

Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF)

Specification

BTEC specialist qualifications

First teaching January 2012

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Martin Stretton
Prepared by Alex Martin

Publications Code BA029357

All the material in this publication is copyright
© Pearson Education Limited 2012

BTEC Level 2 qualification title covered by this specification

Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication: 600/3138/4

Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF)

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is accredited by Ofqual as being part of Apprenticeships.

Welcome to the BTEC Level 2 Certificate in Leisure Operations (QCF)

We are delighted to introduce our new qualification, available for teaching from January 2012. This qualification has been revised and conforms to the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC level 2 Certificate in Leisure Operations (QCF)

This qualification is designed to allow learners to develop their knowledge and understanding of working in a leisure management environment. It will give them the opportunity to develop essential knowledge relevant to the leisure industry, including customer care, health and safety, equipment handling and professional development.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case SkillsActive**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 2 Specialist qualifications?	1
The Edexcel BTEC Level 2 Certificate	2
Key features of the Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF)	2
National Occupational Standards	2
Rules of combination	3
Rules of combination for the Edexcel BTEC Level 2 qualifications	3
Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF)	4
Assessment	5
Quality assurance of centres	6
Approval	6
Quality Assurance Guidance	7
Programme design and delivery	7
Mode of delivery	7
Resources	7
Delivery approach	8
Additional and specialist learning	8
Access and recruitment	8
Restrictions on learner entry	9
Access arrangements and special considerations	9
Recognition of Prior Learning	9
Unit format	10
Unit title	10
Unit code	10
QCF level	10
Credit value	10
Guided learning hours	10
Unit aim	10

Unit introduction	11
Learning outcomes	11
Assessment criteria	11
Unit content	11
Essential guidance for tutors	12
Units	13
Unit 1: Understanding the Active Leisure and Learning Sector	15
Unit 2: Understanding Employment Rights and Responsibilities	19
Unit 3: Customer Care and Diversity in Active Leisure	23
Unit 4: Health, Safety, Security and Welfare in Active Leisure	33
Unit 5: Developing Self in an Active Leisure Job Role	43
Unit 6: Cleaning in Active Leisure	49
Unit 7: Handling and Maintaining Equipment in Active Leisure	59
Unit 8: Teamwork in Active Leisure	69
Unit 9: Emergency First Aid Skills	77
Further information	91
Useful publications	91
How to obtain National Occupational Standards	91
Professional development and training	92
Annexe A	93
The Edexcel/BTEC qualification framework for the Active Leisure sector	93
Annexe B	95
Wider curriculum mapping	95
Annexe C	97
National Occupational Standards	97
Annexe D	99
Glossary of accreditation terminology	99
Annexe E	101
BTEC Specialist and Professional qualifications	101

What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

The Edexcel BTEC Level 2 Certificate

The Edexcel BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

Key features of the Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF)

The Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF) relates to the following NOS.

Skills Active Level 2 National Occupational Standards for Operational services.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC Level 2 qualifications

When combining units for an Edexcel BTEC Level 2 in Leisure Operations (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF)

- 1 Qualification credit value: a minimum of 18 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 9 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF)

The Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF) is an 18-credit and 118 guided learning hour (GLH) qualification that consists of 9 mandatory units.

Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF)				
Unit	Unit reference	Mandatory units	Credit	Level
1	Y/600/1734	Understanding the Active Leisure and Learning Sector	2	2
2	J/600/0840	Understanding Employment Rights and Responsibilities	2	2
3	T/503/0731	Customer Care and Diversity in Active Leisure	2	2
4	K/503/0743	Health, Safety, Security and Welfare in Active Leisure	4	2
5	Y/503/0737	Developing Self in an Active Leisure Job Role	1	2
6	D/503/0738	Cleaning in Active Leisure	1	2
7	H/503/0739	Handling and Maintaining Equipment in Active Leisure	3	2
8	L/503/0735	Teamwork in Active Leisure	2	2
9	Y/600/1250	Emergency First Aid Skills	1	2

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 2 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

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

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF) is accredited on the QCF for learners aged 16 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in; for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Understanding the Active Leisure and Learning Sector	15
Unit 2: Understanding Employment Rights and Responsibilities	19
Unit 3: Customer Care and Diversity in Active Leisure	23
Unit 4: Health, Safety, Security and Welfare in Active Leisure	33
Unit 5: Developing Self in an Active Leisure Job Role	43
Unit 6: Cleaning in Active Leisure	49
Unit 7: Handling and Maintaining Equipment in Active Leisure	59
Unit 8: Teamwork in Active Leisure	69
Unit 9: Emergency First Aid Skills	77

Unit 1: Understanding the Active Leisure and Learning Sector

Unit code: Y/600/1734

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 15

Unit aim

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

- the active leisure and learning sector
- the sub sectors that make up active leisure and learning
- information about the sub sector in which the learner works
- career opportunities.

Unit introduction

Everyone working in active leisure and learning needs to know about the sector.

This unit will give learners knowledge of the key features of the active leisure and learning sector, looking at the size and scope of the sector as well as its contribution to society.

Learners will also develop their knowledge of the different sub sectors within the active leisure and learning sector, especially the sub sector in which they work, including its composition, its size and the roles of its key organisations.

Finally, learners will develop knowledge of employment and career opportunities in the sub-sector they work in, including sources of information on progression, training and education. Learners will learn about job roles, career pathways, progression, and transferring between sub sectors.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the key features of the active leisure and learning sector	1.1	Describe the size and scope of the active leisure and learning sector
		1.2	Describe the contribution to society of the active leisure and learning sector
		1.3	Outline the role of the Sector Skills Council for the active leisure and learning sector
		1.4	Identify the main sub sectors within the active leisure and learning sector
2	Know the key features of the active leisure and learning sub sector in which they work	2.1	Describe the composition of their sub sector in terms of public, private and voluntary organisations
		2.2	Identify the size of their sub sector in terms of employment and participation
		2.3	Outline the essential principles, values or codes of practice in their sub sector
		2.4	Identify the roles of key organisations in their sub sector, including any representative and regulatory bodies, trade unions and trade associations
3	Know employment and career opportunities in the active leisure and learning sub sector in which they work	3.1	Identify sources of information on career progression, training and education
		3.2	Identify the main job roles within their sub sector
		3.3	Identify potential career pathways in their sub sector
		3.4	Identify the key factors that help people progress in their careers in the sub sector
		3.5	Outline how people can transfer from one sub sector to another

Unit content

1 Know the key features of the active leisure and learning sector

Active leisure and learning sector: size and scope e.g. number of facilities, number of customers, number of employees, activities and opportunities available; contribution to society e.g. education, health, economic contribution

Sector Skills Council: Sector Skills Council (SkillsActive); role e.g. creating a framework for qualifications, training and development based on sector requirements and standards that have been designed by employers, ensuring their workforce is appropriately trained and qualified

Sub sectors: sub sectors e.g. sport, fitness, the outdoors, playwork, caravans

2 Know the key features of the active leisure and learning sub sector in which they work

Key features of sub sectors: composition e.g. public, private, voluntary; size e.g. employment, participation; principles; values; codes of practice; roles of key organisations e.g. representative bodies, regulatory bodies, trade unions, trade organisations

3 Know employment and career opportunities in the active leisure and learning sub sector in which they work

Employment and career opportunities: sources of information (career progression, training, education); job roles within sector e.g. fitness instructor, playworker, sports coach, sports development officer, leisure facility manager, lifeguard; potential career pathways within sector e.g. specific to sub sector, management, leadership; progression (factors that help people progress) e.g. personal qualities, experience, professional development; transferring from one sector to another

Essential guidance for tutors

Delivery

This unit should be delivered so that learners can develop knowledge and understanding of the active leisure and learning sector, including the sector as a whole and the sub sector in which they work, as well as employment and career opportunities.

Learners should be encouraged to engage with employers, and, where possible, with other employees, to gain knowledge and understanding from their experiences.

Perspectives on the active leisure and learning sector gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be through visits, and other time spent at employers, and also, where possible, through the use of guest speakers.

