygiene hazards to customers and staff that may occur in swimming pool environments, to include: <ul style="list-style-type: none"> • conventional pools • free form pools • diving pits • water features • play equipment • pool surrounds

Learning outcomes		Assessment criteria	
		2.3	Describe how a lifeguard should check for and deal with the range of health, safety and hygiene hazards when preparing a swimming pool environment for use
		2.4	Describe the range of emergency equipment that is used in swimming pools and the purpose of each type of equipment
3	Know about supervising a swimming pool environment	3.1	Describe the lifeguard's responsibilities for monitoring the swimming pool environment
		3.2	Describe different methods of supervising a pool environment and appropriate staffing levels, including the following: <ul style="list-style-type: none"> • casual session • teaching session • school session • play session • diving board/platform session • competitive session • private hire
		3.3	Describe rules of behaviour for a swimming pool environment and the reasons for these rules
		3.4	Explain how to deal with situations where rules of behaviour are not followed
		3.5	Describe the types of needs that customers may have in a swimming pool environment and how to respond to these needs
		3.6	Describe different methods of communicating with customers in a swimming pool environment and how to choose methods appropriate to the customer and situation

Learning outcomes		Assessment criteria	
4	Know about responding to pool emergencies	4.1	Describe an active leisure organisation's emergency action plan for a swimming pool
		4.2	Identify the range of different emergency situations that may arise in a swimming pool and the lifeguard's responses to each of these
		4.3	Describe cardio-pulmonary resuscitation techniques and when these should be used
		4.4	Describe how to recognise casualties, including the symptoms of medical conditions that may cause difficulties to swimmers
		4.5	Describe the principles of rescue and manual handling of casualties
		4.6	Explain why it is important to follow an emergency action plan calmly and correctly
		4.7	Describe the information that must be reported concerning pool incidents and how this information should be reported
5	Be able to maintain the safety of the swimming pool environment	5.1	Prepare a swimming pool environment for safe use by customers, identifying and correcting a range of hazards
		5.2	Supervise a swimming pool environment, ensuring pool behaviour rules are followed and customer needs met
		5.3	Communicate effectively with customers using a range of methods
6	Be able to respond to emergency situations in the swimming pool	6.1	<p>Follow a pool emergency action plan to respond to the following types of pool emergencies:</p> <ul style="list-style-type: none"> • drowning • conscious customers in difficulties • injured customers • unconscious customers • multiple casualties • customers with spinal injuries

Learning outcomes		Assessment criteria	
		6.2	Demonstrate use of poolside rescue equipment and safe manual handling of casualties
		6.3	Demonstrate methods of casualty recovery, including contact rescue in shallow and deep water where the casualty is on the surface and bottom of the deepest part of the pool
		6.4	Demonstrate cardio-pulmonary resuscitation techniques as appropriate to: <ul style="list-style-type: none"> • adult sudden collapse • adult drowning • suspected spinal injuries • children/infants

Unit content

1 Know the requirements for health and safety in a swimming pool environment

Identify the legal requirements covering the operation and maintenance of swimming pools: requirements for complying with the health and safety related legislation in a swimming pool environment to include the Health and Safety at Work etc. Act 1974 (HASAW); the Management of Health and Safety at Work Regulations 1999, Normal Operating Procedures (NOPs) or Standard Operating Procedures (SOPs) and Emergency Action Plans (EAPs)

Additional regulations applicable to active leisure facilities; e.g. health and safety: The Health and Safety (First-Aid) Regulations 1981, Control of Substances Hazardous to Health Regulations 2002 (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 1995 (RIDDOR), Workplace (Health, Safety and Welfare) Regulations 1992, Provision and Use of Work Equipment Regulations 1998, Electricity at Work Regulations 1989, Manual Handling Operations Regulations 1992, Health and Safety (Safety Signs and Signals) Regulations 1996, Working at Height Regulations 2005, The Children Act 2004, Equality Act 2010

Explain the term 'duty of care' in the context of swimming pool safety: The Health and Safety at Work, etc. Act 1974 requires swimming pool operators to ensure, as far as is reasonably practical, the safety of those people who use the pool; legal requirement that individuals adhere to a reasonable standard of care when carrying out activities that could harm either themselves or others; applies to members of the public, employees and visitors; general duty of the employer to take reasonable care to avoid actions, or a failure to take action, which would be likely to injure someone

Identify the health and safety national guidance covering the operation and maintenance of swimming pools; HSG 179; National Occupational Standards for Lifeguarding C28 and C19

Summarise the implications of legislation and guidance for the work of a pool lifeguard; follow the code of conduct required for lifeguards working at the facility, must be vigilant and conscientious at all times; respond in accordance with the training they have received; key aspects of HSG 179 in relation to the work of the lifeguard, e.g. keep a close watch over the pool and the pool users, exercise the appropriate level of control, communicate effectively with pool users and colleagues, anticipate problems before they happen and endeavour to prevent accidents, intervene to prevent behaviour which is unsafe, identify emergencies quickly and taking appropriate action, carry out a rescue from the water and to give immediate first aid to any casualty

Describe what may happen if employers and employees do not follow legal requirements and guidance for safety in swimming pools: implications for the organisation and the individual; legal consequences, e.g. prosecution, imprisonment, fines, other financial penalties; business consequences, e.g. loss of contracts, loss of customers and business, damaged reputation, reduced sales, reduced profit; health and safety implications e.g. wrong cleaning materials used, accidents and injury to staff and customers

Describe an active leisure organisation's Pool Safety Operating Plan: requirements of HSG 179 for a written Pool Safety Operating Procedure (PSOP) to include the Normal Operating Plan (NOP) (how the pool operates on a typical daily basis, pool maximum bathing load, pool layout, the equipment employed, specific hazards and activity-related risks) and the Emergency Action Plan (EAP) for the pool, changing facilities and associated plant and equipment; need to ensure awareness of all staff, appropriate guidance and training for all staff

2 Know how to prepare a swimming pool environment

Explain what is meant by the term 'hazard' in a swimming pool: Definition of 'hazard': something that could cause harm to self, colleagues, customers or members of the public.

Definition of risk: likelihood of a hazard actually causing harm.

Risk assessment: identify items/area to be assessed e.g. equipment operation, public area; risk assessment – identify hazards, identify those at risk, assess chance of hazard causing harm, grade risks, record findings; risk controls e.g. do not carry out activity, protect participants from hazard, provide appropriate safety equipment, provide appropriate supervision for participants

Give examples of the types of health, safety and hygiene hazards to customers and staff that may occur in swimming pool environments, to include: conventional pools, free form pools, diving pits, water features, play equipment, pool surrounds.

Main hazards within an active leisure environment: facilities e.g. slippery floors, quality of pool water, trailing cables, inadequate first aid facilities, poor cleanliness; equipment e.g. lack of regular testing, unclean and badly maintained equipment, equipment being left unattended; working practices e.g. lack of or poor training, no control of hazardous waste, inadequate product segregation, untidy work area; behaviour e.g. poor attitude, unsafe behaviour, disregard for health and safety requirements and safety of customers; hazardous substances e.g. flammable substances, cleaning agents, pool plant chemicals, varnishes used for indoor surfaces, paints.

Dealing with the main hazards in an active leisure environment: take action to reduce the risk of a hazard actually causing harm e.g. following organisational procedures, putting up warning signs when cleaning, removing an unsafe piece of equipment from use, carefully supervising a splash pool; identify and deal with any hazards quickly following organisational and legal requirements, carry out health and safety checks as required, seek advice from relevant colleagues, complete required documentation accurately and promptly.

Conventional Pools: There are a large number of different factors which need to be taken into account in terms of health, safety and hygiene hazards to a conventional pool, e.g. unsafe pool chemical levels, poor water clarity and quality, overcrowding (the maximum bathing load as stated in the NOP must not be exceeded), unruly behaviour, wet floors, slip and trip hazards, diving into shallow water, bathers running on the poolside, bacteriological infections, faecal contamination, vomit or blood emissions, glare from the sun or lights on pool water surface

Freeform Pools: same types of health, safety and hygiene hazards as conventional pools; additional lifeguarding stations to address possible 'blind spots'; hazards associated with water features such as flumes and wave machines

Diving Pits: people falling into the pool and drowning because of the depth of the diving pit; people swimming across the diving area; the possibility of people wandering from an adjacent swimming pool and falling in, swimming under the point where the diver enters the pool; lifeguard must be able to work safely at the deepest part of the pool, observe each diver entering the water, surfacing and then swimming clear of the diving area before allowing the next diver to enter the water

Water Features: major water features found in the freeform style of pool

Water slides and flumes: different types of water slides and flumes attracting children and poor swimmers, e.g. people may discharge into a pool and collide with the swimmers beneath the slide exit point; to be inspected on a daily basis to ensure that the equipment is not damaged and to check for wear, tear and vandalism; the minimum lifeguarding requirements (member of staff at the top of the flume and another at the point of discharge from flume), need for effective communication between lifeguards; enforcement of age or size (height restrictions)

Rapid Water Rides: swimmers being 'dragged' along, implications for the number of lifeguard stations needed to supervise the entire length of the ride; need for good signage relating to dangers and restrictions, requirement for bather control at the entry point and exit point; emergency shut off of flow of water in the case of an emergency

Wave Machines: different designs, different types of wave pattern which can be generated; need for audible and visual warning prior to operation; differing lifeguard stations; extra vigilance required; reduction in the water level in parts of the pool, while raising it in other parts of the pool, particularly hazardous for weak or non-swimmers; water features e.g. water cannons, geysers, mushrooms and inner tube rides

Play Equipment: to include large inflatables; adequately anchored, fit for purpose, and appropriate for the pool, positioned so that bathers cannot fall from them and hit their heads on the pool edge, cleaned regularly to avoid the formation of biofilms which would support bacteria, dried off before storage; constant blow electrical fans, e.g. need for the installation has to be completely inspected and comply with the terms of the Electricity at Work Regulations 1989; additional supervision; switching on underwater lights so that any bather underneath the equipment can be seen more clearly

Rafts and Smaller Inflatable Toys: risk of the bather falling against the poolside, or falling under the raft; possible boisterous behaviour; needs to be disinfected and cleaned regularly to remove biofilms which could harbour bacteria

Pool surrounds: possible foot infections: e.g. verruca and athlete's foot; slip and trip hazards; trips and falls on the pool surrounds, which leads to the casualty cutting themselves and bleeding or vomiting, related EAP for dealing with casualties

Describe how a lifeguard should check for and deal with the range of health, safety and hygiene hazards when preparing a swimming pool environment for use: swimming pool water must be of good quality, bacteriologically safe, comfortable for bathers, be of good clarity (not cloudy), free from smell and chemically safe; series of health, safety and hygiene checks; e.g. visual water quality check to make sure that the pool water is clear, of good quality and that the floor of the pool is visible at all times, no unsightly tidemarks or scum lines on the tiles at pool water level, ensuring the water quality is safe in terms of its disinfection level and pH level, carrying out pool water tests for pH, free chlorine and combined chlorine; dealing with poor pre-swim hygiene, e.g. bathers not showering and visiting the toilet prior to bathing; checks on emergency equipment, e.g. stretchers, poolside rescue aids, first-aid equipment including defibrillators, communication equipment, cameras or computer-aided surveillance systems for the pool

Describe the range of emergency equipment that is used in swimming pools and the purpose of each type of equipment: e.g. stretchers, poolside rescue aids, first-aid equipment including defibrillators, communication equipment, cameras or computer-aided surveillance systems for the pool; need for lifeguards be familiar with the equipment, its purpose and how to use it

