

# Specification

Edexcel qualifications

Edexcel Level 3 NVQ Diploma in  
Leisure Management (QCF)

Edexcel BTEC Level 3 Certificate in  
Leisure Management (QCF)

For first registration June 2011



Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs and competency based qualifications, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Authorised by Martin Stretton  
Prepared by Dominic Sutton and Matt Garrill  
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# Contents

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<b>Qualification titles covered by this specification</b>	<b>1</b>
<b>Key features of the Edexcel Level 3 qualifications in Leisure Management (QCF)</b>	<b>3</b>
What is the purpose of these qualifications?	3
Who are these qualifications for?	3
What are the benefits of these qualifications to the learner and employer?	3
What are the potential job roles for those working towards these qualifications?	3
What progression opportunities are available to learners who achieve these qualifications?	3
<b>What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Leisure Management (QCF)?</b>	<b>4</b>
<b>What is the qualification structure for the Edexcel Level 3 Certificate in Leisure Management (QCF)?</b>	<b>6</b>
<b>How are the qualifications graded and assessed?</b>	<b>7</b>
Assessment strategy	7
Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)	8
<b>Centre recognition and approval</b>	<b>9</b>
Centre recognition	9
Approvals agreement	9
<b>Quality assurance</b>	<b>9</b>
<b>What resources are required?</b>	<b>9</b>
<b>Unit format</b>	<b>10</b>
<b>Units</b>	<b>11</b>
Unit 1: Understanding how to lead a team in active leisure	13
Unit 2: Promoting customer care in active leisure	19
Unit 3: Understanding how to manage health, safety and welfare in active leisure	23
Unit 4: Understanding the Active Leisure and Learning Sector	29
Unit 6: Continuing professional development in active leisure	37
Unit 7: Understanding the Employing Organisation	41
Unit 8: Manage own professional development within an active leisure organisation	45
Unit 9: Set objectives and provide support for an active leisure team	49
Unit 10: Ensure the health, safety, welfare and security of customers and staff in an active leisure environment	53

Unit 11: Improve the customer's experience in active leisure	59
Unit 12: Understanding financial procedures in active leisure	63
Unit 13: Understanding how to deliver objectives through the work of an active leisure team	67
Unit 14: Understanding how to supervise facility maintenance in active leisure	73
Unit 15: Marketing in active leisure	77
Unit 16: Understanding how to sell services and products to customers in active leisure	81
Unit 17: Operating swimming pool plant	85
Unit 18: Address performance problems affecting team members	89
Unit 19: Promote learning and development in active leisure	93
Unit 20: Manage physical resources in active leisure	97
Unit 21: Implement financial procedures in active leisure	101
Unit 22: Plan, organise and evaluate active leisure services	105
Unit 23: Contribute to marketing in active leisure	109
Unit 24: Operate swimming pool plant	113
Unit 25: Sell active leisure services and products to customers	117
Unit 26: Supervise the maintenance of equipment and facilities active leisure	123
Unit 27: Contribute to the prevention and management of abusive and aggressive behaviour	127
Unit 28: Develop productive working relationships with colleagues	131
<b>Further information</b>	<b>136</b>
<b>Useful publications</b>	<b>136</b>
How to obtain National Occupational Standards	136
<b>Professional development and training</b>	<b>137</b>
<b>Annexe A: Progression pathways</b>	<b>139</b>
The Edexcel qualification framework for the active leisure and learning sector	139
<b>Annexe B: Quality assurance</b>	<b>141</b>
Key principles of quality assurance	141
Quality assurance processes	141
<b>Annexe C: Centre certification and registration</b>	<b>143</b>
What are the access arrangements and special considerations for the qualifications in this specification?	143

<b>Annexe D: Assessment requirements/strategy</b>	<b>145</b>
Assessment strategy for active leisure, learning and wellbeing	145
Annexe to the Assessment Strategy for Active Leisure, Learning and Well-being - Level 3 Certificate in Leisure Management (QCF) and Level 3 NVQ Diploma in Leisure Management (QCF)	153
<b>Annexe E: Additional requirement for qualifications that use the term ‘NVQ’ in a QCF qualification title</b>	<b>157</b>



## Qualification titles covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 3 NVQ Diploma in Leisure Management (QCF) and the Edexcel BTEC Level 3 Certificate in Leisure Management (QCF):

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Regulation start date</b>	<b>Operational Start date</b>
Edexcel Level 3 NVQ Diploma in Leisure Management (QCF)	600/1818/5	18/04/2011	01/06/2011
Edexcel BTEC Level 3 Certificate in Leisure Management (QCF)	600/1813/6	18/04/2011	01/06/2011

These qualifications have been approved within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF unit reference number, which are listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

For further information on the funding of 14-19 qualifications offered in England, please refer to the DfE Section 96 website.

For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI website.

The Edexcel Level 3 NVQ Diploma in Leisure Management (QCF) replaces the following qualification from 01/06/2011:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Approval start date</b>	<b>Operational end date</b>
Edexcel Level 3 NVQ in Leisure Management	500/2991/5	01/09/2007	31/03/2011

# Key features of the Edexcel Level 3 qualifications in Leisure Management (QCF)

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These qualifications:

- are nationally recognised
- are based on the Leisure Management National Occupational Standards (NOS). The NOS, strategy and qualification structures are owned by SkillsActive.

**The Edexcel Level 3 Certificate in Leisure Management, and Level 3 NVQ Diploma in Leisure Management, have been approved as components for the Leisure Management Advanced Apprenticeship framework.**

## What is the purpose of these qualifications?

These qualifications are for those working in, or aspiring to work in, supervisory roles in organisations such as leisure centres, swimming baths or caravan parks. The qualifications give learners the opportunity to demonstrate the skills required for success in such roles.

## Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

## What are the benefits of these qualifications to the learner and employer?

These qualifications cover essential areas such as leadership, customer service and health and safety. They give learners the opportunity to select specialist areas such as project management and recruitment.

## What are the potential job roles for those working towards these qualifications?

Typical job roles are first line manager roles in organisations within sport and active leisure.

## What progression opportunities are available to learners who achieve these qualifications?

Further information is available in *Annexe A*.

## What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Leisure Management (QCF)?

Individual units can be found in the *Units* section.

To achieve the Edexcel Level 3 NVQ Diploma in Leisure Management (QCF) learners must achieve a minimum of 41 credits.

Learners must achieve all 34 credits from all 11 mandatory units, plus a minimum of 2 credits from any Group A optional units, and a minimum of 5 credits from any Group B optional units.

<b>Edexcel Level 3 NVQ Diploma in Leisure Management (QCF)</b>			
<b>Unit reference</b>	<b>Mandatory units</b>	<b>Level</b>	<b>Credit</b>
F/503/0778	Unit 1: Understanding how to lead a team in active leisure	3	3
K/503/0774	Unit 2: Promoting customer care in active leisure	3	3
A/503/0780	Unit 3: Understanding how to manage health, safety and welfare in active leisure	3	3
F/600/1758	Unit 4: Understanding the Active Leisure and Learning Sector	3	3
J/600/0840	Unit 5: Understanding Employment Rights and Responsibilities	2	2
J/503/0782	Unit 6: Continuing professional development in active leisure	3	2
R/600/1764	Unit 7: Understanding the Employing Organisation	3	3
Y/503/0866	Unit 8: Manage own professional development within an active leisure organisation	3	4
H/503/0871	Unit 9: Set objectives and provide support for an active leisure team	3	5
M/503/0873	Unit 10: Ensure the health, safety, welfare and security of customers and staff in an active leisure environment	3	3
R/503/0865	Unit 11: Improve the customer's experience in active leisure	3	3

<b>Unit reference</b>	<b>Optional units – Group A</b>	<b>Level</b>	<b>Credit</b>
T/503/0776	Unit 12: Understanding financial procedures in active leisure	3	3
A/503/0777	Unit 13: Understanding how to deliver objectives through the work of an active leisure team	3	2
Y/503/0771	Unit 14: Understanding how to supervise facility maintenance in active leisure	3	2
D/503/0772	Unit 15: Marketing in active leisure	3	6
L/503/0783	Unit 16: Understanding how to sell services and products to customers in active leisure	3	4
F/503/0988	Unit 17: Operating swimming pool plant	3	4
<b>Unit reference</b>	<b>Optional units – Group B</b>	<b>Level</b>	<b>Credit</b>
J/503/0863	Unit 18: Address performance problems affecting team members	3	3
K/503/0869	Unit 19: Promote learning and development in active leisure	4	5
D/503/0867	Unit 20: Manage physical resources in active leisure	4	3
L/503/0864	Unit 21: Implement financial procedures in active leisure	3	3
H/503/0868	Unit 22: Plan, organise and evaluate active leisure services	3	4
F/503/0862	Unit 23: Contribute to marketing in active leisure	3	3
M/503/0985	Unit 24: Operate swimming pool plant	3	2
D/503/0870	Unit 25: Sell active leisure services and products to customers	3	3
K/503/0872	Unit 26: Supervise the maintenance of equipment and facilities in active leisure	3	5
T/601/1168	Unit 27: Contribute to the prevention and management of abusive and aggressive behaviour	3	4
K/502/8426	Unit 28: Develop productive working relationships with colleagues	3	4

## What is the qualification structure for the Edexcel Level 3 Certificate in Leisure Management (QCF)?

Individual units can be found in the *Units* section.

To achieve the Edexcel Level 3 Certificate in Leisure Management (QCF) learners must achieve a minimum of 18 credits.

Learners must complete all 16 mandatory credits from the 6 mandatory units, plus a minimum of 2 optional credits from any optional unit(s).

<b>Unit reference</b>	<b>Mandatory units</b>	<b>Level</b>	<b>Credit</b>
F/503/0778	Unit 1: Understanding how to lead a team in active leisure	3	3
K/503/0774	Unit 2: Promoting customer care in active leisure	3	3
A/503/0780	Unit 3: Understanding how to manage health, safety and welfare in active leisure	3	3
F/600/1758	Unit 4: Understanding the Active Leisure and Learning Sector	3	3
J/600/0840	Unit 5: Understanding Employment Rights and Responsibilities	2	2
J/503/0782	Unit 6: Continuing professional development in active leisure	3	2
<b>Unit reference</b>	<b>Optional units</b>	<b>Level</b>	<b>Credit</b>
T/503/0776	Unit 12: Understanding financial procedures in active leisure	3	3
A/503/0777	Unit 13: Understanding how to deliver objectives through the work of an active leisure team	3	2
Y/503/0771	Unit 14: Understanding how to supervise facility maintenance in active leisure	3	2
D/503/0772	Unit 15: Marketing in active leisure	3	6
L/503/0783	Unit 16: Understanding how to sell services and products to customers in active leisure	3	4
F/503/0988	Unit 17: Operating swimming pool plant	3	4

## How are the qualifications graded and assessed?

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The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The Edexcel Level 3 NVQ Diploma in Leisure Management (QCF) is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector

The Edexcel Level 3 Certificate in Leisure Management (QCF) is not an NVQ, or a competence-based qualification. There is no requirement for the units to be assessed in the workplace over a period of time.