This unit could be delivered through distance learning, however this will involve additional, and different considerations, such as planning, and other measures, to ensure the required knowledge and understanding.

Assessment

This unit is assessed through a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports, or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

Essential resources

Learners will need access to the latest versions of relevant legislation as well as to organisational information and documents.

Indicative resource materials

Websites

SkillsActive

www.skillsactive.com

Unit 2: Understanding Employment Rights and Responsibilities

Unit code:	J/600/0840
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	15

Unit aim

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

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

Unit introduction

Everyone working in active leisure and learning needs to know and understand employment rights and responsibilities.

This unit will give learners knowledge of the rights and responsibilities of the employee and employer, extending to health and safety requirements relevant to their employing organisation, and their job role.

Learners will also develop an understanding of the documents that relate to their employment, including contracts of employment, job descriptions and personnel records.

Finally, learners will develop knowledge of key employment procedures, including those relating to time off, grievances and discrimination or bullying.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know their employment rights and responsibilities under the law	1.1	<p>Describe their rights and responsibilities in terms of:</p> <ul style="list-style-type: none"> • contracts of employment • anti-discrimination legislation • working hours and holiday entitlements • sickness absence and sick pay • data protection • health and safety
		1.2	Outline the rights and responsibilities of the employer
		1.3	Describe the health and safety legal requirements relevant to their organisation
		1.4	Outline the implications of health and safety legal requirements for their own job role
2	Understand documents relevant to their employment	2.1	Explain the main terms and conditions of a contract of employment
		2.2	Outline the contents and purpose of a job description
		2.3	Describe the types of information held on personnel records
		2.4	Describe how to update information held on personnel records
		2.5	Interpret the information shown on a pay slip or other statement of earnings
3	Know key employment procedures at work	3.1	Describe the procedures to follow if someone needs to take time off
		3.2	Describe the procedures to follow if there is a grievance
		3.3	Describe the procedures to follow if there is evidence of discrimination or bullying
		3.4	<p>Identify sources of information and advice on employment issues:</p> <ul style="list-style-type: none"> • Internal to their organisation • External to their organisation

Unit content

1 Know their employment rights and responsibilities under the law

Employee rights and responsibilities: contracts of employment e.g. Employment Rights Act; anti-discrimination legislation e.g. Race Relations Act, Equality Act, Disability Discrimination Act, Employment Equality Regulations; working hours and holiday entitlements e.g. Working Time Regulations; sickness absence and sick pay e.g. Statutory Sick Pay (SSP); data protection e.g. Data Protection Act; health and safety e.g. Health and Safety at Work Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety at Work (First Aid) Regulations, Control of Substances Hazardous to Health (COSHH)

Employer rights and responsibilities: rights and responsibilities e.g. health and safety, duty of care, working hours, data protection

Health and safety: legal requirements (relevant to organisation) e.g. Health and Safety at Work Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Control of Substances Hazardous to Health (COSHH); implications of health and safety legal requirements for job role

2 Understand documents relevant to their employment

Documents relevant to employment: contract (terms, conditions); job description (content, purpose); personnel records e.g. statutory records, organisational records; updating information on personnel records e.g. manually or electronically, accuracy, confidentiality; information on pay slips or statements of earnings e.g. name, personal details, tax code, NI number, salary, deductions

3 Know key employment procedures at work

Procedures: relating to time off; relating to grievances; relating to discrimination or bullying; internal sources of information and advice e.g. line management, human resources department, organisational documents, intranet; external sources of information and advice e.g. trade unions, Citizens Advice Bureaux, government departments

Essential guidance for tutors

Delivery

This unit should be delivered so that learners can develop knowledge and understanding of employment rights and responsibilities, including the rights and responsibilities of employees and employers and the documents and key procedures relating to employment.

Learners should be encouraged to engage with employers, and, where possible, with other employees, to gain knowledge and understanding from their experiences.

Perspectives on employment rights and responsibilities gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be made through visits, and other time spent at employers, and also, where possible, through the use of guest speakers.

This unit could be delivered through distance learning, however this will involve additional, and different, considerations, such as planning, and other measures, to ensure learners can gain the required knowledge and understanding.

Assessment

This unit is assessed by a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports, or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

Essential resources

Learners will need access to the latest versions of relevant legislation as well as to organisational information and documents.

Indicative resource materials

Websites

Citizens Advice www.citizensadvice.org.uk

SkillsActive www.skillsactive.com

Unit 3: Customer Care and Diversity in Active Leisure

Unit code:	T/503/0731
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	11

Unit aim

This unit aims to develop knowledge and understanding of customer care and diversity within the active leisure sector, and the skills needed to relate to different active leisure customers effectively and respond to their diverse needs and difficulties.

Unit introduction

Providing effective customer care and meeting the diverse needs of customers are key in ensuring that active leisure organisations are successful and meet the needs of their local communities.

This unit will give learners an overview of customer care within active leisure. Learners will explore organisational policies and procedures in relation to customer care and how customer reactions impact on an organisation's business.

Creating a positive first impression with customers is a crucial stage in providing effective customer care and also creates a positive impression of the organisation and the services it provides. In this unit learners will look at the self-presentation and communication styles that help to create a positive first impression.

It is important that learners are aware that active leisure organisations cater for a wide range of customers with different needs. In this unit they will have the opportunity to explore these different needs and how staff working within active leisure organisations should respond, including the concept of 'going the extra mile'. As part of this, learners will consider customer confidentiality, data protection, customer complaints procedures and how to deal with dissatisfied customers.

In order to respond appropriately to the diverse needs of customers learners will need to understand equality and diversity issues within active leisure. In this unit they will look at related organisational policies and procedures, legal requirements and how staff working in active leisure can support diversity in their organisation.

Finally, learners will consider the skills needed to communicate and establish relationships with customers and the behaviours that help to create a positive impression with customers. They will then have the opportunity to demonstrate these skills and behaviours.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand customer care in active leisure	1.1	Explain what is meant by 'customer care' in an active leisure organisation
		1.2	Explain why customer care is important to an active leisure organisation
		1.3	Give examples of when a customer might be: <ul style="list-style-type: none"> • dissatisfied • satisfied • delighted
		1.4	Describe the impact of customers' reaction on an active leisure organisation's business
		1.5	Describe an active leisure organisation's policies and procedures in relation to customer care
2	Understand how to present themselves and their organisation to active leisure customers	2.1	Explain the importance of making a positive first impression on customers
		2.2	Describe the style of self-presentation and communication that will make a positive impression on customers
		2.3	Give examples of when it is appropriate for a member of staff to take the initiative in communicating with customers
		2.4	Give examples of how a member of staff can promote their own organisation to customers
3	Know how to respond to active leisure customers' needs and difficulties	3.1	Give examples of the types of needs and difficulties that customers experience in an active leisure environment
		3.2	Describe how a member of staff in active leisure should respond to different customer needs and difficulties

Learning outcomes		Assessment criteria	
		3.3	Explain why it is important for a member of staff to get feedback from the customer and follow up any remaining issues
		3.4	Explain the importance of maintaining customer confidentiality and data protection
		3.5	Give examples of what is meant by 'going the extra mile' when responding to customer needs and difficulties
		3.6	Describe an active leisure organisation's complaints procedures and role of front line staff within it
4	Understand equality and diversity in active leisure	4.1	Give examples of what is meant by 'diversity' in active leisure and the diverse needs that customers have
		4.2	Describe the essential legal requirements that are relevant to equality and diversity
		4.3	Explain why it is important for an active leisure organisation to provide for equality and diversity in its services
		4.4	Describe an active leisure organisation's policies and procedures to address equality and diversity issues
		4.5	Give examples of what a member of staff can do to support diversity in their organisation
5	Be able to relate to different active leisure customers	5.1	Demonstrate how a member of staff in active leisure should present themselves to customers, including 'meeting and greeting'
		5.2	Demonstrate how a member of staff in active leisure should communicate with and develop relationships with customers with diverse characteristics
		5.3	Demonstrate types of staff behaviour that make a positive impression on different customers
		5.4	Demonstrate how a member of staff can promote own organisation to customers