Rescue Equipment: e.g. reaching poles, throwing rope, throw bags, torpedo buoys, spinal boards, stretchers, defibrillators

3 Know about supervising a swimming pool environment

Describe the lifeguard's responsibilities for monitoring the swimming pool environment: awareness of a number of significant issues, e.g. the maximum bathing load allowed at any one time, the admissions policy for admitting young children, key functions of the lifeguard as stated in HSG 179,

- keep a close watch over the pool and the pool users, exercising the appropriate level of control;
- communicate effectively with pool users, and colleagues
- anticipate problems and prevent accidents
- intervene to prevent behaviour which is unsafe
- identify emergencies quickly and take appropriate action
- carry out a rescue from the water
- give immediate first aid to any casualty
- supervise pool activities

Describe different methods of supervising a pool environment and appropriate staffing levels, including the following: casual session, teaching session, school session, play session, diving board/platform session, competitive session, private hire: method of supervision and required staffing levels for safe operation, would depend upon a number of factors relating to the way that the session has been programmed; HSG 179 in relation to certain standard sizes of rectangular pool, when used for un-programmed swimming sessions, providing that there are no diving boards or other special equipment; responsibility of the pool operator to determine the correct number of lifeguards to be deployed to ensure all areas of the pool, and its surrounding environment, can be adequately observed and supervised e.g. this can be achieved by dividing the pool into separate zones and the lifeguard scanning their zone, use of cameras and computer-aided surveillance systems

Casual sessions: can attract large numbers of bathers; mix of bather activity, e.g. some exercising, some playing, some just learning to swim and capable of only a few strokes, some not being able to swim, need for lifeguard to be extra vigilant, e.g. signs of bathers getting into trouble (with risk of drowning), wading towards the deep end and out of their depth, performing dangerous stunts such as gymnastics, becoming boisterous and annoying other bathers and, possible overcrowding, patrol all around the pool, check the bottom of the pool constantly; number of lifeguards dependent on bather load

Teaching/school sessions: covered in HSG179 as 'Programmed activities', defined as activities with a formal structure, i.e. disciplined, supervised or controlled and continuously monitored from the poolside; the presence of group or club organisers may reduce the number of lifeguards needed, particularly where the group or club has exclusive use of the pool; where the pool is in shared use and clearly divided between programmed and un-programmed swimming activities, suitably competent teachers and coaches may take responsibility (both for lifeguard cover and teaching and coaching) - but only for the programmed area of the pool; work within the agreed ratio of pupils to teachers and coaches, where shared use is not clearly defined supervision must be provided in accordance with the pool's PSOP

Play sessions: the use of larger inflatables and play equipment such as rafts and smaller inflatable toys; associated problems, e.g. swimmers falling against the poolside, lack of vision under the raft and boisterous bather behaviour; need for a number of lifeguards, high level of vigilance; need for the inflatable to be fully inflated and correctly anchored before bathers are allowed to use it; post-session the inflatable should be deflated on the poolside, away from swimming pool users, dried off and moved to the storage area

Diving boards/Platform sessions: HSG 179 guidance; need direct supervision to ensure that they are used correctly and safely, and swimmers and divers do not endanger each other; segregation on the surface of the water where equipment is positioned over an area of a main pool; need for lifeguard to observe each diver entering the water, surfacing and then swimming clear of the diving area before allowing the next dive to occur, to be trained in carrying out emergency procedures in that pool able to work safely at the deepest part of the pool; hazards, e.g. people wandering from an adjacent swimming pool and falling into the diving pit or swimming in a dangerous position under where the divers enter the pool

Competitive sessions: e.g. a swimming gala; preparation of before the competition, e.g. lane ropes set up, screws which secure the starting blocks to the poolside are sufficiently tightened; minimum of two lifeguards supervising the swimming pool during a gala, e.g. one lifeguard would supervise the pool from a high chair, the other would supervise within the pool surround from a different location; number of people allowed in the pool hall for a gala would be determined by the seating arrangements (chairs/benches) and by risk assessment, diving entry into the water by competitors must be restricted to competent swimmers only

Private hire: e.g. the use of the pool by a swimming club; formal legally binding contract between the hirer and the centre; HSG 179 includes a checklist of the issues which should be included in a contract for the hire of the pool to outside organisations

The contract should include:

- (a) Information on the number of bathers participating and an assessment of their swimming skills.
- (b) The name of the hirer's representative(s) who will be in charge of the group.
- (c) The number, and the skills/qualifications, of the lifeguards who will be present during the session; and whether these will be provided by the hirer or by the pool operator.
- (d) Copies of normal and emergency operating procedures, and to sign to the effect that these have been read and understood.
- (e) Specific agreement on the respective responsibilities of the pool operator and the hirer for action in any emergency.
- (f) Any rules of behaviour to be enforced during the session.
- (g) Advice on safety to be given to participants, e.g. on avoiding alcohol and food immediately before swimming.

Describe rules of behaviour for a swimming pool environment and the reasons for these rules: signs displayed on poolside listing the Rules of Behaviour for Pool Use, lifeguard to point out to customers where the rules are being broken, e.g. running on the pool side, wrestling or boisterous play, pushing or pulling around the poolside or in the water, games of 'touch' or 'tag' around the poolside or in the water, 'bombing' or performing any somersaults or back dives into the pool, non-swimmers playing at the deep end of the pool, 'ducking', 'petting' or inappropriate behaviour, shouting, acrobatics, eating or drinking on the pool side, smoking, unnecessary splashing causing nuisance or annoyance to others, sitting or hanging on to the lane rope, the use of cans, glass, crockery etc., the use of outdoor shoes on the pool side; reference to the Swimming Pool Users' Safety Code issued by the Royal Society for the Prevention of Accidents (RoSPA).

SWIMMING POOL USERS SAFETY CODE

- A Spot the Danger: Take care, swimming pools can be hazardous. Water presents a risk of drowning and injuries can occur from hitting the hard surrounds, or from misuse of equipment.

- B Always Swim Within Your Ability: Never swim after a heavy meal or after consuming alcohol. Avoid holding your breath and swimming long distances under water. Be especially careful if you have a medical condition such as epilepsy, asthma, diabetes or a heart condition.
- C Check New Places: Every pool is different, so always make sure you know how deep the water is and check for other hazards such as diving boards, water slides and steep slopes into deeper water etc
- D Take Safety Advice: Follow advice provided for your own safety and the safety of others. Avoid unruly behaviour which can be dangerous; for instance running on the side of the pool; ducking; acrobatics in the water; or shouting or screaming (which could distract attention from an emergency). Always do as the Attendant says and remember that a moment of foolish behaviour can cost a life.
- E Look Out for Yourself and Other Swimmers: It is safer to swim with a companion. Keep an eye open for others, particularly young children and non-swimmers.
- F Learn How to Help: If you see somebody in difficulty, summon help immediately. In an emergency keep calm and do exactly as you are told.

Explain how to deal with situations where rules of behaviour are not followed: customers must be spoken to respectfully, but in a firm and assertive manner, reasons why the behaviour is unacceptable; if warnings are not heeded or are ignored, or if the behaviour deteriorates and becomes more serious, duty officer to assess the situation, and if appropriate, ask the offender to leave, or call the police if the offender refuses to cooperate; permanent exclusion of habitual offenders from the centre and any other centres associated with it in the same geographical area; implementation of the Emergency Action Plan and appropriate records made if the offender becomes violent or threatens violence, including a RIDDOR report (i.e. it is both an incident and a dangerous occurrence)

Describe the types of needs that customers may have in a swimming pool environment and how to respond to these needs: recognize who the customer is, e.g. children, taking part in swimming lessons to learn to swim or in a play session, adults having their daily swim, the elderly, athletes and elite swimmers, adults engaging in exercise classes or swimmers with a physical disability who may require assistance to get into the pool safely; children under the age of eight must be constantly supervised and accompanied in the water by a responsible person over the age of 16; recommended that the ratio of adults to children under the age of eight is one adult for two children; children who cannot swim at least 25m, and tread water for 30 seconds, should not be allowed to stray into deep water

Describe different methods of communicating with customers in a swimming pool environment and how to choose methods appropriate to the customer and situation:

Bathers with a disability: Equality Act 2010 addresses the access and the necessary accommodations for easy usage by customers with disability e.g. wheelchair ramps, handrails and hoists to enable entries and exits to and from the pool; specially designed changing, showering and toilet areas, specific requirements covered in the PSOP, disability awareness training as part of the equal opportunities policy; people with learning difficulties may have a carer, lifeguard to work with the carer to ensure that the bather understands the pool rules and procedures; extra lifeguard cover may be required, e.g. working the mechanical hoist; special care needed when assisting bathers with disabilities who require help to get into, and out of, the pool; be sensitive to their needs and treat bathers with respect and avoid their dignity being challenged

Describe different methods of communicating with customers in a swimming pool environment and how to choose methods appropriate to the customer and situation: to include the whistle to attract the attention of pool users, general convention e.g. one short blast of the whistle calls for the attention of the pool user, two short blasts may signal for the attention of lifeguard, three short blasts indicate that a lifeguard is taking emergency action, one long blast calls for the attention of all of the users, e.g. to inform them that the pool needs to be evacuated immediately because of an emergency

Hand/arm commands: e.g. if you want the swimmer to 'stop, and stay' where they are in the water, the signal is to extend the arm forward, raising the hand palm outward, directing the customer's attention to something can be done by looking in a particular direction, extending the arm and pointing with the index finger to point to another pool user, another team member, or, a possible hazard, attracting the attention of a swimmer or another lifeguard, by raising the arm straight up over the head and extend the hands and fingers

Voice, Posture and Body language: e.g. bathers respond to clear instructions where the message is put across firmly, clearly, with a serious tone and with body language which displays confidence and control of the situation; instructing pool users to respond to alarms, sirens and klaxons, clear direction to all pool users and spectators

Alarm Systems and Public Address Systems: the lifeguard must be conversant with the various alarms and their meaning and convey this to the public, e.g. the fire alarm system may be a two- tone siren that sounds in all areas of the building and can sound automatically or can be manually triggered, POOL EMERGENCY alarm could be a high-pitched warbling siren that sounds in all areas of the building

Tannoy/PA announcements: used to provide information to the customer and pool users confirming what to do in an emergency situation; they need to be clear and audible and, where possible, linked to a visual alarm for customers with hearing impairment; coded messages to keep staff members aware of incidents without causing panic to the general public

4 Know about responding to pool emergencies

Describe an active leisure organisation's emergency action plan for a swimming pool: EAP outlines the procedures to be followed by the staff, hirers of the facility and the users in the event of any foreseeable emergency; EAP should cover any likely eventuality and should be regularly practised, reviewed and updated where necessary; address the types of emergencies referred to in HSG 179 which would include what to do in the event of: overcrowding, disorderly behaviour including violence to staff, lack of water clarity, outbreak of fire or sounding of the alarm to evacuate the building, bomb threats, lighting failure, structural failure, emission of toxic gases, serious injury, discovery of a casualty in the water, drowning incidents, chemical emergency, faecal incidents in the pool; lifeguard responses must be in line with the training they have received and practised regularly

Identify the range of different emergency situations that may arise in a swimming pool and the lifeguard's responses to each of these: e.g. overcrowding, disorderly behaviour including violence to staff, lack of water clarity, outbreak of fire or sounding of the alarm to evacuate the building, bomb threats, lighting failure, structural failure, emission of toxic gases, serious injury, discovery of a casualty in the water, responding to a drowning incidents, chemical emergency, faecal incidents in the pool

