

BTEC Level 2 Diploma in

# Sports Industry Skills (Sport and Active Leisure Recreation Assistant)



## Specification

First teaching September 2020 (Diploma)  
ISSUE 2





# **Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant)**

## **Specification**

Issue 2

**Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are listed in the summary table on the page after next of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](https://qualifications.pearson.com)

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## Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

### Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2s, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 2, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) meets these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments chosen to help learners progress to the next stage. This means that the assessments are set by the centre to meet local needs. This ensures that there is a core of skills and understanding common to all learners.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 10 Resources and support* for details of the support we offer.

### A word to learners...

The Pearson BTEC Level 2 Diploma in Sport Industry Skills (Sport and Active Leisure Recreation Assistant) will demand a lot of work from you. You will need to:

- complete a range of units
- be organised
- take assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Learners completing their Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) will be aiming to go on to employment or to an Apprenticeship. It was essential, therefore, that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include:

- *Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).*



- *Royal Life Saving Society (RLSS UK).*

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

### Summary of Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) specification Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
CIMSPA endorsed qualification logo has been updated on the Collaborative development section.	above
To help and support the centre's understanding of 'professional standards', we have added a hyperlink to a guide to professional standards.	Page 2
Due to the change of QA model from BTEC to WBL, the sentence below has been added to the <b>Qualification and unit content</b> section: 'This suite of qualifications sits within the Pearson Work Based Learning Quality Assurance process. This four-stage process can be seen in detail via the Pearson Work Based Learning Centre Guide to Quality Assurance.'	Page 5
In <b>Assessment</b> , under <b>Language of assessment</b> , we have added references to the Welsh language due to the qualification now being available in Welsh.	Page 6
In Unit 1, <b>Unit summary</b> table, the Summary of suggested assessment evidence has been realigned to Learning aims A and B, and Learning aims C and D.	Page 14
Due to the change of QA model from BTEC to WBL, key roles have been amended to align to the WBL QA model, and reference to Lead IVs has been replaced with 'centre'. In addition, the sentence below has been added to a bullet point under <b>Operating internal assessment</b> : 'The centre completes annual self-assessment for all programmes/groups of programmes.'	Page 77

Due to the change of QA model from BTEC to WBL, the term 'Lead IVs' has been replaced by 'centre' in the <b>Planning and record keeping</b> section. The sentence below has been added to include a link to the WBL supporting topic page: 'The WBL supporting topic landing page holds a range of resources to support centres'	Page 78
Due to the change of QA model from BTEC to WBL, the term 'Lead IVs' has been removed from the <b>Making valid assessment decisions</b> section.	Page 80
Due to the change of QA model from BTEC to WBL, the <b>Resubmission of improved evidence</b> section has been removed as no longer relevant.	Page 82
Due to the change of QA model from BTEC to WBL, the term 'Lead IVs' has been removed from the <b>Administrative arrangements/Introduction</b> section.	Page 92
The term 'Lead IVs' has been removed from the <b>Administrative arrangements for internal assessment/Appeals against the assessment</b> section.	Page 83
Due to the change of QA model from BTEC to WBL, the bullet point below has been added to the <b>Additional documents to support centre administration</b> section: ' <i>Pearson Work Based Learning Centre Guide to Quality Assurance</i> : this guide provides centres with the information required to be prepared for quality assurance for all our Pearson Work-based Learning and Apprenticeship qualifications'	Page 87
Due to the change of QA model from BTEC to WBL, we have replaced the <i>Pearson Quality assurance handbook</i> with <i>Pearson Work Based Learning Centre Guide to Quality Assurance on Quality Assurance</i> under <b>Continuing quality assurance and standards verification</b> .	Page 88
Due to the change of QA model from BTEC to WBL, sub-sections of <b>Section 10: Resources and support: Schemes of Learning</b> and <b>Delivery Planner</b> have been replaced by <b>Delivery Guides and Assessment Activities</b> . <b>Work Experience Toolkit</b> and <b>Sample assessment materials for internally-assessed units</b> have been updated and a new section for <b>Training</b> has been added.	Page 93
The <b>Sample marked learner work</b> section has been removed.	Page 94
Due to the change of QA model from BTEC to WBL, 'Business Development Manager (BDMs)' has been added to the <b>Training and support from Pearson</b> section.	Page 94



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# Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant)

## Introduction

BTEC Level 2 Diplomas in Sports Industry Skills are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Sport qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Diplomas in Sports Industry Skills develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Diploma in Sports Industry Skills are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

These qualifications are not eligible for performance tables in England.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) (QN 603/6137/2).

The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is a part of the BTEC Level 2 Sports Industry Skills suite for the Sport sector. Other BTEC Level 2 qualifications available for this sector include:

- Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading Children's Sports Activities) (QN 603/6134/7)
- Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Exercise in a Gym Environment) (QN 603/6135/9)
- Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit training) (603/6136/0).

# 1 Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant)

## Purpose

### Who is the qualification for?

This qualification is for you if you want to start a career in leisure as a recreation assistant. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for learners intending to progress to employment in leisure either directly or via an apprenticeship.

### What does the qualification cover?

The qualification has been developed in consultation with employers in the sport and active leisure industry and the professional body in sport and has been mapped to professional standards for Recreation Assistant. This means that learners will have achieved the entry requirement for employment as a recreation assistant in the sport and active leisure industry. It will enable learners to develop the skills and behaviours that are required for this job role and give learners the best opportunity to be successful in applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the sport and active leisure sector. The areas you will cover include:

- ways in which people participate in sport and physical activity
- jobs in the sport and activity leisure industry
- personal skills and professional behaviours for working in the active leisure industry
- the recreation assistant's role within the organisation
- sports industry legislation and guidance
- maintaining the cleanliness and safety of a sports environment
- supervising activity and ancillary areas
- ensuring the safety of customers
- customer care.

You will also cover broader skills in literacy and numeracy, which will help you to progress. You will develop other transferable technical and practical skills in communication (working with colleagues, customers and clients) and self-management and problem-solving skills.

### What could this qualification lead to?

Achieving this qualification will give you an advantage when applying for a job in the sport and active leisure industry. For more information please use our guide to professional standards [https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/BTECSport\\_CIMSPA.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/BTECSport_CIMSPA.pdf).

The type of job you will be ready for is:

- Recreation assistant.

The qualification gives you a sound basis to progress to a Level 3 qualification, when studied in a full study programme, such as the BTEC Level 3 National in Sport Coaching and Development, the BTEC Level 3 National in Sport, Fitness and Personal Training Business and the BTEC Level 3 National in Sport and Outdoor Activities.

## About the Sport sector

Year on year, the sport sector shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the benefits of regular participation in sport and physical activity. Sport England provides well-documented research of these benefits including improvements in all the following:

- physical wellbeing
- mental wellbeing
- economic development
- individual development
- social and community development.

All of these contribute significantly to the quality of a person's life and, as such, there is a need to ensure there are sufficient people working in the industry to meet this demand and encourage regular participation in sport and physical activity.

## 2 Structure

### Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) is a qualification that has:

- Total Qualification Time: 400 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

### Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant)				
Unit number	Unit title	GLH	Type	How assessed
1	Working in the Sport and Active Leisure Industry	120	Mandatory	Internal
2	Role and Responsibilities of a Recreation Assistant	60	Mandatory	Internal
3	Recreation Assistant Customer Service Skills	60	Mandatory	Internal
4	Working as a Recreation Assistant	120	Mandatory	Internal Synoptic

This qualification has 100% mandatory content.

## Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies and further education providers. The content has been aligned to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for Recreation Assistant. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then given the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery, and that they will have opportunities to engage meaningfully with employers.

BTEC qualifications have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, planning and completing tasks to a high standard, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units in this specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out of date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver this qualification in, subject to confirmation by your Standards Verifier.

This suite of qualifications sits within the Pearson Work Based Learning Quality Assurance process. This four stage process can be seen in detail via the Pearson Work Based Learning Centre Guide to Quality Assurance.



## Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

### Internal assessment

All units are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

### Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification.

This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is based on *Unit 4: Working as a Recreation Assistant* and takes the form of a vocational activity in which learners have to demonstrate their ability to take on the role of a recreation assistant. In completing this synoptic assessment, learners will demonstrate their skills and behaviours to work with customers and colleagues to fulfil the duties required of a recreation assistant in a sport and active leisure centre including setting up and taking down equipment, maintaining a safe environment and being able to work as a member of a team.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

## Language of assessment

Assessment of the internally-assessed units for this qualification will be available in English and Welsh. All learner work must be in English and or Welsh. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7 Administrative arrangements*.

## Grading of the qualification

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

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

The qualification is graded using a scale of PP to DD. Please see *Section 9 Understanding the qualification grade* for more details.

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

## Employer involvement

Employer involvement in the delivery and/or assessment of the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry. You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work, operating within a specified assessment framework; this may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the Sport sector and should contribute significantly to at least one mandatory unit.

For this qualification, the following unit has specified mandatory requirements for employer involvement in delivery and/or assessment:

*Unit 4: Working as a Recreation Assistant.*

In this unit we have provided suggestions on how employers could become involved in the delivery and/or assessment of this qualification.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that they meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality-management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged, see *Section 8 Quality assurance*.

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There is one type of unit format:

- internally-assessed units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

### Internally-assessed units

Section	Explanation
<b>Unit number</b>	The number is in a sequence for the qualification.
<b>Unit title</b>	This is the formal title of the unit and appears on certificates.
<b>Level</b>	All units are at Level 2 on the national framework.
<b>Unit type</b>	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
<b>Assessment type</b>	This says how the unit is assessed – i.e. internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
<b>GLH</b>	Units have a GLH value of 60 or 120. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
<b>Essential information for assessment decisions</b>	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
<b>Assessment activity</b>	This section provides information, suggested scenarios and tasks for summative assessment activities.
<b>Further information for tutors and assessors</b>	This section gives you information to support the delivery and assessment of the unit.
<b>Delivery guidance</b>	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
<b>Essential resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10 Resources and support</i> .
<b>Links to other units</b>	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to involve learners with employers. This information will help you to identify the kind of involvement that is likely to be successful.



## Units

This section contains all the units developed for this qualification.

Unit 1: Working in the Sport and Active Leisure Industry	13
Unit 2: Role and Responsibilities of a Recreation Assistant	35
Unit 3: Recreation Assistant Customer Service Skills	47
Unit 4: Working as a Recreation Assistant	59





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

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **120**

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## Unit in brief

In this unit, learners will explore how people access sport and physical activity and the different job roles available in the sport and active leisure.