Unit content

1 Understand customer care in active leisure

Customer care: provision of customer service before, during and after customers take part in active leisure activities or purchase active leisure products

Importance of customer care: keep existing customers, customer loyalty, repeat customers and business, customer recommendations to family and friends; develop a good reputation; maximise customer satisfaction with the business, competitive advantage; ensure customer safety; being responsive to customer needs

Customers: dissatisfied due to e.g. faulty equipment, equipment unavailable, untidy or dirty facilities, experience not up to their expectations, organisation unable to meet expectations, lack of communication, poor attitude of staff, rude or unhelpful staff; satisfied due to e.g. experience met their expectations, equipment in working order and available, facilities in an acceptable condition, staff friendly and helpful, questions answered, relevant information available, help and assistance provided; delighted due to e.g. experience exceeded expectations, additional help and assistance provided, problems dealt with promptly, staff attentive and knowledgeable, customer felt valued, offer of discounts, offer of additional products or services

Impact of customer reactions on the business: positive reactions e.g. repeat business, customer recommendations to family and friends, customer loyalty, competitive advantage, motivation for staff, job satisfaction; negative reactions e.g. loss of business; poor reputation, loss of competitive advantage; lack of recommendations, staff job dissatisfaction, staff demotivated

Organisational policies and procedures: procedures for e.g. methods of communication to use with customers, dealing with customer complaints, dealing with customers during an emergency situation, ensuring security of customer data, for feeding back to management on customer care issues ; policies e.g. customer service policy, refunds policy, policy for offering discounts or complimentary services/products; organisational requirements for equality and diversity; standards e.g. for appearance and behaviour, for responding appropriately to customers, timeliness in responding to customer questions and requests for information

2 Understand how to present themselves and their organisation to active leisure customers

Importance of making a positive first impression: creates positive impression of the organisation as a whole; customer feels at ease and assured e.g. knowledgeable staff, not rushed, able to ask questions, confidence in organisation and its services; customer loyalty, repeat business, customer recommendations to friends and family

Self-presentation and communication styles: self-presentation e.g. personal presentation e.g. personal hygiene, clean and smart uniform/dress, appropriate make-up and jewellery, interpersonal skills e.g. positive and helpful attitude, being polite, behaviour e.g. showing courtesy, concern, interest, thoughtfulness, respect for customers; communication e.g. appropriate tone and pitch of voice, language appropriate to customer, avoiding use of slang/jargon, appropriate body language e.g. posture, expression, gestures, eye contact, listening e.g. asking appropriate questions, repeating back to customer, looking attentive

Taking the initiative in communicating with customers: e.g. if customers look unsure or distressed, recognising if customers have special requirements, recognising if customers need help and assistance, seeing an opportunity to promote extra services

Promoting the organisation to customers: through self-presentation e.g. creating a positive impression of self and organisation, product/service knowledge, meeting customer expectations; opportunities e.g. explaining full range of products/services available, recommending products/services and their benefits, linking products/services to those customers are already using, highlight promotional actives, special offers or customer loyalty schemes

3 **Know how to respond to active leisure customers' needs and difficulties**

Customer needs and difficulties: needs e.g. urgent, non-urgent, information on products and services, help in identifying which services/products would best meet their needs, information on how services/products would benefit them, need to be safe and secure within the active leisure environment, special needs e.g. non-English speakers, hearing or sight impairment, mobility impairment, cultural e.g. social customs; difficulties e.g. communication issues, language barriers, in using equipment due to impaired mobility, sight or hearing, lack of self-confidence, in relation to cultural customs or expectations

Responding to customer needs and difficulties: adapt behaviour to respond effectively to different customer behaviour, respond appropriately to customers seeking assistance, check with customer that you have fully understood their needs or difficulties, respond promptly and positively to customer questions, comments or problems, allow customer time to consider your response, explain further when appropriate, give customers the information they need about the services or products the organisation offers, recognise information that might be complicated and check customer understanding, explain clearly to customers if their needs cannot be met; listening e.g. asking appropriate questions, repeating back to customer, looking attentive, offering to seek further help if necessary, positive and helpful attitude

Importance of customer feedback: feed back comments to senior staff, informs organisational improvements e.g. to provision of customer service, to facilities and equipment, to the active leisure environment; to customer e.g. feel listened to and respected, provides good customer service, encourage repeat business; for staff member e.g. can confirm if customer needs have been met or problems resolved and identify if further action is needed, helps to identify any problems with equipment, facilities or public areas; following up issues e.g. customer satisfaction, faulty equipment rectified, areas within the environment made safe

Maintaining customer confidentiality and data protection: compliance with Data Protection Act; importance of keeping customer data secure e.g. avoid use by criminals, fraudsters, competitors; ensure secure site for card use; customer confidence and reassurance

Meaning of 'going the extra mile': acting in a way that exceeds customer expectations e.g. providing additional help and assistance; dealing promptly with problems, offer of discounts, offer of additional products or services, exceptional help and assistance for customers with special requirements

Customer complaints procedure: set procedure to deal with customer complaints in relation to staff, facilities, equipment or services, communicated to all staff clearly, sets out the key information that staff needed to obtain from the customer; role of front line staff e.g. listen to the customer without interrupting them, thank customer for raising the issue, acknowledge and log complaint, investigate to establish validity of the complaint, respond to the customer, keep the customer informed, complete appropriate documentation to record actions taken, report outcomes to relevant people, act within limit of own authority, escalate if necessary

4 Understand equality and diversity in active leisure

Diversity in active leisure: in terms of sex, race/culture/language, disability, religion, health, economic and social status, age, sexual orientation

Diverse needs of customers: e.g. relating to age, relating to culture e.g. difference in expectations, use of language, relating to personality e.g. fear of ridicule, lacking confidence, relating to special requirements e.g. physical disabilities or impairments, relating to lifestyle e.g. traditional, relating to disposable income, relating to social class

Legal requirements: legislation e.g. Disability Discrimination Act, Race Relations Act, Sex Discrimination Act, compliance with Equality Act 2010, Gender Recognition Act; age discrimination legislation

Providing for equality and diversity in active leisure services: comply with legal requirements; serve the needs of the whole community, ensure inclusive provision, encourage participation, remove barriers to participation; provide specialist equipment to enable participation

Organisational policies and procedures: general commitment to treating customers equally, how organisation ensures that equality and diversity are central to its activities, compliance with legal requirements, communicate key aspects of the relevant legislation to staff; equal opportunities policy; staff training on diversity and equality, procedures for reporting instances of discriminatory behaviour, disciplinary procedures

Supporting diversity: following organisational policies and procedures, reporting instances of discriminatory behaviour, working with sections of the community to encourage participation, working with customers in the active leisure environment to remove any real or perceived barriers to participation, providing help and guidance, providing specialist equipment

5 Be able to relate to different active leisure customers

Presentation: self-presentation e.g. personal presentation e.g. personal hygiene, clean and smart uniform/dress, appropriate makeup and jewellery; interpersonal skills e.g. positive and helpful attitude, being polite; behaviour e.g. showing courtesy, concern, interest, thoughtfulness, respect for customers; greeting customers e.g. making eye contact, appropriate greeting, offering assistance, positive body language, appropriate form of address, being positive towards customers

Communicating and developing relationships with customers: communication e.g. appropriate tone and pitch of voice, language appropriate to customer, avoiding use of slang/jargon, appropriate body language e.g. posture, expression, gestures, eye contact, listening e.g. asking appropriate questions, repeating back to customer, looking attentive; developing relationships with customers e.g. taking the initiative with customers if they seem unsure, recognising when customers need help and assistance, putting customers at ease, instilling trust and confidence

Behaviour: following organisational procedures for standards of behaviour, adapting behaviour to respond to the needs and difficulties of customers, being inclusive through behaviour; types of behaviour e.g. showing interest, showing concern, offering to find out information immediately, listening to customers, repeating what customer says to check understanding, displaying positive body language

Promoting the organisation to customers: through self-presentation e.g. creating a positive impression of self and organisation, product/service knowledge, meeting customer expectations; behaviour e.g. showing interest, positive and helpful attitude; opportunities e.g. explaining full range of products/services available, recommending products/services and their benefits, linking products/services to those customers are already using, highlight promotional actives, special offers or customer loyalty schemes

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of customer care and diversity within active leisure. Learners need to know and understand:

- the importance of customer care within the active leisure sector and of making a positive first impression with customers
- how to relate to different active leisure customers and respond to their needs
- how to support equality and diversity within the sector
- organisational policies and procedures in relation to customer care and equality and diversity issues.