Describe cardio-pulmonary resuscitation techniques and when these should be used: definition: the ability to perform basic life support using the techniques of rescue breathing and chest compressions, together known as cardiopulmonary resuscitation (CPR); HSG 179 makes it clear that pool operators should be aware, and apply as appropriate, approved methods of extended life support including the skills of oxygen insufflations and automated external defibrillation (AED); should always carry a pocket mask to protect them against infection when delivering rescue breaths; must follow the instructions and training provided by the specialist tutor

Describe how to recognise casualties, including the symptoms of medical conditions that may cause difficulties to swimmers: signs to look out for, e.g. worried expression on the face of a bather, cries for help, crowd gathering, deliberate waving of an arm, sudden submerging, two or more swimmers in very close contact, bather in a vertical position in the water, swimmer in a motionless, face-down position, hair covering the eyes or mouth of a swimmer; need to be aware of possible underlying medical conditions, e.g. asthma, diabetes, epilepsy, heart conditions, hearing and visual impairment, need to be aware of any inhalers, medical alert necklaces or bracelets that pool users may have

Describe the principles of rescue and manual handling of casualties: follow the EAP, use techniques for pool rescue as taught by a specialist lifeguard trainer

Rescue techniques e.g.:

- Poolside instructions
- Reaching rescues
- Throwing rescue: This would involve the use of a torpedo buoy, throw bags or ropes directed towards the bather
- Wading rescue: In shallow water a wade-in rescue may be appropriate
- Pool entry diving rescue: where there is no alternative, the lifeguard will have to safely dive into the pool

- The casualty would then have to be towed to safety either by:
- holding the chin of the casualty
- towing the body by supporting the body so that the bathers head is out of the water, or towing the casualty using a rescue device such as the torpedo buoy

Explain why it is important to follow an emergency action plan calmly and correctly: consequences if the EAP is not followed and people were hurt as a result of the non-compliance, e.g. serious repercussions with legal action taken against the centre and the individual; plan followed calmly to avoid bathers and other members of the public panicking and making the situation worse

Describe the information that must be reported concerning pool incidents and how this information should be reported: as detailed in HSG 179, importance of compliance with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995; reportable incidents, e.g. pool user is resuscitated and is taken to hospital, lifeguard is injured as a result of violence by another person

Under the Regulations, pool operators must:

- notify the enforcing authority without delay
- send a completed accident report form to the Incident Contact Centre within ten days if there is a work-related accident and an employee or self-employed person does not suffer a 'major' injury, but is unable to do their normal work for more than three days (including as a result of physical violence)
- send a completed disease report form (F2508a) to the Incident Contact Centre as soon as they receive notification from a doctor that an employee is suffering from one of the work-related diseases set out in RIDDOR

5 **Be able to maintain the safety of the swimming pool environment**

The knowledge content of this learning outcome is covered in learning outcomes 1-4; this learning outcome will be assessed by the learner demonstrating the ability to undertake the following practical tasks:

Prepare a swimming pool environment for safe use by customers, identifying and correcting a range of hazards

Supervise a swimming pool environment, ensuring pool behaviour rules are followed and customer needs met

Communicate effectively with customers using a range of methods

Supervise a swimming pool environment, ensuring pool behaviour rules are followed and customer needs met

Communicate effectively with customers using a range of methods

Prior to the practical assessment the learner will have addressed all of the above and ideally will have practiced them on a number of occasions

6 **Be able to respond to emergency situations in the swimming pool**

The knowledge content of this learning outcome has been covered in learning outcomes 1-4.

In order to meet the requirements of this learning outcome the learner will need to show that they are able to follow a pool emergency action plan to respond to the following types of pool emergencies:

- Drowning
- Conscious customers in difficulties
- Injured customers
- Unconscious customers
- Multiple casualties
- Customers with spinal injuries
- Multiple casualties

To achieve the remaining outcomes of this unit the learner must:

Demonstrate use of poolside rescue equipment and safe manual handling of casualties

Demonstrate methods of casualty recovery, including contact rescue in shallow and deep water where the casualty is on the surface and bottom of the deepest part of the pool

Demonstrate cardio-pulmonary resuscitation techniques as appropriate to: adult sudden collapse, adult drowning, suspected spinal injuries, children/infants

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the requirements for the effective and safe lifeguarding of swimming pool water within active leisure.

It must be reinforced that this unit does not prepare or qualify the learner to work as a Lifeguard. This responsibility is covered by a separate qualification designed by SkillsActive which is the Level 2 Award in Pool Lifeguarding.

The Level 2 Certificate in Leisure Operations was developed in response to an industry need for learners who are 'employment ready', but that does not mean that the learner will be able to carry out the role of a qualified lifeguard without further specialised training, however, the assessment for this unit allows realistic simulations to be used.

Learners need to know and understand:

- know the requirements for health and safety in a swimming pool environment
- know how to prepare a swimming pool environment
- know about supervising a swimming pool environments
- know about responding to emergencies
- be able to maintain the safety of the swimming pool environment
- be able to respond to emergency situations in the swimming pool

Learners need to have visited a swimming pool on a number of occasions and have access to a swimming pool for the practical assessment.

Theory sessions are essential for the learner to develop an understanding of the issues referred to in the learning outcomes, but the learning experience will be enriched by the use of guest speakers, including qualified lifeguards, pool managers, health and safety advisors, and crucially, specialist trainers who are able to demonstrate the first aid and rescue techniques involved in lifeguarding.

The rescue equipment referred to in the learning outcomes will need to be demonstrated to the learners so that they are aware of the correct method of using the equipment and to discourage the development of poor technique.

Role play will be found useful in exploring communication issues, dealing with difficult customers.

Learner should be encouraged to investigate rescue equipment by carrying an internet search and looking at relevant websites.

A visit to a local swimming pool can allow the learner to observe their use by a qualified lifeguard.

It may be worth encouraging learners to shadow a lifeguard at work to see how they carry out their duties.

An excellent approach to reinforcing the legal aspects of the course is to produce case studies where there have been incidents or fatalities and the case outcomes discussed.

Assessment

Assessment of this unit must comply with the requirements of paragraph 151 - 167 of the Health and Safety Executive publication: HSG 179 Managing Health and Safety in Swimming Pools.

For Learning outcome 1-4, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, worksheets, multiple choice tests, written questions, assignments and tutor discussions with learners.

Learning outcomes 5 and 6 should be assessed by practical activities that allow the learner to demonstrate their skills in maintaining the safety of a swimming pool environment and responding to emergency situations, however realistic simulations are allowed.

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

Simulations, including role play exercises, should be as realistic as possible.

Health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk.

Essential resources

Learners will need access to the equipment referred to in the unit content including personal protective equipment where appropriate.

It is also essential that learners have access to a swimming pool, computers and the internet to enable them to carry out research as required.

Indicative resource materials

HSE – *Managing Health and Safety in Swimming Pools 3rd Edition* (HSE, 2003)
ISBN 9780717626861

PWTAG – *Swimming Pool Water Treatment and Quality Standards in Pools and Spa Pools* (Pool Water Treatment Advisory Group (PWTAG), 2009) ISBN 0951700766

WHO – *Guidelines for Safe Recreational Water Environments: Volume 2, Swimming Pools and Similar Environments* (World Health Organization, 2006)
ISBN 92 4 154680 8

Journals

Occupational Safety and Health

Policy and Practice in Health and Safety

Websites

Health and Safety Executive www.hse.gov.uk

The Royal Lifesaving Society www.lifesavers.org.uk

Pool Water Treatment Advisory Group www.pwttag.org

Royal Society for the Prevention of Accidents www.rospa.com

SkillsActive www.skillsactive.com

Unit 8: Handling and Maintaining Equipment in Active Leisure

Unit reference number: H/503/0739

Level: 2

Credit value: 3

Guided learning hours: 14

Unit aim

The aim of this unit is to develop knowledge and understanding of the equipment used within active leisure, the associated health and safety requirements and how to work with and maintain this equipment safely.

Unit introduction

This unit is about using equipment in an active leisure environment correctly and safely, with due regard to manufacturers' instructions and health and safety requirements. It also covers the routine, day-to-day maintenance of this equipment.

It is important that learners are aware of the different types of equipment used within active leisure and the associated health and safety requirements. In this unit they will focus on the use and maintenance of simple, complex and powered equipment.

It is essential that equipment is set up and taken down following standard operating procedures to ensure the safety of staff and customers. In this unit learners will explore these procedures including the importance of testing equipment, checking for and reporting any missing or damaged parts.

After use, active leisure equipment needs to be stored safely and securely and learners will look at the reasons for this. In addition, learners will explore the routine maintenance of equipment, including maintenance schedules and how to carry out routine maintenance.

Finally, learners will have the opportunity to set up, take down, store and carry out routine maintenance of equipment following standard operating procedures.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about equipment used in an active leisure environment and its health and safety requirements	1.1	Give examples of the following types of equipment used in an active leisure organisation: <ul style="list-style-type: none"> • simple equipment • complex equipment • powered equipment
		1.2	Describe the uses of different types of simple, complex and powered equipment in an active leisure organisation
2	Know the health and safety requirements for equipment used in active leisure	2.1	Explain why active leisure equipment must be in a safe and serviceable condition
		2.2	Identify specific health and safety issues relating to examples of simple, complex and powered equipment used in active leisure
		2.3	Describe safe handling techniques when working with equipment used in active leisure
3	Know how to set up and take down equipment used in active leisure	3.1	Describe an active leisure organisation's operating procedures for setting up and testing examples of the following types of equipment: <ul style="list-style-type: none"> • simple equipment • complex equipment • powered equipment
		3.2	Describe an active leisure organisation's standard operating procedures for taking down equipment
		3.3	Describe how to check for damaged or missing parts when setting up and taking down equipment used in active leisure

Learning outcomes		Assessment criteria	
		3.4	Describe what an active leisure member of staff should do when they find damaged or missing parts when setting up and taking down equipment
4	Know how to store active leisure equipment	4.1	Explain why active leisure equipment should be stored safely, securely, tidily and in the designated area
		4.2	Describe active leisure organisation's standard operating procedures for storing different types of equipment
5	Know how to carry out routine maintenance on active leisure equipment	5.1	Explain why it is important to carry out routine maintenance on active leisure equipment
		5.2	Describe an active leisure organisation's routine maintenance schedule for its equipment
		5.3	Describe how to carry out routine maintenance on examples of simple, complex and powered equipment used in active leisure
6	Be able to deal with equipment used in active leisure	6.1	Follow standard operating procedures to set up examples of the following types of active leisure equipment: <ul style="list-style-type: none"> • simple equipment • complex equipment • powered equipment
		6.2	Check simple, complex and powered equipment to ensure it meets operational and safety standards
		6.3	Follow standard operating procedures to take down and store simple, complex and powered equipment
		6.4	Follow standard operating procedures to carry out routine maintenance on simple, complex and powered equipment

Unit content

1 Know about equipment used in an active leisure environment and its health and safety requirements

Types of equipment: simple equipment (consisting of only one or two components) e.g. badminton nets, football goal; complex equipment (equipment consisting of many parts) e.g. trampolines, sailing dinghies, bicycle, table tennis table, fishing tackle, roller skates, computer network; powered equipment (with an independent power source) e.g. basketball rigs, running machines, safety boats, golf cart, jet ski

Use of equipment: simple e.g. nets to separate opponents, goals to mark the area of the playing surface where scoring occurs; complex e.g. trampolines for recreational and competitive use, dinghies for sailing or racing, table tennis table to enable play; powered e.g. running machines as part of a fitness or training programme, to facilitate exercise, safety boats for diving activities, golf cart to move around a golf course

