

# Unit 39: Sports Facilities and Operational Management

<b>Unit code:</b>	<b>T/600/0008</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is for learners to investigate the aims, objectives and resources of sports and leisure facilities. It will also give learners the opportunity to develop their skills for working in these facilities.

## ● Unit introduction

Sport and leisure facilities will have different aims and objectives depending on their location and whether they are public, private or voluntary sector-owned. Many organisations have a mission statement outlining what they are aiming to achieve. The aims and objectives that different sports facilities have will directly influence the programmes and services they offer, the physical resources and the operating procedures.

Effective sport and leisure facility operations are required within the sports industry to ensure smooth running and effective management. This in turn, leads to high performance levels and customer satisfaction resulting in better experiences for participants. Effective operational leadership skills are essential to the success of sports and leisure facilities and are the type of skills employers look for in their employees.

The first part of this unit will give learners an understanding of the aims and objectives of sports and leisure facilities. Learners will investigate the factors that inform the strategic management of services and the issues that shape the provision at these facilities. Learners will also explore provision, resources and services offered at a range of different sports and leisure facilities.

The second part of the unit allows learners to explore operational management-related skills. These skills are required by employers, and learners will be able to develop these skills throughout the unit. Learners will need to understand what constitutes good customer service and be able to demonstrate this in work-related scenarios. Learners will also investigate the personal and management skills required for leadership positions and will need to be able to demonstrate their skills in sports and leisure facility scenarios.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the aims, objectives and resources of selected sports and leisure facilities
- 2 Know the services and products offered by selected sports and leisure facilities
- 3 Understand the skills required for working in sports and leisure facilities
- 4 Be able to demonstrate effective operational skills.

# Unit content

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## 1 Know the aims, objectives and resources of selected sports and leisure facilities

*Aims:* eg community needs, quality standards, admission targets, access to all, promoting well-being, schools support

*Objectives:* eg social, organisational, financial, equal opportunities, health, developmental, educational, other objectives relevant to the facility (code of practice)

*Resources:* facility characteristics, eg size, layout, lighting, technology, marketing, access, health and safety, car parking, changing rooms; equipment required, eg sports, fitness, business and support services, events, hospitality; quality monitoring, eg systems reviews and audits, inspection, sampling, customer feedback

*Facilities:* eg gymnasiums, sports centres, health and fitness centres

## 2 Know the services and products offered by selected sports and leisure facilities

*Services:* eg refreshments, personal training, crèche, GP referral schemes

*Products:* eg programme of activities (daily, weekly), spectator events, special events (exhibitions, arts, entertainment), conferences, social clubs; pricings, eg memberships, peak, off-peak, concessionary rates, seasonality

*Trends:* eg sports initiatives (sports-specific, government initiatives), socio-economic change, sport-specific trends

## 3 Understand the skills required for working in sports and leisure facilities

*Personal skills:* eg motivation, communication, organisation, time management, working with others

*Customer service skills:* eg creating a welcoming atmosphere, communication skills (written, oral, non verbal), identifying customer needs, effective listening skills, effective questioning skills, personal presentation, meeting customer needs

*Management skills:* eg delegation, leadership, planning, decision making, problem solving

## 4 Be able to demonstrate effective operational skills

*Operational skills:* personal skills; customer service skills; management skills

*Sport and leisure facility situations:* customer-related, eg membership, general bookings, selling of facility services; equipment, eg storage, health and safety checks; maintenance, eg cleaning schedules, replacement equipment; staffing, eg rotas, ratios, qualified staff (poolside, gym); dealing with emergencies, eg evacuation, first aid incidents

*Review:* feedback, eg customers, work colleagues, supervisors, tutor, observers; strengths and areas for future development; SMART (specific, measurable, achievable, realistic, time-bound) targets; future training needs