A useful opening would be through small-group discussions, during which learners can exchange their experiences of customer care within active leisure, including issues relating to equality and diversity. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of the importance of effective customer care within an active leisure organisation.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who have a customer facing role within an active leisure organisation, for example a sport and leisure centre attendant, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a manager of a sport and leisure centre or outdoor activity facility will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of the policies and procedures in place in their organisation in relation to customer care and equality and diversity and the role of their staff in promoting the organisation positively to customers, in providing effective customer care and in communicating with and responding to the needs of different active leisure customers. This should be supported by examples drawn from industry or through developed case studies that highlight:

- the importance of making a positive first impression on customers and the implications for a business of making a negative impression
- the different types of customer needs and difficulties within active leisure and how to respond to these needs and difficulties, with examples showing good and bad practice
- how an active leisure organisation can provide for equality and diversity within its services and the legal implications if this does not happen.

Role-play scenarios or simulated activities can be used to deliver the practical aspects of the unit to enable learners to demonstrate the skills and behaviours needed when relating to different active leisure customers.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

However, health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk.

For learning outcomes 1, 2, 3 and 4, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 5 has a practical focus and learners should be assessed through observations of them participating in role play or simulated activities and interacting with real customers.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Essential resources

Learners will need access to computers and the internet to carry out research as required, for example current legislation and regulations.

Indicative resource materials

Textbooks

Carlaw P & Deming VK – *The Big Book of Customer Service Training Games*
(McGraw Hill, 2007) ISBN 139780077114763

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006)
ISBN 139780471768692

Timm P – *Customer Service: Career Success Through Customer Loyalty*
(Prentice Hall, 2010) ISBN 139780135063972

Journals

Customerfirst (Institute of Customer Service)

Websites

SkillsActive www.skillsactive.com

Unit 4: Health, Safety, Security and Welfare in Active Leisure

Unit code:	K/503/0743
QCF Level 2:	BTEC Specialist
Credit value:	4
Guided learning hours:	30

Unit aim

The aim of this unit is to develop knowledge and understanding of the requirements for health, safety and security in an active leisure environment and how to respond to any hazards which compromise the health, safety and security of staff and customers. The unit also aims to develop knowledge and understanding of safeguarding children and vulnerable adults in an active leisure environment.

Unit introduction

Applying relevant safe working practices is essential when working in an active leisure environment. In this unit learners will explore the organisational policies, procedures, legislation and regulations in place to ensure a healthy, safe and secure work environment for employees, customers and visitors. This will include employer and employee responsibilities and the implications of non-compliance.

The unit covers the hazards and risks that can occur within active leisure organisations. Learners will investigate the main hazards and how these should be dealt with. They will also look at what is meant by the term 'risk' and appropriate risk assessments within active leisure.

Ensuring that the work environment is secure is also important and learners will have the opportunity to explore potential security issues and the procedures in place to maintain the security of an organisation.

Employees within the active leisure sector need to understand the safeguarding of children and vulnerable adults. In this unit learners will explore the safeguarding risks that can occur within active leisure and the associated organisational procedures.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know the requirements for health and safety in an active leisure environment	1.1	Describe the responsibilities of employers and employees under Health and Safety legislation
		1.2	Explain the term 'duty of care' as applied to self and others
		1.3	Identify key legal and regulatory requirements relevant to health and safety in an active leisure environment
		1.4	Describe what may happen if employers and employees do not follow legal requirements
		1.5	Describe an active leisure organisation's procedures to ensure legal requirements for health and safety are met
2	Know about hazards and risks in an active leisure environment	2.1	Explain what is meant by 'hazard'
		2.2	Describe the main hazards to customers and staff that may occur in an active leisure environment, to include hazards to do with: <ul style="list-style-type: none"> • facilities • equipment • working practices • behaviour • hazardous substances
		2.3	Describe how active leisure staff should deal with the main hazards to customers and staff that may occur in an active leisure environment
		2.4	Explain what is meant by 'risk'
		2.5	Describe how an active leisure organisation assesses and manages risk

Learning outcomes		Assessment criteria	
3	Know about security in an active leisure environment	3.1	Give examples of potential security problems in an active leisure environment and how a member of staff should respond to each of these potential problems
		3.2	Describe an active leisure organisation's procedures to maintain security
4	Know about safeguarding children and vulnerable adults in an active leisure environment	4.1	Explain what is meant by 'children', 'vulnerable adult' and 'safeguarding'
		4.2	Describe the safeguarding risks to children and vulnerable adults that may occur in an active leisure environment
		4.3	Describe an active leisure organisation's procedures to safeguard children and vulnerable adults
		4.4	Explain what a member of staff can do to support the safeguarding of children and vulnerable adults in an active leisure environment
5	Be able to respond to hazards to health, safety and welfare in an active leisure environment	5.1	<p>Identify a range of hazards in an active leisure environment, to include:</p> <ul style="list-style-type: none"> • health and safety to customers • health and safety to staff • security • safeguarding of children and vulnerable adults
		5.2	<p>Demonstrate how to deal with a range of hazards in an active leisure environment in line with operational procedures, to include:</p> <ul style="list-style-type: none"> • health and safety to customers • health and safety to staff • security • safeguarding of children and vulnerable adults

Unit content

1 Know the requirements for health and safety in an active leisure environment

Employees and employer responsibilities: employee responsibilities e.g. follow organisational procedures relating to health and safety, follow manufacturer's instructions, work in a way that ensures safety of self, other staff, customers and the working environment, deal with or report any health and safety issues promptly and correctly; employer responsibilities: e.g. health and safety policy in place which is communicated to all staff, provision of a safe working environment e.g. safe equipment, risk assessments, key health and safety personnel, appropriate procedures e.g. for use in emergencies, for reporting accidents, staff awareness e.g. induction, training

Duty of care: legal requirement that individuals adhere to a reasonable standard of care when carrying out activities that could harm self or others

Legal and regulatory requirements: legislation e.g. Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH) Regulations, Manual Handling Operations Regulations, Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR), Management of Health and Safety at Work Act (Amendment) Regulations Activity Centres (Young Persons' Safety) Act, Fire Safety and Safety of Places of Sport Act; regulatory bodies e.g. Health and Safety Executive, local authorities, appropriate to specific activities or specific types of activities e.g. Adventurous Activities Licensing Authority (AALA)

Non-compliance with legal and requirements: legal consequences e.g. prosecution, imprisonment, fines, other financial penalties; business consequences e.g. lose manufacturer's warranty, lose customers and business, damaged reputation, reduced sales, reduced profit; health and safety implications e.g. faulty equipment, wrong cleaning materials used, accidents and injury to staff and customers

Organisational procedures: health and safety operating procedures and good practice e.g. staff training, staff development, policies and requirements communicated clearly to all staff, appropriate risk assessments carried out, emergency procedure protocols, cascade system for notification of incidents, appropriate maintenance schedules for all equipment

2 Know about hazards and risks in an active leisure environment

Definition of 'hazard': something that could cause harm to self, colleagues, customers or members of the public

Main hazards within an active leisure environment: facilities e.g. slippery floors, quality of pool water, trailing cables, inadequate first aid facilities, poor cleanliness; equipment e.g. lack of regular testing, unclean and badly maintained equipment, equipment being left unattended; working practices e.g. lack of or poor training, no control of hazardous waste, inadequate product segregation, untidy work area; behaviour e.g. poor attitude, unsafe behaviour, disregard for health and safety requirements and safety of customers; hazardous substances e.g. flammable substances, cleaning agents, pool plant chemicals, varnishes used for indoor surfaces, paints