## Unit introduction

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

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

You will investigate the different job roles that exist in the active leisure landscape and the personal skills, behaviours, knowledge and qualifications that are needed to carry out each role effectively. You will also explore the various policies and procedures that govern sport and physical activity, understanding the need for legislation, regulation, policies and procedures in order to keep everyone safe, whatever activity they undertake.

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

## Learning aims

In this unit you will:

- A** Explore the ways in which people participate in sport and physical activity
- B** Explore jobs in the sport and active leisure industry
- C** Explore personal skills and professional behaviours for working in the sport and active leisure industry
- D** Explore methods to carry out good working practices in the sport and active leisure industry.

## UNIT 1: WORKING IN THE SPORT AND ACTIVE LEISURE INDUSTRY

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore the ways in which people participate in sport and physical activity	<b>A1</b> Where to access sport and physical activity <b>A2</b> Benefits of participating in sport and physical activity <b>A3</b> Barriers to participation in sport and physical activity <b>A4</b> Sport, physical activity and health initiatives	Written report or leaflet covering access to sport and physical activity, the benefits or participation, barriers to participation and ways to overcome the barriers for different participants.
<b>B</b> Explore jobs in the sport and active leisure industry	<b>B1</b> Job roles and opportunities in the sport and active leisure industry <b>B2</b> Types of employment in the sport and active leisure industry <b>B3</b> How to maintain and develop relevant knowledge and skills	An article written for a web page or journal that explores the different types of job role and employment in the active leisure industry with top tips on how to maintain and develop appropriate knowledge and skills.
<b>C</b> Explore personal skills and professional behaviours for working in the sports and active leisure industry	<b>C1</b> Portraying a professional image <b>C2</b> Working with others	An online or slide-based presentation exploring ways to portray a professional image and different methods of working with other people.
<b>D</b> Explore methods to carry out good working practices in the sport and active leisure industry	<b>D1</b> Legal and regulatory requirements <b>D2</b> Policies in sport and physical activity <b>D3</b> The role and impact of relevant agencies <b>D4</b> Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure <b>D5</b> Professional boundaries <b>D6</b> Self-reflection and evaluation	

**Key teaching areas in this unit include:**

Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>Communicating with clients and colleagues</li> <li>Researching job roles, legislation</li> <li>Displaying appropriate skills and behaviours</li> <li>Applying knowledge to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>Barrier and benefits of participating</li> <li>Job roles, responsibilities and ways of working</li> <li>Skills and behaviours and the need for and effect of</li> <li>Legislation, regulations, policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Working with others</li> <li>Thinking skills/adaptability</li> <li>Problem solving</li> <li>Management of information</li> <li>Self-management and development</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Explore the ways in which people participate in sport and physical activity

Learners will explore the different ways in which different groups of people have access to sport and physical activity and the benefits to people and society from regular participation in these activities.

##### A1 Access to sport and physical activity

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

##### A2 Benefits of participating in sport and physical activity

- Understanding the benefits of participation for the individual:
  - physical benefits
  - prevention and management of common health conditions including: coronary heart disease, stroke, type 2 diabetes, cancer, obesity, hypertension, osteoporosis
  - low resting heart rate
  - healthy body fat ratio
  - increased muscle mass to maintain strength and prevent degeneration
  - increased metabolic rate
  - enhanced psychological benefits including: mental health – stress management, reduction of anxiety levels, reduced symptoms of depression
  - improved self-confidence and self esteem
  - positive body image
  - social benefits
  - focus giving
  - reduced boredom
  - encourages interaction with other people
  - improved social skills
  - develops leadership skills.

- Understanding the societal benefits of participating in sport and physical activity:
  - fewer working days lost to ill health and injury
  - less pressure on the NHS and associated services
  - economic benefits, e.g. employment in associated industries, money spent on leisure
  - builds social cohesion, e.g. forming positive relationships, breaking down barriers
  - reduction in antisocial behaviour.
- Physical activity guidelines for different ages.
- Nationally-recognised healthy eating recommendations.

### **A3 Barriers to participation in sport and physical activity**

Understanding the barriers to participating in sport and physical activity and how to overcome or minimise them.

- Barriers to participation in sport and physical activity:
  - limited opportunities
  - negative attitudes towards participation in sport and physical activity
  - limited finances, e.g. other financial priorities
  - low self-confidence, e.g. perceived lack of ability, concerns with body confidence
  - lifestyle, e.g. time constraints with other commitments such as homework, childcare, working hours
  - disability, e.g. seen or unseen, accessibility
  - medical, e.g. medical referral, GP liaison
  - gender, e.g. traditional gendered expectations, gender imbalance (male-dominated)
  - ethnic/cultural, e.g. familiarity with different sport and activities, cultural attitudes to physical activity and sport
  - resources, e.g. lack of accessible facilities or choice of sport, location, transportation
  - social, e.g. peer and family pressures, role models, portrayal of young people, gender
  - drop off rates/recognised low-participating groups, e.g. teenage girls.
- Overcoming or minimising barriers to participation in sport and physical activity:
  - using positive role models, e.g. challenging stereotypes, supporting aspiration
  - adapting facilities, e.g. accessibility for wheelchair users, making a welcoming environment
  - promoting equality and diversity in all activities
  - promoting the positive impact of participation
  - consulting people, e.g. seeking feedback from target groups to ensure opportunities provided match needs
  - using logistics to support engagement, e.g. timing, location, duration
  - highlighting activity offer, e.g. attractive to target group/s, reduced costs, provision of equipment
  - raising awareness, e.g. using appropriate ways to highlight activity opportunities
  - providing a link between positive school sport experiences and continued participation.

### **A4 Sport, physical activity and health initiatives**

- The purpose of sport, physical activity and health initiatives:
  - improve physical health
  - improve mental health
  - improve fitness and wellbeing
  - aim towards government recommendations and set agenda, e.g. activity guidelines
  - increase the public's health knowledge, e.g. promoting healthy eating
  - address social issues
  - address inequality issues.

## UNIT 1: WORKING IN THE SPORT AND ACTIVE LEISURE INDUSTRY

- Local and national sporting initiatives:
  - agencies involved, e.g. NGBs, Sport England, Sport Wales
  - national sport and health initiatives, e.g. Change4Life, This Girl Can
  - local sport and health initiatives, clubs and opportunities.

**Learning aim B: Explore jobs in the sport and active leisure industry**

Learners will explore the different types of job role and employment available in the sport and active leisure industry as well as ways in which to maintain and develop knowledge and skills to work in this sector.

**B1 Types of provision and job roles in the sport and active leisure industry**

- National and local provision:
  - public
  - private
  - voluntary
  - third sector, e.g. charities, social enterprises or cooperatives
  - public/private partnerships.
- Job roles:
  - sports development, e.g. sports development officers, national governing body (NGB) officers, sports administrator
  - leisure management, e.g. facility management, grounds keeping, activity coordinator, education
  - sports journalism
  - sport and exercise science, e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance
  - exercise and fitness, e.g. gym instructor, group exercise instructor
  - coaching
  - volunteering.

**B2 Types of employment in the sport and active leisure industry**

- Types of work:
  - paid work, e.g. full time, part time, fixed term contract, zero hours
  - self-employment, e.g. independent, subcontractor, retained
  - apprenticeships
  - volunteering.

**B3 Methods to maintain and develop relevant knowledge and skills**

- Career pathways in sport, e.g. progression from leisure centre duty manager to general manager.
- Sources of information on career pathways in sports.
- Relevant qualifications and training:
  - educational
  - sector specific
  - role specific.
- Importance of accessing regular relevant CPD activities:
  - sources of CPD opportunities
  - accessing relevant CPD activities
  - maintaining personal CPD log
  - career planning: CPD activities required to reach career goal, CPD activities order, financial costs, timeline.
- Awareness of current industry trends, e.g. wearable technology and fitness-related technology.

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

### C1 Portraying a professional image

- Reasons for portraying a professional image, e.g. reputation, customer satisfaction, client trust, personal integrity.
- Ways to portray a professional image, e.g. well mannered and polite, respectful, self-discipline, creativity and problem solving, listening and empathy, customer focus, communication, punctuality and efficiency, teamwork, membership of professional organisations, personal presentation, respecting equality and diversity, basic skills: literacy, numeracy, IT, professional qualifications.

### C2 Working with others

- Approaches to engaging with customers:
  - face-to-face
  - telephone
  - written, e.g. letters, email, posters, notices
  - social media
  - IT software applications (apps).
- Communication methods:
  - Verbal, e.g. use of language, tone of voice, appropriate language, confidence
  - non-verbal, e.g. eye contact, body language, facial expression, gestures
  - active listening, e.g. using questions to confirm understanding, clarify, reassure.
- Responding to information received:
  - Immediately, e.g. giving appropriate responses
  - after the fact, e.g. finding information, seeking support.
- Adapting communication methods to meet the needs of different clients.
- Developing rapport and positive relationships, e.g. appropriate topics of conversation for different clients, positive/open body language, maintaining eye contact and smiling.
- Dealing with conflict:
  - possible 'flash points', e.g. internal (colleagues, peers) and external (customers, clients, participants)
  - strategies to avoid conflict
  - strategies to manage conflict.
- Seeking assistance:
  - when to seek support
  - ways to ask for help
  - whom to approach.
- Induction process.
- Mentoring:
  - the role of a mentor
  - mentoring process
  - methods of mentor support including: short-term needs, e.g. seeking support in a difficult situation, medium-term needs, e.g. supporting the development of weaker skill areas, longer-term needs, e.g. career progression
  - people who could act as a mentor.



## **Learning aim D: Explore methods to carry out good working practices in the sport and active leisure industry**

### **D1 Legal and regulatory requirements**

Knowing the relevance of current applicable legislation.

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

### **D2 Policies in sport and physical activity**

Knowing the relevant organisational policies.

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

### **D3 The role and impact of relevant agencies**

- National Governing Bodies (NGB).
- Health and Safety Executive (HSE).
- Government funded organisations, e.g. Sport England, Sport Wales.

### **D4 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure**

- Meaning of safeguarding.
- People that safeguarding applies to:
  - children – any person under the age of 18
  - vulnerable adults – individuals aged 18 or over that may need community care services for mental or other disability, or an illness that means they are not able to take care of themselves or not able to protect themselves against significant harm or serious exploitation.
- Child protection.
- Safeguarding and protecting children legislation.
- Role of the relevant safeguarding bodies:
  - Child Protection in Sport Unit
  - NSPCC.

