



SkillsActive

**QCF Evidence Requirements
and Assessment Guidance**

**Level 2 Certificate in
Leisure Operations**

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1.0 Purpose of this Document

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, is an Ofqual-approved unit and rule of combination submitter for the QCF. In line with its Sector Qualifications Strategy, the SSC has developed twelve units, and a Rule of Combination for awarding organisations to offer a Level 2 Certificate in Leisure Operations on the QCF.

To ensure that the assessment of these qualifications is uniform and fit for purpose, SkillsActive has developed these *Common Assessment Requirements*.

SkillsActive requires all awarding organisations to comply with these *Common Assessment Requirements* when delivering the Certificate.

2.0 Purpose of the Certificate in Leisure Operations

The Level 2 Certificate in Leisure Operations is a QCF qualification with the purpose *CI. Prepare for employment in a broad occupational area*. It covers the knowledge and skills required to prepare a learner for employment as an operational member of staff in the active leisure sector.

Typical job titles in the industry include:

- Leisure Attendant
- Recreation Assistant

The qualification is primarily aimed at learners who are not yet employed in these roles. However, it may also be used for new members of staff who require induction into the job role or existing members of staff who need further training and development.

This Certificate is **not** an NVQ or a competence-based qualification. There is no requirement for the units to be assessed in a real workplace over a period of time.

However, the Certificate does contain some practical activities that must be assessed in a realistic environment using real active leisure facilities and equipment.

3.0 Recognition and Progression through a Single Qualifications Framework for Leisure Operations and Management

The Certificate is part of SkillsActive's Single Qualification Framework for leisure operations and management. This is an initiative that the SSC is leading on behalf of employers in the industry who have asked for more clarity, coherence and quality in the qualifications available to their existing and potential employees.

Over a period of time it will be the qualifications within the Single Qualifications Framework for leisure operations and management that will be recognised and valued by active leisure employers.

Learners achieving this Certificate will have some advantage in progressing into or through employment. The Certificate also provides the necessary knowledge and skills for learners to progress to the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services. This is a competence-based qualification that 'proves' the learner can apply their knowledge and skills in employment.

Successful learners may also progress to the Level 3 Certificate in Leisure Management or the Level 3 NVQ Diploma in Leisure Management.

4.0 Qualification Summary

The Certificate consists of 6 mandatory units, and 6 optional units – 32 available credits in total. The learner must achieve 18 credits in total to achieve the qualification - 13 credits from the 6 mandatory units and a minimum of 5 credits from the optional unit group.

The areas of knowledge and skill covered by the qualification, depending on the options chosen, include:

- Working as a member of a team
- Health, safety, security and welfare (including safeguarding children and vulnerable adults)
- Cleaning
- Setting up, taking down, storing and maintaining equipment
- Customer care (including diversity)
- Developing self in the job role
- Pool lifeguarding
- Providing a reception service
- Swimming pool water testing

The Certificate also includes two units intended to give the learner a broad understanding of the active leisure sector and an introduction to employment in the industry.

The Rule of Combination is shown in **Section 6** below.

5.0 Qualification Development

The Level 2 Certificate in Leisure Operations was developed in response to an industry need for learners who are 'employment ready'. It is indirectly based on SkillsActive's 2009 national occupational standards for Operational Services and was developed in close collaboration with a range of employers in active leisure.

6.0 Rule of Combination

QUALIFICATION TITLE	Level 2 Certificate in Leisure Operations		
RoC rationale			
Common unit qualification to underpin key roles in leisure operations, as required by employers			
Sub purpose code			
C1			
Credit value			
18			
Credits at level of qualification/above			
18			
Rule of combination summary statement			
The learner must achieve 18 credits in total to achieve the qualification. 13 credits from the 6 mandatory units and a minimum of 5 credits from the optional unit group.			
Credits from mandatory units			
Title	Level	Credits	Reference
Understanding the active leisure and learning sector	2	2	Y/600/1734
Understanding employment rights and responsibilities	2	2	J/600/0840
Customer care and diversity in active leisure	2	2	T/503/0731
Health, safety, security and welfare in active leisure	2	4	K/503/0743
Teamwork in active leisure	2	2	L/503/0735
Developing self in an active leisure job role	2	1	Y/503/0737
Credits from optional units			
Pool lifeguarding	2	5	J/503/5352
Cleaning in active leisure	2	1	D/503/0738
Handling and maintaining equipment in active leisure	2	3	H/503/0739
Swimming pool water testing	2	4	Y/503/0740
Understanding how to sell services and products to customers in active leisure	3	4	L/503/0783
Know how to provide an active leisure facility reception service	2	2	L/504/6563

