



<b>Unit title</b>	Unit 19: Sport and Leisure Facilities Operations
<b>Guided learning hours</b>	60
<b>Number of lessons</b>	30
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	
<ul style="list-style-type: none"> <li>• Unit 2: Careers in the Sport and Active Leisure Industry</li> <li>• Unit 5: Self-employment in Sport and Physical Activity</li> <li>• Unit 10: Business and Technology in Personal Training</li> <li>• Unit 14: Marketing Communications</li> <li>• Unit 18: Sport and Leisure Facilities Management</li> </ul>	

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



Lesson	Topic	Lesson type	Suggested activities	Resources
<b>Learning aim A: Examine the aims, objectives and resources of selected sport and leisure facilities</b>				
1	Introduction to the unit	GW	<ul style="list-style-type: none"> <li>● <b>Whole-group discussion:</b> Revisit Unit 2 and recap the different skills and qualities required in various roles in a sport and leisure facility.</li> <li>● <b>Tutor presentation:</b> Introduce the key features of the unit and where work experience will feature and why.</li> <li>● <b>Plenary:</b> research the names and locations of all public, private and voluntary owned leisure facilities in their local community.</li> </ul>	Tutor presentation
2	Introduction to the unit	V	<ul style="list-style-type: none"> <li>● <b>Leisure centre visit:</b> visit and tour a local sports and leisure facility.</li> <li>● <b>Learner observation:</b> of resources available, staffing levels and services offered. <ul style="list-style-type: none"> <li>- Learners capture observations through notes and images.</li> </ul> </li> <li>● <b>Plenary:</b> learners prepare notes.</li> </ul>	Access to a local sports and leisure facility
3-4	<b>A1</b> Aims <b>A2</b> Objectives	GW / GS	<ul style="list-style-type: none"> <li>● <b>Group discussion:</b> learners use notes to compare findings on their thoughts of aims and objectives of the visited facility.</li> <li>● <b>Tutor presentation:</b> present the aims and objectives for alternative facilities.</li> <li>● <b>Paired activity:</b> learners make notes on the variety of aims and objectives. Make direct comparisons between the facilities.</li> <li>● <b>Guest speaker:</b> an operative from a local facility is invited to speak to learners about admission targets, meeting the needs of the community and how their quality of offer is monitored.</li> </ul>	Tutor presentation Aims and objectives of local leisure facilities
5-7	<b>A3</b> Resources <b>A4</b> Facilities	GW	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> use the Apprentice pitch example to prepare their own 'pitch' about the characteristics of the facility visited. <ul style="list-style-type: none"> <li>- Present the pitch with an outcome of acquiring equipment for</li> </ul> </li> </ul>	Apprentice pitch example



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			<p>the facility.</p> <ul style="list-style-type: none"> <li>● <b>Paired activity:</b> provide feedback to other pairs on their personal presentation skills. Reflect on own presentation to identify strengths and weaknesses.</li> </ul>	
<b>Learning aim B: Explore the services and products offered by selected sports and leisure facilities</b>				
8–9	<b>B1</b> Services <b>B2</b> Products <b>B3</b> Trends	V	<ul style="list-style-type: none"> <li>● <b>Leisure centre visit:</b> learners visit an alternative leisure facility.             <ul style="list-style-type: none"> <li>- The focus of the learner’s observations is the services and products being offered by the facility.</li> </ul> </li> </ul>	Access to an alternative leisure facility
10	<b>B1</b> Services	GW / IS	<ul style="list-style-type: none"> <li>● <b>Whole-group discussion:</b> sharing of observations from the visit, using the W discussion cues as per the Delivery Guide.</li> <li>● <b>Individual activity:</b> learners complete notes on the benefits and drawbacks of the services offered.</li> <li>● <b>Plenary:</b> visit the website of the facility to unpick the products offered and access the pricing strategy.</li> </ul>	Access to computers for the internet and research
11–13	<b>B2</b> Products <b>B3</b> Trends	GW	<ul style="list-style-type: none"> <li>● <b>Tutor organisation:</b> facilitate a discussion to assess the leaflets and website promotional material to identify the products offered by the facility. Present a case study.</li> <li>● <b>Paired activity:</b> review the case study of a facility that will open soon. Create promotional material for a product to suit the needs of the community.             <ul style="list-style-type: none"> <li>- Devise a pricing strategy.</li> <li>- Share the materials with others.</li> </ul> </li> <li>● <b>Tutor presentation:</b> share examples of trends and the impact they have on leisure centre provision.</li> <li>● <b>Paired activity:</b> revisit the case study to analyse the impact of trends on the services and products offered.</li> </ul>	Case study