- Appropriate behaviour around children, e.g. listening to and respecting children at all times, treating all children without prejudice or discrimination, using appropriate language, challenging unacceptable behaviour, ensuring that there is more than one adult present during activities with children and young people or that they are in sight or hearing of other adults.
- Inappropriate behaviour around children, e.g. patronising children, developing inappropriate relationships, having contact with children outside of the work role, giving children personal contact details, threatening children, making inappropriate promises, particularly related to confidentiality, exaggerating or trivialising child abuse issues.
- Procedures to follow for in raising concerns of safeguarding or child protection.
- Procedures to respond to a disclosure.
- Organisation policies and procedures for safeguarding and protecting children.
- Scope of own and others' role in safeguarding and protecting children.

### **D5 Professional boundaries**

- Working within the boundaries of own professional knowledge and competence based on qualifications and experience:
  - how to work within professional boundaries, e.g. giving advice and guidance within own scope of practice, signposting to qualified practitioners as necessary
  - adhering to relevant codes of conduct, e.g. UK coaching code of practice for sports coaches, NGB codes of conduct
  - process of flow to refer clients to other professionals as necessary.

### **D6 Self-reflection and evaluation**

- Use of self-reflection/evaluation to aid personal development:
  - evaluation methods, e.g. self, peer, mentor, client
  - development planning
  - sources of support for personal professional development.

## **Transferable skills**

### **Preparing for work**

- Researching job roles, legislation.

### **Developing practical and technical skills**

- Communicating with clients and colleagues.
- Displaying appropriate skills and behaviours.
- Applying knowledge to real-life situations.
- Job roles, responsibilities and ways of working.

### **Legislation, regulations, policies and procedures**

- Thinking skills/adaptability.

### **Managing information**

- Problem solving.
- Management of information.
- Self-management and development.

## Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the ways in which people participate in sport and physical activity		
A.P1 Outline the provision and access to sport and physical activity for people at different stages in their lives.	A.M1 Explain the main barriers and enablers for people to participate in sport and physical activity.	A.D1 Evaluate the provision and benefits of participating in sport and physical activity at different times in a person's life and how barriers can be overcome using relevant local or national strategies.
A.P2 Outline the importance of participating in sport and physical activity at different stages of a person's life.		
Learning aim B: Explore jobs in the sport and active leisure industry		
B.P3 Describe four different jobs and types of employment in the sport and active leisure industry.	B.M2 Assess the key responsibilities and types of employment for four different jobs in the sport and active leisure industry.	B.D2 Evaluate four different jobs with associated career pathways and types of employment in the sport and active leisure industry.
Learning aim C: Explore personal skills and professional behaviours for working in the sport and active leisure industry		
C.P4 Outline the effects of professional behaviour on building positive relationships with customers in the sport and active leisure industry.	C.M3 Explain the effects of professional behaviour on relationships with external stakeholders and internal colleagues.	C.D3 Evaluate the effects of professional behaviour on building relationships with external and internal stakeholders.

Pass	Merit	Distinction
<b>Learning aim D: Explore methods to carry out good working practices in the sport and active leisure industry</b>		
<b>D.P5</b> Identify national guidelines, legislation and policies that are relevant to working in the sport and active industry.	<b>D.M4</b> Explain the use of relevant national guidelines, legislation and policies, including child protection, for an identified job role in the sport and active leisure industry.	<b>D.D4</b> Justify the use of relevant national guidelines, legislation and policies for an identified job role, including child protection.

## Essential information for assessment decisions

### Learning aim A

**For distinction standard,** learners will:

- comprehensively explain the various factors that influence participation in sport and physical activity during childhood, adolescence and as an adult. Learners will fully consider how the factors they identified could encourage or discourage participation. They carry out research in order to support their answer with facts and figures (e.g. the percentage drop off in participation by girls of school leaving age). Learners will then coherently explain the benefits of and barriers to participating for each identified group and how these may be minimised or overcome using examples of relevant local and/or national programmes or strategies to support their answer.

**For merit standard,** learners will:

- explain the importance of participating in sport and/or physical activity at different times in life: as a child, during adolescence and as an adult. They will describe some of the benefits, using examples to support their description, and then explain the main barriers and enablers to participating in sport and/or physical activity for each of the three identified groups.

**For pass standard,** learners will:

- outline where people are likely to experience sport and physical activity at different stages in their lives (as a child, during adolescence and as an adult), for example at school, in the community. Learners will also outline how sport is likely to be accessed during these different life stages (for example as a compulsory PE lesson, optionally during extra-curricular clubs), for fitness, as a competitive activity, as an organised event, during leisure time.
- outline the importance of participating in sport and physical activity at the three different stages of life, considering physiological, psychological and social benefits.

### Learning aim B

**For distinction standard,** learners will:

- select four different jobs of their choice in the sport and active leisure industry. They analyse each of the selected job roles, including key responsibilities, the type of environment or organisation that person may work in, type/s of employment (self-employed, contracted, employed), possible entry requirements, career pathway and CPD needs. Learners should research each role and include verified facts and figures to support their answer.

**For merit standard,** learners will:

- select four different jobs of their choice in the sport and active leisure industry. They describe each of the selected job roles, including key responsibilities and type/s of employment (self-employed, contracted, employed). Learners should research each role to support their answer.

**For pass standard,** learners will:

- describe four different jobs in the sport and active leisure industry and the types of employment available in this industry.

**Learning aim C**

**For distinction standard**, learners will:

- consider the effects of employing 'professional behaviours' (teamworking, effective communication, cooperation, compromise) on the effective building of positive relationships with external (customers, participants, clients, other professionals) and internal (for example colleagues, peers, managers) stakeholders. Learners will analyse the potential positive effects of behaving in this way as well as the possible negative impact of not doing so. Learners will also consider the role that a mentor can play in supporting the development of weaker areas of professional practice.

**For merit standard**, learners will:

- describe the effect/s that behaving professionally (effective communication, cooperation, compromise) may have on their ability to build positive relationships with external stakeholders (customers, participants, clients, other professionals) as well as on being able to work effectively as part of a team with internal colleagues.

**For pass standard**, learners will:

- outline the effects of professional behaviour on building positive relationships with clients, customers and/or participants and how positive relationships can be developed, including, using specific example/s of:
  - how the mentoring process works to support staff
  - how an induction process can support staff.
- outline professional boundaries for themselves and other deliverers in a school environment.

**Learning aim D**

**For distinction standard**, learners will:

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

**For merit standard**, learners will:

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

**For pass standard**, learners will:

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

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

### Suggested scenario

You have just been employed as a sports development officer at a local sports centre charity.

Your managers are concerned about the low numbers of people participating in sport and physical activity in the borough and have asked you to explore the various places and ways in which people from secondary school age upward can access physical activity opportunities at present.

They would also like you to find out what are the most common barriers stopping people from participating and explore ways that these identified barriers can be reduced or overcome.

Your managers also think that one way to get more people active is to create more opportunities to participate. They have asked you to find out about the different roles in which they could employ more people to create additional opportunities, as well as the different options for employment (e.g. contract, retained, employed, self-employed).

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

Your managers have decided that employing more sports leaders will be a good way to increase the range of activities on offer in the borough. They have asked you to write a job description for a sports leader role, highlighting all the skills and behaviours the successful applicant/s would need to possess and display.



## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

Learners could interview someone about their lifetime sporting experiences. Ideally the person the learner chooses to interview is someone from an older generation (e.g. parent, grandparent). Learners devise interview questions that will elicit information about the subject's participation at different times in their life (childhood and school, adolescence, adulthood, now).

Learners find out about their subject's attitude to sport and physical activity, the opportunities they have had to participate at different life stages, what they feel sport has given/done for them and any aspects they think are better or worse in present times.

Learners summarise their findings and create a short presentation, poster or report.

**Suggested time:** about 5 hours.

#### Activity: What's on?

Learners are given at random a local sports facility to explore. These can be listed and allocated by the tutor to ensure a good cross section of facilities and may include local schools, sports clubs, gyms, leisure centres, dance studios. Learners find out what activities take place at their allocated centre. This information can be fed back to the wider group and a 'what's on' noticeboard can be created to show all users the range of opportunities in their local area.

**Suggested time:** about 6 hours.

#### Activity: Benefits of taking part in sport and physical activity

##### Physical benefits

Learners take part in theory and practical-based activities to explore the physical benefits of taking part in sport and physical activity.

Learners are split into groups with each group researching one of the common health conditions from the specification. Learners then deliver this information to the rest of the group via a presentation using a presentation method of their choice.

Learners take part in health testing to record their resting heart rate and BMI. Learners then interpret this data to determine their physical health related to these tests.

Basal metabolic rate is explored related to the effect of exercise on BMR and muscle mass. Learners then write a leaflet to explain how taking part in sport and physical activity affects BMR and the effect of muscle mass on BMR.

**Suggested time:** 5 hours.

#### Activity: Benefits of taking part in sport and physical activity

##### Psychological benefits

Learners are split into groups with each group researching one of the benefits of the psychological benefits of taking part in sport and physical activity from the specification. Learners deliver this information to the rest of the group via a presentation using a presentation method of their choice.

**Suggested time:** 3 hours.

**Activity: Benefits of taking part in sport and physical activity****Social benefits**

Learners carry out research into the benefits to society of taking part in sport and physical activity. Particular groups in society are then given to each group, e.g. older people, teenagers, unemployed people – learners then prepare a presentation as to why regular participation in sport and physical activity for that particular group is beneficial for their social wellbeing.

**Suggested time:** 3 hours.

**Activity: Barriers and enablers**

Learners research the main barriers to participation by speaking with different inactive people, looking online, speaking to professionals. For each barrier identified learners consider realistic ways of minimising or removing this barrier. Learners consider questions such as: Are some barriers harder to overcome than others? Does the same barrier affect different people in different ways? Are there some barriers that can't be overcome? How can participation be facilitated if barriers remain?

**Suggested time:** about 6 hours.

**Activity: Sport, physical activity and health initiatives**

Learners research in pairs to find out about different local and national sports initiatives. They focus on one initiative and find out how this is being used in a local setting, e.g. local sports centre or college.

Learners present a report that reviews the initiative and the target population exploring the benefits to physical and mental health, fitness and wellbeing and also links to government recommendations.

**Suggested time:** 7 hours.

**Activity: Provision of sport**

Learners should take part in visits to local providers of sport that are in the public, private and voluntary sector. At each visit, learners should make note of the facilities, activities and cost at each provider.