The Edexcel Level 3 Certificate in Leisure Management (QCF) contains some practical activities that must be tested in a realistic or real environment or through projects/assignments that reflect real industry practice.

### Assessment strategy

The assessment strategy for the Level 3 NVQs in Active Leisure, Learning and Wellbeing has been included in *Annexe D*. It has been developed by SkillsActive in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

### **Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)**

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

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

Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required?

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Each qualification is designed to support learners working in the leisure management sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard.

Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit reference number:</b>					This is the unit owner's reference number for the specified unit.
<b>QCF level:</b>					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Units



## **Unit 1: Understanding how to lead a team in active leisure**

**Unit reference number:** F/503/0778

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 17

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### **Unit summary**

This unit assesses the knowledge and understanding that a learner needs in relation to leading a team in an active leisure environment.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-6**

Knowledge and understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Understand the team leadership role in active leisure</p>	<p>1.1. Explain the importance of team leadership in active leisure</p> <p>1.2. Summarise the responsibilities of a team leader in an active leisure organisation</p> <p>1.3. Describe different styles of leadership and how they can be applied in different situations</p>			
<p>2. Understand the role of emotions and behaviours when leading a team in active leisure</p>	<p>2.1. Explain why it is important for a team leader to be aware of own emotions and the effect that own emotions can have on team members</p> <p>2.2. Explain why it is important for a team leader to be aware of the emotions of team members and how to respond these</p> <p>2.3. Describe how to manage own emotions to achieve a positive outcome when leading a team</p> <p>2.4. Explain how to manage conflict within an active leisure team to achieve best results</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3. Understand the value of diversity within a team</p>	<p>3.1. Explain the importance of taking account of different skill sets and characteristics in a team</p> <p>3.2. Describe the different types of skills and characteristics that members of an active leisure team may have</p> <p>3.3. Describe how to make best use of different skill sets and characteristics in an active leisure team</p>			
<p>4. Understand the role of communication when leading a team in active leisure</p>	<p>4.1. Explain the importance of effective two-way communication when leading a team in active leisure</p> <p>4.2. Describe situations in which effective two-way communication is particularly important</p> <p>4.3. Explain how to use a range of communication techniques when leading a team in active leisure</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5. Understand the role of motivating others when leading a team in active leisure</p>	<p>5.1. Explain the importance of motivating others when leading a team in active leisure</p> <p>5.2. Describe a range of factors that motivate team members when they are working in active leisure</p> <p>5.3. Explain how to select different ways of motivating others according to the situation and the individuals involved</p> <p>5.4. Explain what is meant by 'empowerment' and how empowering team members can contribute to team performance</p> <p>5.5. Describe how to maintain the motivation of team members when the team has experienced setbacks</p>			
<p>6. Understand how to provide team members with a sense of direction and common purpose</p>	<p>6.1. Explain the importance of team members having a sense of direction and common purpose</p> <p>6.2. Explain how to give team members a sense of direction and common purpose</p> <p>6.3. Describe situations in which a team leader should take direction from a team member</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 2: Promoting customer care in active leisure**

**Unit reference number:** K/503/0774

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 18

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### **Unit summary**

This unit assesses the knowledge and understanding that a learner needs in relation to promoting and delivering good customer care in an active leisure environment.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-3**

Knowledge and understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

#### **Learning outcome 4**

Practical assessment involving practical assignments or projects, for example, a work-based assignment based on improving an active leisure organisation's customer care policies and procedures.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Understand customer care in active leisure</p>	<p>1.1. Explain the contribution that customer care makes to business success in active leisure</p> <p>1.2. Summarise the types of customers that active leisure organisations have and their expectations for customer care</p> <p>1.3. Explain how active leisure organisations establish and maintain customer care standards</p> <p>1.4. Explain the importance of good team work in delivering customer care in an active leisure environment</p> <p>1.5. Explain how to promote customer service to other active leisure staff</p> <p>1.6. Explain the importance of active leisure staff building strong relationships with customers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2. Understand how to respond to customer problems in active leisure</p>	<p>2.1. Summarise the range of problems that customers may experience in an active leisure environment and the appropriate responses to these problems</p> <p>2.2. Explain the importance of responsiveness, empathy and good communications when dealing with customer problems</p> <p>2.3. Explain why active leisure organisations have complaints procedures</p> <p>2.4. Describe different approaches to complaints handling in active leisure organisations</p>			
<p>3. Understand the role of monitoring and evaluation in relation to customer care</p>	<p>3.1. Explain the purpose and value of monitoring customer satisfaction</p> <p>3.2. Describe different indicators and methods of monitoring customer satisfaction</p> <p>3.3. Explain how organisations can evaluate and make use of data on customer satisfaction</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4. Be able to show how an active leisure organisation can deliver and improve customer care</p>	<p>4.1. Research an active leisure organisation's customer expectations in relation to customer care</p> <p>4.2. Draft customer care standards for an aspect of an active leisure organisation's operations</p> <p>4.3. Draft customer care procedures for an aspect of an active leisure organisation's operations</p> <p>4.4. Design a complaints procedure for an active leisure organisation</p> <p>4.5. Research and evaluate customer satisfaction in relation to an aspect of an active leisure organisation's operations</p> <p>4.6. Propose ways in which customer satisfaction with an aspect of an active leisure organisation's operations could be improved</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

**Unit 3: Understanding how to manage health, safety and welfare in active leisure**

**Unit reference number:** A/503/0780

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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**Unit summary**

This unit assesses the knowledge and understanding that a learner needs in relation to maintaining health and safety in an active leisure environment and safeguarding children and vulnerable adults.

**Assessment requirements/evidence requirements**

**Learning outcomes 1-5**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Understand the requirements for health, safety, welfare and security in active leisure</p>	<p>1.1. Summarise the legal requirements for health and safety that apply to active leisure facilities and services</p> <p>1.2. Identify the authorities responsible for health and safety in an active leisure environment</p> <p>1.3. Identify other sources of guidance that applies to active leisure facilities and services</p> <p>1.4. Explain a manager’s responsibilities for health, safety and the safeguarding of children and vulnerable adults in an active leisure environment</p> <p>1.5. Explain how active leisure organisation’s develop policies and procedures to maintain health and safety of customers and staff</p>			
<p>2. Understand how to manage health and safety risks in an active leisure environment</p>	<p>2.1. Explain the principles of risk assessment</p> <p>2.2. Summarise a range of health and safety hazards that may occur in an active leisure environment</p> <p>2.3. Explain how to ensure that health and safety hazards are identified in an active leisure environment</p> <p>2.4. Explain how to determine levels of acceptable risk</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3. Understand how to manage health and safety emergencies and other incidents in an active leisure environment</p>	<p>2.5. Demonstrate how to assess a range of risks in an active leisure environment and establish and maintain measures to manage these to acceptable levels</p> <p>2.6. Explain why it is important to seek advice when there is uncertainty about assessing and managing risk and where to seek such advice</p> <p>2.7. Describe how to promote health and safety to staff and customers in an active leisure environment and use their feedback to improve health and safety procedures</p>			
<p>3. Understand how to manage health and safety emergencies and other incidents in an active leisure environment</p>	<p>3.1. Summarise the types of emergencies and other health and safety incidents that may occur in an active leisure environment</p> <p>3.2. Describe an active leisure organisation's emergency operating procedures</p> <p>3.3. Explain a manager's role in co-ordinating emergency operating procedures</p> <p>3.4. Summarise the reporting and recording procedures that must be followed in the event of an emergency or other health and safety incident</p> <p>3.5. Explain how to use emergencies and other health and safety incidents to improve normal and emergency operating procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4. Understand the requirements for safeguarding children and vulnerable adults</p>	<p>4.1. Summarise the legal requirements that cover the safeguarding of children and vulnerable adults in an active leisure environment</p> <p>4.2. Explain a manager's responsibilities for safeguarding children and vulnerable adults</p> <p>4.3. Identify the local and national organisations and agencies responsible for safeguarding children and vulnerable adults and providing guidance on the subject</p>			
<p>5. Understand how to manage the safeguarding of children and vulnerable adults</p>	<p>5.1. Summarise the types of safeguarding risks to children and vulnerable adults in an active leisure environment</p> <p>5.2. Summarise an active leisure organisation's policies and procedures for safeguarding children and vulnerable adults</p> <p>5.3. Explain how a manager should respond to concerns about the welfare of children and vulnerable adults using an active leisure environment</p> <p>5.4. Explain why it is important to collect, assess and share information about concerns regarding children and vulnerable adults and when it may be necessary to report concerns to outside agencies</p> <p>5.5. Explain the importance of confidentiality in relation to safeguarding children and vulnerable adults</p>			

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## **Unit 4: Understanding the Active Leisure and Learning Sector**

**Unit reference number:** F/600/1758

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

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

- the active leisure and learning sector
- the subsectors that make up active leisure and learning
- detailed information about the subsector in which the learner works
- career opportunities.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-3**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. understand the key features of the active leisure and learning sector	<p>1.1 describe the active leisure and learning sector's scope and size</p> <p>1.2 explain the contribution that active leisure and learning makes to the economy and society</p> <p>1.3 explain the role of the Sector Skills Council responsible for active leisure and learning</p> <p>1.4 define the main subsectors within the active leisure and learning sector</p>			
2. Understand the key features of the active leisure and learning subsector in which they work	<p>2.1 describe the composition of their subsector in terms of public, private and voluntary organisations</p> <p>2.2 analyse the size of their subsector in terms of employment and participation</p> <p>2.3 interpret the economic and social value of their subsector</p> <p>2.4 explain factors causing change in their subsector</p> <p>2.5 explain the essential principles, values or codes of practice in their subsector</p> <p>2.6 describe the roles of key organisations in their sector, including any representative and regulatory bodies, trade unions and trade associations</p> <p>2.7 explain the links their subsector has with other industries</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3. Understand employment and career opportunities in the active leisure and learning subsector in which they work</p>	<p>3.1 identify sources of information on career progression, training and education</p> <p>3.2 describe the main job roles within their subsector</p> <p>3.3 describe potential career pathways in their subsector</p> <p>3.4 identify what is required to progress in their subsector in terms of qualifications, skills and knowledge, experience and personal qualities</p> <p>3.5 explain how skills and knowledge acquired in their subsector could relate to job opportunities elsewhere</p>			