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14–18	<b>Assignment writing</b> learning aims A and B	AW	<ul style="list-style-type: none"> <li>• <b>Assignment writing:</b> completion of assignment 1</li> </ul>	Assignment brief
<b>Learning aim C: Demonstrate the operational skills needed for working in sports and leisure facilities</b>				
19–20	Introduction to the learning aim and work experience	GS	<ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> an operative role is invited to speak to learners to provide insight into their daily tasks and role.</li> <li>• <b>Individual study:</b> learners make notes on the facility situations and on the skills discussed by the visiting speaker.</li> <li>• <b>Plenary:</b> investigate typical staffing structures in sport and leisure facilities and the qualifications required for those roles.</li> <li>• <b>Tutor organisation:</b> expectations of work experience made clear. Learners taken through the work experience logbook.</li> </ul>	<p>Access to a guest speaker</p> <p>Access to computers and the internet for research</p> <p>Work experience logbooks</p>
21–23	<p><b>C1</b> Personal skills</p> <p><b>C2</b> Customer service skills</p> <p><b>C3</b> Management skills</p> <p><b>C4</b> Operational skills</p> <p><b>C5</b> Sport and leisure facility situations</p> <p>Preparation for workexperience</p> <p><b>C6</b> Review</p> <p>Sources of feedback</p>	GW / IS	<ul style="list-style-type: none"> <li>• <b>Individual study:</b> learners use their notes from the guest speaker to create a caricature of a leisure operative, emphasising those personal skills required.</li> <li>• <b>Paired activity:</b> role play used under the following categories: <ul style="list-style-type: none"> <li>- Customer related</li> <li>- Equipment</li> <li>- Maintenance</li> <li>- Staffing</li> <li>- Emergencies.</li> </ul> <p>Learners work in small groups to practise using their customer service skills in these situations.</p> </li> <li>• <b>Group work:</b> with tutor support, learners unpick ‘a day in the life case study of a facility manager’ and identify the management skills required and used in that day.</li> <li>• <b>Whole-group discussion:</b> on who and where they could receive</li> </ul>	<p>Caricature templates</p> <p>Sports and leisure facility situation role-play scenarios</p> <p>Case study - A day in the life of a manager</p> <p>Feedback examples</p>



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>feedback on their performance.</p> <ul style="list-style-type: none"> <li>● <b>Plenary:</b> design a feedback questionnaire in order to review performance during work experience.</li> </ul>	
24 - 27	<p><b>C1</b> Personal skills  <b>C2</b> Customer service skills  <b>C3</b> Management skills  <b>C4</b> Operational skills  <b>C5</b> Sport and leisure facility situations                      Work experience</p>	V / IS	<ul style="list-style-type: none"> <li>● <b>Work experience:</b> learners complete a three-week work experience. The unit content should be shared with the employer, so they understand the skills required to be developed or observed.</li> <li>● <b>Individual study:</b> learners complete a daily log of activities and complete reflection tasks.</li> </ul>	<p>Access to work experience placement                      Work experience logbooks</p>
28	<p><b>C1-C5</b>                      Work experience review</p>	GW / IS	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> presents learners with a Padlet. They carry out a personal review of their skills used and/or observed in line with C2 – C5.</li> <li>● <b>Individual activity:</b> learners give time to consolidate learning and make necessary notes on the Padlet.</li> </ul>	<p>Access to <a href="http://www.padlet.com">www.padlet.com</a>                      Review questions</p>
29	<b>C6</b> Review	IS	<ul style="list-style-type: none"> <li>● <b>Tutor-led activity:</b> online quiz on SMART targets.</li> <li>● <b>Individual activity:</b> learners given time to complete strengths, SMART targets and complete personal action plan.</li> </ul>	<p>Personal action plan templates</p>
30	<b>Assignment writing</b> learning aim C	<b>AW</b>	<ul style="list-style-type: none"> <li>● <b>Assignment writing:</b> completion of assignment 2.</li> </ul>	<p>Assignment brief</p>

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