7.0 Unit equivalence

The successful completion of the unit Pool lifeguarding (J/503/5352) will give the learner recognition by the Register of Aquatics Professionals (RAPs) in the category of Pool Lifeguard. RAPs will recognise qualifications in this category that are based on the appropriate National Occupational Standards, and meet the quality assurance criteria required by the Register. As a result, learners who hold this category on RAPs prior to embarking on the Level 2 Certificate in

Leisure Operations should be treated as meeting the requirement of 5 credits achieved from the optional group.

The rationale for including this equivalence is clearly based on RAPs recognition, which requires the learner to hold a valid and recognised Awarding Organisation Certificate, and also maintaining their skills through regular training that can be evidenced. It is for this reason that a learner **MUST** hold the appropriate RAPs category, rather than only holding the relevant Awarding Organisation certificate, for this equivalence to be applied.

A full list of RAPs members, including Awarding Organisation qualifications that are recognised by RAPs, can be found at <http://www.aquaticregister.org/>

8.0 Criteria for Delivering the Qualification

All awarding organisations must demonstrate that they have a centre approval system which ensures centres:

- provide learners with opportunities to develop their skills and knowledge using active leisure facilities and equipment which broadly reflect current industry good practice
- make available support systems and materials that will enable learners to achieve the qualification
- use occupationally competent tutors, assessors and quality assurance staff for specific units
- assess, deliver and quality assure the qualification following the requirements of this document, including additional information for specific units.

The awarding organisation must also have a robust framework for external quality assurance.

9.0 Tutors, Assessors and Quality Assurance (Internal and External) Staff

All tutors, assessors and quality assurance staff must:

- have employment experience in the active leisure industry, either at operational or management level
- have occupational competence in the specific units concerned
- show evidence of keeping up-to-date with developments in the industry through research, frequent and recent visits to operational facilities to observe and discuss current practice with staff, or relevant work placements
- be trained and qualified in the appropriate role (tutor/assessor/iv).

Appropriate tutor qualifications include¹:

- Level 3/4 award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Level 3/4 certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Level 5 diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- CYQ level 3 certificate in Training and Development in the Active Leisure Sector
- 1st 4 Sport level 3 certificate in Tutoring in Sport

- ASA level 3 diploma in Tutoring in Sport.
- Any equivalent teaching qualification in FE/Post compulsory education

Appropriate assessor qualifications include¹:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- AI Assess Candidate Performance Using a Range Of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence• AI Assessor award (D32/33)

Appropriate internal quality assurance qualifications include²:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
- VI Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Appropriate external quality assurance qualifications include:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice, or
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 Conduct External Quality Assurance of the Assessment Process
- D35 Externally Verify the Assessment Process

Where tutors, assessors and quality assurance staff do not hold appropriate qualifications, they must demonstrate that they will have completed the appropriate learning programme, including final assessment, within a 12 month period. Unqualified tutors, assessors and internal verifiers should have their decisions suitably countersigned by a qualified individual.

The Pool Lifeguarding unit (J/503/5352) has additional requirements of the workforce:

Tutor/Assessors and quality assurance (internal and external) staff must:

- Hold a recognised and current pool lifeguarding qualification (RLSS NPLQ/STA NARS/Pool Lifeguarding Unit J/503/5352)
- Hold a recognised teaching qualification (see section 9)

¹ This qualification list is not exhaustive. Other tutor/assessor qualifications or qualifications including assessment may also be appropriate. Please contact SkillsActive for further advice.

² This qualification list is not exhaustive. Other quality assurance qualifications or qualifications including quality assurance may also be appropriate. Please contact SkillsActive for further advice.

In addition to the above, the Awarding Organisation must ensure that tutors/assessors are competent in their role with respect to this unit either via:

Holding an RLSS trainer/assessor qualification or a STA National Aquatic Rescue Standard (NARS) Tutor/Examiner qualification **OR**

Completing specific training aimed at delivering the knowledge and competency required to tutor and assess this unit

All assessors should be independent of the learning process i.e. they should not have been involved in the tutoring of the learner.