Learners then complete a compare and contrast activity to explore the provision of sport in public, private and voluntary sectors.

**Suggested time:** 6 hours.

**Activity: It's a good job...**

Learners research the range of different jobs in the active leisure industry, selecting one specific role that is of interest to them. For their selected role, learners find out exactly what the job entails, working conditions and pay, qualifications needed, what a typical day might look like. Learners should be encouraged to contact someone who does that job role to ask them questions directly or even to work shadow them for a period.

**Suggested time:** about 6 hours.

**Activity: Skills required for a sport and leisure role**

Learners explore job roles and rank the most commonly occurring wants by employers. They consider how they might develop their skills to meet the occupational requirements of an advertised job, e.g. courses, qualifications, work shadowing, self-directed learning, mentoring. They prepare a presentation, showing the areas that they want/need to develop and set out strategies to achieve this.

In groups, learners prepare pros and cons posters for different types of development opportunities then research potential opportunities for their peers based on short conversations about their skill set or skill areas for improvement.

**Suggested time:** about 6 hours.

**Activity: Maintaining and developing knowledge and skills**

Learners carry out research into relevant qualifications and training available for three career pathways of their choice. They select one career pathway and draw up a career plan of what they would need to do to reach this career goal, CPD activities in the correct order, financial costs and a timeline of when they could be working in this selected career.

**Suggested time:** about 3 hours.

**Activity: Current industry trends and technology**

Whole-class discussion – learners discuss the technology they use for taking part in sport and physical activity, e.g. smart watches, and the benefits for using this type of technology.

Learners also discuss the types of sport they like to take part in and any new trends such as new group exercise classes or online interactive cycling.

Learners carry out research to find out about other trend and types of technology used in the sport industry.

Learners produce a poster to cover the key trends and technology they have found out about.

**Suggested time:** 5 hours.

**Activity: Professional image**

Learners view images of people in different clothing and discuss what each image portrays.

Group discussion on the importance of portraying a professional image in industry.

Research is carried out in small groups to find out about other ways of portraying a professional image – this is then fed back to the rest of the group.

**Suggested time:** 4 hours.

**Activity: Communicating with others**

Learners watch digital media of customer service interactions and spot things they think are examples of good and bad practice – they discuss the potential impact this behaviour would have on staff, customers and the organisation's reputation/business.

They explore methods to ensure they come across as professional and create a good impression, e.g. showing good manners and using appropriate languages and practise on each other. They can also make digital recordings in pairs and critique their own performance.

Learners are given cards with different contexts on them, e.g. 'over the phone', and have to deal with the same scenario, such as an enquiry about some lost property but in the different context.

They feed back to the group and discuss the impact the different context had on their ability to communicate successfully with the customer.

Learners pay a visit to a local sport and active leisure facility and pay attention to the style and quality of customer service given by staff. They discuss their observations and devise a brief training presentation that could be that could be run for the staff, addressing areas for improvement.

**Suggested time:** about 6 hours.

**Activity: Working relationships**

Learners explore the behaviours for effective teamwork, e.g. the ability to accept constructive criticism and to motivate others, and assess the impact these behaviours have on the work environment and on individuals.

They select one or two key behaviours and are given a group task to complete by tutors.

They carry out the task, exemplifying these behaviours, and feed back about how it felt.

Their peers also feed back about how their treatment made them feel and respond. Learners discuss the benefits of effective teamwork for the business, e.g. contributing to business objectives, and come up with strategies a manager could use to enhance teamwork.

**Suggested time:** about 6 hours.

**Activity: Conflict resolution**

Half of the group is given a practical task to complete together. The other half observes them completing the task. The working group do not know that they are being observed for signs of discord, conflict and disagreement. The observing group notes include what seems to trigger these negative feelings and how people respond to show they are unhappy, e.g. change in body language or reduced input or effort. Both groups then feedback to each other and have a discussion about the causes and results of conflict in teamwork.

Learners explore different organisational policies or procedures dealing with conflicts and identify key themes such as reference to a behavioural framework. They attempt to provide a rationale for the policies or procedures – what might they as a whole, or at each step, be hoping to achieve?

**Suggested time:** about 5 hours.

**Activity: Customer communication skills**

Learners discuss the theme, 'What makes good customer service/care?'

They give examples of when they have received good/poor customer care, stating why they categorised it as such, what the impact was and how they felt the matter could have been dealt with more effectively.

They are shown PowerPoint® slides that have various logos of customer-facing organisations, e.g. Marks & Spencer®, Virgin®, and look at and identify through research which organisations are most highly rated for their customer service/care.

Learners select two organisations and explore what makes these organisations so good at providing customer service/care.

They identify different user groups and situations and practise delivering customer service behaviours to match each one, e.g. dealing with a distressed child versus an angry adult.

Learners can make videos and posters for sport and active leisure providers, giving key tips on communicating effectively with different types of customer.

**Suggested time:** about 5 hours.

**Activity: What is a mentor**

Group discussion on what a mentor is and their role.

Learners work in pairs to discuss who they think could be a mentor, how they would work with a mentor, the benefits of having a mentor and any potential concerns.

Each pair feeds back to the rest of the group.

**Suggested time:** about 1 hour.

**Activity: Legal and regulatory requirements**

Learners are given a worksheet that covers the following legal and regulatory requirements:

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

Learners are asked questions about each requirement to complete in their worksheet.

Class discussion on the importance of having this in place in the sports industry.

**Suggested time:** 5 hours.

**Activity: Going for gold!**

Focusing on legislation and well-recognised policies and procedures, learners work in small groups to write five different 'going for gold' questions that will be asked to the rest of the class in a quiz style. Each question they write is in three parts and each part has a sentence that enables the other teams to identify the specific piece of legislation. The first part of the question will be worth 10 points and has an obscure fact about the legislation/regulation/policy or procedure (e.g. it was written in 1974). If any teams guess it from this first clue, they are awarded 10 points. If no team guesses it then the second question is given and this is worth 5 points (e.g. it is also known as HASAWA) if anyone gets it at this stage they are awarded 5 points but if not the third and final clue – which is worth 2 points – is read out (e.g. it sets out how employers must protect the health, safety and welfare of their workers).

Learners can use the internet to help them create their clues and it may be necessary to allocate legislation so that all teams don't pick the same ones!

**Suggested time:** about 3 hours.

**Activity: Policies in sport and physical activity**

Learners visit a sports centre and are shown around and given a talk on the organisation's health and safety related policies. Learners can ask questions and view the policies where possible to get a better idea of how they are used in the workplace.

**Suggested time:** 3 hours.

**Activity: Equality and diversity policies and procedures for the workplace**

Learners explore scenarios where people are treated unequally and given fewer opportunities than their colleagues in the workplace. They explore inequality, stereotypes and discrimination, and their impact on individuals and organisations.

As a group, learners discuss the importance of having a diverse workplace and some of the benefits, such as using knowledge of different areas of the community and gaining a better understanding of different customer needs and behaviours.

In groups, learners explore the key features of a variety of acts, e.g. Equality Act, Human Rights Act, and feed back on the key features to their peers.

They examine equal opportunities scenarios and discuss them, explaining their impact on the individual affected, the business and the other staff.

Learners imagine they are the new manager of a facility where these scenarios have taken place and make suggestions as to how they would deal with them if they occurred again, and devise strategies to avoid them occurring in the first place.

**Suggested time:** about 4 hours.

## UNIT 1: WORKING IN THE SPORT AND ACTIVE LEISURE INDUSTRY

**Activity: Supporting equality and diversity when working with others**

Tutors give learners table-top posters with titles that indicate ways to increase E&D awareness and adherence in the workplace: leading from the top, training, recruitment, making consequences clear, forming an E&D committee, knowing the customers and being inclusive. Learners move around the room and come up with strategies and ideas under each theme as to how a facility can improve E&D.

In pairs, learners write a company E&D plan for an organisation.

**Suggested time:** about 3 hours.

**Activity: Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure**

Guest speaker from a related safeguarding organisation such as the NSPCC to provide an overview of safeguarding and the importance of this for any person working with children.

Worksheets on safeguarding for learners to complete.

Learners visit an organisation to see how safeguarding is carried out – where learners are under 18, they should experience safeguarding such as signing in and out, posters and details of where the safeguarding officer or the organising officer is.

**Suggested time:** 8 hours.

**Activity: Professional boundaries**

Class discussion on what this means and how to ensure any person working in the sports industry is following professional boundaries.

**Suggested time:** 2 hours.

**Activity: Skills required for a sport and leisure role**

Learners explore job roles and rank the most commonly occurring wants by employers. They consider how they might develop their skills to meet the occupational requirements of an advertised job, e.g. courses, qualifications, work shadowing, self-directed learning, mentoring. They prepare a presentation, showing the areas that they want/need to develop and set out strategies to achieve this.

In groups, learners prepare pros and cons posters for different types of development opportunities then research potential opportunities for their peers based on short conversations about their skill set or skill areas for improvement.

**Suggested time:** about 5 hours.

## Essential resources

For this unit, learners will need access to:

- a leisure facility
- health and safety, equality and diversity legislation documents
- advertising and communication equipment
- opportunities to communicate with customers
- exemplar job role opportunities.

## Employer involvement

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

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





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

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

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### Unit in brief

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

### Unit introduction

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

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

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

### Learning aims

In this unit you will:

- A** Explore the local active leisure sector
- B** Explore the role and responsibilities of a recreation assistant.

## UNIT 2: ROLE AND RESPONSIBILITIES OF A RECREATION ASSISTANT

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore the local active leisure sector	<b>A1</b> Explore the active leisure sector <b>A2</b> The role of the active leisure sector in the local community <b>A3</b> Investigate the structure, organisation and function of a leisure facility	A written report. A presentation exploring the roles and responsibilities of a recreation assistant. A slide show covering the main skills and behaviours needed to fulfil the role. Development plan to address weaker areas.
<b>B</b> Explore the role and responsibilities of a recreation assistant	<b>B1</b> Role of a recreation assistant <b>B2</b> Responsibilities of a recreation assistant <b>B3</b> Skills and behaviours of a recreation assistant	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"><li>• Developing customer service skills</li><li>• Developing the ability to interact with customers</li><li>• Developing the ability to clean a fitness facility</li><li>• Managing the set up, take down and storage of equipment</li></ul>	<ul style="list-style-type: none"><li>• Role and responsibilities of a recreation assistant</li><li>• Client demographics and their impact on leisure choices</li><li>• Engaging with customers</li><li>• Safe methods of cleaning a fitness facility</li><li>• Safe handling of sport and fitness equipment</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Working with others</li><li>• Thinking skills/adaptability</li><li>• Problem solving</li><li>• Management of information</li><li>• Self-management and development</li><li>• Use of own initiative</li></ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Explore the local active leisure sector

##### A1 Explore the active leisure sector

- Local sports facilities:
  - gyms
  - leisure centres
  - sports centres
  - swimming pools
  - community facilities, e.g. schools, community centres.
- Local sports clubs:
  - sports and activities types
  - type of club, e.g. participative, recreational, performance
  - size, e.g. number of members, number of teams.
- Local organising bodies:
  - sports development
  - national governing bodies
  - private sports clubs
  - charities.