Dealing with the main hazards in an active leisure environment: take action to reduce the risk of a hazard actually causing harm e.g. following correct procedures, putting up warning signs when cleaning, removing an unsafe piece of equipment from use, carefully supervising a splash pool; identify and deal with any hazards quickly following organisational and legal requirements, carry out health and safety checks as required, seek advice from relevant colleagues, complete required documentation accurately and promptly

Definition of risk: risk is the likelihood of a hazard actually causing harm

Risk assessment: identify items/area to be assessed e.g. equipment operation, public area; risk assessment - identify hazards, identify those at risk, assess chance of hazard causing harm, grade risks, record findings; risk controls e.g. do not carry out activity, protect participants from hazard, provide appropriate safety equipment, provide appropriate supervision for participants

3 Know about security in an active leisure environment

Security in active leisure: problems e.g. unauthorised persons on the site, or in areas where they should not be, open gates, doors or other barriers, unauthorised use of equipment, suspicious packages or persons, vandalism to premises or equipment, unruly client behaviour, lost children; response e.g. follow organisational procedures, report incident to the appropriate person promptly, secure area/equipment, complete relevant documentation, act within limits of own authority, ensure safety of self and others

Organisational procedures: security equipment e.g. CCTV, alarm systems; procedure for receiving and dealing with visitors and subcontractors; organisational procedures for maintaining the security of the workplace e.g. taking prompt action and reporting to appropriate authority, person within the organisation responsible for security, keeping accurate written records, ensuring safety of self and others, when to contact the police

4 Know about safeguarding children and vulnerable adults in an active leisure environment

Children, vulnerable adults and safeguarding: children - legal definition a child is anyone who has not yet reached their 18th birthday; vulnerable adult - a person who is eighteen years of age or over, and who is or may be in need of community care services due to a mental or other disability, age or illness and who is or may be unable to take care of themselves or to protect themselves against significant harm or exploitation; safeguarding - taking reasonable measures to ensure the risk of harm to the welfare of children and vulnerable adults is minimised, taking all appropriate actions to address concerns about children and vulnerable adults

Safeguarding risks within an active leisure environment: e.g. staff lack awareness of safeguarding and how to report safeguarding concerns, inadequate staff training, inadequate supervision by a responsible adult, adults who may expose children/vulnerable adults to dangerous or inappropriate behaviour, children/vulnerable adults being exposed to risk because they have been removed (or removed themselves) from the appropriate area of the premises/event, children exposed to inappropriate adult environments, accidents and injury e.g. using equipment unsupervised, access to hazardous substances, falling into the swimming pool

Organisational procedures: clarify roles and responsibilities, lines of communication, systems for recording information, staff training and awareness e.g. ensure staff have adequate induction and training and up-to-date information, train and advise staff how to identify and manage risk, ensure staff aware of organisation's child protection policy; reflect relevant legislation and regulations e.g. Safeguarding Vulnerable Groups Act, Mental Health Act, Mental Capacity Act, Disability Discrimination Act, Race Relations Act, Human Rights Act; Data Protection Act, NSPCC standards for safeguarding and protecting; specific policies and procedures e.g. activity areas designed to be transparent, ensure staffing levels are appropriate, restrict or prohibit access to parts of the premises as appropriate, child protection policy and procedures, procedures for reporting any concerns or issues, guidance on confidentiality and information sharing, procedures for recruiting staff and volunteers who have contact with children, guidance on appropriate/expected standards of behaviour, processes for dealing with behaviour that is unacceptable and/or discriminatory

Supporting the safeguarding children and vulnerable adults: staff members e.g. promote good practice and challenge practice that is harmful, follow organisational procedures and codes of practice, report any concerns or issues, include all children and vulnerable adults in their safeguarding measures, build self-esteem, assertiveness, self-confidence when working with children and vulnerable adults; follow duty of care for children and vulnerable adults taking part in active leisure

5 Be able to respond to hazards to health, safety and welfare in an active leisure environment

Identify a range of hazards: to health and safety of customers e.g. slippery floors, quality of pool water, trailing cables, inadequate first aid facilities, unclean and badly maintained equipment, poor attitude and unsafe behaviour of staff, staff disregard for health and safety requirements and safety of customers, hazardous substances; to health and safety of staff e.g. slippery floors, trailing cables, inadequate first aid facilities, unclean and badly maintained equipment, inadequate product segregation, untidy work area, poor attitude and unsafe behaviour of other staff, hazardous substances; security e.g. unauthorised persons on the site, open gates, doors or other barriers, unauthorised use of machinery or equipment, suspicious packages or persons; safeguarding children and vulnerable adults e.g. staff lack awareness of safeguarding, inadequate supervision by a responsible adult, exposure to risk because they have been removed (or removed themselves) from the appropriate area of the premises/event, accidents and injury e.g. using equipment unsupervised, access to hazardous substances, falling into the swimming pool

Deal with a range of hazards in line with operational procedures: take action to reduce the risk of a hazard actually causing harm e.g. follow correct procedures, put up warning signs when cleaning, remove an unsafe piece of equipment from use, carefully supervise a splash pool; identify and deal with any hazards quickly following organisational and legal requirements, carry out health and safety checks as required, seek advice from relevant colleagues, complete required documentation accurately and promptly

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of health, safety and security within active leisure. Learners need to know and understand:

- the requirements for health, safety and security within an active leisure environment, including organisational procedures, legal and regulatory requirements
- hazards and risks within an active leisure environment and how to deal with them
- safeguarding children and vulnerable adults in an active leisure environment, including how staff can support this.

A useful opening would be through small group discussions, during which learners can exchange their experiences of health, safety and security within active leisure. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of how to maintain health, safety and security within an active leisure environment.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for ensuring an active leisure organisation is a healthy, safe and secure environment, for example a facilities manager, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a manager of a sport and leisure centre or outdoor activity centre, perhaps with residential facilities, will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of the policies and procedures within their organisation relating to health, safety and security, the associated legal and regulatory requirements and the responsibilities of employers and employees to follow these procedures and comply with legal requirements. This should be supported by examples drawn from industry or through developed case studies that highlight the:

- importance of complying with legal and regulatory requirements and the consequences of non-compliance, with examples
- hazards and risks which can occur in an active leisure environment and the importance of carrying out appropriate risk assessments
- importance of having procedures in place to safeguard children and vulnerable adults and the possible consequences if this does not happen.

The practical aspect of this unit can be delivered through realistic simulations if learners are not in employment or on work placement. Learners must have the opportunity to identify and deal with a range of hazards found within an active leisure environment.

Tutors should always ensure that each learner has the correct personal protective equipment where appropriate. It is also important that learners work in a safe manner when dealing with hazards and tutors should ensure that the environment is safe and secure before learners begin any practical activities.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

However, health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk. This will particularly be the case, for example, when using powered equipment or hazardous cleaning agents.

For learning outcomes 1, 2, 3 and 4, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 5 has a practical focus and assessment should allow the learner to demonstrate their skills in maintaining health, safety, security and welfare which should include:

- 10 health and safety hazards to customers
- 10 health and safety hazards to staff
- 5 security hazards
- 5 hazards to safeguarding children and vulnerable adults.

Realistic simulations are allowed for this learning outcome.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Essential resources

Learners will need access to the tools, equipment and materials needed to deal with hazards found in an active leisure environment, including personal protective equipment where appropriate.

It is also essential that learners have access to computers and the internet to enable them to carry out research as required, for example current legislation and regulations.

