



Unit 18: Sport and Leisure Facilities Management

Delivery guidance

Approaching the unit

This unit aims to give learners the knowledge and understanding needed to enable them to become a leisure manager. You should allow learners to explore the differing responsibilities of the leisure manager in relation to human and physical resource management, health and safety and safeguarding. You will need to ensure that learners gain an understanding of the legislation, processes and procedures that shape and guide the management of health and safety and safeguarding in the active leisure environment. You will also need to consider the role that the leisure manager has in maintaining the required standards of health and safety, responding to emergency situations and reporting on health and safety incidents. Active leisure managers also have a vital role in safeguarding children and vulnerable adults in the leisure environment.

Delivering the learning aims

For **Learning aim A**, learners will need to consider the human and resource management needs and requirements in the active leisure environment. They should be given case studies within the active leisure industry to research. The case studies should contain actual data and information from specific active leisure organisations, for example local authority, private sector, dual use sites, adventure pursuits or single sport/multi-sport. Learners may find it useful to look at job descriptions for leisure manager positions to help them identify roles and responsibilities for human and physical resource management. This learning aim lends itself to group-based discussion work and opportunities for peer feedback. Learners should discuss case studies and contrasting centre visits, as well as the importance of effective management within leisure centre facilities, with their peers. Centre visits are crucial for learners to be able to observe the requirements for human and physical resource provision and control in active leisure, and to explore how the leadership role and responsibilities are influenced by different resource-related factors.

Learning aim B examines the management of health and safety in the active leisure environment. It looks at the responsibilities of the leisure manager in the management of health and safety in the active leisure environment. You should allow learners the opportunity to observe staff working in leisure centre management and focus on the way they follow relevant legislation, reporting and recording procedures. Learners must be familiar with current practices in the working environment and must understand the importance of following legislation, practices and procedures. Centre visits will enable learners to observe these legislations, policies and procedures and how they impact on staff and clients in the leisure centre environment.

Learning aim C centres on the requirements for safeguarding children and vulnerable adults in the active leisure environment. You should introduce learners to how the roles, responsibilities and decisions made are influenced by the specific requirements and challenges of the context in which they work, or by external factors. For example, a dual use facility may be accessed by different types of user, possibly children and/or vulnerable adults at the same time, raising specific safeguarding challenges that require organisation procedures to be implemented in response to legislation. Learners will benefit from guest speakers and centre visits to enable them to understand how safeguarding is a major part of the leisure centre manager's role. It will be useful to give learners opportunities for role-play scenarios, where they can collaboratively work with others. Role play will help them develop their critical thinking and communication skills by providing feedback to their peers about their responses in different safeguarding situations.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Understand the management of human and physical resources in sport and active leisure	A1 Human resource management A2 Physical resource management A3 The management and leadership role A4 Factors affecting the management and leadership role	A report that focuses on the sport and active leisure manager's responsibilities for human and physical resource leadership and management.
B Examine the management of health and safety in the sport and active leisure environment	B1 Sport and leisure managers' responsibilities for health and safety B2 Responding to emergencies in sport and active leisure B3 Reporting and recording procedures	A report that focuses on the sport and active leisure manager's responsibilities for health, safety and safeguarding and the response to emergency and non-emergency health and safety and safeguarding situations.
C Examine the requirements for safeguarding children and vulnerable adults in the sport and active leisure environment	C1 Legal safeguarding requirements C2 Managers' safeguarding responsibilities	A report evaluating the overall importance of management on the effectiveness of resources, health and safety and safeguarding in a sport and active leisure environment.

Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

The first assessment for **learning aim A** is a report that focuses on the active leisure manager's responsibilities for human and physical resource leadership and management. The assessment could include a brief report on case studies containing actual data and information from specific active leisure organisations. The report will allow the learner to use the theories, skills and qualities of physical and human resource management developed in the unit to demonstrate how managers fulfil their requirements effectively.

Learning aims B and **C** are assessed together. The first task is a report that focuses on the active leisure manager's responsibilities for health, safety and safeguarding and the response to emergency and non-emergency health and safety and safeguarding situations.

The second task is a report that must evaluate the overall importance of management for the effectiveness of resources, health and safety and safeguarding in an active leisure environment.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

The introduction to this unit could build on that provided in *Unit 2: Careers in the Sports and Active Leisure Industry*. You could lead a group discussion about the different careers available in the leisure industry and the personal skills required for the various roles. You may also help learners to reflect on some of the topics learned through the successful completion of Unit 2. This would help to give more of a connected learning experience.

