



Unit title	Unit 18: Sport and Leisure Facilities Management
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
<ul style="list-style-type: none"> • 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 	

Key to learning opportunities			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	GW	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Understand the management of human and physical resources in sport and active leisure				
1	Introduction to the unit	GW	<ul style="list-style-type: none"> • Whole-group discussion: revisit Unit 2 in relation to the different careers in the leisure industry and the skills and qualities required in those roles. • Tutor presentation: focus on the management and team leader role in leisure facilities and introduce the key areas covered by the unit. • Plenary: research a job description for a sport and leisure facility managerial role. 	Tutor presentation
2-3	A1 Human resource management	GW	<ul style="list-style-type: none"> • Tutor presentation: employment legislation, again linking to, and building on, what was taught in Unit 2. • Paired activity: learners analyse a job description and, with tutor support, highlight the person specification for a managerial role. Learners note down the type of experience they would expect to read in an application for this role • Learner observation: of a mock performance management conversation, with the relevant documentation. <ul style="list-style-type: none"> - Learners feed back their thoughts on the purpose of appraisal and the skills and qualities required for the manager to perform a performance management meeting. • Plenary: learners prepare questions for the guest speaker using the unit content as a guide. 	Tutor presentation Job descriptions
4-5	A1 Human resource management	IS / GS	<ul style="list-style-type: none"> • Tutor presentation: provide an example of the features of online CPD modules to highlight the expectations of continuing professional development in a managerial role. 	Tutor presentation Online CPD module example



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			<ul style="list-style-type: none"> • Individual activity: learners complete a SWOT analysis on an allocated role of their own to develop an understanding of regular audits of skills and analysis of training needs. • Guest speaker: a local facility manager. Learners make notes on the questions previously prepared. 	
6–7	A2 Physical resource management	V / GW	<ul style="list-style-type: none"> • Whole-class discussion: learners have time to read through case studies on resource maintenance. • Leisure centre visit: learners join a manager on a tour of the centre and listen to the key components of resource planning. • Paired activity: learners use the opportunity of meeting the manager to find out the protocol of maintaining resources, as per the case studies. <ul style="list-style-type: none"> - Learners write up the protocols for an allocated case study and explain why the protocol is in place. This emphasises the importance of resource management. 	Case studies Access to a local leisure centre
8	A3 The management and leadership role <ul style="list-style-type: none"> - Roles and team dynamics 	GW	<ul style="list-style-type: none"> • Tutor presentation: tutor leads a discussion on their observations from the visit. This will lead into developing an info graphic on the importance of leadership. • Group work: tutor leads team building activities to bring alive the role of a manager and introduce Tuckman’s theory on team development and range of communication techniques (A4). • Tutor presentation: introduce Belbin’s theory on team roles and self-perception. <ul style="list-style-type: none"> - Learners use a video of a group working together, such as “I’m a Celebrity Get Me Out of Here”, to apply Tuckman and Belbin’s theories. 	Tutor presentations Online videos of groups/teams in action Associated equipment for team building games and activities



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9-10	<p>A3 The management and leadership role</p> <ul style="list-style-type: none"> - Responsibilities of a team leader - Styles of leadership 	V / IS	<ul style="list-style-type: none"> • Leisure centre visit: learners are taken to a different leisure centre and asked to focus on any similarities or differences from a manager on the first visit. <ul style="list-style-type: none"> - Learners shadow a team leader and make notes on their daily responsibilities. • Individual study: consolidate notes and learning from the second visit. • Tutor presentation: styles of leadership, using high profile leaders to compare and contrast. Developed into theories and models of motivation (A4). • Plenary: online quiz to reinforce understanding of leadership and motivation. 	Access to a local leisure centre Online quizzes Tutor presentation
11-12	<p>A4 Factors affecting the management and leadership role</p>	GW	<ul style="list-style-type: none"> • Group activities: small-sided games to revisit the communication techniques in the team building activities. • Group work: in small groups, apply different styles of leadership to lead others in a small-sided game or team building activity, while being videoed. • Whole-group discussion: watch the video and give learners the opportunity to reflect on leadership styles and effectiveness of communication. Identify factors that affect motivation, emotions and behaviour of team members. • Paired activity: role-play scenarios to practise communicating with staff members. 	Role-play scenarios Associated equipment for team building activities and game Device for videoing
13-14	<p>Assessment of learning aim A</p>	AW	<ul style="list-style-type: none"> • Individual assessment activity: learners work individually to complete assignment 1. 	Assignment brief