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

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

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

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

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

## UNIT 2: ROLE AND RESPONSIBILITIES OF A RECREATION ASSISTANT

**Learning aim B: Explore the role and responsibilities of a recreation assistant****B1 Role of a recreation assistant**

- Facilitating and supporting the smooth running of day-to-day operations.
- Following bookings timetables to ensure activity can take place where and when planned.
- Working as part of the wider team to create and maintain a welcoming, attractive, positive and supportive environment for customers.
- Being an ambassador for the organisation, e.g. high standards of uniform and personal presentation, time keeping, professional conduct.
- Carrying out tasks as requested by line manager/s.

**B2 Responsibilities of a recreation assistant**

- Supporting specialist staff, e.g. reception, personal trainers, lifeguards, gym instructors, duty manager, café.
- Supporting customers.
- Setting up, dismantling and storage of equipment.
- Supporting activities, e.g. coaching, birthday parties, holiday camps.
- Maintaining cleanliness and ensuring good standards of hygiene.
- Managing shift work, e.g. unsociable hours, split shifts.
- Following organisational procedures, e.g. process to follow if the recreation assistant is ill, late to work.
- Communicating with colleagues, e.g. use of walkie talkies.
- Requesting support from colleagues, e.g. additional assistants for complex changeovers, for take down and set ups.

**B3 Skills and behaviours of a recreation assistant**

- Skills and behaviours needed to be an effective recreation assistant:
  - communication
  - patience
  - initiative
  - approachable
  - enthusiasm.
- Importance of each of the identified skills and behaviours:
  - skills and behaviours used appropriately
  - positive outcomes
  - negative outcomes of not using
  - recognition of personal strengths and weaknesses.
- Improvement methods for development:
  - short term and long-term goal setting
  - rationale for areas identified as in need of development
  - training required to develop these areas
  - target setting for personal contribution.

## Transferable skills

### Preparing for work

- Working with others as part of a team.
- Following organisational procedures.
- Using own initiative.
- Asking for help.

### Communicating

- Demonstrating communication methods appropriate to the client.
- Using suitable language.
- Demonstrating effective communication to customers and colleagues whilst cleaning to ensure a positive customer experience.

### Problem solving

- Responding to and resolving problems posed by clients whilst in the facility, including providing realistic solutions.

### Developing practical and technical skills

- Demonstrating methods of handling data, engaging with clients and cleaning a leisure facility.
- Managing information.
- Using information from clients to manage their leisure experience.
- Storing client information safely and securely.

## UNIT 2: ROLE AND RESPONSIBILITIES OF A RECREATION ASSISTANT

## Assessment criteria

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

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

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

**For merit standard**, learners will:

- provide some detail on how at least two types of leisure organisation and/or facility in the local active leisure sector impacts on individuals and the community. They cover the structure of each and most of the activities offered, and provide advantages of these activities for individuals and the community by providing some examples to support their answer. They make some links with the mission and vision and key performance indicators.

**For pass standard**, learners will:

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

### Learning aim B

**For distinction standard**, learners will:

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

**For merit standard**, learners will:

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

**For pass standard**, learners will:

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

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

### Suggested scenario

The local council is concerned that the sport and leisure provision available in the local community is not appropriate or sufficient to meet local people's needs. The council has asked you to carry out an audit of the active leisure sector provision in the local community. You are then asked to investigate the structure, facilities and activities of two active leisure facilities and highlight the advantages of these for individuals and the community. You should make suggestions for further facilities and activities to be offered by each of the leisure facilities.

Although you have found a good range of sport and leisure opportunities in the local area, one issue that has been raised is the lack of recreation assistants to work within the facilities. If there were more recreation assistants, then more activities could be run and there would be greater opportunities for participation.

You have been asked to write a job description for the role of recreation assistant that the council will use to advertise for more posts. You must include the roles and responsibilities, as well as the key skills and behaviours that a person applying for the role would need. You will then look at your own skills and behaviours and identify strengths and areas for improvement by producing a personal development plan. Your development plan should include suggestions for improving your weaknesses.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

For the retake, learners are to explore the active leisure industry in the local area, exploring different active leisure facilities.



## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

Learners can work in small groups to mind map the various types of sport, recreation and leisure facility that they can think of. For each one, they can suggest the type of customer who might use it, the kind of activities that might take place there and if there is a certain aim, feel or focus of the facility (e.g. health spa versus weightlifting gym). Learners can draw their mind map and then share it with the rest of the group.

**Suggested time:** about 5 hours.

#### Activity: Active leisure sector

Learners can be asked to research the active leisure sector by searching online. They can be set a series of questions they must find the answers to, for example:

- What is the active leisure sector?
- What subsectors are included?
- Which body has responsibility for the sector?
- What types of organisation and facility are part of the sector?
- How many people are employed in the sector?
- What kinds of jobs are there in the sector?
- How much money does the active leisure sector contribute to the economy?

Learners can create a poster, answers sheet, slide show or similar to display their results.

**Suggested time:** about 5 hours.

#### Activity: Community directory

Learners can research the range of active leisure opportunities that are available in the local community. These might include sports clubs, leisure centres, health clubs, community centres, gyms, swimming pools. Learners can compile a directory of local services, identifying the facility, what happens there, where it is.

**Suggested time:** 10 hours.

#### Activity: Activity audit

Each learner can be given, at random, a sport or physical activity. They must find out all of the places in the local community that someone could go to take part in this activity. They can complete a pre-prepared proforma, identifying: the facility or organisation where the activity takes place, when it happens (day/s, time/s), who can participate (age ranges), how much it costs and any other relevant info (contact details, necessary kit etc.).

Once all learners have collected the necessary information for their sport/activity the results can be displayed on a noticeboard or in a local directory that can be given out to interested parties.

**Suggested time:** 10 hours.

## UNIT 2: ROLE AND RESPONSIBILITIES OF A RECREATION ASSISTANT

**Activity: Roles and responsibilities of a recreation assistant**

Group discussion on what they believe the roles and responsibilities of a recreation assistant are. Learners work on their own to design diagrams to show these roles and responsibilities.

**Suggested time:** about 5 hours.

**Activity: Skills and behaviours of a recreation assistant**

Learners work in small groups to discuss the skills and behaviours needed to work as a recreation assistant. The importance of each of these is then discussed. Learners prepare and deliver a presentation to the rest of the group to share their work.

**Suggested time:** 5 hours.

**Activity: What does a recreation assistant do?**

Learners work in pairs or small groups to write a job description for a recreation assistant. Learners could research online to find videos of recreation or leisure assistants talking about their roles, someone currently working in that role could come in to speak about their job or learners could interview a recreation assistant at a local fitness facility if background research is needed. Once learners are familiar with the role of a recreation assistant, they can create a job description that includes main responsibilities and even desirable and essential criteria, pay, working hours, if appropriate.

**Suggested time:** about 10 hours.

**Activity: Methods to improve areas for development**

Learners list their own skills and behaviours and talk with a partner to share their thoughts and update in line with this discussion.

Whole-class discussion on goal setting.

Learners then compile their own individual personal development plan highlighting their short-term and long-term goals to develop their skills and behaviours to support them in becoming a recreation assistant.

**Suggested time:** 5 hours.

**Activity: Fact finding mission**

Learners could select (or be allocated) a fitness facility in the local area. It may be necessary for learners to work in pairs or small groups depending on the availability of facilities in the area. Learners can arrange to visit the facility and, if possible, interview the duty manager (or similar) face to face, over the phone or by email. Learners can find out about their chosen/allocated facility, including type of facility (public/private/voluntary), facilities and activities available, job roles, responsibilities and lines of reporting, mission statement and vision, products to purchase on-site, additional services offered by the facility and key performance indicators. Learners can share the information they have found with the rest of the group by way of a presentation, poster or leaflet.

**Suggested time:** about 5 hours.

## Essential resources

For this unit, learners will need access to:

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

## Employer involvement

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

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



## Unit 3: Recreation Assistant Customer Service Skills

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

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### Unit in brief

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

### Unit introduction

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

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

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

### Learning aims

In this unit you will:

- A** Explore a leisure facility's customer needs and wants
- B** Explore customer service skills of a recreation assistant
- C** Source customer feedback in a leisure facility.

## UNIT 3: RECREATION ASSISTANT CUSTOMER SERVICE SKILLS

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore a leisure facility's customer needs and wants	<b>A1</b> Local demographics and customer needs <b>A2</b> Responding to customer needs and wants <b>A3</b> Social inclusion in a leisure facility	Report, written review, presentation, slide show or similar to show the importance of providing effective customer service.
<b>B</b> Explore customer service skills of a recreation assistant	<b>B1</b> Customer expectations <b>B2</b> Customer service skills and techniques	Report, written review, presentation, slide show or similar to show the importance of building effective customer relationships. Practical observation of communication skills.
<b>C</b> Source customer feedback in a leisure facility	<b>C1</b> Importance of customer feedback <b>C2</b> Sources of customer feedback <b>C3</b> Using customer feedback	Written report or presentation on the importance of seeking and use of customer feedback.
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>Developing customer service skills</li> <li>Developing the ability to interact with customers</li> <li>Developing the ability to clean a fitness facility</li> <li>Managing the set up, take down and storage of equipment</li> </ul>	<ul style="list-style-type: none"> <li>Role and responsibilities of a recreation assistant</li> <li>Client demographics and their impact on leisure choices</li> <li>Engaging with customers</li> <li>Safe methods of cleaning a fitness facility</li> <li>Safe handling of sport and fitness equipment</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Working with others</li> <li>Thinking skills/adaptability</li> <li>Problem solving</li> <li>Management of information</li> <li>Self-management and development</li> <li>Use of own initiative</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Explore a leisure facility's customer needs and wants

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

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

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

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

- Ways in which the recreation assistant will encounter customers:
  - reception
  - over the phone
  - during activities
  - gym or sports hall
  - changing room.
- Ways in which the recreation assistant may be able to support customer needs and wants:
  - sharing information with customers, e.g. a tour, meet and greet, answering the phone, customer queries, customer complaints, sharing messages
  - creating a welcoming atmosphere, e.g. friendly and approachable body language, maintaining eye contact, making conversation
  - answering questions
  - signposting to relevant people, opportunities, information sources.