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(if sampled)



## **Unit 5: Understanding Employment Rights and Responsibilities**

**Unit reference number:** J/600/0840

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

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

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

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-3**

Knowledge understanding assessment involving one or a mixture of:

- questioning
- projects
- assignments.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Know their employment rights and responsibilities under the law</p>	<p>1.1 describe their rights and responsibilities in terms of:</p> <ul style="list-style-type: none"> <li>- contracts of employment</li> <li>- anti-discrimination legislation</li> <li>- working hours and holiday entitlements</li> <li>- sickness absence and sick pay</li> <li>- data protection</li> <li>- health and safety</li> </ul> <p>1.2 outline the rights and responsibilities of the employer</p> <p>1.3 describe the health and safety legal requirements relevant to their organisation</p> <p>1.4 outline the implications of health and safety legal requirements for their own job role</p>			
<p>2. Understand documents relevant to their employment</p>	<p>2.1 explain the main terms and conditions of a contract of employment</p> <p>2.2 outline the contents and purpose of a job description</p> <p>2.3 describe the types of information held on personnel records</p> <p>2.4 describe how to update information held on personnel records</p> <p>2.5 interpret the information shown on a pay slip or other statement of earnings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Know key employment procedures at work	3.1 describe the procedures to follow if someone needs to take time off 3.2 describe the procedures to follow if there is a grievance 3.3 describe the procedures to follow if there is evidence of discrimination or bullying 3.4 identify sources of information and advice on employment issues: - internal to their organisation - external to their organisation			

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*(if sampled)*



## **Unit 6: Continuing professional development in active leisure**

**Unit reference number:** J/503/0782

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 8

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### **Unit summary**

This unit covers the knowledge, understanding and skills that a learner needs in relation to continuing professional development in an active leisure context. The unit includes self-evaluation and taking part in performance appraisal and professional development processes.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-2**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments
- discussions with learner.

#### **Learning outcome 3**

Examining written products of the learner's work which must include evidence of self-evaluation and a personal development plan.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Understand continuing professional development and its importance in active leisure</p>	<p>1.1. Explain the term 'continuing professional development'</p> <p>1.2. Explain why it is important for staff in the active leisure sector to continue to develop their knowledge and skills</p> <p>1.3. Describe an active leisure organisation's systems to ensure the development of its staff</p>			
<p>2. Understand how to take part in continuing professional development</p>	<p>2.1. Explain how an active leisure member of staff can reflect on their own work and ways of improving what they do</p> <p>2.2. Explain other ways in which an active leisure member of staff can evaluate their own work</p> <p>2.3. Explain how to plan own professional development</p> <p>2.4. Explain the contribution that an active leisure organisation's performance appraisal and development can make to own professional development</p> <p>2.5. Identify own preferred learning style</p> <p>2.6. Evaluate different types of learning that can contribute to own development and suit own preferred learning style</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to take part in continuing professional development	3.1. Evaluate own strengths and weaknesses in a role, using evidence of own performance 3.2. Analyse feedback from colleagues, team members and managers on own performance 3.3. Evaluate priority areas for own improvement 3.4. Develop plans for own continuing professional development 3.5. Take part in learning and development activities as part of own personal development plan 3.6. Review and update own professional development plan			

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## **Unit 7: Understanding the Employing Organisation**

**Unit reference number:** R/600/1764

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

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

- the aims, objectives and structure of their organisation
- the contribution they can make to the organisation's objectives
- opportunities for professional and career development in the organisation.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-4**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments
- discussions with learner.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand the structure of their organisation	<p>1.1 describe the main functions in their organisation</p> <p>1.2 describe how the main functions in their organisation are staffed and organised</p> <p>1.3 describe the communication channels in their organisation</p> <p>1.4 describe the lines of control and accountability in their organisation</p>			
2. Understand key aims and objectives of their organisation	<p>2.1 explain the importance of an organisation having a business plan</p> <p>2.2 describe their organisation's key aims and objectives (for example mission, core aims and values)</p> <p>2.3 describe how their organisation measures the achievement of key aims and objectives</p> <p>2.4 identify their organisation's key performance indicators</p>			
3. Understand their own contribution to their organisation's key aims and objectives	<p>3.1 evaluate the importance of an organisation managing the performance of its staff</p> <p>3.2 describe the objectives of their job role</p> <p>3.3 explain how the objectives of their job role contribute to the organisation's key aims and objectives</p> <p>3.4 explain how their own performance is evaluated and developed</p> <p>3.5 analyse the contribution they can make to the evaluation and development of their performance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Understand the opportunities for entry, professional development and progression within their organisation	4.1 explain the importance of continuing professional development 4.2 evaluate the organisation's processes for recruitment 4.3 evaluate the organisation's processes for induction 4.4 evaluate the organisation's processes for training and development 4.5 evaluate the opportunities and requirements for career progression for staff within their organisation			

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*(if sampled)*



**Unit 8:** **Manage own professional development within an active leisure organisation**

**Unit reference number:** Y/503/0866

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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**Unit summary**

This unit covers the competence that a learner needs to manage their own work and develop themselves in their job role.

**Assessment requirements/evidence requirements**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation
- testimony of others (for example line manager)
- products of work (for example self-appraisal, personal development plan, records of training attended)
- reflective account.

Simulations are not allowed.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to assess own career goals and personal development in active leisure	<p>1.1. Identify own career and personal goals in active leisure</p> <p>1.2. Assess how own career goals affect work role and professional development in active leisure</p>			
2. Be able to set personal work objectives in an active leisure job role	<p>2.1. Set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives with relevant individuals, in line with organisational objectives</p> <p>2.2. Identify how progress on these objectives will be measured</p>			
3. Be able to produce a personal development plan in an active leisure job role	<p>3.1. Identify gaps between objectives set, own current knowledge and understanding and skill</p> <p>3.2. Generate a development plan to address identified gaps</p> <p>3.3. Evaluate resource requirements for development plan</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Be able to implement and monitor own personal development plan in an active leisure job role.	4.1. Implement activities identified in own development plan 4.2. Analyse contribution of activities to goals and personal development			
5. Be able to update personal development plan	5.1. Review own personal development plan 5.2. Revise own personal development plan			

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(if sampled)



## **Unit 9: Set objectives and provide support for an active leisure team**

**Unit reference number:** H/503/0871

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 25

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### **Unit summary**

This unit covers the competence that a learner needs to supervise the work of a team in an active leisure organisation.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-4**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation (for example team briefings or observing the learner supervising a team)
- testimony of others (for example line manager)
- products of work (for example staff rotas, briefing sheets, notes of team meetings, relevant emails to team members)
- reflective account.

Simulations are not allowed.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to brief an active leisure team on its objectives	<p>1.1. Set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members</p> <p>1.2. Communicate the team's purpose and objectives to its members</p>			
2. Be able to plan work with an active leisure team	<p>2.1. Manage team discussions on how objectives will be met</p> <p>2.2. Enable team members to participate in the planning process</p> <p>2.3. Develop plans to meet team objectives</p>			
3. Be able to support an active leisure team in its work.	<p>3.1. Identify opportunities and difficulties faced by team members</p> <p>3.2. Evaluate identified opportunities and difficulties with team members</p> <p>3.3. Provide advice and support to team members to overcome identified difficulties and challenges</p> <p>3.4. Provide advice and support to team members to make the most of identified opportunities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Be able to monitor and evaluate progress and achievements	4.1. Monitor and evaluate individual and team activities and progress 4.2. Provide recognition when individual and team objectives have been achieved			

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*(if sampled)*



**Unit 10:** **Ensure the health, safety, welfare and security of customers and staff in an active leisure environment**

**Unit reference number:** M/503/0873

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit covers the competence that the learner needs to ensure the health, safety, welfare and security of customers and staff in an active leisure environment. This includes the safeguarding of children and vulnerable adults.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-4**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation (for example team briefings or observing the learner monitoring the work of others)
- testimony of others (for example line manager or health and safety/safeguarding specialist)
- products of work (for example risk assessments, health and safety/safeguarding briefing sheets, notes of team meetings, relevant emails to team members)
- reflective account.

Questioning or simulation is allowed for the following assessment criteria: 2.2, 2.3, 3.6, 4.3, 4.5, 4.7.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to identify hazards in an active leisure environment	1.1. Check the active leisure environment for health and safety issues 1.2. Gather information from all relevant people about possible hazards 1.3. Record all significant hazards, who is exposed, and any existing safety procedures			
2. Be able to assess risks to health and safety in an active leisure environment	2.1. Assess the risks associated with hazards and whether these risks are acceptable according to legal and organisational requirements 2.2. Consult an appropriate person when assessing risks in an active leisure environment is beyond own level of competence 2.3. Report any unacceptable risks according to legal and organisational requirements 2.4. Continue to monitor for new hazards and assess their risks on an ongoing basis			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3. Be able to maintain normal and emergency operating procedures in an active leisure environment</p>	<p>3.1. Put in place procedures to keep risks to an acceptable level</p> <p>3.2. Ensure procedures are consistent with legal and organisational requirements</p> <p>3.3. Give team members the information they need about procedures</p> <p>3.4. Motivate team members to follow procedures</p> <p>3.5. Intervene effectively when procedures are not being followed</p> <p>3.6. Review and adapt procedures when necessary</p> <p>3.7. Gather feedback from team members on how well procedures are working</p> <p>3.8. Use feedback from staff and customers to improve procedures.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4. Be able to maintain procedures for safeguarding children and vulnerable adults</p>	<p>4.1. Carry out own responsibilities for the protection of vulnerable adults according to organisational and legal requirements</p> <p>4.2. Give team members the information they need about safeguarding policies and procedures, encouraging and motivating them to follow these</p> <p>4.3. Intervene when policies and procedures are not being followed</p> <p>4.4. Encourage team members to report any concerns they have about the safeguarding of children and vulnerable adults</p> <p>4.5. Follow the correct procedures when there are concerns about the safety and welfare of children and vulnerable adults</p> <p>4.6. Ensure the confidentiality of information relating to children and vulnerable adults</p> <p>4.7. Make sure staff involved in cases of suspected abuse receive any support they may need</p> <p>4.8. Gather feedback from team members on how well procedures are working</p> <p>4.9. Use feedback on how well procedures are working to improve safeguarding procedures</p>			

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## **Unit 11: Improve the customer's experience in active leisure**

**Unit reference number:** R/503/0865

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit assesses the competence required to improve the customer experience in an active leisure environment.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-3**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation (for example team briefings or observing the learner monitoring the customer service work of others)
- testimony of others (for example line manager)
- products of work (for example customer feedback evaluations, reports on how to improve customer service, notes of team meetings, relevant emails to team members)
- reflective account.