Indicative resource materials

Textbooks

Crouch M – *Protecting Children: A Guide for Sports People* (Coachwise, 2002)
ISBN 9780947850500

Frostick S et al – *Safety and Security at Sports Grounds* (Paragon Publishing, 2005) ISBN 9781899820146

Gervis M and Brierley J – *Effective Coaching for Children* (The Crowood Press, 1999) ISBN 9781861261373

Health and Safety Executive – *Essentials of Health and Safety at Work* (HSE Books, 2006) ISBN 9780717661794

Journals

Occupational Safety and Health

Policy and Practice in Health and Safety

Websites

Adventurous Activities Licensing Authority www.aals.org.uk

Central Council for Physical Recreation www.ccpr.org.uk

Health and Safety Executive www.hse.gov.uk

Royal Society for the Prevention of Accidents www.rospa.com

Safe Sport www.safesport.co.uk

SkillsActive www.skillsactive.com

Unit 5: **Developing Self in an Active Leisure Job Role**

Unit code: Y/503/0737

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 5

Unit aim

This unit aims to develop knowledge and understanding of personal development within the active leisure sector and how to develop themselves within a job role. Learners will identify their own development needs in order to plan for their personal development.

Unit introduction

This unit introduces learners to the importance of planning their personal development to meet the skills and knowledge requirements of their job role, and also to improve their work performance. Learners will need to know how to assess their own development needs, through self-analysis and using feedback from others, so that they can plan how to develop the skills and knowledge they need. In this unit learners will learn about the processes and practices involved in developing a personal development plan.

Learners will explore ways in which they can identify their strengths and weaknesses, for example through a skills audit, using evidence of own performance and analysing feedback from others. Learners will also look at how to agree priority areas for their development.

Finally, learners will create a personal development plan based on the analysis of their skills and knowledge, with realistic targets, and take part in training and development activities as part of this plan. They will also have the opportunity to review and amend their personal development plan as a result of undertaking training and development and in light of changing priorities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand personal development in an active leisure job role	1.1	Describe why it is important for staff in the active leisure sector to continue to develop their knowledge and skills
		1.2	Describe an active leisure organisation's systems to ensure the development of its staff
2	Know how to develop themselves in the job role	2.1	Describe how an active leisure member of staff can work with other people to identify their own strengths and weaknesses
		2.2	Explain the meaning of 'personal development plan'
		2.3	Describe what a personal development plan should contain
		2.4	Describe how an active leisure organisation's performance appraisal and development system works
3	Be able to identify own development needs	3.1	Identify own strengths and weaknesses in a role using evidence of own performance
		3.2	Analyse feedback from team members and managers on own performance
		3.3	Agree priority areas for own improvement
4	Be able to develop themselves in a job role	4.1	Create a personal plan for own development
		4.2	Take part in learning and development activities as part of own personal development plan
		4.3	Review own personal development plan
		4.4	Amend own personal development plan as a result of learning achievements and new priorities

Unit content

1 Understand personal development in an active leisure job role

Importance of personal development: for staff e.g. identify areas for improvement e.g. skills, product knowledge, identify related training and development opportunities e.g. external and internal courses, improve staff members' performance in their job role, facilitate promotion and progression opportunities, staff motivation e.g. sense of empowerment, helps people cope with changes; benefits to the organisation e.g. ensure staff competent to carry out their job role, skilled and motivated workforce, customer satisfaction, contributes to success of the business, competitive advantage

Organisational systems: skills audits to identify any gaps e.g. new knowledge set, practise to gain confidence; training and development policy and procedures e.g. external courses, in-house training, secondments, work shadowing; performance appraisal systems; mentoring schemes

2 Know how to develop themselves in the job role

Identifying own strengths and weaknesses with others: collecting feedback e.g. different people in the workplace (colleagues, managers, customers), from performance appraisals, use feedback to improve performance; agree objectives for areas needing development; complete a reflective diary; carry out a skills audit – review ratings with an appropriate colleague or manager; work shadowing

Personal development plan (PDP): development tool to evaluate current level of work-related skills and identify scope for improvement of work-related skills

Contents of a PDP: e.g. objectives in relation to skill development, break down of objectives into clear activities, actions that can be taken to improve targeted skills e.g. training courses, how these skills relate to job role, planned monitoring and review of progress, resources and support needed (equipment, materials, services, people), expected timeframe

Performance appraisal and development systems: ensures equitable treatment of staff, provides an ongoing process rather than a snapshot of performance; tool to develop staff, to review past and present performance, to identify strengths and areas for development, identify training needs; identify good performance, provide constructive feedback to the individual on their past performance, assess future promotion prospects and potential, support career and professional development opportunities, set objectives for the next period

3 Be able to identify own development needs

Identifying own strengths and weaknesses using performance evidence: current knowledge and skills, comparing against those required for the job role; methods e.g. self-appraisal, personal SWOT analysis (identifying strengths, weaknesses, opportunities for improvement and threats to such progress), skills audit

Analyse feedback from others: from e.g. colleagues, managers, customers, handle feedback positively; importance e.g. to obtain regular and useful feedback on performance, to change personal work objectives and development plan in light of feedback received; analysis in conjunction with e.g. requirements of the job role, results of self-appraisal/skills audit, reflective exercises to identify learning and development

Priority areas for improvement: agree priorities and targets with the appropriate person, including realistic timeframes; in relation to individual's development needs and team and organisational objectives; feed into personal development plan

4 Be able to develop themselves in a job role

Creating a personal development plan: in discussion with and signed off by the appropriate person; based on evaluations of skills and knowledge e.g. performance appraisal, skills audit, self-appraisal, feedback from others; appropriate format and contents e.g. objectives in relation to skill development, break down of objectives into clear activities, actions that can be taken to improve targeted skills e.g. training courses, how these skills relate to job role, planned monitoring and review of progress, resources and support needed (equipment, materials, services, people), expected timeframe

Learning and development activities: as identified during evaluation of performance, discussed and agreed with the appropriate person schemes, participate positively in all activities; recorded on personal development plan; types of activities e.g. external courses, in-house training, secondments, work shadowing; performance appraisal systems, mentoring schemes

Reviewing and amending the personal development plan: in light of completed training and development, use feedback and guidance from appropriate sources; review e.g. review progress towards objectives regularly, record when objectives have been achieved, identify objectives not yet achieved, consider reasons objectives have not yet been achieved, review objectives; amend in light of review e.g. set new targets, identify new/additional training and development activities, set future review dates, agree amendments with the appropriate person

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of personal development within an active leisure job role. Learners need to know and understand:

- organisational systems for staff development and the appraisal of staff
- how to identify their own strengths and weaknesses using evidence of their own performance and feedback from others
- how to create, review and amend a personal development plan.

A useful opening would be through small group discussions, during which learners can exchange their experiences of job roles within active leisure environments. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of personal development and performance appraisal within the active leisure sector.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others responsible for developing and training staff within an active leisure organisation, for example a section supervisor, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a human resources manager from a leisure centre or large chain of fitness centres will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of how employees within their organisation are encouraged and supported in developing themselves in their job role, including the organisation's performance appraisal system and training programme. This should be supported by examples drawn from industry or through developed case studies that focus on how to use performance evidence and feedback from others to identify own strengths and weaknesses and the use of personal development plans within the active leisure sector.

Learners could be given examples of personal development plan templates to help them understand what should be included. They will need the opportunity to review and amend their personal development plans. Simulated activities can be used for this part of the unit.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work. Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

For learning outcomes 1, 2 and 3, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 4 has a practical focus and assessment should allow the learner to demonstrate their skills in continuing professional development. Realistic simulations are acceptable for this learning outcome.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Indicative resource materials

Management Pocketbooks – a useful range covering titles for all areas of self-development to improve own performance including:

Dent F – *The Self Managed Development Pocketbook* (Management Pocketbooks, 1999) ISBN 9781870471664

Journals

Management Today (Chartered Institute of Management)

Websites

The Chartered Institute of Personnel and Development www.cipd.co.uk

SkillsActive www.skillsactive.com

Unit 6: Cleaning in Active Leisure

Unit code:	D/503/0738
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	7

Unit aim

The aim of this unit is to develop knowledge and understanding of the standards of cleanliness expected in the active leisure sector and of how to carry out cleaning and deal with spillages, breakages and waste within an active leisure environment. Learners will also carry out cleaning and tidying operations.

Unit introduction

This unit is about cleaning and tidying all types of areas in an active leisure environment. It covers dealing with unexpected breakages and spillages, as well as scheduled cleaning and tidying.

Learners will develop an understanding of why high standards of cleanliness are important in an active leisure environment, how organisations maintain these standards and the associated legal and regulatory requirements.

