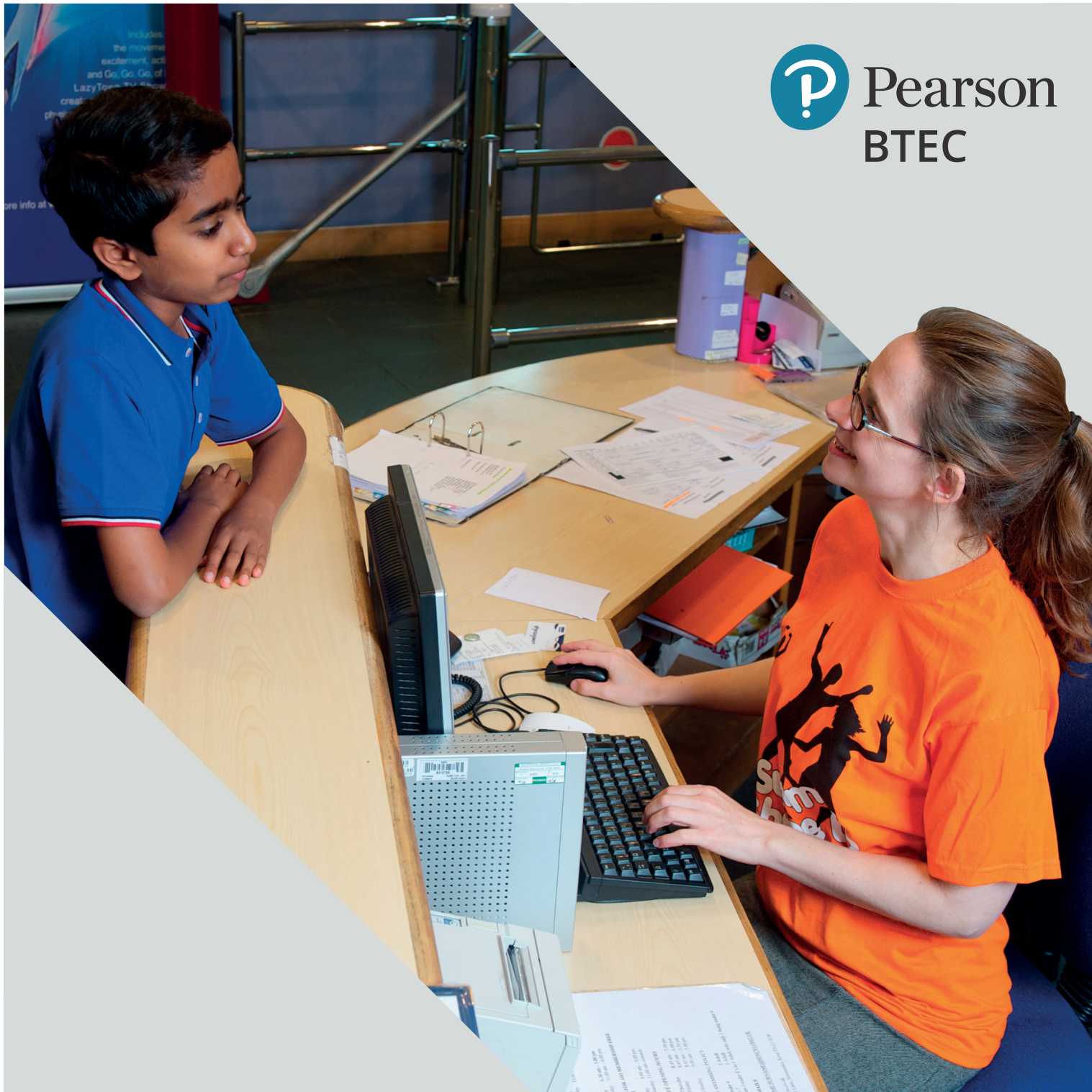




Pearson  
BTEC



L2

Pearson BTEC  
Level 2 Technical Occupational Entry for  
**Recreation Assistants  
(Diploma)**

**Specification**

*First teaching from September 2025*

*First certification from 2026*

Issue 1

Qualification Number: 610/4253/5



# Pearson BTEC Level 2 Technical Occupational Entry for Recreation Assistants (Diploma)

Specification

BTEC Technical Occupational Entry qualification

First registration September 2025

## About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to students, educational institutions, employers, governments and other partners globally. We are committed to helping equip students with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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## **Welcome**

With a track record built over 30 years of student success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Recent data has shown that 1 in 5 adults of working age in the UK has a BTEC qualification.

## **Why choose BTEC Level 2 Technical Qualifications?**

BTEC Level 2 Technical Qualifications enable students to develop a purposeful and coherent combination of knowledge, skills and behaviours to confidently enter or progress into employment at entry level in occupations that are recognised and demanded by employers.

The qualifications, which are based on the occupational standards published by the Institute for Apprenticeships and Technical Education (IFATE), embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and an approach to learning and assessment that:

- provides students with meaningful and occupationally relevant learning experiences.
- engages and motivates students to achieve as assessments can be focused on individual student needs and can be achieved as they progress through the qualifications.
- promotes self-directed learning through the clarity and transparency of the standards to be achieved.
- makes the qualifications accessible to a wider range of students, including part time and adult students.

In developing these qualifications, we have collaborated with employers to ensure that the qualifications meet the current and emerging needs of industry. We have also worked with colleges and training providers to ensure that the qualifications meet their needs and those of their students.

We are providing a range of support to ensure that students and their tutors have the best possible experience during their course. Further information is provided on the qualification pages of our website.

## **A word to students**

These qualifications will require commitment and hard work. You will have to complete the learning for the required range of units, be organised and complete your assessments, which may include practical work-based activities, projects and vocational assignments. But you can feel proud to achieve a BTEC Level 2 Technical Qualification as you can be confident in your readiness to advance your career in your chosen occupation.

Good luck, and we hope you enjoy your course.



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# 1 Introducing the qualification

## What are Level 2 Technical Occupational Entry Qualifications?

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Level 2 Technical Occupational Entry Qualifications are qualifications that are at level 2 on the Regulated Qualifications Framework (RQF) and are designed to deliver the knowledge, skills and behaviours needed to enter the workplace. They can be delivered through a combination of classroom and work-based learning and assessment.

These qualifications are based on occupational standards designed by employers and published by the Institute for Apprenticeships and Technical Education (IfATE), who also approve the qualifications. IfATE has specified different categories under which Level 2 Technical Qualifications can be approved based on their scope and purpose. Detailed information about these categories can be found on IfATE's website.

## Qualification purpose

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The Pearson BTEC Level 2 Technical Occupational Entry for Recreation Assistants (Diploma) enables students to develop a purposeful combination of knowledge, skills and behaviours to enter employment as a recreation assistant at entry level and provides a strong foundation for them to achieve full occupational competence with further training and development in the workplace.

The qualification is designed to meet the needs of students (16+) and provides progression to employment in an occupation that is recognised and demanded by employers.

The qualification will:

- develop students' ability and confidence to apply the knowledge, skills and behaviours in carrying out the relevant occupational duties and functions to meet entry level competence.
- develop transferable skills, and professional behaviours/attributes such as communication, teamwork, and self-management that are essential to personal effectiveness in the stated occupation.
- develop knowledge and understanding of best practices and core values such as health and safety, professional conduct, and inclusivity that are important for regulatory compliance/ meeting professional requirements/working safely/sustainable operations/inclusion and diversity, etc in the stated occupation or industry/sector
- align with the following Professional Standards (e.g. CIMPSA)



- provide employers with reliable evidence of students' attainment against the Leisure Team Member occupational standard and their readiness to enter employment in the related occupation at entry level.

The qualification can be taken on a part-time or full-time basis to meet the needs of older 16 + students.

## Employer engagement and validation

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In developing the Pearson BTEC Level 2 Technical Occupational Entry for Recreation Assistants (Diploma), we have worked closely with a dedicated panel of employers from a range of different types of organisations, who have:

- validated the demand for the qualification and confirmed that it is occupationally relevant and meets the current and emerging needs of industry.
- confirmed that students will have an appropriate combination of knowledge, skills and behaviours relevant to the occupational standard that attests to their readiness to enter into employment in the related occupation at an entry level.

## Progression opportunities

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Students who achieve the Pearson BTEC Level 2 Technical Occupational Entry for Recreation Assistants (Diploma) will most likely progress into specific employment at entry level. However, students may also progress to a related Apprenticeship for Personal Trainers at Level 3.

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## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Technical Occupational Entry for Recreation Assistants (Diploma)
Qualification Number (QN)	610/4253/5
Regulation start date	28/05/2024
Operational start date	01/09/2024
Approved age ranges	16–18, 19+
Total qualification time (TQT)	414 hours.
Guided learning hours (GLH)	360
Assessment	Internal assessment demonstrating evidence of entry level competence. Required methods of assessment and evidence will be described in the unit. Please see <i>Section 5 Assessment Requirements</i> .
Grading information	The qualification and units are graded Pass/Merit/Distinction. Students must pass all units to achieve a grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before students register for this qualification.
Funding	This qualification is eligible for 16+ funding as a Technical Occupational Entry qualification. Information about funding can be found on the <a href="#">Find a learning aim database</a> .

# 3 Qualification structure

## Pearson BTEC Level 2 Technical Occupational Entry for Recreation Assistants (Diploma)

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The requirements outlined in the table below must be met for Pearson to award the qualification.

Unit number	Mandatory units	Level	Guided learning hours
1	Working in the Sport and Active Leisure Industry	2	120
2	Roles and Responsibilities of a Recreation Assistant	2	60
3	Recreation Assistant Customer Service Skills	2	60
4	Working as a Recreation Assistant	2	120

# 4 Delivery

## Occupational entry level competence

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This qualification is designed to be delivered in post-16 learning contexts. Delivery should focus on student's ability to use knowledge, skills and appropriate behaviours in the workplace. Links with the workplace should be encouraged throughout.

## Work placement

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Work placement is not essential for completion of this qualification. Nevertheless, students are encouraged to form links with the workplace. This can be through work experience with employers, or links between workplaces and their place of study. In assessment, simulation of the work environment is permitted.

## Transferable skills

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Recent future skills reports have highlighted the growing importance of transferable skills for students to succeed in their careers and lives in this fast-changing world.

Following research and consultation with FE educators and higher education institutions, Pearson has developed a Transferable Skills Framework to facilitate and guide the development of transferable skills through this qualification. The Framework has four broad skill areas, each with a cluster of skills as shown below:

1. **Managing Yourself:** (1) Taking Personal Responsibility; (2) Personal Strengths & Resilience; (3) Career Orientation Planning; (4) Personal Goal Setting
2. **Effective Learning:** (1) Managing Own Learning; (2) Continuous Learning; (3) Secondary Research Skills (4) Primary Research Skills
3. **Inter-personal Skills:** (1) Written Communications; (2) Verbal and Non-verbal Communications; (3) Teamwork; (4) Cultural and Social Intelligence
4. **Solving Problems:** (1) Critical Thinking (2) Problem Solving; (3) Creativity and Innovation.

Each transferable skill has a set of descriptors that outline what achievement of the skill looks like in practice. Each unit in the qualification will show whether a transferable skill has been:

1. fully embedded through the design of the teaching and learning content and assessment of the unit. Skills that are embedded are 'naturally occurring' in that they are inherent to the unit content and doesn't require extension activities to deliver.

2. signposted as an opportunity for delivery and development and would require extension activities to deliver.

Units will show a summary of the transferable skills that have been embedded or signposted and *Appendix 1* shows the descriptors for each skill across all the skill clusters. More information on the framework, its design and relevance for student progression is available in the *BTEC Transferable Skills Guide for Teachers*. Resources and guidance to support teachers in the delivery and development of these skills will be available in the Delivery Guide for this qualification and through our training offer.

## Sustainability education

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To help students develop sustainability skills, practices and mindset, we have designed content in this qualification, aligned to the [UNESCO Sustainable Development Goals](#) (17 SDGs), that are relevant and appropriate to the sector. The SDGs are the most common point of reference for content that addresses sustainability education and provides a useful and pragmatic way of presenting this content.

Sustainability knowledge and understanding may be included in the teaching and learning content but not directly assessed. Alternatively, it could be assessed – the approach chosen for each unit is based on the relevance of knowledge and understanding to the purpose and scope of the unit.