Simulations are not allowed.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Be able to co-ordinate customer service improvements in an active leisure environment</p>	<p>1.1. Evaluate the customer experience in an active leisure environment</p> <p>1.2. Enable team members to contribute their own ideas about how to improve the customer experience</p> <p>1.3. Identify how the team can improve the customer experience</p> <p>1.4. Co-ordinate team activities to improve the customer experience</p> <p>1.5. Monitor customer service improvements, providing support to customers and team members when necessary</p> <p>1.6. Evaluate the impact of customer service improvements on the business</p>			
<p>2. Be able to improve own customer service performance in active leisure</p>	<p>2.1. Evaluate with others how own behaviour, with colleagues and with customers, impacts on customer service performance</p> <p>2.2. Adjust own behaviour with colleagues and with customers to improve customer service performance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to monitor team performance when improving customer service	3.1. Evaluate with others how teamwork affects customer service performance 3.2. Work with others to collect information on team customer service performance 3.3. Identify with others how customer service teamwork could be improved 3.4. Take action with others to improve customer service performance			

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*(if sampled)*



## **Unit 12: Understanding financial procedures in active leisure**

**Unit reference number:** T/503/0776

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

This unit covers the knowledge, understanding and skills that a learner needs in relation to financial processes and procedures in an active leisure organisation.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-3**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand an active leisure organisation's business objectives	<p>1.1. Explain the meaning of business, operational and financial objectives</p> <p>1.2. Describe the financial targets and operational objectives of an active leisure organisation</p>			
2. Understand budgeted operational plans in an active leisure organisation	<p>2.1. Explain the key stages of budget preparation</p> <p>2.2. Identify the information used to prepare a budget</p> <p>2.3. Explain the components of a budget</p> <p>2.4. Explain how to identify costs to be included in a budget</p> <p>2.5. Explain the difference between fixed and variable costs</p> <p>2.6. Explain what is meant by a simple cash flow budget</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Understand financial procedures used in active leisure	3.1. Explain the importance of financial procedures in an active leisure organisation  3.2. Explain the following financial procedures used in an active leisure organisation: <ul style="list-style-type: none"> <li>- cash handling and reconciliation</li> <li>- ordering supplies and services</li> <li>- payment authorisation and purchase ledger</li> <li>- petty cash</li> <li>- accounts and records</li> </ul>			

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*(if sampled)*



**Unit 13: Understanding how to deliver objectives through the work of an active leisure team**

**Unit reference number:** A/503/0777

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 10

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**Unit summary**

This unit covers the knowledge and understanding that a learner needs in relation to planning, allocating and monitoring the work of a team and to provide feedback to team members and improve their work.

**Assessment requirements/evidence requirements**

**Learning outcomes 1-5**

Knowledge assessment understanding involving one or a mixture of:

- written questions and answers
- projects
- assignments.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Understand how to plan and delegate work for a team in active leisure</p>	<p>1.1. Explain why it is important to be clear about objectives before planning work for an active leisure team</p> <p>1.2. Describe a range of different methods of planning and scheduling work for an active leisure team so that objectives can be achieved</p> <p>1.3. Describe the types of issues to consider when planning and allocating work to members of an active leisure team</p> <p>1.4. Explain why it is important to consult team members when planning their work</p> <p>1.5. Explain why it is important to be flexible when planning and allocating work for an active leisure team</p> <p>1.6. Describe how to reallocate work, people and resources when circumstances change, including communicating changes to those affected</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2. Understand how to brief a team in active leisure</p>	<p>2.1. Explain why it is important to brief team members on planned work</p> <p>2.2. Describe the key points that should be covered in a team and individual briefing</p> <p>2.3. Explain why it is important to show individuals how their work fits into team and organisational objectives</p> <p>2.4. Explain how to help team members feel comfortable about asking questions and making suggestions when being briefed on planned work</p> <p>2.5. Compare different methods of motivating and supporting team members to achieve their objectives</p>			
<p>3. Understand how to monitor team members' work</p>	<p>3.1. Explain why it is important to monitor team members' work</p> <p>3.2. Evaluate different ways of monitoring team members' work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4. Understand how to support an active leisure team in its work</p>	<p>4.1. Describe the types of problems and unforeseen events in active leisure for which team members may need support</p> <p>4.2. Describe the types of support and additional resources team members may need to complete planned work</p> <p>4.3. Explain how to provide constructive and prompt feedback to team members about their work</p> <p>4.4. Explain how to log and make use of information on team members' performance</p>			
<p>5. Understand how to help team members improve their work</p>	<p>5.1. Explain why it is important to try to improve team members' work</p> <p>5.2. Explain why it is important to celebrate achievement by team members and to address poor performance</p> <p>5.3. Describe how to identify team members' learning and support needs</p> <p>5.4. Describe different ways in which team members' work can be improved</p>			

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## **Unit 14: Understanding how to supervise facility maintenance in active leisure**

**Unit reference number:** Y/503/0771

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 13

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### **Unit summary**

This unit covers the knowledge and understanding that a learner needs in relation to supervising the maintenance, repair and improvement of active leisure facilities and equipment.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-3**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Understand facility maintenance in active leisure</p>	<p>1.1. Summarise the types of facilities and equipment used in an active leisure environment</p> <p>1.2. Summarise the legal requirements and industry guidelines that apply to maintaining facilities and equipment in an active leisure environment</p> <p>1.3. Explain why it is important to maintain facilities and equipment in an active leisure environment</p>			
<p>2. Understand how to ensure active leisure facilities and equipment are maintained to appropriate standards</p>	<p>2.1. Explain why it is important to for team members to understand and support agreed maintenance standards in an active leisure environment</p> <p>2.2. Summarise the resources and training that team members need to maintain facilities and equipment in an active leisure environment</p> <p>2.3. Summarise a range of faults and problems that may occur with active leisure equipment and facilities and the appropriate ways of dealing with these faults and problems</p> <p>2.4. Explain why it is important to keep accurate records of inspections, maintenance and faults</p> <p>2.5. Describe an active leisure organisation's standards and procedures for checking and maintaining its facilities and equipment</p> <p>2.6. Describe the types of external arrangements an active leisure organisation has for the maintenance of its facilities and equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3. Understand how to supervise the repair and improvement of active leisure facilities and equipment</p>	<p>3.1. Summarise the types of repair and improvements to facilities and equipment that might impact on normal and emergency operating procedures</p> <p>3.2. Describe the types of external contracts an active leisure organisation has for the repair and improvement of its facilities and equipment</p> <p>3.3. Explain the types of arrangements that need to be put in place to minimise disruption to customers and possible health and safety hazards when repairs and improvements are carried out</p> <p>3.4. Describe what should be contained in a plan of work for repair and improvement of facilities and equipment</p> <p>3.5. Explain how to monitor repairs and improvements to make sure specifications and plans are being followed</p> <p>3.6. Summarise the types of problems that may occur during repairs and improvements and how to respond to these</p>			

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## **Unit 15: Marketing in active leisure**

**Unit reference number:** D/503/0772

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 30

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### **Unit summary**

This unit covers the knowledge, understanding and skills that a learner needs in relation to marketing in an active leisure organisation.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1 and 2**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments
- discussions with learner.

#### **Learning outcome 3**

Practical assignments or projects, for example a work-based assignment based on developing a marketing plan for a service or department within an active leisure organisation.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand marketing in the context of active leisure	<p>1.1. Explain the purpose and value of marketing for active leisure organisations</p> <p>1.2. Explain the components of a marketing mix in the context of active leisure</p>			
2. Understand marketing methods in the context of active leisure	<p>2.1. Explain how to identify market segments for an active leisure organisation</p> <p>2.2. Compare different methods to research customer needs and expectations, including evaluating current provision</p> <p>2.3. Explain how to identify and prioritise target markets for active leisure services/products based on market research</p> <p>2.4. Explain the process of developing new, or refining existing, active leisure services/products to meet market needs</p> <p>2.5. Explain how to assess different promotional methods for appropriateness and cost-effectiveness in an active leisure context</p> <p>2.6. Explain the importance of evaluating marketing plans and activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to develop a draft marketing plan for active leisure services/products	3.1. Use different research methods to identify the needs and expectations of existing and potential customers 3.2. Select active leisure services/products appropriate to identified market needs 3.3. Identify target markets and marketing objectives 3.4. Plan cost-effective promotional methods, activities, schedules and resources to achieve marketing objectives			

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**Unit 16: Understanding how to sell services and products to customers in active leisure**

**Unit reference number:** L/503/0783

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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**Unit summary**

This unit covers the knowledge, understanding and skills that a learner needs in relation to selling in an active leisure organisation.

**Assessment requirements/evidence requirements**

**Learning outcomes 1 and 2**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

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

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## **Unit 17: Operating swimming pool plant**

**Unit reference number:** F/503/0988

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 25

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### **Unit summary**

This unit covers the knowledge, understanding and skills that a learner needs in relation to operating swimming pool plant in an active leisure organisation.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-4**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

#### **Learning outcome 5**

Observation of the learner demonstrating the maintenance procedures with real swimming pool plant.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand the systems used to maintain the quality of swimming pool water	<p>1.1. Describe the systems used in swimming pools for:</p> <ul style="list-style-type: none"> <li>- circulation</li> <li>- filtration</li> <li>- disinfection</li> <li>- heating</li> <li>- coagulation</li> <li>- pressure</li> <li>- measuring</li> <li>- control</li> <li>- chemical balance</li> </ul>			
2. Understand how to monitor and maintain swimming pool plant	<p>2.1. Explain the tests and checks that need to be carried out on swimming pool plant</p> <p>2.2. Demonstrate how to record the results of the checks and tests carried out on swimming pool plant</p> <p>2.3. Describe the significance of pool pressure readings in the filtration process</p> <p>2.4. Describe a range of possible faults with swimming pool plant that may cause variations from recommended conditions, and how to respond to these</p> <p>2.5. Describe routine (daily/weekly) maintenance procedures to swimming pool plant</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3. Understand how to maintain the quality of swimming pool water</p>	<p>3.1. Explain the importance of maintaining the quality and temperature of swimming pool water</p> <p>3.2. Describe the checks and tests that need to be carried out to maintain the quality of swimming pool water and how to carry these out correctly</p> <p>3.3. Describe how to record the results of tests and checks on swimming pool water</p> <p>3.4. Explain how to respond to results that are outside of recommended ranges</p>			
<p>4. Understand how to work safely with the chemicals used in swimming pool plant operations</p>	<p>4.1. Explain the purpose of a range of chemicals used in the treatment of swimming pool water</p> <p>4.2. Describe the hazards involved in working with swimming pool chemicals, and their related risks</p> <p>4.3. Describe the legal requirements and best practice guidelines that cover the types of chemicals used in the operation of swimming pool plant</p> <p>4.4. Explain how to store, handle and use swimming pool chemicals safely, including the use of personal protective equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5. Be able to carry out routine (daily/weekly) maintenance procedures to swimming pool plant	5.1. Carry out a backwash of pool filtration systems in line with manufacturer's instructions and local written procedures 5.2. Clean pump strainer baskets in line with manufacturer's instructions and local written procedures 5.3. Complete all records relating to the achievement daily/weekly maintenance procedures			

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## **Unit 18: Address performance problems affecting team members**

**Unit reference number:** J/503/0863

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit will ensure that learners are able to identify, discuss, resolve and record team members' performance problems.