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Learning aim B: Examine the management of health and safety in the sport and active leisure environment				
15-16	B1 Sport and leisure managers' responsibilities for health and safety <ul style="list-style-type: none"> - Legislation 	GW	<ul style="list-style-type: none"> ● Paired activity: learners are allocated a piece of legislation relating to the leisure workplace. <ul style="list-style-type: none"> - Choose a presentation template and plan and deliver a presentation on this legislation. Learner can use the <i>what, how</i> and <i>why</i> format. - After presentations, materials are copied and shared so learners have access to all healthy and safety legislation. 	Presentation templates Associated workplace policy documents
17-18	B1 Sport and leisure managers' responsibilities for health and safety <ul style="list-style-type: none"> - A safe workplace - Risk assessment 	GW / IS	<ul style="list-style-type: none"> ● Tutor presentation: sharing of images captured on the first leisure centre visit capturing: <ul style="list-style-type: none"> - identification and prevention of risks and hazards - testing of equipment - legal signs. ● Small group work: learners move round in a marketplace activity and review the images to appreciate the legalities about maintaining a safe workplace. ● Individual activity: learners complete a risk assessment document for an allocated image. ● Plenary: examples of non-compliance with health and safety legislation and the consequences are shared with learners. 	Laminated images Risk assessment documentation
19	B2 Responding to emergencies in sport and active leisure <ul style="list-style-type: none"> - Emergencies and their procedures 	GW / V	<ul style="list-style-type: none"> ● Tutor organisation: the classroom is divided up into areas representing a sport and leisure emergency as identified in the unit content. ● Paired activity: learners visit these areas to identify what they believe to have happened and why (similar to a crime scene activity). They share their findings with the rest of the group. 	Associated resources and images to represent the emergencies Access to a local leisure centre/access



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			<ul style="list-style-type: none"> • Tutor presentation: the findings are used to instruct on the procedures in place to deal with emergencies. Learners make notes on the examples of emergencies seen and the expected procedure. • Centre visit: if time allows, a visit to see a practice emergency procedure would be very beneficial here. Without the option of another visit, allow learners to see practice emergency procedures in practice via video, 	to mock emergency procedures videos, i.e. accurate use of a spinal board in the pool/wet area
20	B2 Responding to emergencies in sport and active leisure <ul style="list-style-type: none"> - Manager's role and responsibilities B3 Reporting and recording procedures	GS	<ul style="list-style-type: none"> • Guest speaker: a leisure facility manager speaks to learners about their role and responsibilities during emergencies. They share personal experiences and the legalities around reporting and recording. • Paired activity: case studies are reviewed, and learners ensure they understand the rules and timescales for reporting. They can be used to question the guest speaker. 	Case studies
Learning aim C: Examine the requirements for safeguarding children and vulnerable adults in sport and active leisure environment				
21	C1 Legal safeguarding requirements	GS	<ul style="list-style-type: none"> • Whole-class discussion: learners openly discuss what they believe the definition of safeguarding to be and the type of clients that visit a leisure centre who may require safeguarding. • Tutor presentation: ensure learners have the up-to-date information on legal safeguarding requirements. • Guest speaker: the college/school's designated safeguarding lead (if this role exists) speaks to learners about requirements for referrals. • Individual activity: learners research agencies that could be involved with referrals. 	Access to the DSL
22-23	C2 Managers'	IS	<ul style="list-style-type: none"> • Tutor presentation: share the types of safeguarding risk to the facility (these may be uncomfortable to listen to, but empathy and 	Case studies



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	safeguarding responsibilities - Facility		sensitivity are good skills to practise during these presentations). <ul style="list-style-type: none"> • Tutor presentation: safeguarding procedures. • Individual activity: learners given time to consolidate learning and make necessary notes. • Plenary: review a child protection policy and highlight the key components. 	Example of a child protection policy
24–25	C2 Managers' safeguarding responsibilities - Staff	GW	<ul style="list-style-type: none"> • Tutor presentation: safeguarding responsibilities for staff. • Tutor presentation: safeguarding policies and procedures. • Individual activity: learners given time to consolidate learning and make necessary notes. • Paired activity: role-play scenario cards are discussed and learners practise communicating the protocol. 	Role-play scenario cards
26–27	C2 Managers' safeguarding responsibilities - Responding to safeguarding concerns	GW	<ul style="list-style-type: none"> • Tutor presentation: share how to collect and share safeguarding concerns confidentially. • Individual activity: learners given time to consolidate learning and make necessary notes. • Paired activity: role-play scenario cards are discussed and learners practise communicating the protocol. 	Role-play scenario cards
28–30	Assessment of learning aims B and C	AW	<ul style="list-style-type: none"> • Individual assessment activity: learners work individually to complete assignment 2. 	Assignment brief

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.