2 Know the health and safety requirements for equipment used in active leisure

Equipment in a safe and serviceable condition: ensure safety of staff and customers; avoid accidents and injury; legal requirements

Health and safety issues: simple equipment e.g. nets can become loose and unsteady, goalposts can become worn and unsteady; complex e.g. trampoline fabric can become worn and separated from the frame, risk if trampolines are not located safely and securely, dinghies can capsize or become isolated from a main group; powered e.g. electrical faults on running machines, inadequate supervision or monitoring of users

Safe handling techniques: importance of following manufacturers' instructions, standard operating procedures; techniques e.g. adopt a good posture, position feet correctly, keep equipment close, request assistance if handling needs more than one person; identify any handling which could be hazardous e.g. sharp objects, heavy objects, poor lighting, report any hazardous handling to the appropriate person; ensure safety of customers and other staff e.g. cordon of or close areas, display warning signs

3 Know how to set up and take down equipment used in active leisure

Standard operating procedures for setting up and testing equipment: establish if setting up requires more than one person, request assistance as required, comply with health, safety and legal requirements, use appropriate safety equipment, ensure safety of customers and other staff e.g. cordon of or close areas; make equipment ready for its intended use e.g. assemble and lay the equipment out according to requirements, set up equipment on time and in the correct place, secure equipment, configure equipment correctly, test equipment to ensure it is fit for purpose and in safe working order before customer use, complete the necessary documentation, report any faults or damage

Standard operating procedures for taking down equipment: establish if taking down requires more than one person e.g. gymnastics equipment, ropes course, request assistance as required, comply with health, safety and legal requirements, use appropriate safety equipment, ensure safety of customers and other staff e.g. cordon off or close areas; take down equipment within the required timeframe and as instructed, prepare equipment for storage, complete the required documentation, report any faults or damage

Checking for and reporting damaged or missing parts: documentation e.g. appropriate organisational checklists, compare with documentation completed during setting up and testing, manufacturer's configuration and instructions for carrying out checks; checks e.g. visual checks, starting equipment to assess condition e.g. a running machine; complete required documentation, report damage or missing parts to the responsible colleague, remove equipment from use

4 Know how to store active leisure equipment

Organisational procedures for storing equipment: establish if putting the equipment into storage requires more than one person, request assistance as required, comply with health, safety and legal requirements, use appropriate safety equipment; store equipment safely and securely, follow the correct procedures for equipment which needs attention e.g. faulty, dirty or wet, put equipment in the correct place within the storage area and within the required timeframe, leave the storage area safe tidy and secure, complete any required records

5 Know how to carry out routine maintenance on active leisure equipment

Importance of maintaining equipment: legal and regulatory requirements e.g. Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH) Regulations, Health and Safety Executive; ensure equipment is in safe and good working order e.g. identify worn cables, loose bolts; ensure safety of customers and staff e.g. avoid accidents and injuries; make maximum use of the equipment, equipment kept available for customers to use; consequences of not maintaining equipment e.g. accidents, injuries, legal action, loss of business

Routine maintenance schedules: part of the programme of routine maintenance; in line with manufacturer's guidelines and other health and safety considerations; frequency of maintenance e.g. wear and tear of highly used equipment, maintenance cycles, timing of maintenance activities; requirements for specialists e.g. technical expert

Routine maintenance of active leisure equipment: identify the equipment which needs maintenance, check the equipment following the maintenance schedule and manufacturer's instructions; prepare and organise work area so that the work can be carried out safely and efficiently e.g. health and safety requirements, PPE, isolating the equipment from any power source, causing as little disruption as possible, choose the right tools and materials for the job, remove any unsafe equipment from use; carry out maintenance within limits of own competence and authority, report any maintenance which must be carried out by someone else e.g. a technical expert, make final checks to make sure equipment is safe and serviceable, record all necessary information e.g. the checks you have made, the work which needs to be done, any action you have taken

6 Be able to deal with equipment used in active leisure

Set up equipment: follow standard operating procedures e.g. establish if setting up requires more than one person, request assistance as required, comply with health, safety and legal requirements, use appropriate safety equipment, ensure safety of customers and other staff e.g. cordon of or close areas; make equipment ready for its intended use e.g. assemble and lay the equipment out according to requirements, set up equipment on time and in the correct place, secure equipment, configure equipment correctly, test equipment to ensure it is fit for purpose and in safe working order before customer use, complete the necessary documentation, report any faults or damage

Check equipment in relation to operational and safety standards: follow standard operating procedures e.g. test equipment to ensure it is fit for purpose and in safe working order before customer use, use the appropriate checklists, compare with documentation completed on setting up, manufacturer's configuration and instructions for carrying out checks; checks e.g. visual checks, starting equipment to assess condition e.g. a running machine, report damaged or missing parts to the responsible colleague, remove equipment from use

Take down and store equipment: follow standard operating procedures e.g. establish if the activity requires more than one person, request assistance as required, comply with health, safety and legal requirements, use appropriate safety equipment, ensure safety of customers and other staff e.g. cordon of or close areas; take down equipment within the required timeframe and as instructed, prepare equipment for storage; store equipment safely and securely, within the required timeframe, follow the correct procedures for equipment which needs attention e.g. faulty, dirty or wet, leave the storage area safe tidy and secure, complete any required records, report any faults or damage

Carry out routine maintenance: follow standard operating procedures e.g. identify the equipment which needs maintenance, check the equipment following the maintenance schedule and manufacturer's instructions; prepare and organise your work area so that the work can be carried out safely and efficiently e.g. health and safety requirements, PPE, isolating the equipment from any power source, causing as little disruption as possible, choose the right tools and materials for the job, remove any unsafe equipment from use; carry out maintenance within limits of own competence and authority e.g. report any maintenance which must be carried out by someone else e.g. a technical expert, make final checks to make sure equipment is safe and serviceable, record all necessary information e.g. the checks you have made, the work which needs to be done, any action you have taken

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of how to use and maintain equipment in an active leisure environment. Learners need to know and understand:

- the types of equipment used and the associated health and safety requirements
- how to set up, take down and store equipment
- how to carry out routine maintenance of equipment
- how to use equipment following standard operating procedures.

A useful opening would be through small group discussions, during which learners can exchange their experiences of using or observing the use of equipment within active leisure. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of how equipment is used and maintained safely within an active leisure environment.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who handle and maintain equipment as part of their job role, for example an activity leader, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a representative from an outdoor activity facility will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of the different types of equipment used in their organisation, the health and safety requirements and standard operating procedures for:

- setting up, testing and taking down equipment
- storing equipment
- carrying out routine maintenance.

This should be supported by examples drawn from industry or through developed case studies that highlight:

- the different types of equipment available and their uses
- why equipment must be in a safe and serviceable condition and what could happen if this is not the case
- the importance of following standard operating procedures and the consequences of non-compliance.

It might also be useful if learners were given examples of maintenance schedules.

The practical aspect of this unit can be delivered through realistic simulations if learners are not in employment or on work placement. Learners must have the opportunity to deal with equipment used in active leisure – setting up, checking, taking down, storing and routine maintenance. Tutors should always ensure that each learner has the correct personal protective equipment where appropriate.

It is also important that learners work in a safe manner when dealing with active leisure equipment and tutors should ensure that the environment is safe and secure before learners begin any practical activities.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

However, health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk. This will particularly be the case, for example, when using powered equipment or hazardous cleaning agents.

For learning outcomes 1, 2, 3, 4 and 5, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 6 has a practical focus and assessment should allow the learner to demonstrate their skills in setting up, checking, taking down, storing and carrying out routine maintenance on active leisure equipment. Equipment must include:

- simple equipment (for example, badminton nets or football goals)
- complex equipment containing many parts (for example trampolines or gymnastic equipment)
- powered equipment (for example, running machines or basketball rigs).

Realistic simulations are acceptable for this learning outcome. The health and safety of the learner and others must be maintained at all times.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Essential resources

Learners will need access to active leisure equipment which must include simple, complex and powered equipment. They will also need access to personal protective equipment where appropriate.

It is also essential that learners have access to computers and the internet to enable them to carry out research as required, for example current legislation and regulations, the different types of active leisure equipment.

Indicative resource materials

HSE – *Essentials of Health and Safety at Work* (HSE Books, 2006)
ISBN 9780717661794

Websites

Health and Safety Executive	www.hse.gov.uk
Royal Society for the Prevention of Accidents	www.rospa.com
Safe Sport	www.safesport.co.uk
SkillsActive	www.skillsactive.com

Unit 9: Cleaning in Active Leisure

Unit reference number: D/503/0738

Level: 2

Credit value: 1

Guided learning hours: 7

Unit aim

The aim of this unit is to develop knowledge and understanding of the standards of cleanliness expected in the active leisure sector and of how to carry out cleaning and deal with spillages, breakages and waste within an active leisure environment. Learners will also carry out cleaning and tidying operations.

Unit introduction

This unit is about cleaning and tidying all types of areas in an active leisure environment. It covers dealing with unexpected breakages and spillages, as well as scheduled cleaning and tidying.

Learners will develop an understanding of why high standards of cleanliness are important in an active leisure environment, how organisations maintain these standards and the associated legal and regulatory requirements.

A wide range of cleaning equipment and materials is used within the active leisure sector and it is very important to select the correct equipment and materials when carrying out cleaning operations. In this unit learners will explore the different types of equipment and materials available and how they are used within an active leisure environment.

Ensuring the safety of the area being cleaned is crucial and learners will look at how to maintain the safety of others, the use of personal protective equipment and the safe disposal of hazardous and non-hazardous waste.

Finally, learners will have the opportunity to carry out cleaning operations, using manual and powered cleaning equipment and following a cleaning schedule.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about standards of cleanliness in an active leisure environment	1.1	Give reasons why high standards of cleanliness are important in an active leisure environment
		1.2	Describe what may happen if standards of cleanliness in an active leisure environment are not maintained
		1.3	Describe how an active leisure organisation maintains standards of cleanliness, including its cleaning schedule
2	Know how to carry out cleaning in an active leisure environment	2.1	Identify the legal and regulatory requirements relevant to cleaning in an active leisure environment
		2.2	Describe the types of cleaning equipment used in different types of active leisure environments, what they are for and how they are used
		2.3	Describe the types of cleaning materials used in different types of active leisure environments, what they are for and how they are used
		2.4	Describe how to maintain the safety of customers and other staff when carrying out cleaning operations
		2.5	Describe the types of personal protective equipment that are necessary for certain cleaning operations in an active leisure environment and when they should be used
		2.6	List the precautions that should be taken when using hazardous substances for cleaning operations
		2.7	Describe the procedures for disposing of waste from cleaning operations
3	Know how to deal with spillages, breakages and rubbish in an active leisure environment	3.1	Give examples of hazardous and non-hazardous waste and rubbish in an active leisure environment
		3.2	Describe how to deal with different types of hazardous waste and rubbish in an active leisure environment
		3.3	Describe how to dispose of different types of waste and rubbish correctly

Learning outcomes		Assessment criteria	
		3.4	Describe an active leisure organisation's procedures for dealing with lost property
4	Be able to carry out cleaning and tidying operations in an active leisure environment	4.1	Select cleaning equipment and materials appropriate to the areas and surfaces being cleaned
		4.2	Use both manual and powered cleaning equipment to achieve acceptable standards of cleanliness
		4.3	Follow a schedule to clean different areas in an active leisure environment
		4.4	Use personal protective equipment appropriate to the cleaning equipment and materials
		4.5	Maintain the safety of other people during cleaning operations
		4.6	Deal with and dispose of waste safely and with due regard for the environment
		4.7	Store cleaning equipment and materials securely and in the correct area