### **Assessment requirements/evidence requirements**

#### **Learning outcome 1**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments

#### **Learning outcomes 2-4**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- testimony of others (for example line manager)
- products of work (for example notes of meetings with staff members or reports on their performance, action plans to improve staff members' performance)
- reflective account.

All evidence should be made anonymous to protect individual staff members' identities. However, it should be authenticated by a line manager.

Simulations are not allowed.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance	<p>1.1. Describe legal requirements, industry regulations, organisational policies and professional codes concerning performance</p> <p>1.2. Explain limits of own authority relating to performance problems</p>			
2. Be able to identify performance problems of team members	<p>2.1. Evaluate team member's performance against performance criteria to identify performance problems</p> <p>2.2. Identify causes of a team member's performance problems</p>			
3. Be able to discuss performance problems with team members	<p>3.1. Bring identified performance problems to the attention of the team member concerned</p> <p>3.2. Explain an organisation's policies for managing performance problems</p> <p>3.3. Identify causes of a team member's performance problems</p> <p>3.4. Create a confidential record of discussions with team members about problems affecting their performance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4. Be able to set a course of action to deal with identified problems with team members</p>	<p>4.1. Explore alternative courses of action with the team member concerned</p> <p>4.2. Establish a course of action with the team member concerned that will deal with the identified problem</p> <p>4.3. Maintain confidential records of discussions with team members about problems affecting their performance</p>			

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## **Unit 19: Promote learning and development in active leisure**

**Unit reference number:** K/503/0869

**QCF level:** 4

**Credit value:** 5

**Guided learning hours:** 25

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### **Unit summary**

This unit covers the competence that supervisors/team leaders require to help colleagues engage with and benefit from learning and development.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-4**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation (for example team meetings or training sessions)
- testimony of others (for example line manager or learning and development specialists or training providers)
- products of work (for example team briefing notes or notes of team meetings, training needs analyses, learning plans developed with team members, evaluations of the outcomes of training)
- reflective account.

Simulations are not allowed.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to encourage learning and development in an active leisure team	<p>1.1. Promote the benefits of learning and development to team members</p> <p>1.2. Acknowledge team members' willingness and efforts to learn</p> <p>1.3. Encourage team members to take responsibility for their own learning and development</p>			
2. Be able to assist team members identify their learning needs and styles	<p>2.1. Work with team members to identify and prioritise learning needs</p> <p>2.2. Help team members to identify the learning style(s) that work best for them</p>			
3. Be able to assist team members to plan and implement learning and development activities	<p>3.1. Support team members in obtaining information on a range of possible learning activities to address identified learning needs</p> <p>3.2. Agree with team members a plan for development which includes:</p> <ul style="list-style-type: none"> <li>- learning activities to be undertaken</li> <li>- the learning objectives to be achieved</li> <li>- the required resources and timescales</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4. Be able to support team members in implementing learning opportunities</p>	<p>4.1. Support team members to make use of unplanned learning opportunities</p> <p>4.2. Make use of specialist expertise in relation to identifying and providing learning for team members</p> <p>4.3. Support team members in undertaking learning activities</p> <p>4.4. Make sure any required resources are made available</p> <p>4.5. Assist team members to overcome obstacles to learning</p>			
<p>5. Be able to support team members in reviewing and updating learning and development plans</p>	<p>5.1. Evaluate, in discussion with team members, whether the learning activities they have undertaken have achieved the desired outcomes</p> <p>5.2. Work with team members to:</p> <ul style="list-style-type: none"> <li>- update their development plan in the light of performance,</li> <li>- record learning activities undertaken</li> <li>- agree any wider changes to team members' work activities</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6. Understand how to support learning and development for team members</p>	<p>6.1. Explain the importance of learning and development for team members in active leisure</p> <p>6.2. Explain the characteristics of an environment and culture that encourages learning and development</p> <p>6.3. Explain the processes involved in identifying learning and development needs for active leisure staff</p> <p>6.4. Describe the range of learning activities available to colleagues in active leisure</p> <p>6.5. Explain how to assist colleagues to select learning activities most appropriate to their learning and development needs</p> <p>6.6. Identify the types of support that colleagues may need when they are undertaking learning and development</p> <p>6.7. Explain the importance of evaluating learning and development and the techniques that can be used</p>			

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## **Unit 20: Manage physical resources in active leisure**

**Unit reference number:** D/503/0867

**QCF level:** 4

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

### **Assessment requirements/evidence requirements**

#### **Learning outcome 1**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

#### **Learning outcomes 2-4**

Evidence of performance in the workplace on more than one occasion. Physical resources can include equipment and consumables. There should be a combination of at least two of the following:

- observation (for example team meetings to discuss resource use)
- testimony of others (for example line manager)
- products of work (for example notes of team meetings, reports on resource usage in the past, plans for resource use, suggestions to source new suppliers or types of resources)
- reflective account.

Simulations are not allowed.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand the importance of sustainability when using physical resources in active leisure	<p>1.1. Explain the importance of using sustainable resources in active leisure</p> <p>1.2. Explain the potential impact of resource use on the environment</p> <p>1.3. Explain how to use the resources used in active leisure effectively and efficiently</p> <p>1.4. Describe actions one can take to minimise any adverse environmental impact of using physical resources in active leisure</p>			
2. Be able to identify physical resource requirements for own area of responsibility in active leisure	<p>2.1. Consult with colleagues to identify their planned activities and corresponding resource needs</p> <p>2.2. Evaluate past resource use to inform expected future demand</p> <p>2.3. Identify resource requirements for own area of responsibility</p>			
3. Be able to obtain required resources for own area of responsibility	<p>3.1. Prepare a business case to obtain required resources</p> <p>3.2. Review required resources with relevant individuals</p> <p>3.3. Explain an organisation's processes for obtaining agreed resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4. Be able to monitor and review the quality and usage of resources in own area of responsibility in active leisure</p>	<p>4.1. Monitor the quality of resources against required specifications</p> <p>4.2. Identify differences between actual and planned use of resources and take corrective action</p> <p>4.3. Analyse the effectiveness and efficiency of resource use in own area of responsibility</p> <p>4.4. Make recommendations to improve the effectiveness and efficiency of resource use</p>			

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## **Unit 21: Implement financial procedures in active leisure**

**Unit reference number:** L/503/0864

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit assesses the competence required to implement financial procedures in an active leisure context.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1 and 2**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- testimony of others (for example line manager)
- products of work (for example notes of team meetings, emails communicating budgets to team members, budgets, budgetary reports, financial records)
- reflective account.

Simulations are not allowed.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Be able to manage a budget in own area of responsibility</p>	<p>1.1. Prepare financial estimates for own area of responsibility</p> <p>1.2. Communicate financial estimates to decision makers following organisational procedures</p> <p>1.3. Agree a budget for own area of responsibility with decision makers</p> <p>1.4. Communicate agreed budget to relevant team members</p> <p>1.5. Monitor and maintain expenditure within agreed limits, making a case for additional finances, where necessary, to decision makers</p> <p>1.6. Prepare budgetary reports according to organisational procedures</p>			
<p>2. Be able to follow financial procedures for own area of responsibility</p>	<p>2.1. Follow organisational procedures for:</p> <ul style="list-style-type: none"> <li>- cash handling and reconciliation</li> <li>- ordering supplies and services</li> <li>- payment authorisation and purchase ledger</li> <li>- petty cash</li> <li>- accounts and records</li> </ul>			

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## **Unit 22: Plan, organise and evaluate active leisure services**

**Unit reference number:** H/503/0868

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

This unit covers the competence that the learner needs to plan and organise active leisure services.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-3**

Services in this unit may include, for example, special events, programmes tailored to the needs of particular customer groups or ongoing operations. Evidence of performance in the workplace on more than one occasion.

There should be a combination of at least two of the following:

- observation (for example team briefing sessions, observing the learner monitoring their team and feeding back to them)
- testimony of others (for example line manager or customer)
- products of work (for example notes of team meetings, service plans, resource allocations, financial records, evaluations of events or operations)
- reflective account.

Questioning or simulation may be used for assessment criteria 1.2 and 3.2.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to plan services and operations to meet requirements and expectations	<p>1.1. Analyse requirements for services and operations, confirming their completeness and accuracy</p> <p>1.2. Resolve any problems arising from requirements for services and operations with the relevant people</p> <p>1.3. Plan the work so that the requirements for services and operations can be met within organisational procedures, financial constraints and legal requirements</p> <p>1.4. Plan for likely contingencies</p> <p>1.5. Keep records of operational plans complete, accurate and up-to-date</p>			
2. Be able to brief team members on planned operations and services	<p>2.1. Communicate plans and requirements to team members making clear their roles, responsibilities, targets and schedules</p> <p>2.2. Encourage team members to suggest methods of improving the planned services and operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3. Be able to monitor and maintain services and operations</p>	<p>3.1. Monitor operations and services, identifying variations from plans and taking prompt corrective action</p> <p>3.2. Identify and respond to incidents, accidents and emergencies following the emergency action plan</p> <p>3.3. Make sure that equipment and facilities are checked following operations, and dealt with according to organisational and legal requirements</p> <p>3.4. Evaluate operations for effectiveness and efficiency, noting and reporting any improvements for the future</p> <p>3.5. Make sure that records of services and operations are accurate and up-to-date</p>			

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(if sampled)



## **Unit 23: Contribute to marketing in active leisure**

**Unit reference number:** F/503/0862

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit assesses the competence required to develop and implement marketing plans in a sport and active leisure context.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-2**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation (for example of the learner monitoring marketing activities)
- testimony of others (for example line manager)
- products of work (for example market research, marketing plans, briefing notes to colleagues, evaluations of marketing activities and plans)
- reflective account.