# 5 Assessment requirements

## Language of assessment

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Students must use English only during the assessment of this qualification.

A student taking the qualification may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our Use of languages in qualifications policy, available on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

## Internal assessment

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Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, drawing on mandatory evidence requirements and support that Pearson provides.

To pass each internally assessed unit, students must:

- achieve all the specified learning outcomes.
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion.
- meet any prescribed evidence requirements for a unit i.e., units may mandate practical demonstration of skills in a workplace or simulated environment.
- prove that the evidence is the own.

Centres must ensure:

- assessment is carried out by tutors with relevant expertise in both the occupational area and assessment. For the occupational area, this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. Assessment expertise can be evidenced by qualification in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification.
- internal verification systems are in place to ensure the quality and authenticity of students' work, as well as the accuracy and consistency of assessment. These must include processes for detecting and reporting student malpractice such as plagiarism (including AI misuse), copying and collusion.

Students who do not successfully pass an assessment are allowed to resubmit evidence for the assessment. If a student has still not achieved the targeted pass criteria following

the resubmission of improved evidence for an assignment, the Lead Internal Verifier may authorise, under exceptional circumstances, one retake opportunity to meet the required pass criteria. The retake assignment must be based on a different content theme, sector challenge/issue or context brief as relevant. The deadline for submission of the retake must fall within the same academic year.

## Grading of the qualification

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Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to DD. Please see *Section 11 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of student performance and in consultation with key users of the qualification.

## Levels of control in internal assessment

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### Task setting

Centres are able to design tasks that address the assessment criteria within a unit. Restrictions on task setting such as mandatory forms of evidence requirement, or restrictions surrounding the context of assessment will be stated within the qualification unit and any accompanying authorised assignment brief(s). Although task setting is characterised as low control, Pearson applies quality assurance methodology to ensure that centre systems are in place to develop and assure high quality assessments for students. The authorised assignment brief serves as a model for the expected presentation of a unit assessment. Further guidance and references are provided in *Section 9 Quality assurance of centres*.

### Task taking

Centres must be able to authenticate the student response to the assessment. Supervision may not always be appropriate, if for example a student is gathering evidence for an assessment that is then prepared in a classroom environment. However, centres must be assured that students produce their own response to assessment criteria. This may require supervision of students in writing up outcomes to ensure they do not use text generative AI software.

## Task marking

Centre assessors and tutors will mark the student assessment response, using Pearson BTEC assessment/grading criteria and the guidance we provide in the specification and surrounding process, and training we provide supporting our quality assurance process. Pearson will quality assure the processes that centres use to ensure the standard of marking outcome. We operate a risk-based quality assurance process ensuring that new centres, centres with large cohorts and centres with other risk factors get the support they need to ensure students achieve the outcome they have worked for.

## Grading of the qualification

---

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

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The qualification is graded using a scale of PP to DD. Please see *Section 11 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of student performance and in consultation with key users of the qualification.

## Mandatory evidence for assessment

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Units will include information on the mandated types of evidence that students must produce to achieve a unit. These evidence types are stipulated in occupational standards and have been confirmed by employers.

Students must submit evidence in mandatory forms where indicated in the unit and assessment. Students can submit their remaining evidence in one or more optional formats.

Tutors must ensure that collated tasks/assignments enable students to generate the evidence needed against the assessment criterion standard.



## Authorised Assessment Briefs

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Each unit will have Authorised Assessment Briefs (AABs). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Units will include information about where Authorised Assignment Briefs can be adapted, and what features may need to be retained in centre devised assessments. Centres are reminded that the AABs form a basis of standardisation of task setting within the Pearson quality assurance process.

A copy of each of these assessments can be downloaded from the qualification page on our website.

# 6 Centre recognition and approval

Centres must have approval prior to delivering any of the units in this qualification.

Centres that have not previously offered BTEC qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

## Approvals agreement

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All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

## Centre resource requirements

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As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources (for example IT, recreational equipment and facilities, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- suitable staff for delivering and assessing the qualification (see *Section 5 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification.
- health and safety policies that relate to the use of equipment by students.
- internal verification systems and procedures (see *Section 5 Assessment requirements*)
- any unit-specific resources stated in individual units.

# 7 Access to qualifications

## Access to qualifications for students with disabilities or specific needs

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Equality and fairness are central to our work. Our Equality, diversity and inclusion policy requires all students to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- all students achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For students with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit [www.legislation.gov.uk](http://www.legislation.gov.uk)

## Reasonable adjustments and special consideration

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Centres are permitted to make adjustments to assessment to take account of the needs of individual students. Any reasonable adjustment must reflect the normal learning or working practice of a student in a centre or a student working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

# 8 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a student 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. If RPL is used, a student must be assessed again against assessment criteria, and their evidence must meet any mandatory evidence requirements in units.

Pearson encourages centres to recognise students' previous achievements and experiences in and outside the workplace, 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. If 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 valid, authentic, reliable, current, and sufficient.

Further guidance is available in our policy document [Recognition of prior learning policy and process](#), available on our website.

## 9 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of students
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- Pearson Work-based Learning Centre Guide to Quality Assurance
- Pearson Work-based Learning Delivery Guidance & Quality Assurance Requirements.
- *Support is also available on our work based learning quality assurance webpages [Quality Assurance - Work-based Learning \(WBL\) | Pearson qualifications](#)*

# 10 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to Section 15 Glossary.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.,'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

# Unit 1: Working in the Sport and Active Leisure Industry

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<b>Level:</b>	2
<b>Unit type:</b>	Mandatory
<b>Assessment type:</b>	Internal
<b>Guided learning hours:</b>	120

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## Unit in brief

In this unit, students will explore how people access sport and physical activity, the ways in which participating can benefit them and the community but also the factors that might prevent them taking part.

## Unit introduction

To a greater or lesser extent sport and physical activity are a part of many people's lives from school onward. The experiences they have will shape the way they think about sport and physical activity and may well influence their ongoing attitudes to participation. As we age there may be more barriers that prevent or hinder participation, however the importance of regular exercise at all stages of life and our knowledge and understanding of the vital role that sport and physical activity play in maintaining a healthy lifestyle have never been greater.

In this unit, you will explore the various ways that people access sport and physical activity from school onward. You will look at the barriers that might prevent or make it difficult for people to participate, as well as investigating the many and varied benefits of taking part in physical activity, whatever age you are.

You will gain an understanding and appreciation of the importance of personal skills and professional behaviours for those who are involved in sport and active leisure at any level, and the impact this can have on people's participation and enjoyment.

You will explore the various policies and procedures that govern sport and physical activity, understanding the need for legislation, regulation, policies and procedures in order to keep everyone safe, whatever activity they undertake. You will also consider why it's important to provide sport and physical activity opportunities for all, regardless of ability, disability, experience or needs, and the steps that can be taken to achieve this.

This unit will act as a good first step on the ladder for a wide range of jobs in the active leisure industry. It will prepare you for more targeted study at the same level, for example as a gym instructor, recreation assistant or sports leader, or to move on to a higher-level qualification or apprenticeship.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
<b>Learning outcome 1: Explore the ways in which people participate in sport and physical activity</b>		
1.P1 Outline ways in which people access sport and physical activity.	1.M1 Describe ways people access sport and physical activity, including factors that influence their participation.	1.D1 Evaluate ways people access sport and physical activity and factors that influence their participation.
<b>Learning outcome 2: Understand the benefits of and barriers to participating in sport and physical activity</b>		
2.P2 Identify key benefits to an individual, of regularly participating in sport or physical activity.	2.M2 Explain physical, psychological, social and economic benefits for individuals and community groups from taking part in regular sport or physical activity.	2.D2 Evaluate strategies that could be used to maximise benefits and reduce barriers for community participation in regular sport or physical activity.
2.P3 Identify barriers to participation in regular sport or physical activity and suggest methods to overcome each barrier.	2.M3 Explain barriers to participation in regular sport and physical activity and methods to overcome these barriers.	
<b>Learning outcome 3: Explore personal skills and professional behaviours for working in the sport and active leisure industry</b>		
3.P4 Outline how personal skills and professional behaviours builds positive relationships with customers in the sport and active leisure industry.	3.M4 Explain the effects of personal skills and professional behaviours on relationships with external stakeholders and internal colleagues.	3.D2 Evaluate the effects of personal skills and professional behaviours on building relationships with external and internal stakeholders.



**Learning outcome 4: Explore methods to carry out safe and legal working practices in the sport and active leisure industry**

<p>4.P5 Identify national guidelines, legislation and policies that are relevant to working in the sport and active industry.</p>	<p>4.M5 Explain the use of relevant national guidelines, legislation and policies, for an identified job role in the sport and active leisure industry.</p>	<p>4.D3 Analyse the use of relevant national guidelines, legislation and policies for an identified job role.</p>
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**Learning outcome 5: Understand the importance of inclusivity in the sport and active leisure industry**

<p>5.P6 Identify different types of activity that can be provided, to meet a range of community needs.</p>	<p>5.M6 Explain methods that can be used to provide inclusive sport and physical activity for a local community.</p>	<p>5.D4 Evaluate methods that can be used to provide inclusive sport and physical activity for a local community.</p>
<p>5.P7 Outline ways in which sport and physical activity can be inclusive for everyone in the community.</p>		

## Unit content

### What needs to be learned

#### Learning outcome 1: Explore the ways people participate in sport and physical activity

##### 1A Access to sport and physical activity

- Impact of age on sport and physical activity participation
- Impact of stage of life on sport and physical activity participation e.g., school leaver, young family, working, retirement.
- School:
  - physical education – activities carried out during lesson time that follow the National Curriculum
  - extracurricular – before/after school, lunchtime, holidays, e.g., specialist sports offer, competitive (inter/intra school), participative, non-traditional, e.g., trampolining, yoga.
- Community sport:
  - coaching, skills development, competitive
  - recreational, participative, just for fun
  - physical recreation – activities carried out during leisure time for enjoyment, e.g., formally as part of club, informally, e.g., walking, running, cycling with friends or family.
  - outdoor activities – activities carried out outdoors (or in recreation areas) that are adventurous, e.g., rock climbing, mountain biking, sailing, skiing.
  - gyms, e.g., public, private, workplace based.
- Other environments – home, park, e.g. individually, formally as part of a group (e.g. boot camp), online subscriptions (e.g. Les Mills, Peloton), gym, sports centre.

##### 1B Explore factors that influence participation in sport and activity

- Impact of culture and customs on sport and physical activity participation:
  - role models
  - cultural traditions
  - local heritage and traditional community activities e.g., shinty, hurling, fell running, hill walking.
  - peer influence e.g., family, friends, colleagues
  - media influence

## What needs to be learned

- influence of local community and environment on sport and physical activity opportunities and prevalence, e.g., water sports more likely on the coast and/or near a river
- school opportunities feeding into community opportunities, e.g. if local schools are 'rugby schools' then more likely to be opportunities to play rugby in the community, increased number of local rugby teams, feeding interest and player numbers etc.
- Action that may need to be taken to account for these factors.
  - same sex provision
  - provision of adapted activities
  - provision of opportunities that take account of the available environment e.g., water sports.
  - provision of opportunities that take account of local heritage and tradition e.g., Irish dancing.
  - pricing structure that enables groups, families, households etc to access cheaper rates when participating together.