Learning aim A: Understand the management of human and physical resources in sport and active leisure

- For **A1**, discussion activities with tutor support will encourage learners to explore the role of human resource management in active leisure. Learners should discuss job descriptions and effectiveness, and employment legislation. Observing a mock performance management scenario will bring this process alive and deepen the understanding of appraisal and career development.
- Learners can prepare questions for a guest speaker working in a managerial role in a local sport and leisure centre to appreciate their day-to-day management of human resources.
- For **A2**, case studies from active leisure centres and a planned visit to a local leisure centre will develop an understanding of managing physical resources.
- This centre visit will also allow learners to observe management and leadership roles for **A3**. Learners need to be aware of the importance of leadership and the responsibilities of a team leader. Learners should be taught the theories of leadership and should be allowed to investigate different styles of leadership. The tutor can request to obtain images of the areas within the facility to support with learning in learning aim B.
- Organisation of a second visit will provide excellent and further insight into the legislation but highlight potential differences in style of leadership.
- For **A4**, learners should be given the opportunity to explore factors affecting the management and leadership role. It would be beneficial for learners to take part in role-play scenarios where they have to demonstrate how to respond to the emotions and behaviours of team members and how they should communicate in an active leisure team.
- Learners could take part in activities, such as team building activities, to enable them to experience using different communication methods in a team. They should consider the effects different ways of communicating have on the motivation of the individual and the team.

Learning aim B: Examine the management of health and safety in the sport and active leisure environment

- Introduce learners to the leisure manager's responsibilities for health and safety. This could be done through a class discussion, a guest speaker (such as a leisure centre manager) or a centre return visit.
- For **B1**, in pairs, learners could investigate legislation relevant to working in leisure centres. Learners could use the information they find about this legislation to carry out a



presentation to the group. The presentation should include information about how leisure centre staff and management meet the obligations of health and safety legislation, report on injuries, diseases and dangerous occurrences and the sanctions that may be applied for non-compliance with regulations.

- Learners could use images captured by the tutor of the centre's sport and leisure facilities to carry out a risk assessment to identify how the different areas are kept safe for staff and those using the facilities.
- Centre visits will enable learners to investigate and observe the legal processes, documents and notices used by health and safety staff. They can draw on their observations of the visits in learning aim A.
- Visits will also enable learners to observe how staff are taught to respond to emergencies in the active leisure environment for **B2**. Learners should be able to access different areas of the facility to gain an understanding of the types of possible emergencies, risks and hazards that can occur.
- A leisure centre manager sharing their role and responsibilities during an emergency would support this understanding.
- For **B3**, learners should be taught about the procedures followed by staff to ensure health and safety in an active leisure environment. They should also be introduced to the responsibilities of the manager for planning and responding to emergencies, including reporting and recording procedures in line with legislation. Case studies will be beneficial for learners to make connections between procedures in other centres/environments.

Learning aim C: Examine the requirements for safeguarding children and vulnerable adults in the sport and active leisure environment

- For **C1** and **C2**, learners must be taught the requirements for safeguarding children and vulnerable adults in the active leisure environment. It will be beneficial for learners to look through examples of the different legislation that is relevant for safeguarding, and to explore the legal requirements covering safeguarding and protecting children and young people as they apply to active leisure organisations.
- Centre visits and case studies will enable learners to observe the manager's safeguarding responsibilities in the active leisure environment. Learners must be aware of safeguarding procedures. Centre visits or a guest speaker would be useful for developing an understanding of the active leisure manager's safeguarding responsibilities for staff, for producing safeguarding policies and procedures, and for responding to safeguarding concerns.
- A significant amount of this learning aim will involve learners independently producing notes on safeguarding policies, procedures and legislation in the active leisure industry.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 16: Applied Coaching Skills
- Unit 29: Technical and Tactical Skills in Sport
- Unit 35: Practical Sports Performance.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Dixon B, *Careers Uncovered: Sport and Fitness*, Second Edition (Trotman, 2007) ISBN 9781844551217 - A great guide full of useful advice and case studies from those in the industry.

Dixon B, *Jobs and Careers after A Levels*, Ninth Edition (Lifetime Publishing, 2007) ISBN 9781904979210 - Offers insight in to a range of different careers along with continuing in to higher education and the qualifications you might need.

Furlong C, *Careers and Jobs in Sport* (Kogan Page, 2005) ISBN 9780749442484 - A useful introduction to the range of careers and jobs learners might go on to pursue.

Lindon J, Webb J, *Safeguarding and Child Protection* (Hodder Education 5th edition).

Journals

Health Club Management (The Leisure Media Company) – keep up to date with the health and fitness market.

Leisure Management (The Leisure Media Company) – covers the latest news, profiles, interviews and product information plus developments, mergers and acquisitions.

Leisure Opportunities (The Leisure Media Company) - fortnightly leisure recruitment, training and news.

Leisure Week (The Leisure Media Company) – weekly updates, news and new trends.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.