Questioning or simulation may be used for assessment criteria 1.3 and 2.5.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Be able to develop marketing plans for own area of responsibility</p>	<p>1.1. Identify and prioritise marketing objectives for own area of responsibility consistent with the organisation's overall business plan, culture, vision and values</p> <p>1.2. Ensure marketing plans integrate with activities in other areas of the organisation</p> <p>1.3. Obtain advice and support from marketing specialists and those providing marketing services, as necessary</p> <p>1.4. Identify the target markets for products and services</p> <p>1.5. Develop strategies to achieve marketing objectives</p> <p>1.6. Develop plans and budgets to achieve marketing strategies</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2. Be able to implement marketing plans for own area of responsibility</p>	<p>2.1. Identify and access the resources and capabilities required for marketing plans</p> <p>2.2. Ensure that those implementing the marketing plan understand their individual responsibilities and are committed to achieving its objectives</p> <p>2.3. Exercise flexibility while implementing the marketing plan as agreed and within budget</p> <p>2.4. Monitor and report on the implementation and performance of the plan against milestones and budgets</p> <p>2.5. Take timely and appropriate action to address any significant variances in performance against the plan</p> <p>2.6. Evaluate the implementation of the marketing plan</p> <p>2.7. Use the outcomes of evaluation to improve future marketing planning</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 24: Operate swimming pool plant**

**Unit reference number:** M/503/0985

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 10

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### **Unit summary**

This unit cover the competence that the learner needs to operate swimming pool plant to maintain the quality of the pool.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-3**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation (for example of the learner operating swimming pool plant or carrying out routine maintenance)
- testimony of others (for example line manager or pool plant supplier/manufacturer)
- products of work (for example operational and maintenance records)
- reflective account.

Questioning or simulation may be used for assessment criteria: 1.4, 1.5, 2.3, 2.5, 3.2, 3.3.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Be able to start up and shut down plant</p>	<p>1.1. Make sure the systems are set for start-up or shut-down</p> <p>1.2. Begin the start-up and shut-down sequences following written procedures</p> <p>1.3. Monitor the systems for faults and alarms</p> <p>1.4. Take action to deal with any faults and alarms following written procedures</p> <p>1.5. Follow the emergency action plan in the event of any emergencies</p> <p>1.6. Follow the required record keeping procedures</p> <p>1.7. Ensure plant operates within the recommended parameters and standards in accordance with nationally accepted guidelines and local written procedures</p> <p>1.8. Follow all relevant legislation and other safety requirements at all times</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2. Be able to maintain plant in working order</p>	<p>2.1. Carry out tests, visual and audible checks and routine maintenance according to the prescribed maintenance schedule and log sheet requirements</p> <p>2.2. Identify any items which need repair and report these to the responsible colleague</p> <p>2.3. Take appropriate action when the normal operating procedures are not being met</p> <p>2.4. Log and report energy and water usage figures, taking appropriate action to deal with wasteful losses and leaks to maintain the efficiency and safety of the plant</p> <p>2.5. Monitor alarms and respond to them following normal operating procedures and the emergency action plan</p> <p>2.6. Carry out routine maintenance activities, including backwash of pool filters and changing/cleaning pump strainer baskets</p> <p>2.7. Follow the required record keeping procedures</p> <p>2.8. Follow all relevant legislation and meet recommended operating conditions at all times</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3. Be able to ensure the quality of water</p>	<p>3.1. Take corrective action in response to chemical pool water tests</p> <p>3.2. Take corrective action in response to alarms which monitor water quality</p> <p>3.3. Take corrective action in response to bacteriological test results including:</p> <ul style="list-style-type: none"> <li>- faecal</li> <li>- diarrhoeal</li> <li>- vomit</li> <li>- blood</li> <li>- microbiological</li> </ul> <p>3.4. Follow the required record keeping procedures</p> <p>3.5. Follow all relevant legislation and other safety requirements at all times</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## **Unit 25: Sell active leisure services and products to customers**

**Unit reference number:** D/503/0870

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit assesses the competence required to sell active leisure services to customers.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1-9**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation (for example of the learner selling to customers)
- testimony of others (for example line manager or relevant colleague)
- products of work (for example plans or preparations for the sales meeting)
- reflective account.

Simulations are not allowed.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to generate sales appointments	<p>1.1. Follow an active leisure organisation's procedures to identify sales leads</p> <p>1.2. Follow an active leisure organisation's procedures to make effective contact with potential customers</p>			
2. Be able to prepare for a sales meeting with active leisure customers	<p>2.1. Follow a structured plan when preparing for a sales meeting</p> <p>2.2. Use available information about customers to prepare for a sales meeting</p> <p>2.3. Assess the benefits and features of an active leisure organisation's services and products</p> <p>2.4. Select the resources to be used during a sales meeting</p> <p>2.5. Identify potential sales objections prior to meeting with customers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to establish an effective relationship with active leisure customers	3.1. Follow an active leisure organisation's standards of personal presentation when meeting customers 3.2. Behave in a way that is likely to develop a rapport with active leisure customers			
4. Be able to identify active leisure customers' needs and expectations	4.1. Identify customer needs and expectations through the use of questioning and active listening 4.2. Confirm customer requirements by summarising their needs and expectations			
5. Be able to match active leisure services to customer needs and expectations	5.1. Identify services and products which match the customer's needs and expectations 5.2. Confirm with the customer that identified services and products are appropriate to their needs and expectations			
6. Be able to progress a sale with active leisure customers	6.1. Communicate unique selling points to the customer 6.2. Provide the customer with opportunities to discuss and assess features and benefits of products and/or services 6.3. Interpret buying signals and act on them to progress the sale 6.4. Provide the customer with materials to support the promotion of products and/or services			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7. Be able to deal with sales objections from active leisure customers	7.1. Clarify objections and identify potential sales solutions 7.2. Record aspects of the service and/or product that do not meet the customer's requirements and expectations 7.3. Resolve customer queries about the service and/or product 7.4. Reassure the customer and confirm their objections have been overcome			
8. Be able to close a sale with active leisure customers	8.1. Perform a trial close to establish whether or not further objections exist 8.2. Gain a commitment from the customer to close the sale 8.3. Complete the formalities of the sale following organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9. Be able to follow up unsuccessful sales	9.1. Follow an active leisure organisation's procedures to maintain contact with potential customers 9.2. Continue to offer customers information about active leisure services and products that may be appropriate to their needs and expectations			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 26: Supervise the maintenance of equipment and facilities active leisure**

**Unit reference number:** K/503/0872

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 25

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### **Unit summary**

This unit covers the knowledge and competence that the learner needs to supervise the maintenance of equipment and facilities.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1 and 2**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation (for example of the learner checking equipment and facilities and supervising repairs and improvements)
- testimony of others (for example line manager or internal maintenance staff of external contractor)
- products of work (for example specifications and schedules for maintenance, maintenance records, records of meetings with maintenance staff/contractors, relevant correspondence, notes of team meetings)
- reflective account.

Simulations are not allowed.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Be able to supervise the maintenance of facilities and equipment in own area of responsibility</p>	<p>1.1. Ensure staff in own area of responsibility understand and support agreed standards for the condition of equipment and facilities</p> <p>1.2. Ensure staff have the necessary resources and skills to monitor and maintain the condition of facilities and equipment</p> <p>1.3. Ensure the checking and maintenance of facilities and equipment follow the agreed schedule and health and safety requirements</p> <p>1.4. Carry out spot checks to make sure that facilities and equipment are up to agreed standards</p> <p>1.5. Encourage staff to report any problems with facilities and equipment when they occur</p> <p>1.6. Deal with identified problems according to agreed procedures</p> <p>1.7. Maintain records to do with checking and maintenance and store them in the correct location</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2. Be able to supervise repairs and improvements to facilities and equipment</p>	<p>2.1. Make sure there is a specification, schedule and plan for the work, agreed with the people carrying out the work and relevant colleagues</p> <p>2.2. Make arrangements which minimise disruption to normal and emergency operating plans and take account of possible contingencies</p> <p>2.3. Give relevant staff and users information about the work being carried out and any arrangements that affect them</p> <p>2.4. Put procedures in place to maintain the health and safety of staff and users when work is underway</p> <p>2.5. Monitor the work and provide support to make sure it meets the agreed specification and schedule</p> <p>2.6. Refer any problems beyond own level of responsibility to an appropriate colleague</p> <p>2.7. Check that work when completed meets the agreed specification</p> <p>2.8. Complete records of the work which has been done and store them in the correct location</p> <p>2.9. Update staff and users on the work that has been carried out</p>			

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_

**Unit 27:** **Contribute to the prevention and management of abusive and aggressive behaviour**

**Unit reference number:** T/601/1168

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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**Assessment requirements/evidence requirements**

**Learning outcomes 1 and 2**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

**Learning outcomes 3 and 4**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation
- testimony of others (for example line manager or colleagues)
- products of work (for example incident reports)
- reflective account.

Realistic simulations may be used.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Know and understand how to prevent and manage abusive and aggressive behaviour	1.1. Identify legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour 1.2. Explain the importance of reviewing incidents of abusive and aggressive behaviour 1.3. Identify sources of specialist support for dealing with abusive and aggressive behaviour			
2. Know and understand the forms, causes and effects of abusive and aggressive behaviour	2.1. Identify the factors which indicate the potential for abusive or aggressive behaviour to develop 2.2. Identify the forms that abusive and aggressive behaviour can take 2.3. Describe the effects of abusive and aggressive behaviour on those involved and those witnessing			
3. Be able to deal with incidents of abusive and aggressive behaviour	3.1. Take action which minimises abusive and aggressive behaviour 3.2. Communicate with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere 3.3. Respond to physically aggressive behaviour in accordance with statutory and organisational requirements 3.4. Record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4. Be able to contribute to minimising the risk of abusive and aggressive behaviour</p>	<p>4.1. Identify environmental factors which affect behaviour</p> <p>4.2. Review incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence</p> <p>4.3. In consultation with others, refer those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*



## **Unit 28: Develop productive working relationships with colleagues**

**Unit reference number:** K/502/8426

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 16

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### **Unit summary**

This unit assesses the knowledge and competence required to develop productive working relationships with colleagues.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1, 3, 5 and 7**

Knowledge understanding assessment involving one or a mixture of:

- written questions and answers
- projects
- assignments.

#### **Learning outcomes 2, 4, 6 and 8**

Evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following:

- observation (for example of meetings between the learner and colleagues)
- testimony of others (for example line manager or colleagues)
- products of work (for example correspondence/email, notes of meetings with colleagues)
- reflective account.