### **1C Know the local customer base**

- Structure of the local community
  - numbers, age groups, available finances, employment opportunities
- Needs and wants of the local community:
  - location of opportunities
  - cost of opportunities
  - type of activities on offer
  - activities that meet an identified need, e.g., to tackle isolation, high incidence of obesity, anti-social behaviour, community cohesion.
- Protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) and their potential impact on:
  - participation
  - inclusion
  - legal requirements
  - organisational policy and procedures

### **Learning outcome 2: Understand the benefits of and barriers to participating in regular sport and physical activity [IS-C&SI]**

## What needs to be learned

### 2A Benefits of participating in sport and physical activity

- Physical benefits of being active:
  - prevention and management of common health conditions, e.g., coronary heart disease, stroke, type 2 diabetes, cancer, obesity, hypertension, osteoporosis
  - reduced resting heart rate.
  - healthy body fat ratio
  - increased muscle mass to maintain strength and prevent degeneration.
  - increased metabolic rate.
- Psychological benefits of being active:
  - stress management, reduction of anxiety levels, reduced symptoms of depression
  - improved self-confidence and self-esteem
  - positive body image
  - reduced boredom.
  - personal achievement
  - structure and routine
  - fun and enjoyment.
- Social benefits of being active:
  - encourages interaction with other people.
  - education and lifelong learning
  - develops leadership skills.
  - builds social cohesion, e.g., forming positive relationships, breaking down barriers, integrating communities, better understanding of each other.
  - reduction in antisocial behaviour
  - crime reduction and improved community safety
- Economic benefits of being active:
  - improved health and well-being reduces strain on public services e.g. fewer working days lost to ill health and injury
  - economic benefits, e.g., employment in associated industries, money spent on leisure.
  - economic regeneration of local communities

### 2B Barriers to participation in sport and physical activity

## What needs to be learned

- Access to sport or physical activity:
  - location of sport or physical activity
  - limited accessible transportation.
  - resources
  - types of sport or physical activity available
- Cost of participation:
  - clothing
  - equipment
  - transport
  - session fees, registration or ongoing costs of attending
- Cultural barriers:
  - requiring single sex sport or physical activity sessions
  - social norms of participating
  - appropriate clothing to participate.
  - racism (perceived or real)
  - lack of role models from own cultural background.
- Disability
  - seen
  - unseen
  - adaptations required.
  - access to opportunities
- Medical concerns or restrictions
  - injury
  - illness
  - chronic health conditions e.g., asthma
  - Medical referral or GP liaison
- Personal barriers:
  - body image
  - lack of self-confidence
  - negative attitudes towards participation
  - parental or guardian influence

## What needs to be learned

- limited previous participation.
- low fitness levels
- extended time off from previous participation
- concerns that taking part in sport or physical activity may make existing health conditions worse.
- Time – lack of time due to other commitments:
  - family
  - school
  - work

### **2C Overcoming or minimising barriers to participation in sport and physical activity**

- Access:
  - public transport discounts
  - cycle hire to access the facility.
  - free parking
  - taster days
- Cost:
  - discounted pricing
  - hiring of equipment
  - free car parking.
- Cultural barriers:
  - women only physical activity sessions staffed by females.
  - diversity of staff working at sport or physical activity facility
  - staff training in cultural awareness.
- Disability
  - increased range of provision of sports and physical activities
  - ramps
  - assistive technology to include pool hoist, Braille information and signage, hearing loops.
- Medical
  - signposting to professionals e.g., GP, physiotherapist, councillor, dietician
  - specific groups e.g., heart health, weight management

## What needs to be learned

- wrap around support e.g., considering a range of lifestyle factors alongside physical activity to maximise health and wellbeing
- medical referral, exercise on prescription programmes.
- Personal barriers:
  - private changing rooms
  - allowing participants to wear clothing they feel most comfortable in
  - use of variety of images of people with different body shapes
  - welcoming environment
  - staff training to support all types of participants and their needs.
  - who can support e.g., family, friends, work?
  - parent and child activity sessions to create familial culture of sport.
  - campaigns to increase participation.
- Time:
  - creche facilities
  - extended opening hours.

## Learning outcome 3: Explore personal skills and professional behaviours for working in the sport and active leisure industry

### 3A Behaving professionally

- Reasons for behaving professionally, e.g., personal reputation, organisational reputation customer satisfaction, client trust, personal integrity.
- Ways to portray a professional image, e.g., well-mannered and polite, respectful, self-disciplined, creative and able to problem solve, be able to listen and show empathy, customer focused, effective communicator, be punctual and efficient, work as part of a team, relevant membership of professional organisations, respect equality and diversity, have basic literacy, numeracy and IT skills, relevant professional qualifications.
- Ways to proactively support the organisation's visions and values.
- The importance of interacting positively with customers, e.g., friendly, outgoing, empathising, sharing key business messages.
- Demonstrating pride in own role through a consistently positive and professional approach.

### 3B Demonstrating professional skills and behaviours

- Honesty, sincerity and integrity - by doing the right thing at the right time.

## What needs to be learned

- Positive attitude to work.
- Being approachable and friendly.
- Modelling an active lifestyle.
- Showing empathy and concern for customer's welfare and wellbeing.
- Showing a willingness to 'go the extra mile'.
- Demonstrating enthusiasm to work as a member of a team.
- Using own initiative.
- Being adaptable.
- Being confident in one's own ability.
- Building meaningful and appropriate relationships.
- Showing a willingness to learn and a desire to contribute to own continuing professional development.
- Ability to communicate with a wide range of customers in different ways e.g., face to face, electronically, via telephone.
- Adapting communication methods to meet the needs of different clients.
- Developing rapport and positive relationships, e.g., appropriate topics of conversation for different clients, positive/open body language, maintaining eye contact and smiling.
- Creating a positive and motivating environment.
- Dealing with conflict – developing strategies to avoid and manage conflict.
- Knowing when and how to seek assistance.

### **3C Working with others**

- Customers, clients
- Internal stakeholders:
  - colleagues
  - peers
  - managers.
- External stakeholders:
  - suppliers e.g. equipment, maintenance, support services
  - other professionals
  - potential customers, clients



## What needs to be learned

- local businesses
- shareholders
- community.

### **3D Sustainable practices in the sport and active leisure industry**

- Reducing energy use e.g.,
  - Turning off gym equipment
  - Shutting of lights
  - Checking energy consumption of equipment prior to purchase
  - Use of renewable energy
- Reducing waste e.g.,
  - Digital signage and communication
  - Recycling waste
  - Reduction in single use plastics
- Reducing pollution e.g.,
  - Environmental conscious food and products
  - Sustainable travel to health and fitness provider
  - Environmentally friendly cleaning products

### **Learning outcome 4: Explore methods to carry out safe and legal working practices in the sport and active leisure industry [MY-TPR]**

#### **4A Legal and regulatory requirements**

- Knowing the relevance of current applicable legislation.
- Health and Safety at Work Act.
- Health and Safety Regulations (First Aid).
- The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR).
- Control of Substances Hazardous to Health (COSHH) Regulations.
- Health and Safety (Safety Signs and Signals) Regulations.
- Equality Act.
- Data protection
- Safeguarding and safe supervision of children and vulnerable adults.

#### **4B Policies in sport and physical activity**

## What needs to be learned

- Knowing the relevant organisational policies.
- Health and safety.
- Contracts of employment.
- Risk assessment and risk management.
- Equality and diversity.
- Manual handling, e.g., assembling, dismantling and storing equipment.
- Personal protective equipment (PPE).
- Normal operating plan (NOP).
- Emergency action plan (EAP).
- Storage plans.
- Importance of organisations writing, implementing and adhering to standard policies.
- Implications of not having or adhering to standard policies.

### **4C The role and impact of relevant organisations**

- National Governing Bodies (NGB).
- Health and Safety Executive (HSE).
- Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).
- Government funded organisations.

### **4D Safeguarding and protection of children, young people and adults at risk in sport and active leisure**

- Meaning of safeguarding.
- People that safeguarding applies to:
  - children – any person under the age of 18
  - adults at risk – individuals aged 18 or over that may need community care services or who are not able to protect themselves against significant harm or serious exploitation.
- Child protection.
- Safeguarding and protecting children legislation, e.g. DBS checks, Safeguarding officers.

Role of the relevant safeguarding bodies, e.g. child Protection in Sport Unit, NSPCC.

- Appropriate behaviour around children, e.g. listening to and respecting children at all times, treating all children without prejudice or discrimination, using appropriate

## What needs to be learned

language, challenging unacceptable behaviour, ensuring that there is more than one adult present during activities with children and young people or that they are in sight or hearing of other adults.

- Inappropriate behaviour around children, e.g. patronising children, developing inappropriate relationships, having contact with children outside of the work role, giving children personal contact details, threatening children, making inappropriate promises, particularly related to confidentiality, exaggerating or trivialising child abuse issues.
- Procedures to follow for in raising concerns of safeguarding or child protection.
- Procedures to respond to a disclosure.
- Organisation policies and procedures for safeguarding and protecting children.
- Scope of own and others' role in safeguarding and protecting children.

## Learning outcome 5: Understand the importance of inclusivity in the sport and active leisure industry

### 5A Providing a range of activities in the community

- Taster sessions – free sessions to provide people with an idea of what the activity or sport involves with no commitment or cost.
- Drop-in sessions – sessions run throughout a day for people to have a go at a new sport or activity, can drop in a time that suits them to fit around other commitments.
- Street games – sports that can take place on community streets if there are limited designated spaces for sports in a community.
- Sports festivals – sport specific, e.g., rugby club sports festivals that include short games, e.g., rugby 7's and tag rugby, or multi sports for people to try new sports, e.g., water sports festival.
- Voluntarily run physical activity sessions, e.g., running clubs, circuit training, netball/rugby/basketball/football clubs etc.
- Sport specific clubs – often run by qualified coaching staff and supported by volunteers, including behind the scenes.

### 5B Using strategies that support diversity, equality and inclusion to enable and encourage people to participate in sport and physical activity

- Awareness of under-representation of groups in the community in sport and physical activity.
- Awareness and understanding of the range of diversity, equality and inclusion issues that must be considered.

## What needs to be learned

- Support opportunities to overcome barriers that can contribute to under-representation and lack of inclusivity:
  - cost of activity
  - lack of transport
  - lack of appropriate changing facilities
  - not interested in sport
  - activity stereotyping
  - time or day of activity
  - lack of childcare.

### **5C Promoting inclusive sport and physical activity for all**

- The Equality Act 2010 - legal requirements that must be met in respect of equality and diversity in the context of community sport and activity:
  - cultural awareness
  - mental wellbeing
  - inclusivity
  - working with adults at risk and older adults
- Planning for sessions that are inclusive, e.g. that take account of age, race, gender, disability, fitness, mental health.
- Activities which recognise individuals' barriers and provide opportunities to help overcome these.
- Activities which target individual needs and can be adapted to meet these.
- Sessions which provide achievable goals to meet individual needs.
- Activities that promote fun, socialisation, participation, build positive self-confidence.
- Sessions that aim to develop lifelong changes to activity habits:
  - sessions which inspire participants to engage in activities
  - sessions which raise awareness of healthier lifestyles
  - sessions which educate participants to make their own changes.
- Using feedback and records to adapt activity sessions.

## Essential information for tutors and assessors

### Employer involvement

This unit would benefit from employer involvement in the form of:

- structured work experience opportunities in a leisure organisation, where students can apply their skills and develop a better understanding of what the role they are undertaking involves.
- a masterclass by a leisure provider, e.g. leisure centres on how they deliver high-quality customer service and promote equality and diversity in their organisations.

### Essential resources

For this unit, students will need access to:

- a leisure facility
- health and safety, equality and diversity legislation documents
- opportunities to communicate with customers and colleagues.

### Wider skills

### Transferable skills

<b>Managing Yourself</b>	<b>Effective Learning</b>	<b>Interpersonal Skills</b>	<b>Solving Problems</b>
MY – TPR *	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
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MY – PGS	EL – PRS	IS – C&SI	

#### Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

## Sustainability skills

Elements of the following UN Sustainability Development Goals will be covered in completing this unit.

Goal 3: Good health and wellbeing

Goal 4: Quality education

Goal 10: Reduce inequalities.

## Assessment

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria.

Mandatory evidence requirements are given below- centres may adapt surrounding contexts but must ensure that evidence is produced as stipulated. An indicative form of assessment is provided in the accompanying sample assessment material.

## Mandatory evidence requirements

There are no specific mandatory evidence requirements for this unit.

## Essential information for assessment decisions

### Learning outcome 1

**For distinction standard**, students will:

- comprehensively evaluate the various factors that influence participation in sport and physical activity at different ages and stages in a person's life. Students will fully consider how the factors they identified could encourage or discourage participation. They carry out research in order to support their answer with facts and figures (e.g. the percentage drop off in participation by girls of school leaving age).

**For merit standard**, students will:

- describe the different ways in which people might participate in sport and/or physical activity at different times in life, for example as a child, during adolescence and as an adult, including the various factors that might influence their participation at each identified stage.