Unit content

1 Know about standards of cleanliness in an active leisure environment

Importance of standards of cleanliness: maintain hygiene standards, enhance business reputation, fulfil service level agreements; organisational procedures, relevant regulations and legislation, avoid liability; meet customer needs and expectations, ensure customer safety

Non-maintenance of standards of cleanliness: damage to reputation, loss of business, loss of manufacturers' warranties; customer complaints, compromise safety of customers and staff; risk of cross contamination and infection; damage to equipment

Maintaining standards of cleanliness: relevant organisational policies and procedures in place e.g. cleaning schedule, spot checks, ensure all staff aware of cleaning schedules, of requirements for standards of cleanliness, their role in maintaining standards of cleanliness; staff training; adequate cleaning equipment and materials available, cleaning equipment in good working order

2 Know how to carry out cleaning in an active leisure environment

Legal and regulatory requirements: legislation e.g. Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH) Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), requirements for personal protective equipment (PPE), Manual Handling Operations Regulations, hazardous waste legislation, Waste Management Licensing Regulations, Work at Heights Regulations, Food Hygiene Regulations (Hazard Analysis Critical Control Point HACCP); regulatory authorities e.g. Health and Safety Executive

Types of cleaning equipment and their uses: manual - types e.g. cloths, mops, buckets, brushes, dust pans, scraper, squeegees, antibacterial clothes, colour coded trigger sprays and bottles; uses e.g. remove dirt and dust from hard surfaces, clean spillages and stains, clean floor areas, windows and glass surfaces, remove mould and lime and clean wooden surfaces in saunas, remove bacteria from food-related surfaces, clean washroom facilities; powered e.g. jet or pressure washer, vacuum cleaner, hydro-vacuum cleaner, pool vacuums and pool vacuum hoses; uses e.g. remove dirt from outdoor surfaces (boats, stonework), drain cleaning, remove dirt from carpets, hard surfaces and upholstery, washing and drying hard sealed floors; equipment for dealing with waste e.g. bags, bin liners, containers, litter-picking tongs

Types of cleaning materials and their uses: detergents e.g. cleaning walls, floors, hard surfaces, wooden surfaces in saunas; solvents e.g. graffiti removers; degreasants e.g. remove grease from equipment and machinery; bleach e.g. removing stains, use within washroom facilities, clean drains; glass cleaner e.g. mirrors, windows, other glass surfaces; disinfectants washroom areas, floors, drains, rubbish bins, rubbish carts, waste disposal chutes; specialist materials e.g. wood polish, specialist surface treatments, metal polish, materials to remove dirt from different floor surfaces (wood, laminate, natural stone), spa and swimming pools (poolside cleaner/descaler, chlorine tablets/granules, algae controller, tile and line cleaner, spa water polisher, spa cartridge cleaner), gym wipes (destroy bacteria, fungi and other micro-

organisms on fitness equipment and surfaces), sports equipment sanitiser, sun bed cleaner

Maintaining safety of staff and customers: clean areas following the planned schedule, select correct equipment and materials, cause as little disruption as possible, handle and use equipment and materials safely and efficiently, dispose of waste safely and according to organisational procedures, secure the area e.g. use appropriate signage

Personal protective equipment: types e.g. coveralls, goggles gloves, masks, apron, protective footwear, high-visibility jackets, wet weather clothing; use e.g. as per organisational procedures and legal requirements, to reduce risks, avoid hazards, infection, cross contamination, injury

Precautions when using hazardous substances: follow organisational procedures for the handling, use and storage of hazardous substances, follow manufacturer's instructions, appropriate PPE e.g. coverall, goggles, gloves, boots, mask; identify the hazardous substance and the risks involved in handling it, follow organisational procedures for dealing with spillages and contamination involving hazardous substances, understand limit of own authority, identify the person responsible for hazardous substances in the facility e.g. manager, safety officer, seek help if there any problems, report any incidents and problems clearly and accurately; return substances to the correct storage area immediately after use, store incompatible substances separately

Waste disposal procedures: follow organisational procedures, comply with relevant regulations and legislation; correct labelling e.g. stickers, labels, waste transfer notes, organisational colour-coding systems; relevant equipment e.g. bags, bin liners, containers, litter-picking tongs, trolleys, warning sign, mops and buckets, cloths; appropriate collection and disposal points (separate, secure); security requirements e.g. secure bags and containers, locking bins and compounds; safe lifting and handling; procedures for dealing with broken or damaged waste containers e.g. report damage or spillage to relevant person, correct bagging (type; colour), correct transfer of waste e.g. bag, container, trolley

3 Know how to deal with spillages, breakages and rubbish in an active leisure environment

Hazardous and non-hazardous waste and rubbish: hazardous e.g. cleaning agents, pool plant chemicals, varnishes used for indoor surfaces, paints, fuels, clinical waste, broken or discarded glassware; non-hazardous e.g. litter, paper, cardboard, plastic and metal packaging, organic materials

Dealing with hazardous waste and rubbish: follow organisational procedures, comply with relevant regulations and legislation; correct labelling e.g. stickers, labels, waste transfer notes, organisational colour-coding systems; relevant equipment e.g. bags, bin liners, containers, litter-picking tongs, trolleys, warning sign, mops and buckets, cloths; security requirements e.g. secure bags and containers, locking bins and compounds; safe lifting and handling; importance of correct segregation of waste to avoid e.g. cross-contamination, infection, injury, accidents and near misses; importance of reporting suspicious waste; procedures for dealing with broken or damaged waste containers e.g. report damage or spillage to relevant person, correct bagging (type; colour), correct transfer of waste e.g. bag, container, trolley

Disposal of different types of waste and rubbish: types e.g. hazardous, non-hazardous, confidential; organisational procedures, relevant regulations and legislation, safe working practices e.g. report issues to the appropriate person, act within limits of job role, appropriate PPE; use correct labelling e.g. stickers, labels, waste transfer notes, organisational colour-coding systems; relevant equipment e.g. bags, bin liners, containers, litter-picking tongs; trolleys; warning sign; mops and bucket; cloths; security requirements e.g. secure bags and containers, locking bins and compounds; safe lifting and handling; segregation of waste e.g. to avoid cross-contamination, infection, injury, accidents and near misses; appropriate storage and disposal processes e.g. recycling, security, data protection, appropriate collection and disposal points (separate, secure), keeping holding areas clean, dealing with broken or damaged waste containers

Procedures for dealing with lost property: deal with lost and unsupervised property honestly; store property in a secure area; accurate records of property e.g. description, date found, and location

4 Be able to carry out cleaning and tidying operations in an active leisure environment

Select appropriate cleaning equipment and materials: clean areas following the planned schedule; ensure selected equipment and materials will ensure area meets organisation's standards for cleanliness and hygiene; manufacturer's instructions, organisational procedures and guidance and legal requirements e.g. labelling on equipment and materials; importance of correct use of equipment and materials e.g. maintain health and safety, avoid risk, avoid damage, minimise costs; check with colleagues/supervisor if unsure about appropriateness of equipment and materials

Use of manual and powered cleaning equipment: follow organisational procedures, relevant legal and regulatory requirement, manufacturer's instructions, safe and correct use of equipment; equipment appropriate for the area being cleaned e.g. will clean to the expected standard, report any difficulties to the appropriate person; manual e.g. mops, brushes, dust pans; powered e.g. vacuum cleaners, jet washers

Cleaning schedule: importance of following a cleaning schedule e.g. ensure effective cleaning, sustain consistency of cleaning standards, make efficient use of time and resources; follow organisational procedures, relevant regulations and legislation, manufacturer's instructions for equipment and materials; complete cleaning as set out in the schedule e.g. frequency of cleaning, timescales, nature of cleaning needed; accurate completion of required documentation e.g. area cleaned, date and time, any damage to the area, any maintenance required

Personal protective equipment: type appropriate to cleaning e.g. high-visibility jackets, wet weather clothing, gloves, goggles, facemask, footwear; comply with organisational procedures, relevant regulations and legislation e.g. Personal Protective Equipment (PPE) at Work Regulations; importance of PPE e.g. reduce risks, avoid hazards, infection, cross contamination, injury

Maintaining safety of staff and customers: clean areas following the planned schedule, select correct equipment and materials, cause as little disruption as possible, handle and use equipment and materials safely and efficiently, dispose of waste safely and according to organisational procedures, secure the area e.g. use appropriate signage

Disposing of waste safely: safely and according to organisational procedures, legal requirements, safe and hygienic disposal of waste, use of appropriate PPE; correct labelling e.g. stickers, labels, waste transfer notes, organisational colour-coding systems; relevant equipment e.g. bags, bin liners, containers, litter-picking tongs; trolleys; warning sign; mops and bucket; cloths; appropriate collection and disposal points (separate, secure); security requirements e.g. secure bags and containers, locking bins and compounds; safe lifting and handling

Storing cleaning materials and equipment: according to organisational procedures, relevant legal requirements, safe working practice; return to correct storage area immediately after use; update storage records and report any issues according to organisational requirements; lock storage area securely when it is unattended; identify hazards in the storage area and deal with them effectively

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of cleaning and tidying operations in active leisure. Learners need to know and understand:

- the standards of cleanliness expected in the active leisure sector and how organisations maintain these standards
- how to carry out cleaning in active leisure, including legal requirements, appropriate cleaning equipment and materials, and maintaining the safety of others
- how to deal with and dispose of hazardous and non-hazardous waste and rubbish in an active leisure environment.

A useful opening would be through small group discussions, during which learners can exchange their experiences of carrying out or observing cleaning operations within an active leisure environment. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of what is involved in cleaning and tidying in the active leisure sector.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who have a responsibility to ensure that high standards of cleanliness are maintained within their organisation, for example a fitness centre attendant, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a fitness centre or leisure centre manager will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of the importance of maintaining high standards of cleanliness in an active leisure environment, their organisation's procedures for maintaining these standards, the associated legal and regulatory requirements and the procedures for disposing of any waste that results from cleaning operations. This should be supported by examples drawn from industry or through developed case studies that highlight:

- what could happen if expected standards of cleanliness are not maintained in an active leisure environment
- different types of cleaning equipment and materials, their uses and storage
- how to maintain the safety of staff and customers during cleaning operations
- examples of hazardous and non-hazardous waste and rubbish found in an active leisure environment, how this should be disposed of safely and the consequences if this is does not happen.

It might also be helpful to give learners copies of cleaning schedules if possible.

The practical aspect of this unit can be delivered through realistic simulations if learners are not in employment or on work placement. Learners must have the opportunity to demonstrate their skills in carrying out cleaning and tidying operations. Tutors should always ensure that each learner has the correct personal protective equipment where appropriate. It is also important that learners work in a safe manner when carrying out cleaning and tutors should ensure that the environment is safe and secure before learners begin any practical activities.

It is important that learners appreciate the importance of ensuring that the cleaning method, materials and equipment being used are suitable for the surface, the amount of soilage and the area to be cleaned.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

However, health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk. This will particularly be the case, for example, when using powered equipment or hazardous cleaning agents. The health and safety of the learner and others must be maintained at all times.

For learning outcomes 1, 2 and 3, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 4 has a practical focus and assessment should allow the learner to demonstrate their skills in cleaning. Cleaning should involve the use of manual and powered equipment in:

- public areas
- areas with hazards and risks.

Realistic simulations are allowed for this learning outcome.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Essential resources

Learners will need access to the tools, equipment and materials needed to carry out cleaning operations in an active leisure environment, including personal protective equipment where appropriate.