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe the aims, objectives and resources of two different sports and leisure facilities [IE1, IE2, CT1]	<b>M1</b> compare and contrast the aims, objectives and resources of two different sports and leisure facilities	
<b>P2</b> describe the services and products of two different sports and leisure facilities [IE1, IE2, CT1]		
<b>P3</b> describe two different trends and their effect on the services and products offered by sports and leisure facilities [IE1, IE2, CT1]	<b>M2</b> explain two different trends and their effect on the services and products offered by sports and leisure facilities	<b>D1</b> analyse current trends making recommendations for future sports and leisure provision
<b>P4</b> explain how personal, customer service and management skills enable competent working in sports and leisure facilities [IE3, CT1]	<b>M3</b> evaluate the personal, customer service and management skills used in sports and leisure facilities drawing on examples of good practice	
<b>P5</b> analyse the use of skills in two different sports and leisure facilities [IE3, CT1]		
<b>P6</b> demonstrate operational skills in three different sports and leisure facility situations, with tutor support [RL3, RL4, TW1, SM3]	<b>M4</b> independently demonstrate skills in three different sports and leisure facility situations	<b>D2</b> demonstrate integrated use of skills in three different sports and leisure facility situations
<b>P7</b> review own performance, describing strengths and areas for future development. [RL3, RL4, RL5, EP2]	<b>M5</b> review own performance, explaining strengths and areas for future development.	<b>D3</b> review own performance, justifying areas for future development and training needs.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

This unit gives learners the opportunity to develop knowledge, understanding and competence for working within sports facilities. Learners will have the opportunity to explore working life within the sports industry, investigating the current trends that impact on provision and services and the development of a range of operational skills to work effectively in the industry. Access to sports facilities will be required for both the delivery and assessment of this unit. Unit delivery could be integrated with another unit such as *Work Experience in Sport*.

It would be useful to visit sport and leisure facilities, providing learners with insight into the facility operation. It would be beneficial for learners to have the opportunity to discuss operational issues and skills with someone in a supervisory or managerial position within the facility.

If a visit is not viable, learners will be dependent on structured theoretical teaching, covering issues based around aims and objectives, current trends, services, products and operational skills.

Learners must be able to demonstrate effective operational skills. This could be delivered within a sports centre, fitness suite, or other suitable facility. Guest presenters would prove beneficial, giving learners ideas and comparisons different from those identified in the visited, or studied, facilities. This could be complemented with research from textbooks, journals or the internet.

When focusing on the aims, objectives, resources, services and products, it is recommended that learners be given opportunity to visit different sports and leisure facilities. This will allow them to identify the effect that trends and business needs can have on the future planning of activities at centres, in particular the difference between public and private facilities.

When covering the skills required for working in sports and leisure facilities, tutors will need relevant industry knowledge to ensure that the skills learners develop meet industry requirements.

Establishing relevant links with local industry will enable learners to investigate the needs of local employers. In addition to tutors, local employers could be involved in identifying relevant skills and observing learners demonstrating their skills as part of the practical assessments.

## Outline learning plan

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

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

Topic and suggested assignments/activities and/assessment
Tutor introduction and overview of the unit.
<b>Assignment 1: Investigating the Work of Sports and Leisure Facilities (P1, P2, M1).</b> Tutor introduces the assignment brief.
Learners to practically investigate the different aims and objectives of local provision and how this informs the strategic planning of the facilities.
Learners to practically explore the types of resources offered by local facilities. Learners to individually produce a facility checklist that can be completed on visits to local sports and fitness centres.
<b>Assignment 2: Current Trends (P3, M2, D1).</b> Tutor introduces the assignment brief.
Learners to work in groups to audit the types of services and products offered by local facilities and how this reflects the needs of their customers. Learners to identify if there are any local shortages in provision.
Tutor-facilitated discussion on future trends and how this will affect the future services and products at local facilities. Learners to individually research areas that will affect local facilities and discuss possible implications.
<b>Assignment 3: Operational Skills (P4, P5, P6, P7, M3, M4, M5, D2, D3).</b> Tutor introduces the assignment brief.
Learner activity to individually identify the personal, customer service and management skills required for working in sports and leisure facilities.
Learners to individually develop a skills audit to review existing skills and identify strengths and areas for improvement.
Practical application of skills: work-based scenarios, assessment via observation by the tutor.
Learner practical application of skills: feedback checklist and skills audit completed by the learner, identifying areas for improvement. Includes time allocated to private study.
Review of unit and assessment.

## Assessment

When considering strategies for assessment, tutors should consider both the theoretical requirements and the practical elements that require assessment. The assessment criteria can be separated into relevant learning outcomes to enable paced task deadlines or they could be delivered as a single unit assessment. By dividing assessment into discrete tasks, some formative assessment could be used which may prove valuable when developing learners' practical skills.