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

- Ways to encourage social inclusion in a sport or leisure facility:
  - off-peak memberships
  - wide range of activities to suit all cultures
  - single-sex sessions
  - specialist sessions at certain times of the day to cater for specific groups of clients
  - encouraging diversity through positive imagery in advertising.

#### Learning aim B: Explore customer service skills of a recreation assistant

##### B1 Customer expectations

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

## UNIT 3: RECREATION ASSISTANT CUSTOMER SERVICE SKILLS

**B2 Customer service skills and techniques**

- Customer engagement, e.g. friendly, approachable.
- Understanding the customer journey.
- Knowledge of leisure facility products and offers.
- Professional, e.g. uniform, gestures, language.
- Communication methods:
  - verbal communication
    - open and closed questioning
    - active listening
    - use of appropriate topics of conversation to engage customers in conversation
  - non-verbal communication:
    - hand gestures
    - eye contact
    - body language
    - observation.
- Adapting communication methods to meet the needs of different clients:
  - maintaining equal contact with all clients
  - awareness of cultural differences
  - gender sensitivity.
- Enquiries, e.g. face to face, telephonically, email, social media.
- Building rapport:
  - appropriate topics of conversation for different clients
  - knowledge of training activities
  - positive/open body language
  - maintaining eye contact and smiling
  - respecting equality and diversity.
- Conflict management:
  - dealing with customers, e.g. annoyed
  - tone of voice
  - body language
  - use of professional language
  - referral to supervisor, following organisational processes.

**Learning aim C: Source customer feedback in a leisure facility****C1 Importance of customer feedback**

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



**C2 Sources of customer feedback**

- Methods of gaining feedback:
  - one-to-one discussion with client
  - feedback forms
  - email
  - questionnaires and polls
  - considering the best form of feedback to be able to use the information in a meaningful way.

**C3 Using customer feedback**

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

**Transferable skills****Preparing for work**

- Working with others as part of a team.
- Following organisational procedures.
- Using own initiative.
- Asking for help.

**Communicating**

- Demonstrating communication methods appropriate to colleagues.
- Using suitable language.
- Demonstrating effective communication to customers to ensure a positive customer experience.

**Problem solving**

- Responding to and resolving problems posed by clients whilst in the facility, including providing realistic solutions.

**Developing practical and technical skills**

- Demonstrating methods of handling data, engaging with clients and using feedback to improve a service.

**Managing information**

- Using information from clients to manage their leisure experience.
- Storing client information safely and securely.

## UNIT 3: RECREATION ASSISTANT CUSTOMER SERVICE SKILLS

## Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore a leisure facility’s customer needs and wants		
A.P1 Outline customer needs and wants in a local leisure facility.	A.M1 Explain the importance of understanding customer needs and wants in providing a customer service to a range of customer types in a leisure facility.	A.D1 Assess the importance of understanding customer needs and wants to provide an effective customer service to a range of customer types in a leisure facility.
A.P2 Outline key considerations for developing effective relationships with two different customer types in a leisure facility.		
Learning aim B: Explore customer service skills of a recreation assistant		
B.P3 Outline how customer expectations are managed in a selected leisure facility.	B.M2 Demonstrate effective customer service skills in a range of given tasks as a recreation assistant to meet customer expectations.	B.D2 Demonstrate confident use of customer service skills in a range of tasks as a recreation assistant to meet customer expectations.
B.P4 Demonstrate customer service skills in a given task as a recreation assistant.		
Learning aim C: Source customer feedback in a leisure facility		
C.P5 Outline how a selected leisure facility collects feedback from customers.	C.M3 Provide detailed recommendations for improving customer service in a leisure facility, based on the interpretation of customer feedback.	C.D3 Provide detailed recommendations for improving customer service in a leisure facility, using the interpretation of customer feedback to justify the recommendations.
C.P6 Outline the ways in which the leisure facility uses customer feedback to improve customer satisfaction.		

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

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

**For merit standard**, learners will:

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

**For pass standard**, learners will:

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

### Learning aim B

**For distinction standard**, learners will:

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

**For merit standard**, learners will:

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

## UNIT 3: RECREATION ASSISTANT CUSTOMER SERVICE SKILLS

**For pass standard**, learners will:

- list at least three customer expectations in a leisure facility, providing a brief description and an example for each.
- assist customers in a friendly, approachable way to meet three different expectations. They will use some verbal (for example tone of voice, use of appropriate language and terminology, active listening) and non-verbal communication techniques (for example body language, eye contact, demonstration) to deal with a customer enquiry, a request and resolving a complaint, and meet some of the customer expectations. They show awareness of some products and services available at the leisure facility. They ask advice from their colleagues and refer to their supervisor most of the time.

**Learning aim C**

**For distinction standard**, learners will:

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

**For merit standard**, learners will:

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

**For pass standard**, learners will:

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

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

### Suggested scenario

You have been volunteering in the fitness suite of a local fitness gym. Part of your duties is to be based around the reception area to greet clients as they enter the facility. The fitness centre manager would like you to collect feedback from the clients to measure their satisfaction with the fitness facility. As it is really important to get client feedback, the manager asks you to create a way to gain their feedback. The feedback can then be used to improve the customer experience at your fitness centre.

You have now been volunteering in the fitness facility for several months and have built up a good relationship with the clients. In an interim review with your manager they have asked you to highlight the successful ways you have engaged with customers and how you have communicated with them effectively. You should show this in an observation of you working with clients in your role as a recreation assistant (e.g. on reception, around the facility.)

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

Having a clean and healthy environment is important to the fitness industry. Cleanliness is a vital part of keeping customers happy and making sure the fitness facility is hygienic. Cleaning is one of the activities you participate in as part of your volunteer placement. It is important that you complete these duties safely and correctly. The manager of the facility needs to be sure you are safe whilst you conduct the cleaning activities so they will observe you whilst you complete your tasks.

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

Learners create a mind map of all the ways (places, situations) that they experience customer service. They then consider times they have received excellent customer service and times when they experienced poor customer service. What happened in each situation? What made each scenario particularly positive or negative?

Learners can use a discussion about their own experience to create some 'golden customer service' rules. Key things that should always be done to ensure good customer service and things that should never happen when striving to provide good customer service. The golden rules can be written out, decorated, or displayed

**Suggested time:** about 10 hours.

#### Activity: Local demographics and customer needs

Learners carry out research into their local area to find out about what types of leisure facility are available and how they cater for different types of customer.

Where possible, learners could design and give out questionnaires to find out what people in the local area are looking for in relation to leisure provision.

Learners then prepare and deliver a presentation to share their findings with the rest of the class.

Learners write a review to assess the provision of leisure for people in the local area and if there are any types of customer that are not fully catered for in the local area.

**Suggested time:** 8 hours.

#### Activity: Client feedback

Learners given a range of information about their clients. Working in pairs, learners create a profile of a typical gym user in their facility. Using this information, they create a list of client expectations and identify how their fitness facility challenges social inclusion.

Learners walk through their fitness facility from a customer's point of view. They highlight good parts of their experience and areas that could be improved. The learners then create a poster that highlights 10 ways to retain customers in their fitness facility. Finally, they write a code of conduct for their own behaviour when working in their fitness facility. The list should identify positive behaviours they are expected to demonstrate.

Learners are given examples of information gained from feedback from customers and the types of feedback collection method. Where possible they try completing the feedback forms to experience them. Learners then highlight areas that clients have identified as requiring improvement and suggest solutions. Learners then reflect on the importance of the client feedback.

**Suggested time:** about 10 hours.

**Activity – Methods to respond to customer needs and wants**

In pairs, learners list the different ways in which a recreation assistant will encounter customers (e.g. face to face, over the phone, by email, social media).

The class can discuss each of these methods and ways to ensure they are providing good customer service in each situation.

Different types of customer can also be considered in relation to age, experience and knowledge of sports, people with disabilities, and how to offer appropriate support where required.

**Suggested time:** 10 hours

**Activity: Standards for effective customer service in sport and active leisure**

Learners research different types and examples of organisational policies and procedures that employers have for supporting and maintaining customer service.

They select key features that embody the highest standards for customer service and create their own 'customer service charters' for a business. Learners play games exploring the importance of clear communication, e.g. charades. They discuss the importance of listening, noting down and repeating back what they have heard and talk about the frustrations they felt when playing the games.

They explore the habits of highly effective teams and create a 'team charter' for use in a sport and active leisure facility. Teachers show learners examples of how to gather feedback from customers to improve service, and learners can also provide examples from their own experience. The group then discusses the pros and cons of each method and which might be most useful for a facility.

**Suggested time:** about 6 hours.

**Activity – Interacting with customers**

Learners are put into simulated settings in which they demonstrate customer service skills including:

- face-to-face
- over the phone
- by email
- through social media.

Learners work in groups of three with one as the customer, one as the recreation assistant and one as the observer. After each simulation, learners talk through the strengths and areas for development.

Learners then take part in real-life situations to learn about customer service skills. This could be through advertising a charity event such as a bake sale or a sporting activity such as a sponsored run. Learners use the different methods of communication that they learned about to advertise the event and then to deliver the event, practising face-to-face, over the phone, email and social media methods of communication.

Learners assess their own and group performance and feed back at the end of the event.

**Suggested time:** 20 hours.

**Activity: Managing customer queries or problems**

Learners are given various scenarios on cards, e.g. someone behaving inappropriately in the facility cafe, and they coach a partner on how they should deal with the matter. They provide as much detail as possible, e.g. tone of voice, body language, key words and phrases. Learners can then write down different headings, e.g. complaint about cleanliness, slow service reception, and note key tips for dealing with the different problems.

**Suggested time:** about 5 hours.

## UNIT 3: RECREATION ASSISTANT CUSTOMER SERVICE SKILLS

**Essential resources**

For this unit, learners will need access to:

- a leisure facility
- a range of customers.

**Employer involvement**

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

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



## Unit 4: Working as a Recreation Assistant

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **120**

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### Unit in brief

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

### Unit introduction

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

In this unit, you will develop the skills needed to fulfil the role of a successful recreation assistant. You will have the opportunities to provide customers with a positive experience, keep the facility safe, tidy and clean, and maintain, set up and store leisure equipment.