**For pass standard**, students will:

- outline where people are likely to experience sport and physical activity at different stages in their lives (as a child, during adolescence and as an adult), for example at

school, in the community. Students will also outline how sport is likely to be accessed during these different life stages (for example as a compulsory PE lesson, optionally during extra-curricular clubs), for fitness, as a competitive activity, as an organised event, during leisure time.

## **Learning outcome 2**

**For distinction standard, students will:**

- evaluate barriers to individual and community participation, as researched in consultation with service users and other relevant stakeholders and then evaluate a range of strategies that could be used to reduce or remove each of these identified barriers, making suggestions which are realistic and workable within the parameters that the community and its members operate in. Students will use their knowledge of the benefits of participation and of leading active and healthy lifestyles when considering ways to minimise or remove actual and perceived barriers for community members.

**For merit standard, students will:**

- explain key physical, psychological, social and economic benefits for individuals and/or community groups, of taking part in regular sport or physical activity. Students will use insight gained from speaking with community members to support their answer.
- explain barriers that may prevent or reduce regular sport or physical activity participation. Again, students will include evidence gained from consulting with community members to support their answer. Students will, for some of the identified barriers, explain how it may be reduced or removed, suggesting solutions which are realistic and workable within the parameters of the local community.

**For pass standard, students will:**

- identify key benefits to an individual, of regularly participating in sport or physical activity, including some information on physical, psychological, social and/or economic benefits. Students will not have consulted directly with community members, but may have gathered their evidence from online, written, anecdotal or other sources.
- identify some of the barriers that might prevent an individual taking part in regular sport or physical activity and suggest ways in which each barrier may be minimise or overcome.

## **Learning outcome 3**

**For distinction standard, students will:**

- evaluate the effects of personal skills and professional behaviours (teamworking, effective communication, cooperation, compromise etc.) on the effective building of positive relationships with external (customers, participants, clients, other professionals) and internal (colleagues, peers, managers) stakeholders. Students will evaluate the potential positive effects of behaving in this way as well as the possible negative impact of not doing so. Students should recognise the difference between establishing and maintaining good working relationships with those they lead and with

those they work alongside as colleagues and account for this in their evidence. Students will also consider the role that a mentor can play in supporting the development of weaker areas of professional practice.

**For merit standard, students will:**

- explain the effect/s of personal skills and professional behaviours (effective communication, cooperation, compromise etc.) on their ability to build positive relationships with external stakeholders (customers, participants, clients, other professionals) as well as on being able to work effectively as part of a team with internal colleagues.

**For pass standard, students will:**

- outline the ways in which personal skills and professional behaviours can support the building of positive relationships with clients, customers and/or participants in the sport and active leisure industry. They will describe sustainable practice in the sport and active leisure industry to reduce energy use, reduce waste and reduce pollution and outline the importance of these as part of a professional behaviour when working in the sport and active leisure industry.

#### **Learning outcome 4**

**For distinction standard, students will:**

- select a job role of their choice and consider the impact and importance of relevant national guidelines, legislation and policies. Students must include child protection as well as other key guidelines, legislation and policies they feel are appropriate. Students will analyse each with direct reference to their selected job role and explain the potential ramifications of not implementing or following them in this role.

**For merit standard, students will:**

- select a job role of their choice in the sport and active leisure industry and, with direct reference to that job role, explain the use of relevant national guidelines, legislation and policies, including child protection.

**For pass standard, students will:**

- identify national guidelines, legislation and policies that are relevant to working in the sport and active industry. Students will do this with a specific job role in mind or from a more general 'sporting landscape' viewpoint. Students will also outline child protection and safeguarding rules and responsibilities relevant to working in sport and active leisure, again, having a specific job role in mind may support students in their answer.

#### **Learning outcome 5**

**For distinction standard, students will:**

- evaluate measures that can be taken by a club, coach, leader, sports facility or other sport and/or physical activity provider, to ensure they provide opportunities that meet the identified needs of the people and groups accessing them, and that they also promote equality and diversity, allowing anyone who wishes to take part to do so.



**For merit standard**, students will:

- explain ways in which the needs of all community members can be catered for, through the provision of sport and physical activity which is wide ranging, tailored and appropriate for all.

**For pass standard**, students will:

- identify different types of activity that can be provided, to meet a range of community needs.
- outline ways in which sport and physical activity can be inclusive for a wide range of community members.

## Unit 2: Roles and Responsibilities of a Recreation Assistant

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<b>Level:</b>	2
<b>Unit type:</b>	Mandatory
<b>Assessment type:</b>	Internal
<b>Guided learning hours:</b>	60

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### Unit in brief

Students will study the skills and behaviours needed to undertake the roles and responsibilities of a recreation assistant in a leisure facility.

### Unit introduction

The roles and responsibilities of a recreation assistant are many and varied. They can be seen as the engine that keeps a leisure facility running as they ensure equipment is set up and taken down, support customers, offer help and guidance, cover other colleagues' roles as receptionist or cleaner and generally keep the facility running safely and smoothly. In order to carry out their job effectively, a recreation assistant needs a range of skills and behaviours: from being organised and working as part of a team, to using own initiative and communicating with others, the variety of the day-to-day role necessitates a flexibility and breadth of experience that few other job roles require.

In this unit, you will learn about the different types of customers who attend a leisure facility and their individual needs. You will explore the various ways in which you will come into contact with customers and how best to communicate with them. You will also consider the different ways you can seek customer feedback and how best to act on this information in order to provide the best possible customer experience.

If you want to work in a leisure industry it is important that you have the customer service skills and knowledge covered in this unit. The unit will also support progression to a Level 3 Apprenticeship.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
<b>Learning outcome 1: Explore the local active leisure sector</b>		
1.P1 Outline the role of the active leisure sector in the local community.	1.M1 Analyse the role of the active leisure sector and its impact on the local community.	1.D1 Evaluate the role of the active leisure sector and the impact it has on the local community.
1.P2 Outline the structure and organisation of an identified leisure facility.		
<b>Learning outcome 2: Explore the role and responsibilities of a recreation assistant</b>		
2.P3 Identify the role and responsibilities of a recreation assistant in an identified leisure facility.	2.M2 Analyse how recreation assistant skills and behaviours impact on undertaking their role in an identified leisure facility.	2.D2 Evaluate the impact of recreation assistant skills and behaviours on working in an identified leisure facility, considering own strengths and weaknesses and making suggestions for improvements.
2.P4 List the key skills and behaviours required by a recreation assistant, identifying own personal strengths and weaknesses.		

## Unit content

### What needs to be learned

#### Learning outcome 1: Explore the local sport and active leisure sector

##### A1 Explore the sport and active leisure sector

- Local sports facilities:
  - gyms
  - leisure centres
  - sports centres
  - swimming pools
  - community facilities, e.g., schools, community centres, MUGA (multi use games area), skateparks.
- Local sports clubs:
  - sports and activity types
  - type of club, e.g., participative, recreational, performance
  - size, e.g. number of members, number of teams.
- Local organising bodies:
  - sports development
  - national governing bodies
  - private sports clubs/health clubs
  - charities.

##### A2 The role of the active leisure sector in the local community

- Physical health and fitness.
- Mental health.
- Social health.
- Community cohesion.
- Medical support, e.g. exercise on prescription, local healthcare pathways/initiatives.
- Fundraising.
- Working alongside statutory agencies, e.g. crime reduction.

##### A3 Investigate the structure, organisation and function of a leisure facility

Students will have some experience of visiting a leisure facility as part of this unit. It is this organisation that they will explore in order to fully appreciate the daily responsibilities of a recreation assistant.

## What needs to be learned

- Type of facility (public/private/voluntary).
- Facilities and activities available.
- Job roles, responsibilities and lines of reporting.
- Mission statement and vision.
- Products to purchase on-site, e.g. clothing, equipment, food and drink, supplements.
- Additional services offered by the facility, e.g. physiotherapy, beauty, mindfulness, counselling.
- Key performance indicators, e.g. targets of the facility.

## Learning outcome 2: Explore the role and responsibilities of a recreation assistant

### B1 Examine local demographics and customer needs

Students should understand the demographic of the leisure facility they are focusing on in order to best meet the needs of their customers.

- The effect of local demographics on leisure provision and participation within the identified organisation:
  - type of customer, e.g. age, gender, ability, disability, culture
  - customer needs, e.g. access, language, timetabling, economic environment
  - customer wants, e.g. type/s of class or activity, other services on offer.
- Methods of identifying customer needs and wants, e.g. informal conversations, meetings, questionnaires, online surveys.
- How to encourage social inclusion, e.g. off-peak memberships, wide range of activities to suit all cultures, single-sex sessions, specialist sessions at certain times of the day to cater for specific groups of clients, use of positive imagery in advertising.

### B2 Use of customer feedback to inform customer service

- Purpose of feedback, e.g. retain members, so they continue their memberships, improve client experience, develop areas of weakness in provision, gauge interest in new initiatives.
- Methods of gaining and recording feedback, e.g., one-to-one discussion with client, feedback forms, email, questionnaires, polls, online surveys.
- Reporting feedback, e.g., to line manager or other stakeholders, in line with organisational procedure.
- Know how and when to refer customer feedback / questions to colleagues.

## What needs to be learned

- How feedback can be used to increase customer satisfaction and meet business targets, e.g. evaluating information collected, prioritising change, gaining further/more detailed information, actioning changes in service provision, completing the 'feedback cycle' to ensure customer views have been taken into consideration and acted on.
- Interpret and use customer feedback and data to understand different types of customers and their needs.
- Importance of financial planning, e.g., music licence fees, profit and loss, playing tax and national insurance.

### **B3 Provide customer service in a fitness facility**

- Engage with customers in a friendly and approachable manner to display exemplary customer service:
  - show an awareness of the organisation's products and offers.
  - know the customer journey.
  - deal with enquires face-to-face, over the phone, by email and/or through social media.
  - develop rapport by interacting in a positive and engaging manner, e.g. using positive body language, actively engaging with clients, having a friendly demeanour, giving enthusiastic responses
  - respect equality and diversity
  - display a professional demeanour, e.g. uniform, suitable language and topics of conversation, use of discretion
  - use appropriate communication methods e.g., digital media and profiles.
  - work well with others as part of a team
  - walk the gym floor and liaise with clients, e.g. choose the right time to interact, not interfering with client's gym session unnecessarily, assisting clients who need help with gym equipment.

### **B4 Maintain a safe and pleasant fitness environment**

- Ensure facilities are clean and hygienic:
  - know the standards expected.
  - use appropriate cleaning products and equipment as necessary, e.g. anti-bacterial spray, floor cleaner, bleach, multi-surface cleaner, mop, brush, cloths.
- Maintain own and others' safety while cleaning by applying organisational health and safety policies regarding cleaning, e.g. use of PPE.
- Use signage and communicate during cleaning activities as appropriate.

## What needs to be learned

- Use a cleaning schedule to maintain high standards of hygiene and cleanliness.
- Record the cleaning activities following organisational policy and procedures.

### **B5 Follow safe operating procedures**

- Follow standard operating procedures to ensure safety of self and others:
  - follow organisational procedures e.g.:
    - risk assessment and reporting
    - routine maintenance
    - emergency action plans
    - COSHH
    - manual handling
    - electrical safety
    - DBS and safeguarding
    - equality and diversity
    - personal liability insurance
  - adhere to manufacturers' guidelines when setting up, taking down and storing equipment
  - identify hazards relating to activity areas, people and physical risk.

### **B6 Develop self and the business**

- Work well with others as part of a team.
  - Understand the mentoring process.
  - the role of a mentor; supporting peers to meet personal targets.
- Keeping up to date with industry trends:
  - Accessing regular and industry recognised CPD
  - Understanding the CIMPSA professional standards.
- Importance of self-reflection/evaluation.
- Skills and abilities to work alone with minimal supervision and with others, e.g. time management, adaptability, confidence, identify own strengths and weaknesses.

## Essential information for tutors and assessors

### Employer involvement

This unit would benefit from employer involvement in the form of:

- a masterclass by a recreation assistant on the skills and behaviours that they need to fulfil their job role.
- sharing of real work-related documents and materials.

### Essential resources

For this unit, students will need access to:

- a leisure facility, ideally with a recreation assistant willing to share their experiences.
- the internet.