Questioning or simulations may be used for assessment criterion 8.3.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand how to establish and maintain working relationships with colleagues	<p>1.1. Describe the benefits of developing productive working relationships with colleagues</p> <p>1.2. Explain how to identify disagreements with colleagues</p> <p>1.3. Describe techniques for resolving conflicts with colleagues</p> <p>1.4. Explain how to identify conflicts of interest with colleagues</p> <p>1.5. Describe the measures that can be used to manage or remove conflicts of interest with colleagues</p> <p>1.6. Explain how to take account of diversity issues when developing working relationships with colleagues</p>			
2. Be able to establish and maintain working relationships with colleagues	<p>2.1. Establish working relationships with all colleagues who are relevant to own area of responsibility</p> <p>2.2. Recognise, agree and respect the roles and responsibilities of colleagues</p> <p>2.3. Take account of the priorities, expectations and authority of colleagues in decisions and actions</p>			
3. Understand how to improve performance with colleagues	<p>3.1. Describe how to get and make use of feedback on own performance from colleagues</p> <p>3.2. Describe how to provide colleagues with useful feedback on their performance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Be able to improve performance with colleagues	4.1. Provide feedback to colleagues on their performance 4.2. Seek feedback from colleagues on own performance in order to identify areas for improvement			
5. Understand how to communicate with colleagues	5.1. Outline the principles of effective communication 5.2. Describe how to apply the principles of effective communication when working with colleagues 5.3. Outline the importance of exchanging information and resources with colleagues			
6. Understand the sector in which they work with colleagues	6.1. Identify the relevant regulations and codes of practice that apply in the industry or sector 6.2. Describe standards of behaviour and performance in the industry or sector 6.3. Describe the working culture of the industry or sector			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7. Understand the context in which they work with colleagues</p>	<p>7.1. Identify the current and future work being carried out with colleagues</p> <p>7.2. Identify the colleagues who are relevant to the work being carried out, their work roles and responsibilities</p> <p>7.3. Describe the processes within the organisation for making decisions</p> <p>7.4. Describe line management responsibilities and relationships within the organisation</p> <p>7.5. Describe the organisation's values and culture</p> <p>7.6. Explain how power, influence and politics works within the organisation</p> <p>7.7. Identify the standards of behaviour and performance expected in the organisation</p> <p>7.8. Describe the information and resources that different colleagues might need</p> <p>7.9. Explain work agreements with colleagues</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8. Be able to work with colleagues	8.1. Fulfil agreements made with colleagues and keep them informed of progress 8.2. Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements 8.3. Resolve any conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out 8.4. Exchange information and resources with colleagues to make sure that all parties can work effectively			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## Further information

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Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

To obtain the National Occupational Standards go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## Professional development and training

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Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.



## Annexe A: Progression pathways

### The Edexcel qualification framework for the active leisure and learning sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
<b>5</b>			BTEC HND Diplomas in: <ul style="list-style-type: none"> <li>- Sport (QCF)</li> <li>- Sport and Exercise Sciences (QCF)</li> </ul>		
<b>4</b>			BTEC HNC Diplomas in: <ul style="list-style-type: none"> <li>- Sport (QCF)</li> <li>- Sport and Exercise Sciences (QCF)</li> </ul>		NVQ in Spectator Safety Management (QCF)
<b>3</b>	Advanced Subsidiary GCEs in: <ul style="list-style-type: none"> <li>- Physical Education</li> <li>- Leisure Studies</li> </ul> Advanced GCEs in: <ul style="list-style-type: none"> <li>- Physical Education</li> <li>- Leisure Studies</li> </ul>	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Nationals in: <ul style="list-style-type: none"> <li>- Sport (QCF)</li> <li>- Sport and Exercise Sciences (QCF)</li> </ul>	BTEC Award in Employment Awareness in Active Leisure and Learning (QCF) BTEC Certificate in Leisure Management (QCF) BTEC Certificate and Diploma in Sailing and Watersports (QCF)	NVQs in: <ul style="list-style-type: none"> <li>- Sports Development (QCF)</li> <li>- Leisure Management (QCF)</li> <li>- Achieving Excellence Sports Performance (QCF)</li> <li>- Spectator Safety (QCF)</li> </ul>

<b>Level</b>	<b>General qualifications</b>	<b>Diplomas</b>	<b>BTEC vocationally-related qualifications</b>	<b>BTEC specialist qualification/ professional</b>	<b>NVQ/ competence</b>
<b>2</b>	GCSE in Physical Education (short course) GCSE in Physical Education	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Firsts in Sport (QCF)	BTEC Awards in: - Understanding Stewarding at Spectator Events (QCF) - Employment Awareness in Active Leisure and Learning (QCF) BTEC Certificates in Sailing and Watersports (QCF)	NVQs in: - Active Leisure, Learning and Wellbeing Operational Services(QCF) - Activity Leadership (QCF) - Instructing Exercise and Fitness (QCF) - Spectator Safety (QCF) - Sport and Play Surfaces (QCF)
<b>1</b>		Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Award, Certificate and Diploma in Sport and Active Leisure (QCF)		NVQ in Sport and Active Leisure (QCF)
<b>Entry</b>	Entry Level Certificate in Physical Education		BTEC Award in Sport and Active Leisure (QCF)		

# Annexe B: Quality assurance

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## Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

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

## Annexe C: Centre certification and registration

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Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS).

Edexcel will maintain the integrity of their qualifications, including Edexcel QCF NVQs/competence qualifications, through ensuring that their awarding is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. [www.edexcel.com](http://www.edexcel.com).



# Annexe D: Assessment requirements/strategy

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## Assessment strategy for active leisure, learning and wellbeing

### Introduction

This document sets out the recommendations of SkillsActive, the Standards Setting Body for Active Leisure and Learning, for the assessment and quality control systems required for the National and Scottish Vocational Qualifications that come under its umbrella. An annexe for each qualification will be added to this generic document to detail any specific requirements to that qualification, or suite of qualifications.

SkillsActive, representing employment interests in the sector, is interested in the continuing availability of high-quality qualifications that are fit for purpose, command public confidence and are understood by those taking them and those who use them for recruitment, or for other, purposes. The Sector Skills Council has long advocated that consistent standards are maintained across the awarding bodies who deliver the Scottish and National Vocational Qualifications on behalf of the industry.

This document is built around the following fundamental principles that SkillsActive has advocated for some time:

- National Occupational Standards establish the benchmark of competent performance in the sector
- S/NVQs should be assessed over a period of time in the workplace
- assessment of an individual's competence should be rigorous, efficient and cost effective using approaches that have the support of employers, the awarding bodies and other interest groups
- S/NVQs, because they are rooted in these standards, must therefore be seen as different from traditional qualifications in their application in the industry
- competence in the workplace is unique and has to be seen as different from training.

### Background

The current provision of NVQ/SVQ awards in Sport, Recreation and Allied Occupations and Active Leisure and Learning extends across Levels 1 to 4. These are currently offered by six awarding bodies, one for Scotland and the remainder in the rest of the UK.

This is the 3rd version of SkillsActive (formally SPRITO's) Assessment Strategy, which builds on the strategy which was approved by PSAG initially in September 1999 and re-recognised in July 2002.

The Sector Skills Council's guiding principle is 'to act as the guardian of the industry's National Occupational Standards,' to this end the industry has realised that a documented assessment strategy that lays down the overarching principles of assessment is vital to maintain the reliability and validity of these awards in the future, particularly if even more awarding bodies wish to offer these NVQs and SVQs, and they are to remain of value to employers.

The aim of the strategy is to build and improve on the current system and this document sets out the definitive requirements of the industry for all those who provide these qualifications.

## **Overarching assessment principles**

It is crucial to SkillsActive that 'the industry' has confidence in the application of its National Occupational Standards, together with the industry values statements/code of ethics. This demands that those involved in the assessment process at every level, display an understanding, and have experience, of the technical and occupational requirements of the active leisure and learning industry and the sub-sectors they are involved with; as well as a thorough and consistent interpretation of S/NVQ assessment principles.

**The industry has consistently and firmly placed both its National Occupational Standards and Scottish and National Vocational Qualifications in the world of work.**

## **Key components of the assessment strategy**

National Occupational Standards can be used for a variety of purposes, and the following sections apply where formal assessment of the NOS is necessary for qualification and accreditation purposes, to achieve the key principles set out above. These requirements are in addition to, and in no way conflict with, the generic criteria that awarding bodies must meet for the delivery of NVQ/SVQs, as required by the QCA's NVQ Code of Practice and the relevant sections of the SQA's SVQ Criteria and Guidance for awarding bodies.

### **1. The layout of the National Occupational Standards**

The SSC has been very careful to incorporate current best practice in the way its National Occupational Standards are laid out and expressed. Awarding bodies must use the National Occupational Standards as accredited by UKCG.

Great care has been taken to ensure that the National Occupational Standards are able to be properly assessed in ways which promote validity, reliability and fairness.

### **2. Assessment Methodology, Evidence Requirements and aspects of them that must be assessed in the workplace**

SkillsActive has defined which aspects of its National Occupational Standards must always be assessed through performance in the workplace, even those for which assessment through simulation is allowed (this is discussed in a later section). Quality assessment, for most aspects of these National Occupational Standards, cannot be achieved without regular access to the workplace.

The SSC intends to work closely with the awarding bodies to indicate the ways in which this is best assessed by providing guidance on the nature and type of assessment. In all cases candidate performance must be assessed in the workplace, although it will be made clear which aspects of the range must be assessed through performance evidence and which aspects could be assessed using supplementary evidence through scenarios, case studies, questioning etc.

The SSC will work with the awarding bodies to develop and agree qualification specific annexes for each of the separate S/NVQs that are submitted to UKCG, and these will be attached to this assessment strategy.

It is incumbent upon each Awarding Body to ensure that all candidate assessment captures the fundamentals expressed in this document and incorporates that detailed in any relevant annexe.

The information contained in the annexe will amplify the generic statements into context/occupationally specific requirements such as the need for assessors to hold specific qualifications.

### **3. Design of the National and Scottish Vocational Qualifications**

SkillsActive carefully designs each of its S/NVQs to ensure that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments as well as the public, private and voluntary sectors. This assessment strategy supports flexibility in the use of the qualifications by a variety of employers and candidates, and tries not to place barriers to access through imposing unnecessary rigidity to the process.

Given the flexibility of the mandatory and optional structures on which the NVQs and SVQs are based there should be no reason for a candidate to attempt a unit for which they have no workplace assessment opportunities on a consistent basis.

### **4. External Quality Control**

SkillsActive believes that external quality control will be achieved by the following measures:

- the monitoring and standardisation of assessment decisions through a system of assessment and verification.

The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external verification system underpinned by risk rating and management.

#### **4.1. External Verifiers and External Verification**

From active and ongoing research, which started in the latter part of 1999, the SSC has confirmed that employers value a strengthening of the External Verification process rather than the introduction of some other 'independent' measure(s), which may prove to be a barrier to candidate access and take up.