This unit will prepare you for employment opportunities in a leisure industry as you will be familiar with daily duties, cleaning and maintenance and keeping customers safe. The unit will also prepare you for progression to a Level 3 Apprenticeship.

### Learning aims

In this unit you will:

- A** Examine legislation, policies and procedures in the sport and active leisure industry
- B** Demonstrate working with equipment in a leisure facility
- C** Demonstrate safe working practice in a leisure facility.

## UNIT 4: WORKING AS A RECREATION ASSISTANT

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Examine legislation, policies and procedures in the sport and active leisure industry	<b>A1</b> Safety legislation <b>A2</b> Policies and procedures <b>A3</b> Sector guidance	A poster, presentation, slide show or report on the types of policies, procedures and legislation relevant to them as a recreation assistant.
<b>B</b> Demonstrate working with equipment in a leisure facility	<b>B1</b> Types of equipment in a leisure facility <b>B2</b> Set up, take down and store equipment <b>B3</b> Carry out routine maintenance checks on equipment	An observed practical activity where learners show they can set up, take down and store equipment. Filmed, witness statement or live observation.
<b>C</b> Demonstrate safe working practice in a leisure facility	<b>C1</b> Maintaining safety in a leisure facility <b>C2</b> Cleaning <b>C3</b> Carry out cleaning activities in a leisure facility <b>C4</b> Manage waste in a leisure facility	Observed practical where learners show they can select and use the correct products to clean area/s of the facility. Filmed, witness statement or live observation.
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>Developing customer service skills</li> <li>Developing the ability to interact with customers</li> <li>Developing the ability to clean a fitness facility</li> <li>Managing the set up, take down and storage of equipment</li> </ul>	<ul style="list-style-type: none"> <li>Role and responsibilities of a recreation assistant</li> <li>Client demographics and their impact on leisure choices</li> <li>Engaging with customers</li> <li>Safe methods of cleaning a fitness facility</li> <li>Safe handling of sport and fitness equipment</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Working with others</li> <li>Thinking skills/adaptability</li> <li>Problem solving</li> <li>Management of information</li> <li>Self-management and development</li> <li>Use of own initiative</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Examine legislation, policies and procedures in the sport and active leisure industry

##### A1 Safety legislation

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

##### A2 Policies and procedures

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

##### A3 Sector guidance

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

**Learning aim B: Demonstrate working with equipment in a leisure facility****B1 Types of equipment in a leisure facility**

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

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

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

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

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

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

**Learning aim C: Demonstrate safe working practice in a leisure facility****C1 Maintaining safety in a leisure facility**

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

**C2 Cleaning**

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

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

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

**C4 Manage waste in a leisure facility**

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

## Transferable skills

### Preparing for work

- Working with others as part of a team.
- Following organisational procedures.
- Using own initiative.
- Asking for help.

### Communicating

- Demonstrating communication methods appropriate to the client.
- Using suitable language.
- Demonstrating effective communication to customers and colleagues whilst cleaning. to ensure a positive customer experience.

### Problem solving

- Responding to and resolving problems posed by clients whilst in the facility, including providing realistic solutions.

### Developing practical and technical skills

- Demonstrating methods of handling data, engaging with clients and cleaning a leisure facility.

### Managing information

- Using information from clients to manage their leisure experience.
- Storing client information safely and securely.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine legislation, policies and procedures in the sport and active leisure industry</b>		
<b>A.P1</b> Outline relevant health and safety legislation that a leisure facility needs to follow.	<b>A.M1</b> Explain the importance of adherence to health and safety legislation, policies and procedures in a leisure facility.	<b>A.D1</b> Justify the importance of adherence to health and safety legislation, policies and procedures for a leisure facility and a recreation assistant.
<b>A.P2</b> Outline relevant policies and procedures of a selected leisure facility.		
<b>Learning aim B: Demonstrate working with equipment in a leisure facility</b>		
<b>B.P3</b> Assist in the safe preparation and set up of equipment before exercise in a leisure facility.	<b>B.M2</b> Demonstrate the ability to competently and safely work with equipment before and after exercise in a leisure facility.	<b>B.D2</b> Demonstrate the ability to confidently and safely work with equipment before and after exercise in a leisure facility.
<b>B.P4</b> Assist in the safe take down, checking and storage of equipment after exercise in a leisure facility.		
<b>Learning aim C: Demonstrate safe working practice in a leisure facility</b>		
<b>C.P5</b> Select equipment and materials to be used for cleaning an exercise area of a leisure facility environment.	<b>C.M3</b> Select and safely use appropriate equipment and materials to carry out effective cleaning of exercise areas in a leisure facility environment.	<b>C.D3</b> Demonstrate confident, competent and safe use of equipment and materials when cleaning exercise areas in a leisure facility environment.
<b>C.P6</b> Carry out safe cleaning of an exercise area in a leisure facility environment.		

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

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

**For merit standard**, learners will:

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

**For pass standard**, learners will:

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



**Learning aim B**

**For distinction standard**, learners will:

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

**For merit standard**, learners will:

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

**For pass standard**, learners will:

- undertake some responsibilities of a recreation assistant by supporting colleagues to set up, take down and store equipment in at least two areas of the facility, following organisational and safety procedures but will need prompting and assistance from others most of the time. Learners will follow organisational procedures including NOP, risk assessment, admissions policy and adhere to key legal and regulatory requirements as well as sector guidance from NGBs Sport England/Sport Wales, but may need reminding most of the time. Learners will follow instructions to complete tasks to a reasonable standard with prompting.

**Learning aim C**

**For distinction standard**, learners will:

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

**For merit standard**, learners will:

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

## UNIT 4: WORKING AS A RECREATION ASSISTANT

**For pass standard**, learners will:

- follow organisational procedures (clearing rota, chart) some of the time to maintain the cleanliness of at least two different areas of the facility. They select some correct cleaning equipment and products and use each as directed/appropriately with consistent reference to instructions during the task or guidance. They could use the wrong equipment or products for the tasks some of the time. They follow some organisational guidelines to conduct cleaning to a reasonable standard. They use some PPE where necessary but may need prompting to do so. They store cleaning equipment and products in accordance with health and safety guidance and facility policy but may need prompting to do so.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

### Suggested scenario

You have been volunteering in the fitness suite of a local fitness gym.

A key responsibility of your role is to check the bookings timetable and ensure you are in the right place at the right time to help set up and/or take down equipment. This enables the timetabled activities to run smoothly and to time and is important to maintain high standards of customer service. Your manager asks you to look at the timetable of bookings for the day and to make a plan that shows where you need to be and when, as well as who else may need to be in place to support you at specific times.

Being able to set up, take down and store equipment is a vital part of the role of a recreation assistant. You have been asked to show a new member of staff how to set up, take down and store some specific pieces of equipment. You will need to ensure your new colleague is aware of the steps to follow to do this safely and efficiently, following organisational and (where relevant) manufacturer's processes.

Having a clean and healthy environment is important to the fitness industry. Cleanliness is a vital part of keeping customers happy and making sure the fitness facility is hygienic. Cleaning is one of the activities you participate in as part of your volunteer placement. It is important that you complete these duties safely and correctly. The manager of the facility needs to be sure you are safe while you conduct the cleaning activities so they will observe you whilst you complete your tasks. You are also required to safely clean two areas of the gym after exercise, abiding by legislative requirements and the organisation's guidelines and policies.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

Set up, take down and store different types of equipment. Two different cleaning activities to be used.

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

In groups, learners are given a practical activity that requires them to work together to achieve the final aim (e.g. a problem-solving, team building type activity). They must nominate responsibilities and use appropriate communication to achieve their goal. On completion of the task, they should discuss the roles and responsibilities of their fellow teammates.

- What was the aim of the task?
- How did they work together to achieve the task?
- Was the communication appropriate?
- What could they have done better to achieve the task faster or more accurately? Learners can then repeat the task to compare how they have progressed.

Learners create a poster that identifies and explains the importance of teamwork and good communication in a leisure operations environment. They discuss their experiences in the activity and how they can apply what they have learned to an employment situation. They identify the communication and teamwork characteristics needed and the benefits they may bring to an organisation.

**Suggested time:** about 5 hours.

#### Activity: Policies and procedures in a sports organisation

Learners visit a local leisure centre sports centre and are shown around and given a talk on the organisations health and safety related policies including:

- normal operating plans (NOP)
- Emergency action plan (EAP)
- risk assessment
- admissions policy
- equality and diversity policy
- environmental policy.

Learners can ask questions and view the policies where possible to get a better idea of how they are used in the workplace.

Learners talk to staff at the centre to find out how the policies are implemented for their role

**Suggested time:** 5 hours.

**Activity: Types of equipment in a leisure facility**

Learners work in pairs to list all the types of equipment in a leisure facility.

As a class they can discuss and add to the list and then categorise the equipment into simple, complex or powered equipment (explaining the differences between these types of equipment as necessary).

The class can also discuss health and safety guidance, particularly the importance of following procedures when handling equipment.

There can be a practical activity (either live or online) to demonstrate manual handling in line with the latest guidelines when using each type of equipment.

**Suggested time:** 6 hours.

**Activity: Preparing and setting up equipment for use and removing and storing it after use**

Learners explore a sports storage cupboard and list the different types of sports equipment it contains. They rank the equipment from easy/quick to assemble/put away to hard/slow to assemble/put away, also discussing other factors, e.g. the number of people required to comply with health and safety requirements, and so on.

Learners practise retrieving, setting up, putting away and storing a variety of simple and more complex equipment, and make flow charts or lists of the appropriate sequences to be followed. They share them with peers to see if their list is appropriate and covers all key areas for attention.

Learners examine defective or damaged equipment and establish common things to look for, e.g. missing parts. They create their own equipment checklist and carry out an audit in the sports storage cupboard, identifying issues and discussing as groups which ones a recreation assistant could attend to and which would be referred to a supervisor.

Learners explore legal responsibilities for ensuring the safety of self and others while setting up and handling equipment and carry out research on incidents where this has not been complied with, noting what the outcomes were. They can then practise good manual handling techniques, working in pairs to correct techniques.

**Suggested time:** about 18 hours.

**Activity: Preparing and maintaining safe environments in different areas of a facility**

Learners take a tour of different areas of a facility and identify a 'before and after' activity of their choice, as well as short- and long-term preparations and maintenance requirements. They return to their class and, for each area, make a list of key things to look out for before activities are started or prepared for.