### Wider skills

### Transferable skills

<b>Managing Yourself</b>	<b>Effective Learning</b>	<b>Interpersonal Skills</b>	<b>Solving Problems</b>
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
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MY – PGS	EL – PRS	IS – C&SI	

#### Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit



## Sustainability skills

Elements of the following UN Sustainability Development Goals will be covered in completing this unit.

Goal 3: Good health and wellbeing

Goal 4: Quality education

Goal 10: Reduce inequalities.

## Assessment

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria.

Mandatory evidence requirements are given below- centres may adapt surrounding contexts but must ensure that evidence is produced as stipulated. An indicative form of assessment is provided in the accompanying sample assessment material.

## Mandatory evidence requirements

There are no specific mandatory evidence requirements for this unit.

## Essential information for assessment decisions

### Learning outcome 1

**For distinction standard**, students will:

- explain in comprehensive detail how at least two types of organisations and/or facility in the local active leisure sector impacts on individuals and the community. They cover the structure of each and all the activities offered and discuss advantages of these activities for individuals and the community by providing realistic examples to support their answer. They link the activities to the mission and vision and key performance indicators and make realistic and valid suggestions for the offer of further activities and the advantages of these for the community and the organisation/facility.

**For merit standard**, students will:

- provide some detail on how at least two types of leisure organisation and/or facility in the local active leisure sector impacts on individuals and the community. They cover the structure of each and most of the activities offered and provide advantages of these activities for individuals and the community by providing some examples to

support their answer. They make some links with the mission and vision and key performance indicators.

**For pass standard, students will:**

- outline at least two types of leisure organisation and/or facility in the local active leisure sector. They summarise the role that the active leisure sector plays in the local community by describing how the organisation and facility's service meets local needs and caters for local community groups and individuals.
- summarise the structure of a single leisure facility, including: type of organisation (public/private/voluntary), facilities and activities available, job roles, responsibilities and lines of reporting, mission statement and vision, products to purchase on-site, for example clothing, equipment, food and drink, supplements and any additional services offered by the facility (for example physiotherapy, beauty, mindfulness, counselling) and at least one key performance indicator.

**Learning outcome 2**

**For distinction standard, students will:**

- provide full details about the skills and qualities required for the role of a recreation assistant. They provide a comprehensive explanation on the role of a recreation assistant. They draw clear links between the skills and qualities and the impact these have on being an effective recreation assistant. Students will fully consider their own personal strengths and weaknesses and explain how each will benefit them in a role as a recreation assistant. They produce a personal development plan, providing justified actions for improvement of the weak areas, explaining how it will enable them to achieve that which they are currently unable to do.

**For merit standard, students will:**

- provide details about most of the skills and qualities required for the role of a recreation assistant. They give most of the details on the role of a recreation assistant and draw some links between the skills and qualities and the impact on being an effective recreation assistant. Students will consider some of their own personal strengths and weaknesses and explain how the strengths will benefit them in a role as a recreation assistant. They produce a personal development plan and include clear relevant suggestions for improvement.

**For pass standard, students will:**

- outline the role and some of key responsibilities of a recreation assistant.
- produce a development plan identifying one strength and one area for improvement and include some suggestions to improve, though these may not be the most obvious or effective.

## Unit 3: Recreation Assistant Customer Service Skills

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<b>Level:</b>	2
<b>Unit type:</b>	Mandatory
<b>Assessment type:</b>	Internal
<b>Guided learning hours:</b>	60

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### Unit in brief

Students will explore the different types of customers/clients that will use fitness facilities and develop customer service skills to be able to engage with those clients effectively.

### Unit introduction

Have you ever been to a fitness facility to train and experienced really bad customer service? We all know that when you buy into a gym membership you expect more than just the equipment as part of the overall package. Understandably, it is really important that we appreciate different clients and use the best personal skills we can to make an impact on our clients.

In this unit, you will learn about the different types of customers and their individual needs. You will also think about the customer experience and what they expect when they walk into a fitness facility. After taking this information into consideration you will understand how to engage with different types of customers and refine your communication skills to have the biggest impact on clients. This includes getting their feedback on how you could improve.

If you want to work in a fitness facility it is important that you have the customer service skills and knowledge covered in this unit. This unit will prepare you for employment opportunities in a fitness facility, or for progression to a Level 3 Apprenticeship.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
<b>Learning outcome 1: Explore a leisure facility's customer needs and wants</b>		
1.P1 Outline customer needs and wants in a local leisure facility.	1.M1 Explain the importance of understanding customer needs and wants in providing a customer service to a range of customer types in a leisure facility.	1.D1 Assess the importance of understanding customer needs and wants to provide an effective customer service to a range of customer types in a leisure facility.
1.P2 Outline key considerations for developing effective relationships with two different customer types in a leisure facility.		
<b>Learning outcome 2: Explore customer service skills of a recreation assistant</b>		
2.P3 Outline how customer expectations are managed in a selected leisure facility.	2.M2 Demonstrate effective recreation assistant customer service skills in a range of given tasks to meet customer expectations.	2.D2 Demonstrate confident use of recreation assistant customer service skills in a range of tasks to meet customer expectations.
2.P4 Demonstrate recreation assistant customer service skills including effective communication skills with an individual in a given task [IS-V & NC]		

### Learning outcome 3: Source customer feedback in a leisure facility

3.P5 Outline why and how a selected leisure facility collects feedback from customers.	3.M3 Provide detailed recommendations for improving customer service in a leisure facility, based on the interpretation of customer feedback.	3.D3 Provide detailed recommendations for improving customer service in a leisure facility, using the interpretation of customer feedback to justify the recommendations.
3.P6 Outline the ways in which the leisure facility uses customer feedback to improve customer satisfaction.		

## Unit content

### What needs to be learned

#### Learning outcome 1: Explore a leisure facility's customer needs and wants

##### A1 Examine local demographics and customer needs

Students should understand the demographics of the leisure facilities they are focusing on in order to best meet the needs of their customers.

- The effect of local demographics on leisure provision and participation in a leisure facility:
  - type of customer, e.g., age, gender, ability, disability, culture
  - customer needs, e.g., access, language, timetabling, economic environment
  - customer wants, e.g., types of class or activity, other services on offer.
- Methods of identifying customer needs and wants, e.g., informal conversations, meetings, questionnaires, online surveys.

##### A2 Responding to customer needs and wants

- Ways in which the recreation assistant will encounter customers:
  - reception
  - over the phone
  - during activities
  - around different facilities e.g., gym, sports hall, changing rooms, vending machines, café.
  - digital/social media.
- Ways in which the recreation assistant may be able to support customer needs and wants:
  - sharing information with customers, e.g., a tour, meet and greet, answering the phone, responding to customer queries, customer complaints, sharing messages, online platforms.
  - creating a welcoming atmosphere, e.g., friendly and approachable body language, maintaining eye contact, making conversation
  - answering questions e.g., prices, discounts, types of activities available
  - signposting to relevant people, opportunities, information sources.
  - Using technology to support customer service e.g., front of house systems, taking payments, social media to promote services and products

##### A3 Social inclusion in a leisure facility

- Ways to encourage social inclusion in a sport or leisure facility:

## What needs to be learned

- off-peak memberships
- wide range of activities to suit all cultures.
- single-sex sessions
- specialist sessions at certain times of the day to cater for specific groups of clients.
- encouraging diversity through positive imagery in advertising.

## Learning outcome 2: Explore customer service skills of a recreation assistant [IS-C & SI]

### B1 Customer expectations

- The importance of managing and meeting customer expectations:
  - customer expectations, e.g. cleanliness, access to equipment and classes, professionalism from all staff, value for money
  - how to manage client expectations, e.g. clear and consistent messages, honesty and integrity, following organisational protocol, professional approach, time keeping
  - the potential effect of not managing/meeting client expectations, e.g. client conflict, harm to reputation, difficulties in retaining members
  - providing the customer with a good experience so they retain their membership.

### B2 Customer service skills and techniques

- Customer engagement, e.g. friendly, approachable.
- Understanding the customer journey.
- Knowledge of leisure facility products and offers.
- Professional, e.g. uniform, gestures, language.
- Communication methods:
  - verbal communication
  - open and closed questioning
  - active listening
  - use of appropriate topics of conversation to engage customers in conversation.
  - non-verbal communication:
    - hand gestures
    - eye contact
    - body language

## What needs to be learned

- Observation of customers non-verbal communication.
- Adapting communication methods to meet the needs of different clients:
  - maintaining equal contact with all clients
  - awareness of cultural differences
  - gender sensitivity.
- Enquiries, e.g. face to face, telephonically, email, social media.
- Building rapport:
  - appropriate topics of conversation for different clients
  - knowledge of training activities
  - positive/open body language
  - maintaining eye contact and smiling
  - respecting equality and diversity.
- Conflict management:
  - dealing with customers, e.g. annoyed
  - tone of voice
  - body language
  - use of professional language
  - referral to supervisor, following organisational processes.

## Learning outcome 3: Source customer feedback in a leisure facility

### **C1 Importance of customer feedback**

- Purpose of feedback:
  - improve client experience.
  - retain members so they continue their memberships.
  - develop areas of weakness in provision
  - gauge interest in new initiatives
  - recording feedback to use within reports and marketing activities.

### **C2 Sources of customer feedback**

- Methods of gaining feedback:
  - one-to-one discussion with client
  - feedback forms
  - email



## What needs to be learned

- online questionnaires and polls
- Consideration of the best form of feedback to be able to use the information in a meaningful way.

### **C3 Using customer feedback**

- Using feedback to increase customer satisfaction:
  - evaluating information collected
  - prioritising change
  - gaining further/more detailed information
  - actioning changes in service provision
  - completing the 'feedback cycle' to ensure customer views have been taken into consideration and acted on.

## Essential information for tutors and assessors

### Employer involvement

This unit would benefit from employer involvement in the form of:

- a masterclass by a recreation assistant on how they work as part of a team to provide high-quality service to customers.
- sharing of real work-related documents and materials.

### Essential resources

For this unit, students will need access to:

- a leisure facility
- a range of customers.

### Wider skills

### Transferable skills

<b>Managing Yourself</b>	<b>Effective Learning</b>	<b>Interpersonal Skills</b>	<b>Solving Problems</b>
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC ✓	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI *	

#### Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

### Sustainability skills

Elements of the following UN Sustainability Development Goals will be covered in completing this unit.

Goal 3: Good health and wellbeing

Goal 4: Quality education

Goal 10: Reduce inequalities.

## Assessment

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria.

Mandatory evidence requirements are given below- centres may adapt surrounding contexts but must ensure that evidence is produced as stipulated. An indicative form of assessment is provided in the accompanying sample assessment material.

## Mandatory evidence requirements

Observation records/video evidence of demonstrating customer service skills as a recreation assistant to fulfil the assessment criteria for LO2.

## Essential information for assessment decisions

### Learning outcome 1

**For distinction standard**, students will:

- provide a detailed explanation on the importance of understanding customer needs and wants, exploring the link between recognising and responding to customers in a timely and effective way and the standard of customer service this will provide. They will provide an analysis of the factors within and demographics of the local area that impact on providing an effective customer service for a range of customer needs and wants and how these are met by customer service in a leisure facility. Students will consider the importance of providing effective customer service from a range of viewpoints; how it benefits customers, recreation assistants and the organisation as a whole.

**For merit standard**, students will:

- provide an explanation on the importance of knowing customer needs and wants in order to provide effective customer service. They will explain this link and how the standard of customer service that they provide will be impacted by recognising each customer's needs and wants. They will also show understanding of the demographics of the local area and how this could also impact on customer service.
- explain the key things to consider as a recreation assistant in order to build and maintain effective working relationships with all customer groups.

**For pass standard, students will:**

- provide an outline of customer needs and wants as well as the demographics of the local area. They will summarise why knowing this is important for the leisure facility to provide a reasonable customer service. They identify two different customer types that use the identified facility and outline the key things that should be considered in order to build and maintain effective working relationships with them.

**Learning outcome 2**

**For distinction standard, students will:**

- confidently assist customers in a consistently friendly, approachable way to meet three different expectations. They will proficiently and consistently use a range of both verbal (for example tone of voice, use of appropriate language and terminology, active listening) and non-verbal communication techniques (for example body language, eye contact, demonstration) to deal with a customer enquiry, a request and resolving a complaint to fully meet the customer's expectation. They show that they are fully aware of products and services available at the leisure facility. They use their own initiative, ask advice where needed from their colleagues and appropriately refer to their supervisor if the need arises.