10.0 General Requirements for Assessment

Assessment Methods

Each unit in the Certificate consists of Learning Outcomes. The Learning Outcomes are of two types. Either the learner will 'Know...'/ 'Understand...' or they will 'Be able to...'

It is important to choose an assessment method that is valid for each type of Learning Outcome.

'Know'/'Understand' Learning Outcomes

In the case of the 'Know' and 'Understand' Learning Outcomes, the following assessment methods are valid:

- questioning that requires oral (spoken) answers
- questioning that requires written answers
- evidenced discussions between assessor and learner
- assignments
- projects
- case studies
- worksheets
- multiple choice questions

Assessment methods should take account of learner needs. Large amounts of written work or unit tests under exam conditions may not be appropriate or fair to every learner.

'Be Able to' Learning Outcomes

In the case of the 'Be able to' Learning Outcomes, observation by the assessor will be the valid approach. Evidence for observations can be generated by:

- simulations (including role play)
- skills tests
- naturally occurring evidence observed

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

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

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

Choosing a Valid Method

It is important for assessors not to use assessment methods that are invalid for the type of Learning Outcome being assessed.

It is not acceptable to use evidence that the learner knows something to infer that they will be able to do it.

Neither is it acceptable to use evidence of the learner being able to do something to infer knowledge. This approach was sometimes used in the past with NVQ assessment. However, it is important to note that each QCF Assessment Criterion begins with a verb such as 'describe', 'identify' or 'explain'. There must be explicit evidence from oral/written questions, discussions with the learner, assignments, projects or case studies that they can 'describe', 'identify' or 'explain' as required. This cannot be reliably inferred from watching a learner do/demonstrate a related activity.

Reliable Assessment Methods

The assessment methods used must also be reliable, i.e. they must show accurate and consistent results when used by different assessors, or by the same assessor over a period of time.

Sufficiency of Evidence

In the case of this Certificate, it is sufficient for the learner to have demonstrated their knowledge or ability to the standard required by the Assessment Criteria on **one occasion** only.

In order to achieve a Learning Outcome, the learner has to show evidence that they have met **all** the Assessment Criteria attached to that Learning Outcome.

However, this does not mean that different pieces of evidence must be used for each Assessment Criterion. It is quite possible, for example, that one discussion with the learner or one piece of written work produced by them will meet the requirements of several Assessment Criteria and perhaps across more than one Learning Outcome or unit. Similarly, an observation of a learner setting up a piece of equipment might generate evidence for the health and safety unit.

Authenticity of Evidence

Evidence used to assess Learning Outcomes and Assessment Criteria must genuinely be generated by the learner without help from others. For example, workbooks in which the learner has simply copied down information supplied by a tutor cannot be used as evidence of their knowledge; neither can written assignments that have been plagiarised from other learners.

11.0 Assessment Requirements for Units

The information below is included in the assessment description of the specific units as detailed on the QCF database. Any additional requirements included in this document are presented in bracketed italics.

Reference	Unit Title	Assessment Methods
Y/600/1734	Understanding the active leisure and learning sector	<p>Learning Outcomes 1-3</p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • Questioning • Projects • Assignments • (<i>Discussions with learner</i>)
J/600/0840	Understanding employment rights and responsibilities	<p>Learning Outcomes 1-3</p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • Questioning • Projects • Assignments • (<i>Discussions with learner</i>)
T/503/0731	Customer care and diversity in active leisure	<p>Learning Outcomes 1-4</p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • Questioning • Projects • Assignments • Discussions with learner <p>Learning Outcome 5</p> <p>Practical assessment involving observation of:</p> <ul style="list-style-type: none"> • Simulation/role play • Interaction with real customers

Reference	Unit Title	Assessment Methods
K/503/0743	Health, safety, security and welfare in active leisure	<p>Learning Outcomes 1-4 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • Questioning • Projects • Assignments • Discussions with learner <p>Learning Outcome 5 Practical assessment that allow the learner to demonstrate their skills in maintaining health, safety, security and welfare. Realistic simulations are allowed. Learning outcome 5 should include:</p> <ul style="list-style-type: none"> • 10 health and safety hazards to customers • 10 health and safety hazards to staff • 5 security hazards • 5 hazards to safeguarding children and vulnerable adults
L/503/0735	Teamwork in active leisure	<p>Learning Outcomes 1-2 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • Questioning • Projects • Assignments • Discussions with learner <p>Learning Outcome 3 Practical assessment that allows the learner to demonstrate their teamwork skills. Role plays of certain situations, for example, dealing with conflict, are allowed.</p>