For P1, learners need to be able to describe the aims, objectives and resources of two different sports and leisure facilities. Learners will need to research two different types of facilities, for example a public sports centre and a private fitness club. Assessment could be via presentations which would be used to cover the aims and objectives of facilities and the resources for each. Tutors will need to produce a witness statement to confirm achievement. For P2, learners could produce information leaflets or brochures for their two chosen facilities. Learners could mock-up a website, radio or television advertisement for each facility, promoting the services and products they offer. This might require a visit to the facilities to photograph or video the services and products.

Criterion P3 could be assessed via a written report investigating how two different trends affect the services and products offered by sports and leisure facilities. This could include learners interviewing or questioning guest speakers involved in the strategic management of facilities. For P4 and P5, assessing the personal, customer service and management skills required for effective employees, learners could undertake an individual skills audit. Learners need to explain (P4) and analyse (P5) the skills they need to be an effective member of staff and draw from examples of good practice.

For P6 and P7, learners need to be assessed in a practical context when demonstrating effective operational skills (personal, customer service and management skills) in three different sports and leisure facility situations. Learners could be assessed whilst working in sports and leisure facilities. Alternatively, role play combined with appropriate scenarios could be used. For P6, tutor support may be given. Tutors will need to use witness statements/observation records to evidence the assessment. Videos of the observations could also be used as evidence and would give learners a visual record which could be used when reviewing their performance. Logbooks could also be used to review and monitor performance (P7), providing evidence to help learners describe their strengths and areas for future development. Assessment could be integrated with another unit such as *Work Experience in Sport*.

For M1, which links to P1, learners need to compare and contrast the aims, objectives and resources of two different sports and leisure facilities. They need to be able to explain the similarities and differences using relevant examples from both facilities. Learners will also need to explain two different trends and their effect on the services and products offered by sports and leisure facilities (M2).

For M3, which links to P4, learners need to evaluate the personal, customer service and management skills used in sports and leisure facilities drawing on examples of good practice. They will also need to be able to demonstrate skills independently in three different sports and leisure facility situations (M4). In addition, learners will also need to be able to review their own performance, explaining strengths and areas for future development (M5).

For D1, which builds on M2, learners need to analyse current trends making recommendations for future sports and leisure provision. They will need to be able to analyse each current trend, consider how they might be related and the effects they have on sports and leisure facilities. Learners also need to give recommendations for future sports and leisure provision.

For D2, which builds on M4, learners need to be able to demonstrate integrated use of skills independently in three different sports and leisure facility situations. Learners need to be able to deal effectively with a range of situations to industry standards. A tutor observation record is required to confirm achievement.

For D3, which builds on M5, learners need to review their own performance, justifying areas for future development including their training needs, which will need to be considered to facilitate improvements.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Investigating the Work of Sports and Leisure Facilities	Having gained employment in a sports and leisure facility, your supervisor takes you through facility operation and discusses current trends.	Presentation. Witness statement. Leaflets or brochures. Mock website, radio or television advert. Written report.
P3, M2, D1	Current Trends		Written report.
P4, P5, P6, P7, M3, M4, M5, D2, D3	Operational Skills	With your induction completed, your supervisor asks you to give a practical demonstration of effective operational skills.	Skills audit. Written report. Practical observation and assessment. Observation record Performance review. Logbook.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite and the BTEC Sport and Exercise Sciences sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Work Experience in the Sports Industry	Current Issues in Sport	Current Issues in Sport
Sport and Leisure Facility Operations	Work Experience in Sport	Work Experience in Sport

This unit links with the National Occupational Standards (NOS) for:

- Sports Development at Level 3
- Leisure Management at Level 3.



## Essential resources

Effective delivery of this unit will require access to a range of sports and leisure facilities. Access to guest speakers from the sport and leisure industry would be advantageous.

## Employer engagement and vocational contexts

This unit focuses on the learner's development of knowledge and understanding of the aims, objectives, resources, products and services of sports and leisure facilities. Learners will need to understand and demonstrate appropriate skills required to work in these facilities. Due to the practical nature of this unit learners will require access to sports and leisure facilities. Centres are encouraged to develop links with local facilities to allow learners access to real working environments in which to develop their skills. The use of guest speakers from industry would also be beneficial and allow learners to identify the skills local employers require from their workforce.