It is also essential that learners have access to computers and the internet to enable them to carry out research as required, for example current legislation and regulations, different types of cleaning equipment and materials available.

Indicative resource materials

HSE – *Essentials of Health and Safety at Work* (HSE Books, 2006)
ISBN 9780717661794

Journals

Cleaning Hygiene Today – MPP Ltd Magazines

Cleaning Matters – Cleaning Matters

The Voice – British Cleaning Council

Websites

Independent, professional and educational body within the cleaning industry

www.cleaningindustry.org
www.bics.org.uk

Cleaning and Support Service Association Online cleaning magazine

www.cleaning-matters.co.uk

Environment Agency

www.environment-agency.gov.uk

Health and Safety Executive

www.hse.gov.uk

SkillsActive

www.skillsactive.com

Online document library on waste issues

www.wasteonline.org.uk

Unit 10: Swimming Pool Water Testing

Unit reference number: Y/503/0740

Level: 2

Credit value: 1

Guided learning hours: 4

Unit aim

The aim of this unit is to develop knowledge and understanding of the requirements for the testing of swimming pool water. The unit also aims to develop the learner's ability to undertake swimming pool water tests and their knowledge and understanding of what the test results represent in an active leisure environment.

Unit introduction

In this unit, learners will explore the underlying theory concerning pool water testing, understand the importance of maintaining the quality of swimming pool water, develop an awareness of the range of tests that are used to judge the quality of swimming pool water and recognize the importance of complying with the active leisure organisation's Standard Operating Procedures for carrying out these tests.

Employees within the active leisure sector, working in a swimming pool environment, need to understand the importance of keeping pool water safe and comfortable for bathers.

Learners will explore the theory and practice of efficient pool water testing using different types of test equipment and be aware of the risks involved as a result of inadequate pool water testing or poor organisational procedures.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about swimming pool water tests	1.1	Explain the importance of maintaining the quality of swimming pool water
		1.2	Describe the range of tests that are used to judge the quality of swimming pool water, including: <ul style="list-style-type: none"> • sensory inspections (for example, clarity, scum lines and foaming) • pH • free disinfectant levels • combined disinfectant levels • microbiological
		1.3	Explain why it is important to ensure test equipment is free of contamination
		1.4	Describe an active leisure organisation's standard operating procedures for taking water samples
		1.5	Explain the importance of following procedures to record the results of swimming pool water tests
		1.6	Describe what an active leisure member of staff should do if they identify hazardous contaminants (for example, faeces or vomit) in the water
2	Be able to carry out swimming pool water tests	2.1	Carry out sensory inspections of swimming pool water
		2.2	Take water samples
		2.3	Carry out the following pool water tests: <ul style="list-style-type: none"> • pH • free disinfectant levels • combined disinfectant levels • microbiological
		2.4	Record the results of pool water tests

Unit content

1 Know about swimming pool water tests

Maintaining the quality of swimming pool water: swimming pool water must be of good quality, bacteriologically safe, comfortable for bathers, have good clarity (not cloudy), free from smell and chemically safe.

The range of tests used to judge the quality of swimming pool water: sensory inspections: good quality pool water looks good, clear and sparkling and has no unpleasant smells, no unsightly tidemarks or scum lines on the tiles at pool water level, where spa pools are installed in the facility there should be no evidence of foaming (which also is the result of poor pre-swim hygiene); dealing with poor pre-swim hygiene, e.g. bathers not showering and visiting the toilet before bathing

pH, free disinfectant levels, combined disinfectant levels: tests to be carried out before the pool opens to bathers, tests carried out every two to three hours during the hours of operation, testing at the end of the day; pH testing (which in the case of a chlorine based disinfectant should be maintained between 7.2-7.4, or 7.8-8.00 in the case of a bromine based disinfectant, is measured using phenol red reagent tablets

Microbiological testing: carried out independently by a registered laboratory to ensure no harmful bacteria in the water, e.g. Aerobic Colony Count (ACC) or Total Viable Count (TVC), Coliforms (in particular E. Coli and Pseudomonas aeruginosa)

Ensure test equipment is free of contamination: there are two methods of testing pH and chlorine levels, equipment, i.e. the comparator or photometer, test tubes used should be clean, dry and in good condition; reagent tablets should not be touched by fingers as this would contaminate the sample; Photometers must be checked for calibration to ensure that they are reading the sample accurately; Comparators must be used where there is good light available

Standard operating procedures for taking water samples: Standard Operating Procedures (SOPs) or Normal Operating Procedures (NOPs) covering pool water testing should be in place; the frequency of water testing and where the sample should be taken from, e.g. from the pool itself at a position typical of the pool, in a clean purpose specific plastic sampling bottle from 300mm below the water surface, no glass to be used near the pool; need for tests to be carried out properly with the records confirming that the guidelines have been complied with;

Recording the results of swimming pool water tests: legible and designed to ensure that the data can be recorded in a manner which is easily read; records confirm all prescribed tests are being carried out, procedures are being followed and that the duty of care demanded by the pool operators is being properly exercised

Identifying hazardous contaminants in the water: dangerous if pool water is polluted e.g. by diarrhoea, vomit, blood, foreign bodies, e.g. leaking pipes, building debris; need to report any incidence immediately, facility management team need to implement the Emergency Action Plan to deal with it and close the pool

2 Be able to carry out swimming pool water tests

The knowledge for this learning outcome is covered in learning outcome 1. For this learning outcome, learners must demonstrate the following:

Carry out sensory inspections of swimming pool water swimming pool water tests

Take water samples

Carry out the pool water tests for pH, free disinfectant levels and combined disinfectant levels – using the comparator and/or the photometer

The procedure to be followed should be referred to in the SOP or NOP

Microbiological testing: carried out off-site by an independent laboratory, important samples received in good condition; sample is taken from the pool in a sealed plastic bottle provided by the test laboratory, bottle impregnated with sodium thiosulphate, placed in a cool box ready for collection by the laboratory representative; need to follow the SOP/NOP to ensure that the water sample is not contaminated

Recording the results of pool water tests: test results need to be written down clearly and legibly in the pool water log sheet; any results outside the parameters must be highlighted and reported according to organisational procedures

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the requirements for the testing of swimming pool water within the active leisure sector.

Learners need to know and understand:

- the importance of maintaining the quality of swimming pool water
- the range of tests used to judge the quality of swimming pool water
- why it is important to ensure test equipment is free of contamination
- an active leisure organisation's Standard Operating Procedures for taking swimming pool water samples
- the importance of following procedures to record the swimming pool water test results
- what to do if they identify hazardous contaminants in the water

Additionally, they need to be able to:

- carry out sensory inspections of swimming pool water
- take water samples
- carry out pool water tests for pH, free disinfectant levels and combined disinfectant levels
- take water samples for microbiological sampling
- record the results of swimming pool water tests

Learners need to have visited a swimming pool and have access to swimming pool water for the practical assessment.

They will also need to have sufficient swimming pool water testing equipment (Comparator and Photometer and reagent tablets) available for the practical assessment.

Detailed theory sessions are essential for the learner to develop an understanding of why the prescribed tests are carried out and what the recommended parameters are.

The test equipment will need to be demonstrated to the learners so that they are made aware of the correct method of using the equipment and to discourage the development of poor technique.

Assessment

For learning outcome 1, which is theory based, assessment should involve one or a mixture of question and answer sessions, projects, worksheets, multiple choice tests, assignments and tutor discussions with learners.

Learning outcome 2 has a practical focus and assessment should be practically based with activities that allow the learner to demonstrate their skills in carrying out swimming pool water tests etc. The results of the tests will need to be entered into a swimming pool log and the results compared with benchmarks included in the SOP/NOP.

If the learner is in employment or on a work placement, it may be possible to observe them in their day-to-day work.

Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

Essential resources

Learners will need access to the equipment and materials needed to test pool water, including personal protective equipment where appropriate.

It is also essential that learners have access to computers and the internet to enable them to carry out research as required, for example on current legislation and regulations.

Indicative resource materials

HSE – *Managing Health and Safety in Swimming Pools HSG 179, 3rd Edition* (HSE, 2003) ISBN 9780717626861

PWTAG – *Swimming Pool Water Treatment and Quality Standards in Pools and Spa Pools* (Pool Water Treatment Advisory Group (PWTAG), 2009) ISBN 0951700766

Websites

Health and Safety Executive	www.hse.gov.uk
Lovibond water testing brand	www.lovibond.co.uk
Palintest water testing brand	www.palintest.com
Pool Water Treatment Advisory Group	www.pwtag.org
SkillsActive	www.skillsactive.com

Unit 11: Understanding How to Sell Services and Products to Customers in Active Leisure

Unit reference number: L/503/0783

Level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

The aim of this unit is to develop knowledge and understanding of the requirements for selling products and services in an active leisure facility. The unit helps learners to develop selling techniques and develops an understanding of the type of customer requirements within this environment.

Unit introduction

In this unit, learners will explore the underlying theory concerning selling products and services in an active leisure facility, including the verbal and non-verbal communication methods involved in selling. Learners will develop an understanding of the stages of selling, including being able to describe the benefits and features of products to different customers, the different types of selling (proactive and reactive) and methods for closing a sale.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

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

Unit content

1 Understand sales in the context of active leisure

Sales in active leisure : the importance of sales to an active leisure organisation, the impact on operating costs; how effective sales contributes to a competitive edge, promotes the facility and its reputation; how mis-selling can be detrimental to the organisation's reputation, how it can deter customers and lead to lost business; the sales targets for own area of responsibility and how these impact and contribute to the organisation's objectives and sales targets, the importance of maintaining a detailed knowledge of the organisation's services, activities, facilities and product range; the importance of knowing the existing and potential customer base e.g. customer groups/types to whom the facility could be promoted; the organisation's protocols and practices relating to selling; knowing competitor's facilities, products, services and how these compare; how lifestyles impact on active leisure sales

Sales cycle: how the sales cycle helps to structure and progress sales activities; stages of the sales cycle – knowing the facilities/activities/products, securing the customer's attention, confirming the customer's interest or willingness to purchase, selling the facility/activity/product and the organisation, addressing objections, closing the sale

Sales methods and techniques: different sales methods and techniques used in the context of active leisure e.g. building relationships with customers, providing high quality services and products/equipment, ethical practice in selling, using persuasive phrases, using emotive language linked to customer desires/body image/aspirational fitness or sports needs; techniques that can be applied when selling in face-to-face settings, including cross-selling, up-selling and the sale of add-ons

2 Understand how to sell active leisure services and products

Proactive and reactive selling: the difference between proactive and reactive selling, when to utilise different approaches for different customers, adapting methods to different situations; how to assess maximum and minimum returns and the probability of sale closure; treating the buyer as a buyer regardless of circumstances, e.g. their buying status, their buying authority

Making the sale : different verbal and non-verbal listening and questioning techniques suitable for selling face-to-face, establishing a rapport with the customer, maintaining eye contact, looking for positive buying signs; the importance and impact of being honest, sincere and ethical in the chosen sales approach; identifying customer requirements through tactful questioning, establishing the motivation for buying and buying needs; identify and confirm products and services which match the customer's identified needs; the range of behaviours displayed by potential customers and how to manage them effectively; dealing with positive and negative responses, negotiating, getting support from relevant colleagues to help overcome the customer's objections and better meet their needs; staying confident and positive, eliminating negative comments, thoughts; recognising the customer's buying signals correctly to progress the sale

Benefits and features : differences between benefits and features of facilities, activities, products and equipment offered by the active leisure facility, the importance of maintaining a detailed knowledge of them, how to provide an overview of key features and benefits explaining and matching them to the customer's requirements in a way that will generate further interest, how lifestyles influence customer purchases; providing the customer with relevant materials to support the promotion of facilities/activities/products and services; the importance of offering alternative services/products; how to give customers the opportunity to discuss and assess the features and values of facilities/activities/products and services

Closing a sale: the stages of selling, using different methods for closing the sale, e.g. hard close, assumptive close, guilt close, emotional close, urgent close; different objections that customers may have, how to overcome customers' objections sensitively, constructively and effectively, how to respond to their queries with clear, accurate and relevant information; how to involve the potential customer in reaching a solution to the sales problem

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops knowledge and understanding of customer care within active leisure. Learners need to know and understand:

- the importance of sales for leisure facilities
- how to maximise sales opportunities
- the sales cycle
- the different sales techniques that are used in active leisure environments
- how to relate to different active leisure customers/visitors and respond to their needs
- organisational policies and procedures in relation to sales and customer care

A useful opening would be through small-group discussions, during which learners can exchange their experiences of being a customer in an active leisure facility or environment. The discussion should focus on the range of services/products available for purchase and explore how these are promoted, what the target customers are and the effectiveness of the marketing. Issues such as language, imagery, cost, benefits and features should be evaluated for impact on and appeal to themselves and other customers/visitors. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with managers/employers/sports professionals in local active leisure facilities – preferably a range of organisations, small/large/local authority/private/voluntary/community sector, to gain knowledge and understanding of the importance and focus of sales within different types of active leisure providers. A vehicle for this might be for learners to develop a customer sales survey and to complete this at one or more of the identified active leisure providers.