**For merit standard, students will:**

- assist customers in a friendly, approachable way to meet three different expectations. They will use a range of both verbal (for example tone of voice, use of appropriate language and terminology, active listening) and non-verbal communication techniques (for example body language, eye contact, demonstration) to deal with a customer enquiry, a request and resolving a complaint, to meet most of the customer expectations. They show awareness of most of the products and services available at the leisure facility. They use their own initiative most of the time, ask advice where needed from their colleagues and refer to their supervisor if the need arises.

**For pass standard, students will:**

- list at least three customer expectations in a leisure facility, providing a brief description and an example for each.
- assist customers in a friendly, approachable way to meet three different expectations. They will demonstrate that they can use verbal communication skills effectively, adapt their verbal and non-verbal communication style to meet the needs of different individuals and is able to use active listening skills and checks understanding with an individual to deal with a customer enquiry, a request and resolving a complaint, and meet some of the customer expectations. They show awareness of some products and services available at the leisure facility. They ask advice from their colleagues and refer to their supervisor most of the time.

### **Learning outcome 3**

#### **For distinction standard, students will:**

- interpret customer feedback and provide detailed information on the recommendations for making improvements to the customer service of a leisure facility, using evidence from their interpretations to justify the recommendations. The recommendations will be relevant and valid in the context of the specific area of customer feedback, for example the activity, product or customer satisfaction. Recommendations must be plausible and capable of being implemented.

#### **For merit standard, students will:**

- interpret customer feedback and provided information on the recommendations for making improvements to the customer service of a leisure facility. The recommendations must be relevant and valid in the context of the specific area of customer feedback, for example the activity, product or customer satisfaction. Recommendations must be plausible and capable of being implemented.

#### **For pass standard, students will:**

- provide a list of the types and the nature of feedback that a selected leisure centre gets from its customers.
- use three customer feedback types, for example the leisure centre activity, product and/or customer satisfaction. They will then make recommendations for each that are mostly relevant and plausible in the context.

## Unit 4: Working as a Recreation Assistant

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<b>Level:</b>	2
<b>Unit type:</b>	Mandatory
<b>Assessment type:</b>	Internal
<b>Guided learning hours:</b>	120

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### Unit in brief

Students will undertake the role and responsibilities of a recreation assistant in a leisure facility.

### Unit introduction

If you have visited a sport and leisure facility, maybe to play sport or to participate in a leisure activity, you are likely to have met or been a witness to recreation assistants carrying out a variety of roles; maintaining and setting up the equipment, cleaning the changing or playing area or supervising the many activities that the facility has to offer. Recreation assistants are key to the smooth and effective running of any leisure facility. The range of activities they carry out and the flexibility they need in order to work effectively are vital to ensure customers have a positive and enjoyable experience within the facility.

In this unit, you will develop the skills needed to fulfil the role of a successful recreation assistant. You will have the opportunities to provide customers with a positive experience, helping to keep them safe. You will learn how to maintain, setup and store sport and leisure equipment and keep the equipment and facilities clean and tidy. This unit will prepare you for employment opportunities in a leisure industry as you will be familiar with daily duties, cleaning and maintenance and keeping customers safe. The unit will also prepare you for progression to a Level 3 Apprenticeship.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
<b>Learning outcome 1: Examine legislation, policies and procedures in the sport and active leisure industry</b>		
1.P1 Outline relevant health and safety legislation that a leisure facility needs to follow.	1.M1 Explain the importance of adherence to health and safety legislation, policies and procedures in a leisure facility.	1.D1 Justify the importance of adherence to health and safety legislation, policies and procedures for a leisure facility and a recreation assistant.
1.P2 Outline relevant policies and procedures of a selected leisure facility.		
<b>Learning outcome 2: Demonstrate working with equipment in a leisure facility</b>		
2.P3 Assist in the safe preparation and set up of equipment before exercise in a leisure facility [IS-T]	2.M2 Demonstrate the ability to competently and safely work with equipment before and after exercise in a leisure facility.	2.D2 Demonstrate the ability to confidently and safely work with equipment before and after exercise in a leisure facility.
2.P4 Assist in the safe take down, checking and storage of equipment after exercise in a leisure facility. [IS-T]		

### Learning outcome 3: Demonstrate safe working practice in a leisure facility

<p>3.P5 Select equipment and materials to be used for cleaning an exercise area of a leisure facility environment. [MY-TPR]</p>	<p>3.M3 Select and safely use appropriate equipment and materials to carry out effective cleaning of exercise areas in a leisure facility environment.</p>	<p>3.D3 Demonstrate confident, competent and safe use of equipment and materials when cleaning exercise areas in a leisure facility environment.</p>
<p>3.P6 Carry out safe cleaning of an exercise area in a leisure facility environment. [MY-TPR]</p>		



## Unit content

### What needs to be learned

#### Learning outcome 1: Examine legislation, policies and procedures in the sport and active leisure industry

##### A1 Safety sport and leisure legislation

- Current safety legislation:
  - Health and Safety at Work Act
  - Health and Safety Regulations (First Aid)
  - The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR)
  - Control of Substances Hazardous to Health (COSHH) Regulations
  - Health and Safety (Safety Signs and Signals) Regulations
  - Equality Act.
- Safeguarding and safe supervision of children and vulnerable adults.
- Ways in which the organisation uses and adheres to each identified piece of legislation.
- Relevance in the day-to-day running of the organisation.
- The impact on the organisation, e.g. how do staff adhere to the legislation, paperwork required.

##### A2 Policies and procedures

- Policies and procedures that ensure the safe and smooth running of a leisure facility:
  - normal operating plans (NOP)
  - emergency action plan (EAP)
  - risk assessment
  - admissions policy
  - equality and diversity policy
  - environmental policy.
  - data protection policy
- Methods that the organisation uses to follow each identified policy or procedure:
  - the purpose of each policy or procedure

## What needs to be learned

- positive outcomes of following the policy or procedure.

### A3 Sector guidance

- The role and impact of relevant agencies on the work of a leisure facility:
  - National Governing Bodies (NGB)
  - Health and Safety Executive (HSE)
  - Government initiatives, e.g. Sport England
  - Local initiatives, e.g. community involvement.

## Learning outcome 2: Demonstrate working with equipment in a leisure facility

### B1 Types of equipment in a leisure facility

- Types of equipment that may be in use within the leisure facility:
  - simple – one or two components, e.g. posts and nets, goals, balls, cones, rackets, bats
  - complex equipment – consisting of many components, e.g. trampolines, table tennis tables
  - powered equipment – independent power source, e.g. rowing machine, exercise bike, treadmill.
- The importance of following procedures when handling equipment in the leisure industry.
- Use of IT in a leisure facility e.g. taking payments, taking bookings, social media to promote products and services

### B2 Set up, take down and store equipment

Students should be able to set up, take down and store a variety of sports and fitness equipment within a fitness facility.

- Types of equipment:
  - simple equipment
  - complex equipment
  - powered equipment.
- Methods to set up, take down and store equipment:
  - follow correct procedures, e.g. following manufacturer's guidelines
  - carry out safety checks to ensure equipment is safe to use.
  - make the area safe for the next activity.
  - keep the storage area clean and safe.
  - report any safety, repair or maintenance needs as appropriate.

## What needs to be learned

- Importance of teamwork when setting up equipment with others.

### **B3 Carry out routine maintenance checks on equipment**

- Routine maintenance checks:
  - in line with manufacturer's guidelines and facilities daily work plan
  - within own scope of expertise
  - using the right tools and materials for the job
  - ensuring the area is safe for self and others during and after the maintenance check.
  - following organisational reporting procedures, e.g. recording what was checked, when, by whom.

## Learning outcome 3: Demonstrate safe working practice in a leisure facility

### **C1 Maintaining safety in a leisure facility**

- Personal safety:
  - use personal protective equipment.
  - risk assessment
  - familiarisation with the emergency action plan
  - adhere to legal responsibilities to ensure safety of self and others.
- Safe systems of work:
  - follow manufacturer's guidelines.
  - adopt appropriate manual handling techniques.
  - safe storage of equipment
  - adhere to COSHH Regulations for the storage and use of hazardous chemical used for cleaning.
- Reporting procedures:
  - follow reporting procedures, e.g. using RIDDOR
  - follow equipment inspection routines.
  - internal accident and incident reporting policies.

### **C2 Cleaning**

- Importance of cleaning:
  - hygiene
  - client expectations
  - pleasant environment.

## What needs to be learned

- Ways of maintaining a clean and tidy environment:
  - organisational procedures, e.g. cleaning schedules
  - organisation specific paperwork, e.g. risk assessments
  - legal requirements, e.g. health and safety
  - personal protective equipment (PPE) as necessary, e.g. overalls, overshoes, goggles, gloves, masks, aprons, protective footwear
  - spot checks and inspections
  - staff training
  - cleaning routines, e.g. use of appropriate equipment and materials.

### **C3 Carry out cleaning activities in a leisure facility**

- Using appropriate cleaning products and equipment safely, e.g. anti-bacterial spray, floor cleaner, bleach, multi-surface cleaner, mop, brush, cloths.
- Applying organisational and health and safety policies regarding cleaning.
- Maintaining own and others' safety whilst cleaning.
- Using signage and communicate during cleaning activities as appropriate.
- Using a cleaning schedule to maintain high standards of hygiene and cleanliness.
- Recording the cleaning activities.

### **C4 Manage waste in a leisure facility**

- Types of waste:
  - hazardous waste, e.g. cleaning agents, glass/metal/plastic waste, human waste
  - non-hazardous waste, e.g. litter, paper, cardboard, plastic and metal packaging.
  - Procedures for dealing with different types of waste, e.g. identifying hazardous substance/s, understanding the risks involved in handling waste materials, storing waste, adhering to COSHH Regulations, disposing of waste safely and appropriately, e.g. recycling.
- Managing waste:
  - empty waste bins
  - recycle waste appropriately.
  - use recyclable materials or practices where possible, e.g. refill cleaning bottle.

## Essential information for tutors and assessors

### Employer involvement

This unit would benefit from employer involvement in the form of:

- a masterclass by a recreation assistant on how they work as part of a team to provide high-quality service to customers, maintain facilities and ensure safety in their sport and physical activity facilities.
- sharing of real work-related documents and materials.

### Essential resources

For this unit, students will need:

- a leisure facility
- a range of sporting equipment: simple, complex and powered
- cleaning equipment and products.

### Wider skills

#### Transferable skills

<b>Managing Yourself</b>	<b>Effective Learning</b>	<b>Interpersonal Skills</b>	<b>Solving Problems</b>
MY – TPR ✓	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T ✓	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

#### Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

### Sustainability skills

Elements of the following UN Sustainability Development Goals will be covered in completing this unit.

Goal 3: Good health and wellbeing

Goal 4: Quality education

Goal 10: Reduce inequalities.

## Assessment

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria.

Mandatory evidence requirements are given below- centres may adapt surrounding contexts but must ensure that evidence is produced as stipulated. An indicative form of assessment is provided in the accompanying sample assessment material.

## Mandatory evidence requirements

In order to meet the targeted skills and behaviours for the mapped standards (IfATE and CIMSPA standards), the student will need to carry out practical assessments showcasing their capability in setting up, taking down and storing sport and active leisure equipment and maintaining cleanliness in a recreational environment.

## Essential information for assessment decisions

### Learning outcome 1

**For distinction standard**, students will:

- comprehensively and clearly explain all the reasons that the relevant health and safety related legislation, policies and procedures should be adhered to in an identified leisure facility. These include legislation such as: Health and Safety at Work Act, Health and Safety Regulations (First Aid), The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH) Regulations, Health and Safety (Safety Signs and Signals) Regulations, Equality Act, safeguarding and safe supervision of children and vulnerable adults. This includes policies and procedures such as: normal operating plans (NOP), emergency action plan (EAP), risk assessment, admissions policy, equality and diversity policy and environmental policy. For each piece of legislation, policy and procedure, students also assess the importance within the identified leisure facility and the responsibilities that they, as a recreation assistant, have in following, adhering to and/or upholding each one. They provide full details on the outcomes if legislation and policies were not adhered to. They cover all the relevant legislation and policies.