Learners carry out spot checks on the areas using the checklists they have designed, looking for potential hazards and seeing if they spot issues their peers do not. Learners discuss what to do if hazards are observed, identifying which can be dealt with and which should be referred to a supervisor. They make a list of accidents that might occur if the hazard is not dealt with promptly and effectively.

Learners take part in role-play scenarios focused on dealing with complaints about the facility areas, learning how to give feedback to customers in a way that reassures them that their complaints are taken seriously.

**Suggested time:** about 8 hours.

**Activity: Managing equipment**

Learners observe an experienced and competent person set up, take down and store a range of different equipment that may be found in a leisure facility. Learners given a pre-prepared proforma on which they can note down the key steps, process and safety points for each piece of equipment.

**Suggested time:** about 8 hours.

**Activity: Maintaining sports equipment**

Learners make a list of all the different types of equipment they have practised preparing, setting up, removing and storing. They select some to examine in detail, identifying what looks flimsy or likely to break, where wear and tear seems to be showing, what might be easy to maintain and what might need to be attended to by a professional, and so on.

They come together to share their observations, and, in groups, learners rank the equipment (in several ways) from most likely to need maintenance to easiest/hardest/most expensive to maintain.

As a small group, they agree a checklist that could be used to assess the condition and maintenance needs of all the equipment, to include the types of fault to check for, and could be used by a recreation assistant daily. Learners should include a section to identify when the check was made and by whom and provide a space for information concerning the action taken. This needs to be printed out and be usable.

**Suggested time:** about 15 hours.

**Activity: Ensuring the safety and wellbeing of participants**

Tutor sets up and runs a session with obvious unsafe or poorly designed features, e.g. activities that are not inclusive, or handing out broken badminton racquets, and learners have to identify the issues and discuss possible negative outcomes of not addressing them.

Learners practise completing formal risk assessments and checklists on the facility and equipment, making recommendations for improvements.

Learners create a 'do and don't' poster for participants, highlighting the importance of appropriate behaviour, dress, conduct. They can then justify the points they have included.

**Suggested time:** about 6 hours.

**Activity: Reporting procedures**

Learners should carry out research to find out about the different reporting procedures, e.g. RIDDOR, at a sports centre and the documentation used to ensure equipment inspection routines and internal accident and incident policies are in place.

Learners can be given templates for these reporting procedures and complete them for given situations.

**Suggested time:** 2 hours.

**Activity: Cleaning and tidying sport and active leisure areas**

Learners discuss their own experience of using sport or leisure facilities. Were all the areas as clean as they should be? Why not? What was wrong with them? How did this make them feel as customers? Did they report concerns? What happened?

As a group, learners explore the range of facility areas and equipment in sport and active leisure environments, the issues involved in cleaning them and how customers are kept safe while areas are cleaned. They carry out internet research on different types of equipment-specific cleaning products and explore the wide range available.

As individuals, learners select different areas and identify which equipment and materials they would need to clean them. They research the types of chemicals used in sport and leisure facilities, identifying which are hazardous. They also identify and describe the correct personal PPE needed for different cleaning jobs. They then set these out under clear headings for each facility area.

Learners prepare a diagram or plan that shows where risks lie in the two selected areas, e.g. customers could trip over flexes in the gym or encounter chemicals on wet floors. Learners state how they would protect the public from the hazards, including what signs they would put up and explaining what the different signs mean.

It is strongly recommended that learners visit a facility with their table/list of facility area cleaning. Check their list – does it cover everything they can see in the facility? Ask learners to amend their tables as necessary.

**Suggested time:** about 25 hours.

**Activity: Clean cards**

Learners watch or be talked through a range of different cleaning processes for a variety of different areas and situations around the leisure facility. They can then select at random a 'clean card' that will outline a scenario for them (these will have been pre-made by the tutor and may include scenarios such as 'fizzy drink spillage in the café' or 'blood on the rowing machine'). Learners will have to describe how they would manage their selected situation, which cleaning equipment and products they would need, where these can be found, the process they would follow, and how to ensure safety whilst they are cleaning.

**Suggested time:** about 10 hours.

**Activity: Handling substances hazardous to health**

Tutor lists different areas of a sport and leisure facility on large posters and learners circulate the posters, adding ideas about how, why and where substances might be used in each one. They discuss which areas appear to have the greatest requirement for products.

In small groups, learners research the types of substance used in these areas and assess the manufacturer's health and safety comments or requirements for their use. They feed back to the class and together agree which seem to be the most hazardous substances and which areas of the facility they might be most likely to be found in.

Learners look at key points from the Control of Substances Hazardous to Health (COSHH) Regulations and identify a recreation assistant's legal responsibilities for handling, storing or moving hazardous substances. They make posters or leaflets to be used in a sport and leisure facility that can be easily read and understood by employees.

Tutor prints off a blank figurine on to paper and learners draw on the PPE that a recreation assistant might wear and when this might be needed.

**Suggested time:** about 8 hours.

**Activity: Managing waste in a leisure facility**

Learners visit a leisure facility to find out how it manages waste including:

- waste bins
- recycling
- ways to reduce waste.

Learners produce a leaflet that covers methods of managing waste at a leisure facility.

**Suggested time:** 3 hours.

## UNIT 4: WORKING AS A RECREATION ASSISTANT

**Essential resources**

For this unit, learners will need access to:

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

**Employer involvement**

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

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



## 4 Planning your programme

### Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements, but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) achieved at least at Level 1
- at least Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 7 Administrative arrangements*.

### What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required. This is indicated in the units.

### What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example strong communication and organisational skills, and a customer-focused approach in sport and physical activity, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

## What are the requirements for meaningful employer involvement?

This qualification has been designed as a BTEC Level 2 qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* and *Section 8 Quality assurance* for the requirements for employer involvement.

### Support for employer involvement

It is important that you give learners opportunities which are of high quality and that are directly relevant to their study. We will support you in this through our guidance materials and by giving you examples of best practice. See *Section 10 Resources and support* for details of the support available, including the Work Experience Toolkit.

## What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

## How will my learners become more employable through this qualification?

This qualification is mapped to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Recreation Assistant standards

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamworking and communication, and completing realistic tasks have been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

## 5 Assessment structure

The Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) is assessed using *internal assessments*, which are set and marked by tutors.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the Pearson *Quality Assurance Handbook* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 7 Administrative arrangements*.

### Operating internal assessment

#### The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification, it is likely that the team will be small, but it is still necessary to ensure that the assessment process is followed. Full information is given in the Pearson *Quality Assurance Handbook*.

The key roles are:

- the centre has responsibility for the planning, record keeping and standard setting for the qualification. The centre completes annual self-assessment for all programmes/group of programmes
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

## Planning and record keeping

The centre should make sure that there is a plan for assessment of the internally assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the Pearson *Quality Assurance Handbook*.

The WBL supporting topic landing page holds a range of resources to support centres.

<https://qualifications.pearson.com/en/support/support-for-you/work-based-learning/about-wbl/support-topics/new-work-based-learning-quality-assurance-model.html>

## Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners can complete assignments on time.

## Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualification. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

## Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific, observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can

choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment, but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

### Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activity
- oral or written presentations with assessor questioning
- work logbooks and reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must document clearly the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where, in satisfying the M criteria, a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### **Making assessment decisions using criteria**

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the Essential information for assessment decisions section in each unit
- your assessment team's collective experience supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

### **Authenticity of learner work**

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

## 7 Administrative arrangements

### Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

### Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

### Access to assessment

Internal assessments need to be administered carefully to ensure that all learners are treated fairly and that results, and certificates are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.



## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

### Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by members of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## Dealing with malpractice in assessment

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

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see our *Centre guide for dealing with malpractice and maladministration in vocational qualifications*, available on our website.

### Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Our *Centre guide for dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect you to take.

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

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

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

### Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

### Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

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

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required units for a qualification, the centre can claim certification for the learner, provided that the quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

## Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Pearson Work Based Learning Centre Guide to Quality Assurance*: this guide provides centres with the information required to be prepared for quality assurance for all our Pearson Work-based Learning and Apprenticeship qualifications
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive, and a full list of our regulatory policies can be found on our website.

## 8 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Work Based Learning Centre Guide to Quality Assurance*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

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

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

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

### Points available for internally-assessed units

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

	60 GLH	120 GLH
<b>U</b>	0	0
<b>Pass</b>	16	32
<b>Merit</b>	24	48
<b>Distinction</b>	32	64

### Claiming the qualification grade

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

### Calculation of qualification grade table

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

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



## Examples of grade calculations based on table applicable to registrations from September 2020

### Example 1: Achievement of a Diploma with a PP grade

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

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

### Example 2: Achievement of a Diploma with a MM grade

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

The learner has sufficient points for a MM grade.

**Example 3:** Achievement of a Diploma with a MP grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Pass	24
2	60	Internal	Pass	16
3	60	Internal	Merit	24
4	120	Internal	Merit	48
	<b>360</b>		<b>MM</b>	<b>112</b>

The learner has sufficient points for a MP grade.

**Example 4:** Achievement of a Diploma with a DD grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Distinction	64
2	60	Internal	Distinction	32
3	60	Internal	Distinction	32
4	120	Internal	Distinction	64
	<b>360</b>		<b>MM</b>	<b>192</b>

The learner has sufficient points for a DD grade.

**Example 5:** Achievement of a Diploma with an Unclassified result

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

The learner has a U in Unit 2.

The learner has sufficient points for an MP but has not met the requirement for a Pass, or above, in all units.

## 10 Resources and support

Our aim is to give you support to enable you to deliver the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Delivery Guides and Assessment Activities

These two sections within the unit specification provide structure and idea generation for planning learning and assessment.

#### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

#### Training

Prerecorded, live and centre based training is located on the qualification website through the Training from Pearson <https://qualifications.pearson.com/en/support/training-from-pearson-uk.html>

### Support for teaching and learning

Details of Pearson's own resources and of all endorsed resources are on our website.

### Supplementary Teaching and Learning Support Document

This document is a companion to the unit specification to support educators for teaching, learning and assessment.

### Support for assessment

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We will provide an example assignment brief for Unit 1. This is further supported by sport contextualised assignment support document.

## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant). They include the following:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) and Business Development Manager (BDMs) – they are regionally based and have a full overview of BTEC qualifications and of the support and resources that Pearson provides.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant).

These sector-specific events, developed and delivered by specialists, are available both face to face and online.





Diploma

# Sports Industry Skills (Sport and Active Leisure Recreation Assistant)

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