A wide range of cleaning equipment and materials is used within the active leisure sector and it is very important to select the correct equipment and materials when carrying out cleaning operations. In this unit learners will explore the different types of equipment and materials available and how they are used within an active leisure environment.

Ensuring the safety of the area being cleaned is crucial and learners will look at how to maintain the safety of others, the use of personal protective equipment and the safe disposal of hazardous and non-hazardous waste.

Finally, learners will have the opportunity to carry out cleaning operations, using manual and powered cleaning equipment and following a cleaning schedule.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about standards of cleanliness in an active leisure environment	1.1	Give reasons why high standards of cleanliness are important in an active leisure environment
		1.2	Describe what may happen if standards of cleanliness in an active leisure environment are not maintained
		1.3	Describe how an active leisure organisation maintains standards of cleanliness, including its cleaning schedule
2	Know how to carry out cleaning in an active leisure environment	2.1	Identify the legal and regulatory requirements relevant to cleaning in an active leisure environment
		2.2	Describe the types of cleaning equipment used in different types of active leisure environments, what they are for and how they are used
		2.3	Describe the types of cleaning materials used in different types of active leisure environments, what they are for and how they are used
		2.4	Describe how to maintain the safety of customers and other staff when carrying out cleaning operations
		2.5	Describe the types of personal protective equipment that are necessary for certain cleaning operations in an active leisure environment and when they should be used
		2.6	List the precautions that should be taken when using hazardous substances for cleaning operations
		2.7	Describe the procedures for disposing of waste from cleaning operations
3	Know how to deal with spillages, breakages and rubbish in an active leisure environment	3.1	Give examples of hazardous and non-hazardous waste and rubbish in an active leisure environment
		3.2	Describe how to deal with different types of hazardous waste and rubbish in an active leisure environment
		3.3	Describe how to dispose of different types of waste and rubbish correctly

Learning outcomes		Assessment criteria	
		3.4	Describe an active leisure organisation's procedures for dealing with lost property
4	Be able to carry out cleaning and tidying operations in an active leisure environment	4.1	Select cleaning equipment and materials appropriate to the areas and surfaces being cleaned
		4.2	Use both manual and powered cleaning equipment to achieve acceptable standards of cleanliness
		4.3	Follow a schedule to clean different areas in an active leisure environment
		4.4	Use personal protective equipment appropriate to the cleaning equipment and materials
		4.5	Maintain the safety of other people during cleaning operations
		4.6	Deal with and dispose of waste safely and with due regard for the environment
		4.7	Store cleaning equipment and materials securely and in the correct area

Unit content

1 Know about standards of cleanliness in an active leisure environment

Importance of standards of cleanliness: maintain hygiene standards, enhance business reputation, fulfil service level agreements; organisational procedures, relevant regulations and legislation, avoid liability; meet customer needs and expectations, ensure customer safety

Non-maintenance of standards of cleanliness: damage to reputation, loss of business, loss of manufacturers' warranties; customer complaints, compromise safety of customers and staff; risk of cross contamination and infection; damage to equipment

Maintaining standards of cleanliness: relevant organisation policies and procedures in place e.g. cleaning schedule, spot checks, ensure all staff aware of cleaning schedules, of requirements for standards of cleanliness, their role in maintaining standards of cleanliness; staff training; adequate cleaning equipment and materials available, cleaning equipment in good working order

2 Know how to carry out cleaning in an active leisure environment

Legal and regulatory requirements: legislation e.g. Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH) Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), requirements for personal protective equipment (PPE), Manual Handling Operations Regulations, hazardous waste legislation, Waste Management Licensing Regulations, Work at Heights Regulations, Food Hygiene Regulations (Hazard Analysis Critical Control Point HACCP); regulatory authorities e.g. Health and Safety Executive

Types of cleaning equipment and their uses: manual - types e.g. cloths, mops, buckets, brushes, dust pans, scraper, squeegees, antibacterial clothes, colour coded trigger sprays and bottles; uses e.g. remove dirt and dust from hard surfaces, clean spillages and stains, clean floor areas, windows and glass surfaces, remove mould and lime and clean wooden surfaces in saunas, remove bacteria from food-related surfaces, clean washroom facilities; powered e.g. jet or pressure washer, vacuum cleaner, hydro-vacuum cleaner, pool vacuums and pool vacuum hoses; uses e.g. remove dirt from outdoor surfaces (boats, stonework), drain cleaning, remove dirt from carpets, hard surfaces and upholstery, washing and drying hard sealed floors; equipment for dealing with waste e.g. bags, bin liners, containers, litter-picking tongs

Types of cleaning materials and their uses: detergents e.g. cleaning walls, floors, hard surfaces, wooden surfaces in saunas; solvents e.g. graffiti removers; degreasants e.g. remove grease from equipment and machinery; bleach e.g. removing stains, use within washroom facilities, clean drains; glass cleaner e.g. mirrors, windows, other glass surfaces; disinfectants washroom areas, floors, drains, rubbish bins, rubbish carts, waste disposal chutes; specialist materials e.g. wood polish, specialist surface treatments, metal polish, materials to remove dirt from different floor surfaces (wood, laminate, natural stone), spa and swimming pools (poolside cleaner/descaler, chlorine tablets/granules, algae controller, tile and line cleaner, spa water polisher,

spa cartridge cleaner), gym wipes (destroy bacteria, fungi and other micro-organisms on fitness equipment and surfaces), sports equipment sanitiser, sun bed cleaner

Maintaining safety of staff and customers: clean areas following the planned schedule, select correct equipment and materials, cause as little disruption as possible, handle and use equipment and materials safely and efficiently, dispose of waste safely and according to organisational procedures, secure the area e.g. use appropriate signage

Personal protective equipment: types e.g. coveralls, goggles, gloves, masks, apron, protective footwear, high-visibility jackets, wet weather clothing; use e.g. as per organisational procedures and legal requirements, to reduce risks, avoid hazards, infection, cross contamination, injury

Precautions when using hazardous substances: follow organisational procedures for the handling, use and storage of hazardous substances, follow manufacturer's instructions, appropriate PPE e.g. coverall, goggles, gloves, boots, mask; identify the hazardous substance and the risks involved in handling it, follow organisational procedures for dealing with spillages and contamination involving hazardous substances, understand limit of own authority, identify the person responsible for hazardous substances in the facility e.g. manager, safety officer, seek help if there any problems, report any incidents and problems clearly and accurately; return substances to the correct storage area immediately after use, store incompatible substances separately

Waste disposal procedures: follow organisational procedures, comply with relevant regulations and legislation; correct labelling e.g. stickers, labels, waste transfer notes, organisational colour-coding systems; relevant equipment e.g. bags, bin liners, containers, litter-picking tongs, trolleys, warning sign, mops and buckets, cloths; appropriate collection and disposal points (separate, secure); security requirements e.g. secure bags and containers, locking bins and compounds; safe lifting and handling; procedures for dealing with broken or damaged waste containers e.g. report damage or spillage to relevant person, correct bagging (type; colour), correct transfer of waste e.g. bag, container, trolley

3 Know how to deal with spillages, breakages and rubbish in an active leisure environment

Hazardous and non-hazardous waste and rubbish: hazardous e.g. cleaning agents, pool plant chemicals, varnishes used for indoor surfaces, paints, fuels, clinical waste, broken or discarded glassware; non-hazardous e.g. litter, paper, cardboard, plastic and metal packaging, organic materials

Dealing with hazardous waste and rubbish: follow organisational procedures, comply with relevant regulations and legislation; correct labelling e.g. stickers, labels, waste transfer notes, organisational colour-coding systems; relevant equipment e.g. bags, bin liners, containers, litter-picking tongs, trolleys, warning sign, mops and buckets, cloths; security requirements e.g. secure bags and containers, locking bins and compounds; safe lifting and handling; importance of correct segregation of waste to avoid e.g. cross-contamination, infection, injury, accidents and near misses; importance of reporting suspicious waste; procedures for dealing with broken or damaged waste containers e.g. report damage or spillage to relevant person, correct bagging (type; colour), correct transfer of waste e.g. bag, container, trolley