SkillsActive expects:

- EVs to command respect from their peers in the occupational sector of the industry and the application of the criteria in the sections below will ensure this
- every Awarding Body to seek advice, if and when required, from the SSC, on the technical qualifications, experience and competence of prospective External Verifiers in the selection and deployment of EVs. Action taken as a result of the advice to be fed back to the SSC
- to provide, if necessary, input to the EV training days.
- meet with every Awarding Body as necessary to understand the quality assurance processes being used

SkillsActive has worked with its industry partners and the awarding bodies to develop criteria to measure the occupational competence of external verifiers and ensure the consistency of its advice. In addition to the

requirements of the Code of Practice and the SVQ criteria, awarding bodies should ensure that prospective External Verifiers:

- hold Verifier Unit V2 and it is recommended, also hold the Assessor Units A1 and A2 (new External Verifiers should be given a clear action plan for achieving unit V2)
- demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment
- match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed
- be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying
- provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate
- be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- are aware of national issues affecting vocational education, training and qualifications in the sector
- provide evidence of knowledge of the Active Leisure and Learning framework of qualifications
- be committed to the content and guidance provided in the current edition of the SSC's Assessment Strategy
- demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development.

External Verifiers must sample the work of all assessors.

All new assessment centres should be approved by their external verifier before any candidates are registered; the frequency of centre visits for existing and new centres should conform to the risk assessment and management process requirements.

#### **4.2. Risk rating and risk management**

SkillsActive anticipates that improvements in awarding body approaches to gathering, monitoring and analysing statistical data will improve the overall rigour of external verification and the SSC will assist awarding bodies to do this. The industry welcomes the development of a system of risk rating and risk management. SkillsActive believes that such systems of risk rating and risk management will ensure that external verification, monitoring control and support mechanisms are put into place according to each centre's level of risk. The systems, currently being developed by the awarding and regulatory bodies, will offer substantial enhancements to the quality control systems for NVQs and SVQs. SkillsActive will be prepared to discuss adaptations to this strategy following detailed discussions with individual awarding bodies about their risk strategies so that the SSC is re-assured that any adaptations only serve to strengthen quality and not undermine it.

The systems for risk rating and risk management should be reviewed and revised, as appropriate, following any guidance issued to awarding bodies from the regulatory bodies.

Where risk is identified, SkillsActive suggests that one or more of the following actions could be taken by the external verifier/Awarding Body:

- conduct a spot visit at short notice
- meet and/or observe each candidate or a larger sample of the candidates at the centre in question and compare assessment materials
- increase the frequency of verification visits
- conduct candidate and/or employer interviews, as required, over the telephone
- or other action appropriate to reducing the risk.

#### **4.3. Internal verification**

The SSC has worked with its industry partners and the awarding bodies to develop criteria to measure the occupational competence of Internal Verifiers:

Internal Verifiers are appointed by an approved centre and approved by the awarding body through their External Verifier.

Internal Verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence. Internal Verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process and should be one of the following:

- employed by the same organisation (approved centre) as the assessors or
- working in partnership with, and drawing on evidence from, assessors' organisation(s)(approved centre).

The prospective Internal Verifier should:

- hold Verifier Unit V1 and it is recommended, also hold the Assessor Units A1 and A2 (new Internal Verifiers should be given a clear action plan for achieving unit V1)
- meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- provide evidence of recent experience in the occupational area.
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the assessment specification.
- provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development
- approved centres may have additional generic criteria and personnel specifications in addition to the above.

The Internal Verifier is responsible for the consistency of standards across all portfolios.

Internal Verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations.

#### **4.4. Awarding Bodies Forum**

SkillsActive has worked closely with all its awarding bodies to establish the Awarding Bodies Forum. It is a requirement for all awarding bodies offering the NVQs/SVQs in this sector to:

- attend quarterly meetings of the main Active Leisure and Learning Awarding Body Forum
- discuss and resolve issues concerning quality control, to ensure the consistent interpretation of the National Occupational Standards across all the awarding bodies
- receive updates from industry specialists on current industry developments and initiatives
- set and monitor targets for the implementation of the SVQs and NVQs

The Terms of Reference of the Awarding Bodies Forum are designed to improve cross-awarding body standardisation of assessment decisions and issues.

#### **4.5. Independent Assessment**

Joint QCA/SQA guidance 'Developing an assessment strategy for NVQs and SVQs' requires that 'a significant part of the assessment for an NVQ or SVQ is carried out in a manner which is demonstrably independent of anyone who might have a vested interest in the outcome of the assessment decision'.

SkillsActive has concluded that risk assessment and management of centres is the best method to ensure external quality control for this strategy.

The NVQ/SVQ is the confirmation of an individual's competence in the workplace over a period of time. The gathering of performance evidence through observation or products of work is the preferred assessment method and these requirements are to be itemised in a series of qualification specific annexes to capture the requirements of every standard together with the types of additional evidence suitable for proving that standard. Centres should be encouraged to develop standard banks of questions to cover the required depth of underpinning knowledge and the requirements of that work location.

The SSC continues to support the conclusion that independent assessment is not required for this strategy as external quality control is fulfilled via the risk assessment and management of centres.

### **5. Workplace assessment**

#### **5.1. Assessment centres must:**

- ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected
- ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace

- demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice
- ensure that assessment sites conform with health and safety requirements and good health and safety practice is reflected in assessment
- maintain a register of all assessors and Internal Verifiers
- provide evidence of their plans to keep Assessors and Internal Verifiers updated with current industry requirements where applicable, the SSC will provide advice on the minimum 'resource requirements' needed by an approved assessment centre to provide adequate experience to the candidate.

## **5.2. Assessors**

Assessors are appointed by an approved centre and approved by the awarding body through their occupationally competent External Verifier. They should only assess in their acknowledged area of technical and occupational competence.

Assessors should be one of the following:

- employed by the same organisation as the candidate, or
- working in partnership with, and drawing on evidence from, the candidate's organisation, or
- an expert brought in to supplement the expertise of the candidate's own organisation or as an additional external method of quality assurance.

The prospective assessor should:

- hold the Assessor Units A1 and A2 [new assessors should have a clear action plan for achieving units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.]
- meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.
- provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the assessment specification.
- provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development
- approved centres may have additional generic criteria and personnel specifications in addition to the above.

All assessors who operate within the S/NVQ system should gain A1 and A2 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

### **5.3. Witness testimony**

SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony and should be encouraged to achieve Unit L20 'Support the achievement of competence in the workplace'. Any relationship between the witness and candidate should be declared and recorded for internal and external verification purposes.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- be specific to the activities or product
- give a brief description of the circumstances of the observation
- give a brief description of the background of the witness and the observed activity
- identify the aspects of competence demonstrated
- be signed and dated.

The assessor should carefully check the witness testimony against the points listed above.

### **6. Simulation**

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently. Such instances are specified within the individual annexes for qualifications or suites of qualifications.

The awarding bodies must issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation. In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess and be approved by the external verifier
- all simulations should follow these documented plans
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- where simulations are used they must be based in a realistic work environment and must be based on current working practice
- the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment.

## **Annexe to the Assessment Strategy for Active Leisure, Learning and Well-being - Level 3 Certificate in Leisure Management (QCF) and Level 3 NVQ Diploma in Leisure Management (QCF)**

The Level 3 NVQ Diploma in Leisure Management also contains units that comprise the Level 3 Certificate in Leisure Management. Learners who have achieved credits in that qualification can transfer those credits into this NVQ Diploma.

### **Assessors and Quality Assurance Staff**

All assessors and internal quality assurance staff must:

- have employment experience in the active leisure industry at management level
- 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, relevant training and development or work placements
- be trained and qualified in assessment and/or quality assurance principles and practices.

In addition, for the Level 3 NVQ Diploma in Leisure Management all assessors and internal quality assurance staff must:

- be competent themselves in the units they are assessing

Appropriate assessor qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance Using a Range of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

(This qualification list is not exhaustive. Other assessment qualifications or qualifications including assessment may also be appropriate.)

Appropriate internal quality assurance qualifications include:

- the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
- the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

(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)

Where assessors and internal quality assurance staff do not hold appropriate qualifications, they must demonstrate that they are working towards these with a view to completion within a 12 month period.

## **General Requirements for Assessment**

### **Assessment Methods**

Each unit in the Level 3 Certificate and Level 3 NVQ Diploma consists of Learning Outcomes. The Learning Outcomes are of three types. Either the learner will 'Know...', they will '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' and '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
- discussions between assessor and learner
- assignments
- projects
- case studies

#### *'Be Able to' Learning Outcomes*

In the case of the 'Be able to' Learning Outcomes, observation by the assessor, testimony of others or in most cases examining products of work will be the valid approach.

For the Level 3 Certificate evidence for observations or products of work can be generated by:

- simulations (including role play)
- work-based projects and assignments

For the Level 3 Certificate, 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.

For the Level 3 NVQ Diploma Evidence for observations or products of work can be generated by:

- performance in the workplace
- simulations (including role play) –where permitted in the Assessment Requirements
- work-based projects and assignments – where permitted in the Assessment Requirements

### **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.

For the Level 3 NVQ Diploma the only exceptions to this are Assessment Criteria for which the learner may not generate evidence on a routine basis. These exceptions are detailed in the Assessment Requirements section.

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', 'evaluate' 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 a related activity.

### **Reliable Assessment Methods**

The assessment methods used must also be reliable, ie 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 the Level 3 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 the case of the Level 3 NVQ Diploma, it is sufficient for the learner to have demonstrated their knowledge or understanding to the standard required by the Assessment Criteria on one occasion only. This also applies to the 'Be able to...' Learning Outcomes where only skill is being assessed. However, many of the units require evidence of competence in the workplace and in these cases, there must be evidence of meeting the Assessment Criteria on more than one occasion. This is explained in the Assessment Requirements section.

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.

### **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.

For the Level 3 NVQ Diploma assessors must ensure that indirect evidence of workplace performance including testimony of others, products of work and reflective accounts are authentic.

## **Holistic Assessment**

For the Level 3 NVQ Diploma assessors should plan assessment so that the most efficient use can be made of evidence. This is particularly the case with the work work-based competence units. It is very likely that evidence for more than one unit may arise from a single piece of the learner's work. For example, observing one team briefing may provide evidence for the following units:

- Set objectives and provide support for an active leisure team
- Ensure the health safety, welfare and security of customers and staff in an active leisure environment
- Improve the customer's experience in active leisure
- Plan, organise and evaluate active leisure services

Observing the learner working with their team during the course of a few hours might provide evidence for the same units. There are other examples where holistic assessment can greatly improve the assessment process and reduce the burdens on the learner and assessor.

## **Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title**

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Please go to [www.ofqual.gov.uk](http://www.ofqual.gov.uk) to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

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