Assignments could include learners using the internet to search for possible additional products to enhance sales at two different active leisure facilities in their area. This could be presented via PowerPoint and include a rationale, target purchasers, options for link selling and promotional possibilities.

Knowledge of sales challenges gained through engaging with managers/employers/sports professionals, rather than through a purely theoretical context, is key. Wherever possible, learners should have the opportunity to work with others who have a customer facing role within an active leisure organisation, for example a sport and leisure centre operative, a sports trainer/coach or activity leader.

For example, a presentation by a manager or sports professional from a sport and leisure centre, fitness suite, voluntary sports club or outdoor activity facility will give learners an understanding of the specific sales potential for the different organisations. The visiting speaker could outline their target market, an evaluation of their success and the impact on the business. The role of reception staff in promoting sales should be discussed, with examples of how various sales opportunities can be maximised.

This should be supported by examples drawn from industry or through developed case studies that highlight:

- the different methods of selling within active leisure environments
- the role of different personnel in promoting sales in active leisure
- the target sales products and customers for specific types of active leisure facilities
- the impact of sales on competitiveness and viability of the business
- the potential barriers to successful sales within active leisure environments
- how to respond to customer objections with examples showing good and bad practice
- legislation controlling sales.

Role-play scenarios or simulated activities can be used to deliver the practical aspects of the unit to enable learners to demonstrate the skills required.

Assessment

If the learner is in employment or on a work placement, it should be possible to observe them in their day-to-day work, selecting times of high customer demand to assess how products, activities and equipment are sold. Additionally there may be CCTV footage of the reception area which provides supporting evidence to show the individual promoting items or closing sales.

Witness testimony from colleagues, managers, customers/visitors could be obtained verbally to provide evidence of consistent performance, the quality of inter-personal skills and sales techniques. Product evidence e.g. sales achieved and targeted, completed customer surveys, should be identified to demonstrate understanding of the requirements of the active leisure environment.

Health and safety is a paramount consideration in this busy and challenging environment. Assessors should intervene when the health and safety of a learner or someone else is at risk, otherwise the assessment of working practice should proceed as planned.

Simulations, including role play, should be as realistic as possible and should be discussed with the Standards Verifier to ensure that these are valid, fair and reliable as a source of evidence.

Assessment should be planned to ensure efficient and effective gathering of evidence, through holistic tasks and activities. These should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical, work-based application of the knowledge and understanding.

Essential resources

Learners will need access to computers and the internet to carry out research as required, for example on current legislation and regulations.

Indicative resource materials

Textbooks

Friedman H J – *The Retailer's Complete Book of Selling Games & Contests*
(John Wiley & Sons Inc) ISBN 1118153413

Friedman H J – 'NO THANKS, I'M JUST LOOKING!' (Kendall Hunt Pub Co)
ISBN 0840379625

Other

The Leisure Business and Lifestyle – National Consumer Research Centre
(Publications 2:2005)

Websites

Independent website detailing sales techniques	www.businessballs.com/salestraining.htm
Customer care techniques	www.desk.com/blog/customer-care-skills/
Self employment sales techniques	www.howtobooks.co.uk/employment/self-employment/sales-techniques.asp
Independent website detailing how to increase spa profitability	www.resortsuite.com/spa-profitability/top-10-tips-to-increase-your-spa%E2%80%99s-profitability
Independent website detailing sales techniques	www.startupdonut.co.uk/startup/sales-and-marketing/sales-techniques
SkillsActive	www.skillsactive.com

Unit 12: Understanding How to Provide an Active Leisure Facility Reception Service

Unit reference number: L/504/6563

Level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

The aim of this unit is to develop knowledge and understanding of the requirements of working in a reception role in an active leisure facility. The unit will also help learners to develop an understanding of the customer service, money handling and systems involved with this type of role.

Unit introduction

Learners will explore the underlying theory concerning customer service in an active leisure facility, including understanding the different needs of different visitors or clients to the facility. Learners will develop an understanding of the products and services on offer and the specific needs customers may have in relation to these products and services.

Learners will need to calculate discounts, receive payments and check that money received is legal and also be aware of the relevant legislation relating to the Sale of Goods Act 1979 and amendments.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know how to welcome customers and visitors	1.1	Summarise why customer care is important
		1.2	Describe the types of visitors and customers who come to the facility and why
		1.3	Describe how to greet and welcome customers and visitors
		1.4	Summarise the importance of explaining any delay in dealing with customers
		1.5	Outline how to explain any delay in dealing with customers politely
		1.6	Summarise the types of information which customers and visitors usually need
		1.7	Describe how to respond to customer/visitor requests for information, according to organizational procedures
		1.8	Identify when colleagues need to be told about customers and visitors
		1.9	Describe why it is important to tell colleagues about customers and visitors when relevant
		1.10	Describe why it is important to deal with customers' and visitors' individual needs
		1.11	Define typical correct entry and security procedures for a facility
		1.12	Illustrate why it is important to follow the correct entry and security procedures
		1.13	Describe why it is important to be polite when refusing entry and to try to make alternative arrangements for the customer or visitor
		1.14	Identify what types of issues may need to be referred to a responsible colleague
		1.15	Identify who 'a responsible colleague' may be according to different situations

Learning outcomes		Assessment criteria	
2	Know how to enrol customers and take bookings	2.1	Describe a typical booking and enrolment system for a facility
		2.2	Describe the importance of checking that services are available for enrolments and bookings, and what may happen if this does not take place
		2.3	Describe how to check the availability of services
		2.4	Describe how to help the customer to provide the necessary information
		2.5	Outline the importance of thoroughly checking information given by customers
		2.6	Describe typical procedures for making charges for services in a facility and handling payments
		2.7	Outline how to use an information storage system in a facility
		2.8	Outline the importance of using the information storage system properly
		2.9	Outline how to complete appropriate registers
3	Know how to process payments for purchases	3.1	Outline how to identify and check prices in an organisation
		3.2	Describe where to get information and advice to deal with pricing problems
		3.3	Define how to identify any defects in products as they are being processed for sale
		3.4	Outline how to identify and current discounts and special offers
		3.5	Describe how payments are calculated in an organisation
		3.6	Describe the common methods of calculating payments including point of sale technology and physical calculations
		3.7	Outline how to keep cash and other payments safe and secure
		3.8	List the types of payment which can be received

Learning outcomes		Assessment criteria	
		3.9	Describe typical procedures for authorising non-cash transactions
		3.10	Define how to check for and identify counterfeit payments
		3.11	Define how to check for stolen cheques, credit cards, charge cards or debit cards
		3.12	Outline how to deal with customers offering suspect tender or suspected fraud of non-cash payments, in line with organisational procedures
		3.13	Identify the relevant rights, duties and responsibilities relating to The Sale of Goods Act
		3.14	Describe the value and importance of customer service to effective trading operations
		3.15	Describe how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards customers in busy trading periods

Unit content

1 Know how to welcome customers and visitors

Customer care: the importance of keeping existing customers, customer loyalty, repeat customers and business, customer recommendations to family and friends; developing a good reputation, presenting a positive and professional image of the leisure facility; maximising customer satisfaction with the service provided, how this helps competitive advantage; ensuring customer/visitor safety and well-being; being responsive to customer needs, making customers/visitors feel valued, going the 'extra mile'; recognising and responding appropriately to customer/visitor concerns e.g. dissatisfaction with availability or standards of services/facilities, cleanliness, security, safety, delays; explaining reasons for shortfalls or delays politely and in accordance with organisational protocols, how failing to do so impacts on the facility's reputation and business, what types of issues may need to be referred to a responsible colleague, who to refer to for different situations e.g. complaints, safety and security issues, queries about the leisure services/facilities and equipment/products; using public address and internal communications systems correctly, e.g. to contact or update customers/visitors or colleagues, to ensure customers/visitors or colleagues are aware of safety or security issues, activities available, promotional opportunities

Types of visitors and customers: internal customers e.g. colleagues, managers; external customers e.g. members of the public, sports professionals, suppliers, maintenance contractors; face to face, e-mail, phone customers; different ages, male, female, with disabilities, visitors/customers with limited English, those with reservations, bookings, appointments, casual customers/visitors; why customers visit active leisure facilities, e.g. lifestyle choices, social, sports training; how to greet and welcome different customers and visitors, ways of adapting methods and style of communications to ensure customers/visitors feel welcome and respected; when colleagues need to be told about customers and visitors, e.g. to ensure an appointment is met, to maintain security, to provide support or meet additional needs

Individual needs: being responsive to different needs of customers and visitors e.g. information, directions on how to use services/facilities, where to access activities, services, facilities, adapted aids available for those with special needs, advice on services/facilities/products, assistance with making a booking, enrolling for activities; ensuring organisational standards and protocols are met whilst offering advice, information or assistance; balancing the requirements of the facility with the needs of the customer/visitor, ensuring individual safety and security; legal requirements for meeting individual needs

Information needs: current sports and recreation activities, products and facilities available, future activities and programmes, new products, safety information; recommending products/services and their benefits, linking products/services to those customers are already using, highlighting promotional activities or programmes, special offers or customer loyalty schemes; how to respond to customer/visitor requests for information, according to organisational procedures, legal requirements for ensuring accuracy, confidentiality; ensuring information is current and accurate, maintaining stock of information leaflets and product displays, maintaining accuracy and currency of web-site information; using public address and

internal communications systems correctly, e.g. to contact or update customers/visitors or colleagues, to ensure customers/visitors or colleagues are aware of safety or security issues, activities available, promotional opportunities