**For merit standard**, students will:

- describe in some detail, health and safety related legislation, policies and procedures that are relevant and adhered to in an identified leisure facility. These may include

legislation such as: Health and Safety at Work Act, Health and Safety Regulations (First Aid), The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH) Regulations, Health and Safety (Safety Signs and Signals) Regulations, Equality Act, safeguarding and safe supervision of children and vulnerable adults. This includes policies and procedures such as: normal operating plans (NOP), emergency action plan (EAP), risk assessment, admissions policy, equality and diversity policy and environmental policy. For each piece of legislation, policy and procedure, students will explain the importance within the identified leisure facility. They cover most of the relevant legislation and policies.

**For pass standard, students will:**

- provide an outline of some of the health and safety related legislation that should be adhered to in an identified leisure facility. They will also outline some of the main policies and procedures that can be found in the same organisation. These may include policies and procedures such as: normal operating plans (NOP), emergency action plan (EAP), risk assessment, admissions policy, equality and diversity policy and environmental policy.
- show that they understand the key requirements of at least four of the following pieces of legislation:
  - Health and Safety at Work Act
  - Health and Safety Regulations (First Aid)
  - The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR)
  - Regulatory Reform (Fire Safety) Order
  - Control of Substances Hazardous to Health (COSHH) Regulations
  - Health and Safety (Safety Signs and Signals) Regulations
  - The Health and Safety Executive publication 'Managing Health and Safety in Swimming Pools'
  - Equality Act
  - safeguarding and safe supervision of children and vulnerable adults, data protection.
- show understanding of some of the sector guidance and the role of national governing bodies, Health and Safety Executive (HSE) and Sport England.
- identify hazards and how to follow reporting procedures including NOP and EAP.

## **Learning outcome 2**

### **For distinction standard, students will:**

- confidently undertake the role of a recreation assistant, effectively following organisational procedures to complete set tasks. They will use their own initiative to fulfil the roles and responsibilities of the job without prompting. Students take the lead to competently set up the appropriate equipment correctly in at least three different areas of the facility. They take down, clean and store the equipment after use competently and effectively. They will work safely following organisational and regulatory guidelines and systems of work at all times, as well as completing tasks confidently and to a good standard.

### **For merit standard, students will:**

- carry out a range of responsibilities associated with being a recreation assistant by following organisational procedures and completing set tasks appropriately. Students will set up most of the required equipment in at least two different areas of the facility competently and take down, clean and store this same equipment after use. They may need minimal support and guidance from colleagues. Students will work safely most of the time following organisational and regulatory guidelines and systems of work but may need prompting some of the time to ensure safety. They will demonstrate competence in completing most of the tasks to an acceptable standard.

### **For pass standard, students will:**

- undertake some responsibilities of a recreation assistant by supporting colleagues to set up, take down and store equipment in at least two areas of the facility, following organisational and safety procedures but will need prompting and assistance from others most of the time. Students will follow organisational procedures including NOP, risk assessment, admissions policy and adhere to key legal and regulatory requirements as well as sector guidance from NGBs Sport England/Sport Wales but may need reminding most of the time. Students will follow instructions to complete tasks to a reasonable standard with prompting. Students will positively engage with other members in the team to understand their shared goals and own roles and responsibilities and complete the activities that are assigned to them in line with their agreed role and responsibilities. They will also provide support to other team members to achieve the teams shared goal. When interacting with other team members the student will demonstrate that they can respectfully consider the views of other members of the team and shows courtesy and fairness to other team members.

## **Learning outcome 3**

### **For distinction standard, students will:**

- use their own initiative as well as follow organisational procedures (cleaning rota, chart) to maintain the cleanliness of at least two different areas of the facility. They select the correct cleaning equipment and products and use each as directed/appropriate. They confidently follow organisational guidelines to conduct cleaning to a good standard. They fully use PPE where necessary and ensure they use



all safety-related equipment as required. They consistently store cleaning equipment and products in accordance with health and safety guidance and facility policy.

**For merit standard, students will:**

- follow organisational procedures (clearing rota, chart) to maintain the cleanliness of at least two different areas of the facility. They select most of the correct cleaning equipment and products and use each as directed/appropriate but may need to refer to the instructions for use during the task. They follow organisational guidelines to conduct cleaning to an acceptable standard most of the time. They use PPE where necessary and ensure the use of all safety-related equipment as required, most of the time. They store cleaning equipment and products in accordance with health and safety guidance and facility policy, most of the time.

**For pass standard, students will:**

- Demonstrates compliance with the codes of conduct by following organisational procedures (health and safety legislation, clearing rota, chart) most of the time to maintain the cleanliness of at least two different areas of the facility. They select some correct cleaning equipment and products and use each as directed/appropriately with consistent reference to instructions during the task or guidance. They could use the wrong equipment or products for the tasks some of the time. They follow some organisational guidelines to conduct cleaning to a reasonable standard and manage their time to meet set deadlines for the tasks given. They use some PPE where necessary but may need prompting to do so. They store cleaning equipment and products in accordance with legislation and organisational procedures. Waste is managed appropriately and procedures for dealing with different types of waste are followed in accordance with organisational processes and following sustainability guidelines where possible. Students will also demonstrate accountability for their decisions or actions.

# 11 Appeals

Centres must have a policy for dealing with appeals from students. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after students have been given assessment decisions.

Centres must document all students' appeals and their resolutions. Further information on the appeals process can be found in the document Internal assessment in vocational qualifications: Reviews and appeals policy, available on our website.

# 12 Understanding the qualification grade

## Awarding and reporting for the qualification

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This section explains the rules that we apply in providing an overall qualification grade for each student. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

The Calculation of qualification grade table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification.

Students who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our Information Manual gives full details.

Points available for internally-assessed units

The table below shows the number of points available for internally-assessed units. For each internally-assessed unit, points are allocated depending on the grade awarded.

	60 GLH	120 GLH
U	0	0
Pass	16	32
Merit	24	48
Distinction	32	64

## Claiming the qualification grade

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Subject to eligibility, we will automatically calculate the qualification grade for your students when the internally-assessed unit grades are submitted, and the qualification claim is made. Students will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

## Calculation of qualification grade table

Diploma	
Grade	Points threshold
PP	96
MP	112
MM	128
DM	152
DD	176

The table is subject to review over the lifetime of the qualification.  
The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2025

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Example 1: Achievement of a Diploma with a PP grade, where a student has achieved a pass in all units.

Unit	GLH	Type	Grade	Points
1	120	Internal	Pass	32
2	60	Internal	Pass	16
3	60	Internal	Pass	16
4	120	Internal	Pass	32
	360		PP	96

The student has sufficient points for a PP grade.

Example 2: Achievement of a Diploma with a MM grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Merit	48
2	60	Internal	Merit	24
3	60	Internal	Merit	24
4	120	Internal	Merit	48
	360		MM	144

The student has sufficient points for a MM grade.

Example 3: Achievement of a Diploma with a MP grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Pass	24
2	60	Internal	Pass	16
3	60	Internal	Merit	24
4	120	Internal	Merit	48
	360		MP	112

The student has sufficient points for an MP grade.

Example 4: Achievement of a Diploma with a DD grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Distinction	64
2	60	Internal	Distinction	32
3	60	Internal	Distinction	32
4	120	Internal	Distinction	64
	360		DD	192

The student has sufficient points for an DD grade

Example 5: Achievement of a Diploma with an Unclassified result. In this case the student has achieved sufficient points for an MP grade but receives a U as they have not passed one unit.

Unit	GLH	Type	Grade	Points
1	120	Internal	M	48
2	60	Internal	U	0
3	60	Internal	P	16
4	120	Internal	M	48
	360		U	112

# 13 Malpractice

## Dealing with malpractice in assessment

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Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by students, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by students, please see Pearson's Centre Guidance: Dealing with Malpractice available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples. It details the penalties and sanctions that may be imposed.

In the interests of students and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Student malpractice

The head of centre is required to report incidents of suspected student malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the student, invigilator, copies of evidence, etc) to the Investigations Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on students lies with Pearson.

Students must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Students found guilty of

malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

## Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments.
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan.
- requiring staff members to receive further training.
- placing temporary suspensions on certification of students
- placing temporary suspensions on registration of students
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will



normally be accepted only from the head of centre (on behalf of students and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet ([www.jcq.org.uk/exams-office/appeals](http://www.jcq.org.uk/exams-office/appeals)).

# 14 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/contact-us.html](https://qualifications.pearson.com/en/contact-us.html).
- Books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk).
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- Access arrangements and reasonable adjustments (JCQ)
- A guide to the special consideration process (JCQ)
- Collaborative and consortium arrangements for the delivery of vocational qualifications policy (Pearson)
- UK information manual (updated annually and available in hard copy) or Entries and information manual (available online) (Pearson).
- Distance learning and assessment policy (Pearson)

# 15 Glossary

## Part A – General terminology used in specification

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Term	Description
Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical student will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a student knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the student is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable students to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent, and the agreed approach delivers the correct results on different days for the same students and different cohorts of students.

# Appendix 1

## Transferable skills framework

### Transferable Skills Framework – Performance Indicators and Indicative content for teaching and learning - Version 2.0

1. Managing Yourself		Students understand and work within their role, responsibilities and expected standards of behaviour. They can manage their time and resources, meet deadlines, and show that they can take accountability for their actions. They can identify and use their personal strengths to adapt to challenges and demonstrate resilience when dealing with changing situations. They can gather relevant information to explore their career options and gain work related experience. They can set SMART goals, monitor their progress, and actively seek feedback to improve their own performance.	
Skill Cluster		Performance Descriptors	Indicative content for teaching and learning
MY-TPR	Taking Personal Responsibility	Demonstrates understanding of their role and responsibilities and the expected standards of behaviour.	<ul style="list-style-type: none"> <li>Responsibilities and standard of behaviors relevant to roles, e.g. as a student or on work placement/experience; roles relevant to their sector</li> <li>Types of codes of conduct and ways of working in different contexts such as college/school/work placement/experience. Examples include professional code of conduct; behaviour policy; malpractice and plagiarism (responsible use of AI); social media use; privacy and confidentiality.</li> <li>How to plan resource use, including identifying resource needs and arranging timely access to resources; following sustainability practices</li> </ul>
		Demonstrates compliance with codes of conduct and ways of working.	
		Makes use of available resources to complete tasks.	
		Manages their time to meet deadlines and the required standards.	
		Demonstrates accountability for their decisions or actions.	

			<ul style="list-style-type: none"> <li>• Importance of achievable time management including health and well-being and setting realistic goals</li> <li>• Different time management strategies, e.g. 'To do' lists; 'Urgency vs Importance' prioritisation; action planning; techniques to deal with procrastination.</li> <li>• Definition of accountability and ways to demonstrate accountability, fulfilling responsibilities for their role; taking responsibility for mistakes; not blaming others; being open to feedback</li> </ul>
MY-PS&R	Personal Strengths and Resilience	Identifies own personal strengths and demonstrates the ability to use these in relevant areas.	<ul style="list-style-type: none"> <li>• Identifying personal strengths and attributes, e.g., personal skills audit; personality tests; feedback from tutors and peers; analysing past successes</li> <li>• Ways of utilising personal strengths, e.g. seeking out projects and activities that will use their strengths; observing others with the same strengths.</li> <li>• Meaning of adaptability and behaviours that demonstrate adaptability.</li> <li>• Tips for adapting own mindset e.g. proactively monitoring for signs of change; seeking to understand reasons for changes; finding solutions to respond to changes; seeking support from others</li> <li>• Meaning of resilience, including emphasis on bouncing back better and thriving from a challenge or stressful situation</li> </ul>
		Demonstrates the ability to adapt own mindset and actions to changing situations or factors.	
		Uses challenges as learning opportunities.	