Reference	Unit Title	Assessment Methods
Y/503/0737	Developing self in an active leisure job role	<p>Learning Outcomes 1 -3 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • Questioning • Projects • Assignments • Discussions with learner <p>Learning Outcome 4 Practical assessment that allows the learner to demonstrate their skills in continuing professional development. Realistic simulations are acceptable.</p>
J/503/5352	Pool lifeguarding	<p>Assessment of this unit must comply with the requirements of paragraph 151 - 167 of the Health and Safety Executive publication: HSG 179 Managing Health and Safety in Swimming Pools. (see appendix 1) <i>(This assessment of this unit must be compliant with the specific requirements of the workforce as set out in section 9 of this document)</i></p> <p>Learning outcomes 1 - 4 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • oral and written questions • projects and assignments <p>Learning outcomes 5 and 6 Practical assessment that allow the learner to demonstrate their skills in maintaining the safety of a swimming pool environment and responding to emergency situations. Realistic simulations are allowed (in a controlled environment)</p>

Reference	Unit Title	Assessment Methods
D/503/0738	Cleaning in active leisure	<p>Learning Outcomes 1-3</p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • Questioning • Projects • Assignments • Discussions with learner <p>Learning Outcome 4</p> <p>Practical assessment that allows the learner to demonstrate their skills in cleaning. Cleaning should involve the use of manual and powered equipment in:</p> <ul style="list-style-type: none"> • Public areas • Areas with hazards and risks <p>Realistic simulations are acceptable. The health and safety of the learner and others must be maintained at all times.</p>
H/503/0739	Handling and maintaining equipment in active leisure	<p>Learning Outcomes 1-5</p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • Questioning • Projects • Assignments • Discussions with learner <p>Learning Outcome 6</p> <p>Practical assessment that allows the learner to demonstrate their skills in setting up, checking, taking down and storing active leisure equipment. Equipment must include:</p> <ul style="list-style-type: none"> • Simple equipment (for example, badminton nets or football goals) • Complex equipment containing many parts (for example trampolines or gymnastic equipment) • Powered equipment (for example, running machines or basketball rigs) <p>Realistic simulations are acceptable. The health and safety of the learner and others must be maintained at all times.</p>

Reference	Unit Title	Assessment Methods
Y/503/0740	Swimming pool water testing	<p>Learning outcomes 1 – 2 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • oral and written questions • projects and assignments <p>Learning outcome 3 Practical assessment that allow the learner to demonstrate their skills in carrying out swimming pool water tests. Realistic simulations are acceptable.</p>
L/503/0783	Understanding how to sell services and products to customers in active leisure	<p>Learning outcomes 1- 2 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • oral and written questions • projects and assignments
L/504/6563	Know how to provide an active leisure facility reception service	<p>Learning outcomes 1- 3 Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> • oral and written questions • projects and assignments

12.0 APPENDIX I - HSG 179, Paragraphs 151 - 167

Lifeguard training and qualifications

Training

151 Under the MHSWR 1999, pool operators will need to assess the capabilities of their staff and ensure they are adequately trained for the duties they carry out. It is good practice to maintain written records for all training sessions which include: names of those involved; what they did, including use of equipment; and length of training sessions. Such records can be kept manually or held on computer.

152 All lifeguards need to be effectively trained to enable them to carry out their role and tasks efficiently and for the health, safety and welfare of all in their charge. Their duties should be suitably restricted and supervised until the necessary competence has been acquired.

153 There are a number of ways to ensure that employees receive adequate training and instruction such as on-the-job training and attendance at courses. Effective training will mean a firm base of knowledge and skills application which might reasonably be attributed to the needs of swimming pools general and in addition site-specific training which seeks to develop in the lifeguard a full understanding of the PSOP and facilities of a particular pool and how they should be used.