## Indicative reading for learners

### Textbooks

Buchanan N et al – *Organisational Behaviour: An Introductory Text* (Financial Times Prentice Hall, 2006)  
ISBN 9781405840972

Chadwick S et al – *The Business of Sports Management* (Financial Times Prentice Hall, 2004)  
ISBN 9780273682684

Chellandurai P – *Human Resource Management in Sport and Recreation* (Human Kinetics Europe, 2006)  
ISBN 9780736055888

Fried G – *Managing Sports Facilities* (Human Kinetics Europe, 2005) ISBN 9780736044837

Hoye R et al – *Sports Management: Principles and Application* (Butterworth-Heinemann Ltd, 2005)  
ISBN 9780750666763

Oswold A – *Sports Facilities* (Links International, 2004) ISBN 9788489861534

Parkhouse B – *The Management of Sport: Its Foundation and Application* (McGraw-Hill Higher Education, 2004) ISBN 9780071239301

Watt S – *Sports Management and Administration* (Routledge, 2003) ISBN 9780415274579

Yeoman I and McMahon-Beattie U – *Sport and Leisure Operations Management* (Thomson Learning, 2004)  
ISBN 9781844800636

### Journals

*European Sports Management Quarterly*

*International Sports Journal*

*Journal of Sport Management*

*Quest*

*Sports Management Review*

## Websites

The British Association of Sports and Exercise Sciences	<a href="http://www.bases.org.uk">www.bases.org.uk</a>
Fitness Industry Association	<a href="http://www.fia.com">www.fia.com</a>
Institute for Sport, Parks and Leisure	<a href="http://www.ispal.org.uk">www.ispal.org.uk</a>
Institute of Leisure and Amenity Management	<a href="http://www.ilam.co.uk">www.ilam.co.uk</a>
Institute of Sport and Recreation Management	<a href="http://www.isrm.co.uk">www.isrm.co.uk</a>
Skills Active	<a href="http://www.skillsactive.com">www.skillsactive.com</a>

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>describing the aims, objectives and resources of two different sports and leisure facilities</p> <p>describing the services and products of two different sports and leisure facilities</p> <p>describing two different trends and their effect on the services and products offered by sports and leisure facilities</p> <p>explaining how personal, customer service and management skills enable competent working in sports and leisure facilities</p> <p>analysing the use of skills in two different sports and leisure facilities</p>
<b>Creative thinkers</b>	<p>describing the aims, objectives and resources of two different sports and leisure facilities</p> <p>describing the services and products of two different sports and leisure facilities</p> <p>describing two different trends and their effect on the services and products offered by sports and leisure facilities</p> <p>explaining how personal, customer service and management skills enable competent working in sports and leisure facilities</p> <p>analysing the use of skills in two different sports and leisure facilities</p>
<b>Reflective learners</b>	<p>demonstrating operational skills in three different sports and leisure facility situations, with tutor support</p> <p>reviewing own performance, describing strengths and areas for future development</p>
<b>Team workers</b>	<p>demonstrating operational skills in three different sports and leisure facility situations, with tutor support</p>
<b>Self-managers</b>	<p>demonstrating operational skills in three different sports and leisure facility situations, with tutor support</p>
<b>Effective participators</b>	<p>reviewing own performance, describing strengths and areas for future development.</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching the aims, objectives and resources of sports and leisure facilities researching the products and services of sports and leisure facilities researching the skills required for working in sports and leisure facilities
<b>Creative thinkers</b>	practising their use of operational skills
<b>Reflective learners</b>	practising operational skills with their peers using scenarios
<b>Team workers</b>	working with their peers to solve operational problems
<b>Self-managers</b>	organising their time when solving operational problems demonstrating initiative when dealing with operational issues
<b>Effective participators</b>	seeking resolutions to operational problems preparing a case for action when dealing with operational issues.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching aims, objectives, resources, products and services researching different trends in sport researching operational management skills
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	preparing presentations preparing written reports preparing skills audits
Manage information storage to enable efficient retrieval	storing their electronic work safely
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	using the internet to research aims, objectives, resources, products, services, trends and operational management skills
<b>ICT – Develop, present and communicate information</b>	
Bring together information to suit content and purpose	effectively using ICT to produce presentations, reports and the skills audit
Present information in ways that are fit for purpose and audience	producing presentations, reports and the skills audit
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	delivering presentations demonstrating operational management skills
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching for written reports and skills audits preparing presentations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing written reports preparing skills audits.