Entry and security procedures: the correct entry and security procedures for the facility e.g. issuing identification passes, checking reservations, prepaid activities, ensuring payments for services/facilities are made, processing loyalty cards; advising customers/visitors on restricted areas of the facility, ensuring correct procedures are followed, what could happen if they were not followed, e.g. security breaches, public in restricted areas, possible safety issues, loss of income; taking appropriate action to refuse entry to customers/visitors who contravene the facility rules, e.g. are intoxicated, abusive; dealing correctly with customers/visitors with items which contravene the facility rules, offering alternative arrangements for the customer/visitor, being courteous and professional when refusing entry; using public address and internal communications systems correctly, e.g. to contact or update customers/visitors or colleagues, to ensure customers/visitors or colleagues are aware of safety or security issues, summoning external security assistance where appropriate; organisational procedures and legislation which effect how to respond to uncooperative customers/visitors who have been refused entry or are a threat to security

2 Know how to enrol customers and take bookings

Booking and enrolment systems: automated, manual, for individual sessions/activities, for programmes of activities; bookings made face to face, by e-mail, via the facility's web-site, by telephone; how to check that services or facilities are available for enrolments and bookings, and what may happen if this does not take place; correcting errors in bookings/enrolments, amending bookings/enrolments; data required for making entries; legal requirements relating to data

Customer information: how to help the customer to provide the necessary information, the importance of thoroughly checking information given by customers, the possible consequences of inaccurate information e.g. inability to contact customers to cancel or amend bookings, for marketing or promotional purposes, in case of safety, security or emergencies

Charges and payments: charges and payments for use of facilities, services, products and equipment; ensuring accuracy and completeness; including discounts e.g. promotional, loyalty; acceptable payment methods for different services, facilities, products or equipment, e.g. credit card, cash, tokens, standing order; receipting payments correctly, recording accurately;

Information storage: automated, e.g. stand alone IT based systems, networked systems, web-based systems; manual storage, e.g. customer enrolment forms, messages; which methods to use for different information; using the information storage system properly; identifying and retrieving information quickly; how to complete appropriate registers, schedules, activity lists, the possible consequences of not doing so; how to ensure security of information e.g. password protection, levels of access; the importance of keeping information secure, organisational procedures and legislation which effects data storage

3 Know how to process payments for purchases

Processing payments: checking prices for currency and accuracy; checking products for condition and quality before processing payments, offering alternatives, removing defective items from sale; totalling charges, applying discounts or special offers where appropriate, calculating payments using different methods, e.g. point of sale, automated till, physical calculation; issuing receipts for payments; informing customers of charges clearly and courteously; dealing with pricing problems, who to refer to; keeping records of problems or queries arising; ensuring adequate change available to maintain service

Types of payments: the range of acceptable and authorised payments for different services, facilities, equipment and activities, e.g. cash, credit/debit card, on-line payment facilities, standing orders, tokens, loyalty schemes, smart cards; procedures for authorising non-cash transactions; procedures for authorising transactions above limits; how to check for and identify counterfeit payments; how to check for stolen credit cards, charge cards or debit cards; how to ensure cash and other payments are secure; dealing with customers offering suspect tender or suspected fraud of non-cash payments following organisational procedures; informing customers where non-cash transactions are refused

Rights and responsibilities of selling: rights, duties and responsibilities relating to The Sale of Goods Act 1979, organisational targets to meet business objectives, how to maintain an ethical approach to selling whilst achieving sales targets; the impact on sales of poor customer service, the value and importance of customer service to effective trading operations of the facility; how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of customer care within active leisure. Learners need to know and understand:

- the importance of customer care within the active leisure sector
- how positive first impressions are vital to the organisation
- how sales impact on the competitiveness of the active leisure facility
- how to relate to different active leisure customers/visitors and respond to their needs
- how to support access to facilities and services for individuals with special needs requirements
- organisational policies and procedures in relation to customer care, safety and security

A useful opening would be through small-group discussions, during which learners can exchange their experiences of being a customer in an active leisure facility or environment. The discussion points should include the efficiency of the reception service, the initial and overall impressions of the customer care provided and the impact of this on their own willingness to return to the facility. Issues relating to equality and diversity, such as language, attitude, access and security, for all aspects of the leisure service should be discussed with a view to evaluating the impact of this on themselves, other customers/visitors and potential future business. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with managers/employers/sports professionals in local active leisure facilities – preferably a range of organisations, small/large/local authority/private/voluntary/community sector, to gain knowledge and understanding of the importance and focus of customer care within different types of active leisure providers. A vehicle for this might be for learners to develop a customer service survey and to complete this at one or more of the identified active leisure providers.

Assignments could include using the internet to search for receptionist jobs in leisure centres and sports facilities, reviewing these and comparing the priorities of different organisations.

Knowledge of issues gained through engaging with managers/employers/sports professionals, rather than through a purely theoretical context, is key. Wherever possible, learners should have the opportunity to work with others who have a customer facing role within an active leisure organisation, for example a sport and leisure centre operative, a sports trainer/coach or activity leader. Further input, to extend understanding of the diversity of active leisure environments, could be through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a manager or sports professional from a sport and leisure centre, fitness suite, voluntary sports club or outdoor activity facility will give learners an understanding of the specific customer care issues for the different organisations. The visiting speaker could outline their priorities for customer care, an evaluation of their success in using customer care to improve services and increase take-up and any particular needs arising from the customer base or type of provision. The role of reception staff in promoting and delivering customer care should be the main focus, with examples of how their actions have impacted on issues such as increasing sales, supporting access for customers with special needs, and achieving targeted growth for client groups.

This should be supported by examples drawn from industry or through developed case studies that highlight:

- the importance of making a positive first impression on customers and the implications for a business of making a negative impression
- the different types of customer needs and potential barriers within active leisure environments
- how to respond to these needs and difficulties, with examples showing good and bad practice
- how to promote the services and facilities of the organisation effectively
- how an active leisure organisation can provide for equality and diversity within its services and the legal implications if this does not happen
- the reception staff role in ensuring safety and security for the organisation, customers and visitors

Role-play scenarios or simulated activities can be used to deliver the practical aspects of the unit to enable learners to demonstrate the skills and recognise the problems facing a busy reception area.

Assessment

Centres should familiarise themselves with 'SkillsActive QCF Evidence Requirements and Assessment Guidance Level 2 Certificate in Leisure Operations'.

If the learner is in an employment situation or on a work placement, it should be possible to observe them in their day-to-day work, selecting times of high customer demand to assess how the range of information and personal needs are managed. Additionally there may be CCTV footage of the reception area which provides supporting evidence to show the individual dealing with both day to day matters and incidents. Witness testimony from colleagues, managers, customers/visitors could be obtained verbally to provide evidence of consistent performance, the quality of inter-personal skills and possibly dealing with non-routine incidents. Product evidence e.g. completed customer surveys, messages taken, daily sales totals, target sales performance analyses, records of enquiries about service/equipment/facilities, bookings and reservation records, should be identified to demonstrate understanding of the requirements of the active leisure environment.

Health and safety is a paramount consideration in this busy and challenging environment. Assessors should intervene when the health and safety of a learner or someone else is at risk, otherwise the assessment of working practice should proceed as planned.

Simulations, including role play, should be as realistic as possible and should be discussed with the Standards Verifier to ensure that these are valid, fair and reliable as a source of evidence.

Assessment should be planned to ensure efficient and effective gathering of evidence, through holistic tasks and activities. These should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical, work-based application of the knowledge and understanding.

Essential resources

Learners will need access to computers and the internet to carry out research as required, for example on current legislation and regulations.

Indicative resource materials

Textbooks

Carlaw P & Deming V K – *The Big Book of Customer Service Training Games* (McGraw Hill, 2007) ISBN 139780077114763

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006) ISBN 139780471768692

Timm P – *Customer Service: Career Success Through Customer Loyalty* (Prentice Hall, 2010) ISBN 139780135063972

Journals

Customerfirst (Institute of Customer Service)

Websites

Independent website detailing sales and selling techniques	www.businessballs.com/salestraining.htm
Customer care techniques	www.desk.com/blog/customer-care-skills/
Independent website detailing sales and selling techniques	www.howtobooks.co.uk/employment/self-employment/sales-techniques.asp
Customer care techniques	http://customersthatstick.com/blog/customer-service-training/5-examples-of-customer-service-skills-you-cant-ignore/
SkillsActive	www.skillsactive.com
Independent website detailing sales and selling techniques	www.startupdonut.co.uk/startup/sales-and-marketing/sales-techniques

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their resources on our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to:
<http://www.skillsactive.com>

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson/BTEC qualification framework for the Active Leisure sector

Progression opportunities within the framework

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
5		BTEC HND Diplomas in: <ul style="list-style-type: none"> • Sport <ul style="list-style-type: none"> - (Coaching and Sports Development) - (Health, Fitness and Exercise) - (Leisure Management) • Sport and Exercise Sciences 		
4		BTEC HNC Diplomas in: <ul style="list-style-type: none"> • Sport <ul style="list-style-type: none"> - (Coaching and Sports Development) - (Health, Fitness and Exercise) - (Leisure Management) • Sport and Exercise Sciences 		NVQ in Spectator Safety Management

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3	<p>Advanced Subsidiary GCE in:</p> <ul style="list-style-type: none"> - Physical Education <p>Advanced GCE in:</p> <ul style="list-style-type: none"> - Physical Education <p>Applied GCE in:</p> <ul style="list-style-type: none"> - Leisure Studies 	<p>BTEC Nationals in:</p> <ul style="list-style-type: none"> - Sport - Sport and Exercise Sciences 	<p>BTEC Award in Employment Awareness in Active Leisure and Learning</p> <p>BTEC Certificate in Leisure Management</p> <p>BTEC Certificate and Diploma in Sailing and Watersports</p> <p>BTEC Award, Certificate and Diploma in Sports Development</p> <p>BTEC Certificate in Personal Training</p> <p>BTEC Certificate and Diploma in Skills and Activities for Sport and Active Leisure</p>	<p>NVQs in:</p> <ul style="list-style-type: none"> - Sports Development - Leisure Management - Achieving Excellence Sports Performance - Spectator Safety - Outdoor Programmes - Personal Training

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
2	GCSE in Physical Education GCSE in Leisure and Tourism	BTEC Firsts in Sport	BTEC Awards in: <ul style="list-style-type: none"> - Understanding Stewarding at Spectator Events - Employment Awareness in Active Leisure and Learning - Exercise and Fitness Instruction BTEC Certificate in Sailing and Watersports BTEC Certificate and Extended Certificate in Skills and Activities for Sport and Active Leisure	NVQs in: <ul style="list-style-type: none"> - Active Leisure, Learning and Wellbeing Operational Services - Activity Leadership - Instructing Exercise and Fitness - Spectator Safety - Sport and Play Surfaces
1		BTEC Award, Certificate and Diploma in Sport and Active Leisure	BTEC Award, Certificate and Extended Certificate in Supporting Activities and Events for Sport and Active Leisure	NVQ in Sport and Active Leisure
Entry	Entry Level Certificate in Physical Education	BTEC Award in Sport and Active Leisure		

Annexe B

Wider curriculum mapping

Pearson BTEC Level 2 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Certificate in Leisure Operations against the underpinning knowledge of the Level 2 National Occupational Standards in Operational Services.

KEY

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10	11	12
Support equality and diversity in active leisure and recreation	✓		✓	✓								
Promote health, safety and welfare in active leisure and recreation	✓		✓	✓			✓		✓	✓		
Give customers a positive impression of yourself and your organisation	✓		✓				✓					✓
Support the work of your team and organisation	✓	✓			✓	✓	✓	✓				✓
Process payments for purchases												✓
Set up, take down and store activity equipment							✓	✓				
Check and service activity equipment							✓	✓		✓		
Clean and tidy facility areas							✓	✓	✓	✓		
Maintain the safety of the pool environment and its users							✓					
Provide a facility reception service												✓
Deal with substances hazardous to health							✓		✓	✓		

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