154 It is strongly recommended that pool lifeguards hold a current qualification issued by an appropriate national body (see Appendix 7) as it is a widely recognised way of demonstrating an acceptable level of competence. The standards achieved by pool lifeguards must at least reach the minimum level defined for the safe operation of swimming facilities.

Pool lifeguard qualifications

155 A pool lifeguard qualification requires two elements: core or foundation knowledge and skills as well as site-specific knowledge and skills. All lifeguards need frequent, suitable training, which should be recorded, to ensure the retention of these skills.

Foundation or core training

156 Procedures for qualifications should include:

- training by a qualified and competent person;
- independent assessment by a qualified and competent person;
- a test of knowledge and practical skills;
- an independent reassessment by a qualified and competent person at least every 24 months.

157 Foundation or core training includes gaining both knowledge and practical skills in:

- fitness training with preparatory standard of swimming ability before starting a course (see paragraph 150);

- principles of PSOP;
- understanding pool features and pool activities;
- water safety and accident prevention;
- role of the lifeguard and responsibilities under the law;
- pool observation and supervision skills;
- drowning, dry drowning (in which no water reaches the lungs), secondary drowning (fluid in the lungs caused by irritation by inhaled water);
- use of poolside rescue equipment;
- communication methods and working as a team;
- casualty recognition, principles of rescue and manual handling;
- CPR, first aid and spinal cord injury management.

158 The experience of the industry shows that in order to possess the necessary knowledge, skills and competence a significant number of recording training hours are required.

Site specific training

159 In addition to core skills, lifeguards must have knowledge and skills to be competent in the health and safety aspects of the specific location in which they work. These should relate to:

- the enactment of legislation, eg COSHH, HSW Act, RIDDOR, PPE;
- the swimming pool, its design features, equipment and storage, emergency equipment, cleanliness and hygiene, pool cleaning, pre-swim hygiene, pool water clarity, glare and blind spots, personal safety equipment
- details of the PSOP, ie NOP and EAP;
- supervision skills;
- provision and use of play equipment;
- flumes, water slides and other water features;
- diving in pools.

160 The site-specific elements of lifeguard competence and training take two forms: initial and ongoing.

Initial training

161 Initial training will help new lifeguards to become competent. It will include formal off-the-job training, instruction to individuals and groups and on-the-job coaching and counselling. Ensuring that people are competent may demand more than training, for example a period of supervised experience to practise and develop new skills. Formal evaluation by a qualified, competent person should be undertaken after each aspect of training to establish if the training objectives have been achieved. A record of the training and assessment process for each person should be maintained.

In-service and ongoing staff training

162 To maintain the skills and competency of a lifeguard, suitable and sufficient training and competency assessment should be conducted regularly* by qualified training staff and will need to include:

- a fitness programme to include timed swims and towing and rescue methods;
- simulated incident training, working in a team, based on the site-specific EAP;
- a dive to the bottom of the deepest part of the pool to recover a simulated casualty (manikin);
- the use of poolside rescue equipment;
- revisions to the PSOP due to changed circumstances;
- refresher training in supervision and scanning techniques.

163 Records of the training undertaken and the objectives achieved for each individual should be maintained and be available for inspection by an authorised person.

164 Ongoing, regular, suitable and sufficient training and assessment should ensure the competency of lifeguards. This should be supplemented by a two-yearly, external test of core or foundation skills, given by a suitably competent person and provided as a means of assuring the authenticity and appropriateness of the ongoing training programme.

Teachers and coaches of programmed sessions - safety qualification

165 A lifeguard may not be required in programmed sessions in a pool where the teaching and coaching of swimming is taking place. In these situations, where the risk is limited due to the nature of the activity and the degree of control exercised, the teacher or coach may provide the safety cover. However, they should have the appropriate teaching/coaching lifesaving competencies which include rescue skills, CPR, and relevant aspects of the PSOP.

* 'Regularly' means as required to suit the circumstances of the pool and sufficient to maintain competency. For example, medical authorities recommend that training in CPR takes place at least monthly.

166 Where teachers are directly responsible for supervising the swimming pool, performing the role of lifeguards in an un-programmed pool session, they too should have the competencies and skills required of a lifeguard in those circumstances.

167 Appendix 7 lists the national bodies which provide safety training qualifications. These are the best way of showing competence, for teachers and coaches of swimming and related disciplines, when supervising programmed activities.