			<ul style="list-style-type: none"> <li>• Behaviours and skills that support resilience, e.g., emotional intelligence; positivity; problem-solving skills; self-awareness, etc.</li> <li>• How to learn from challenges, including focusing on the facts of the situation/challenge, not feelings; looking for insights from the experience, e.g., new knowledge gained from realising a mistake</li> </ul>
MY-COP	Career Orientation Planning	Undertakes research to understand the types of roles in the sector in which they could work.	<ul style="list-style-type: none"> <li>• Secondary sources of information on different job roles in relevant sector, (including job activities, progression opportunities, skills needed and pay expectations) e.g., xxx (writers to insert name of sector and give examples of reliable sources for the sector)</li> <li>• Primary sources of information, e.g., career advisor, employer visits, etc.</li> <li>• Understanding career interests and motivations – taking a career quiz; thinking about what they want from their careers, e.g., pay vs. Purpose; intrinsic and extrinsic motivations</li> <li>• How to identify areas for development, e.g., personal skills audit</li> <li>• How to create and maintain a professional profile including creating an online professional profile such as LinkedIn or online professional portfolios; writing a CV (purpose, layouts and information included, writing tips); video resumes</li> </ul>
		Reviews own career plans against personal strengths and identifies areas for development to support progression into selected careers.	
		Takes part in sector-related experiences to support career planning.	

			<ul style="list-style-type: none"><li>• Identifying the risks involved with social media and future employment</li><li>• Different ways of gaining sector experience, e.g. work experience, summer internships, volunteering</li><li>• Finding sector experience opportunities, e.g., asking tutors, career advisor or parents/family; speaking to local businesses; social media platforms e.g. LinkedIn</li></ul>
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MY-PGS	Personal Goal Setting	Sets SMART goals using relevant evidence and information.	<ul style="list-style-type: none"> <li>• Meaning of SMART goals (Specific, Measurable, Achievable, Realistic/ Relevant*, Time Constrained)</li> <li>• Sources of information to support goal setting, e.g. career aspirations; skills audit; tutor, parents, career advisor</li> <li>• Writing an action plan – template to include sections for identified goals, actions to achieve, timescale to complete actions, resources needed and success criteria.</li> <li>• Monitoring progress against goals using the action plan</li> <li>• Seeking and receiving feedback: choose who to ask; agree focus of feedback; prepare relevant questions; schedule time and place for feedback; take notes; reflect and identify improvements.</li> <li>• *Sometimes R is referred to as Relevant – only use one</li> </ul>
		Reviews progress against goals and identifies realistic areas for improvement.	
		Seeks feedback from others to improve own performance.	



2 Effective Learning		Students can work independently and manage themselves to stay on task. They can identify and apply lessons learned from past activities to future ones and can act proactively to improve their own learning through feedback and monitoring their own performance. They can carry out research using primary and secondary data sources and can analyse and interpret data to draw informed and reasoned conclusions.	
Skill cluster		Performance Descriptors	Indicative content for teaching and learning
EL-MOL	Managing Own Learning	Maintains a focus on own learning objectives when completing a task.	<ul style="list-style-type: none"> <li>• Tips for staying focused, e.g. minimising distractions; breaking down big tasks into smaller parts; using a To Do List; SMART goal setting;</li> <li>• Meaning of independent learning i.e., students having ownership of their learning; and what it is not, i.e. working without teacher supervision or having less guidance</li> <li>• Becoming a successful independent student: organisation of time and resources; metacognitive skills; understanding own learning styles; self-regulation; motivation and commitment</li> <li>• How to review outcomes (successful and unsuccessful) including, getting feedback from others; identifying what worked/went wrong; reflecting on how the wrong decision was taken and what could have been done differently</li> </ul>
		Demonstrates the ability to work independently to complete tasks.	
		Reviews and applies learning from successful and unsuccessful outcomes to be effective in subsequent tasks.	
EL-CL	Continuous Learning	Engages with others to obtain feedback about own learning progress.	<ul style="list-style-type: none"> <li>• What it means to have a 'growth mindset' and importance of lifelong learning</li> <li>• Meaning and importance of constructive feedback</li> <li>• How to handle feedback positively, including active listening; asking questions to clarify, etc.</li> </ul>
		Responds positively to feedback on learning progress from others.	
		Monitors own learning and	

		performance over the short and medium term.	<ul style="list-style-type: none"> <li>• Meaning of emotional intelligence and how it helps in managing emotions when receiving constructive feedback.</li> <li>• Strategies for monitoring own learning progress in the short-term, e.g., Red, Amber, Green rating content; 'I Can' statements/rubrics; self-reflection; active participation in formative assessments.</li> <li>• Strategies for monitoring own learning progress in the long term, e.g. use of online tests; sample assessments, past papers</li> </ul>

EL-SRS	Secondary Research Skills	Define the research topic or question	<ul style="list-style-type: none"> <li>• Sources of relevant secondary data</li> <li>• Evaluating the quality and reliability of secondary data, i.e. checking the source (who collected the data, when and how and for what purpose – author credibility and reliability of methodology); relevance, currency and consistency with other sources; accuracy; ethics – fairness, integrity and dignity</li> <li>• Analysing data including qualitative and/or quantitative analysis techniques and drawing conclusions based on research topic, question or hypothesis; support conclusions with reasoned arguments.</li> <li>• Recognised referencing and citation styles e.g., Harvard style</li> </ul>
		Uses valid and reliable sources to collate secondary data.	
		Interprets secondary data and draw valid conclusions.	
		Produces a reference list and cites sources appropriately.	
EL-PRS	Primary Research Skills	Define the research topic or question	<ul style="list-style-type: none"> <li>• Research design – deciding on data collection and sampling methods considering cost, time, research purpose and generalisability</li> <li>• Gathering and measuring data following sector code of practices e.g., protocols, informed consent; ethical clearance process</li> <li>• Analysing data using qualitative and/or quantitative analysis techniques; supporting decision-making; support conclusions with reasoned arguments</li> </ul>
		Carries out primary data collection using appropriate and ethical research methodology.	
		Interprets primary data to draw valid conclusions.	

<b>3 Interpersonal Skills</b>		Students can produce clear written communications that are suitable in format, language and tone for the intended purpose and audience. They can verbally express their thoughts and ideas clearly, adjusting their tone and style to meet the purpose and audience needs, and can listen to, understand, and respond to others' accordingly/appropriately. They can work effectively as a member of a team to achieve a common goal and are able demonstrate a respectful and inclusive approach in their interactions with others.	
<b>Skill Cluster</b>		<b>Performance Descriptors</b>	<b>Indicative content for teaching and learning</b>
IS-WC	Written Communications	Produces formal written communication using appropriate language and tone to suit purpose.	<ul style="list-style-type: none"> <li>• Difference between formal and informal communications</li> <li>• Formal written communication including business letters and emails, reports, technical documents, presentations.</li> <li>• Use of language, including correct grammar, spelling, and punctuation; appropriate use of technical language</li> <li>• Acceptable writing formats for relevant types of communication, including reports, presentations, letters, business emails</li> </ul>
IS-V&NC	Verbal and Non-Verbal Communications	Uses verbal communication skills confidently to suit audience and purpose.	<ul style="list-style-type: none"> <li>• Elements of verbal communication including pitch, tone, speed, volume</li> <li>• Use of body language, gestures, facial expressions etc.</li> <li>• Difference between formal and informal language and when suitable</li> <li>• Different characteristics of audience to consider, e.g., age, level of knowledge or experience, culture, personal interests, accessibility needs.</li> </ul>
		Uses body language and non-verbal cues effectively	
		Uses active listening skills and checks understanding when interacting with others.	

			<ul style="list-style-type: none"> <li>• How to deliver a presentation, including personal introduction, topic introduction, main body and conclusion</li> <li>• Ways of building rapport with an audience, e.g., use of eye contact; humour; storytelling; voice modulation and pacing; mirroring</li> <li>• Use of visual aids, e.g., presentation slides, artefacts, leaflets, cards, etc.</li> <li>• Meaning of active listening and how to demonstrate active listening, e.g., maintaining eye contact; providing verbal and non-verbal feedback.</li> <li>• Checking understanding, including asking questions to clarify and confirm understanding; identifying the key information to take-away, etc.</li> </ul>
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IS-T	Teamwork	Engages positively with team members to understand shared goals and own roles and responsibilities.	<ul style="list-style-type: none"> <li>• Meaning of teamwork and the characteristics of an effective team, including clear goals and roles, balance of skills and abilities, good communication, openness and trust; leadership skills</li> <li>• How to be a responsible team member, including carrying out responsibilities in a timely way (being reliable); listening to others, sharing ideas, etc</li> <li>• Inclusive and respectful behaviours as a team member e.g., politeness, showing consideration for others, impartial behaviour.</li> <li>• How to provide constructive feedback including framing feedback, balancing positive and negative, being specific, distinguishing the person from their actions; identifying the key learning take-aways</li> </ul>
		Respectfully consider the views of team members and shows courtesy and fairness.	
		Completes activities in line with agreed role and responsibilities.	
		Provide support to team members to achieve shared goals.	
IS-C&SI	Cultural and Social Intelligence	Demonstrates awareness of cultural and social biases	<ul style="list-style-type: none"> <li>• Understanding cultural and social biases e.g., socioeconomical status, language, race, ethnicity, religion, sexuality, gender, ageism, generalised beauty standards; stereotypes and assumed behaviours</li> <li>• Meaning of unconscious bias; understanding own positive and negative biases</li> <li>• Types of diversity - differences such as race, ethnicity, gender, gender identity, sexual orientation, neurodiversity, social class, physical ability, religious or ethical values, political beliefs; economic background</li> </ul>
		Demonstrates diversity, tolerance and inclusivity values in their approach to working with others.	

			<ul style="list-style-type: none"><li>• Inclusive and respectful behaviours, including supporting views and beliefs that may differ from their own; negotiating and balancing different views to reach workable solutions; observing and learning from others</li></ul>
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<b>4 Solving Problems</b>		Students can clearly define a problem and use meaningful information gathering and focused techniques to collect information to address the problem. They can evaluate the credibility of sources of information and select, analyse and synthesise data to propose and justify solutions. They can develop, test and refine new ideas, or build on existing ideas to find innovative and creative solutions.	
<b>Skill Cluster</b>		<b>Performance Descriptors</b>	<b>Indicative content for teaching and learning</b>
SP-CT	Critical Thinking	Demonstrates understanding of the problem or issue to be addressed	<ul style="list-style-type: none"> <li>• Use of meaningful questioning to understand the problem/issue</li> <li>• Determining sources of information according to problem/issue and collating the information considering diversity of sources</li> <li>• Checking credibility of information – currency, reliability, relevance, usefulness; inferences that have not been critically considered.</li> <li>• Analysing and synthesising information to bring together a range of evidence.</li> <li>• Use reasoning to judge the strength or weakness of an argument; considering different perspectives</li> <li>• Challenging own biases and assumptions e.g., anchoring bias, over confidence bias; stereotypes e.g., gender, cultural; assumptions and unconscious biases</li> <li>• Presenting structured reasoning to support conclusions</li> </ul>
		Gather relevant information from different sources.	
		Assesses the credibility and relevance of information	
		Interprets and evaluates information to present reasoned conclusions	
SP-PS	Problem Solving	Presents a clear definition of the problem	



		Gathers relevant information to formulate proposed solutions.	<ul style="list-style-type: none"> <li>• Problem analysis including fact-finding, informed questioning to explore the scope and impact of problem.</li> <li>• Understand how to write an effective problem statement.</li> <li>• The problem-solving process and the activities involved at each stage.</li> <li>• Assessing the benefits and limitations of options and solutions; making judgements on the quality of solutions</li> <li>• Reasoning to justify choice of solutions.</li> <li>• Ways to present solutions e.g., slide presentation; report; poster; artefacts.</li> </ul>
		Selects relevant and significant information to formulate proposed solutions.	
		Identifies negative and positive implications of proposed solutions.	
		Presents and justifies selected solutions to problems.	

SP-C&I	Creativity and Innovation	Identifies new and relevant ideas to help solve a problem.	<ul style="list-style-type: none"> <li>• Using creative tools e.g., Problem stories, alternate sectors; mind mapping; learning new methods and procedures; risk taking, overcoming fear of failure.</li> <li>• Adapting processes in response to findings/feedback; emotional resilience to feedback</li> <li>• Deferring/suspend judgement of others, ideas until fully researched/explored.</li> </ul>
		Refines ideas into workable solutions based on test results and/or feedback.	

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