Disposal of different types of waste and rubbish: types e.g. hazardous, non-hazardous, confidential; organisational procedures, relevant regulations and legislation, safe working practices e.g. report issues to the appropriate person, act within limits of job role, appropriate PPE; use correct labelling e.g. stickers, labels, waste transfer notes, organisational colour-coding systems; relevant equipment e.g. bags, bin liners, containers, litter-picking tongs; trolleys; warning sign; mops and bucket; cloths; security requirements e.g. secure bags and containers, locking bins and compounds; safe lifting and handling; segregation of waste e.g. to avoid cross-contamination, infection, injury, accidents and near misses; appropriate storage and disposal processes e.g. recycling, security, data protection, appropriate collection and disposal points (separate, secure), keeping holding areas clean, dealing with broken or damaged waste containers

Procedures for dealing with lost property: deal with lost and unsupervised property honestly; store property in a secure area; accurate records of property e.g. description, date found, and location

4 Be able to carry out cleaning and tidying operations in an active leisure environment

Select appropriate cleaning equipment and materials: clean areas following the planned schedule; ensure selected equipment and materials will ensure area meets organisation's standards for cleanliness and hygiene; manufacturer's instructions, organisational procedures and guidance and legal requirements e.g. labelling on equipment and materials; importance of correct use of equipment and materials e.g. maintain health and safety, avoid risk, avoid damage, minimise costs; check with colleagues/supervisor if unsure about appropriateness of equipment and materials

Use of manual and powered cleaning equipment: follow organisational procedures, relevant legal and regulatory requirement, manufacturer's instructions, safe and correct use of equipment; equipment appropriate for the area being cleaned e.g. will clean to the expected standard, report any difficulties to the appropriate person; manual e.g. mops, brushes, dust pans; powered e.g. vacuum cleaners, jet washers

Cleaning schedule: importance of following a cleaning schedule e.g. ensure effective cleaning, sustain consistency of cleaning standards, make efficient use of time and resources; follow organisational procedures, relevant regulations and legislation, manufacturer's instructions for equipment and materials; complete cleaning as set out in the schedule e.g. frequency of cleaning, timescales, nature of cleaning needed; accurate completion of required documentation e.g. area cleaned, date and time, any damage to the area, any maintenance required

Personal protective equipment: type appropriate to cleaning e.g. high-visibility jackets, wet weather clothing, gloves, goggles, facemask, footwear; comply with organisational procedures, relevant regulations and legislation e.g. Personal Protective Equipment (PPE) at Work Regulations; importance of PPE e.g. reduce risks, avoid hazards, infection, cross contamination, injury

Maintaining safety of staff and customers: clean areas following the planned schedule, select correct equipment and materials, cause as little disruption as possible, handle and use equipment and materials safely and efficiently, dispose of waste safely and according to organisational procedures, secure the area e.g. use appropriate signage

Disposing of waste safely: safely and according to organisational procedures, legal requirements, safe and hygienic disposal of waste, use of appropriate PPE; correct labelling e.g. stickers, labels, waste transfer notes, organisational colour-coding systems; relevant equipment e.g. bags, bin liners, containers, litter-picking tongs; trolleys; warning sign; mops and bucket; cloths; appropriate collection and disposal points (separate, secure); security requirements e.g. secure bags and containers, locking bins and compounds; safe lifting and handling

Storing cleaning materials and equipment: according to organisational procedures, relevant legal requirements, safe working practice; return to correct storage area immediately after use; update storage records and report any issues according to organisational requirements; lock storage area securely when it is unattended; identify hazards in the storage area and deal with them effectively

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of cleaning and tidying operations in active leisure. Learners need to know and understand:

- the standards of cleanliness expected in the active leisure sector and how organisations maintain these standards
- how to carry out cleaning in active leisure, including legal requirements, appropriate cleaning equipment and materials, and maintaining the safety of others
- how to deal with and dispose of hazardous and non-hazardous waste and rubbish in an active leisure environment.

A useful opening would be through small group discussions, during which learners can exchange their experiences of carrying out or observing cleaning operations within an active leisure environment. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of what is involved in cleaning and tidying in the active leisure sector.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who have a responsibility to ensure that high standards of cleanliness are maintained within their organisation, for example a fitness centre attendant, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a fitness centre or leisure centre manager will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of the importance of maintaining high standards of cleanliness in an active leisure environment, their organisation's procedures for maintaining these standards, the associated legal and regulatory requirements and the procedures for disposing of any waste that results from cleaning operations. This should be supported by examples drawn from industry or through developed case studies that highlight:

- what could happen if expected standards of cleanliness are not maintained in an active leisure environment
- different types of cleaning equipment and materials, their uses and storage
- how to maintain the safety of staff and customers during cleaning operations
- examples of hazardous and non-hazardous waste and rubbish found in an active leisure environment, how this should be disposed of safely and the consequences if this does not happen.

It might also be helpful to give learners copies of cleaning schedules if possible.

The practical aspect of this unit can be delivered through realistic simulations if learners are not in employment or on work placement. Learners must have the opportunity to demonstrate their skills in carrying out cleaning and tidying operations. Tutors should always ensure that each learner has the correct personal protective equipment where appropriate. It is also important that learners work in a safe manner when carrying out cleaning and tutors should ensure that the environment is safe and secure before learners begin any practical activities.

It is important that learners appreciate the importance of ensuring that the cleaning method, materials and equipment being used are suitable for the surface, the amount of soilage and the area to be cleaned.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

However, health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk. This will particularly be the case, for example, when using powered equipment or hazardous cleaning agents. The health and safety of the learner and others must be maintained at all times.

For learning outcomes 1, 2 and 3, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 4 has a practical focus and assessment should allow the learner to demonstrate their skills in cleaning. Cleaning should involve the use of manual and powered equipment in:

- public areas
- areas with hazards and risks.

Realistic simulations are allowed for this learning outcome.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Essential resources

Learners will need access to the tools, equipment and materials needed to carry out cleaning operations in an active leisure environment, including personal protective equipment where appropriate.

It is also essential that learners have access to computers and the internet to enable them to carry out research as required, for example current legislation and regulations, different types of cleaning equipment and materials available.

Indicative resource materials

HSE – *Essentials of Health and Safety at Work* (HSE Books, 2006)
ISBN 9780717661794

Journals

Cleaning Hygiene Today – MPP Ltd Magazines

Cleaning Matters – Cleaning Matters

The Voice – British Cleaning Council

Websites

Independent, professional and educational body within the cleaning industry

www.cleaningindustry.org

www.bics.org.uk

Cleaning and Support Service Association Online cleaning magazine

www.cleaning-matters.co.uk

Environment Agency

www.environment-agency.gov.uk

Health and Safety Executive

www.hse.gov.uk

SkillsActive

www.skillsactive.com

Online document library on waste issues

www.wasteonline.org.uk

Unit 7: Handling and Maintaining Equipment in Active Leisure

Unit code: H/503/0739

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 14

Unit aim

The aim of this unit is to develop knowledge and understanding of the equipment used within active leisure, the associated health and safety requirements and how to work with and maintain this equipment safely.

Unit introduction

This unit is about using equipment in an active leisure environment correctly and safely, with due regard to manufacturers' instructions and health and safety requirements. It also covers the routine, day-to-day maintenance of this equipment.

It is important that learners are aware of the different types of equipment used within active leisure and the associated health and safety requirements. In this unit they will focus on the use and maintenance of simple, complex and powered equipment.

It is essential that equipment is set up and taken down following standard operating procedures to ensure the safety of staff and customers. In this unit learners will explore these procedures including the importance of testing equipment, checking for and reporting any missing or damaged parts.

After use, active leisure equipment needs to be stored safely and securely and learners will look at the reasons for this. In addition, learners will explore the routine maintenance of equipment, including maintenance schedules and how to carry out routine maintenance.

Finally, learners will have the opportunity to set up, take down, store and carry out routine maintenance of equipment following standard operating procedures.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about equipment used in an active leisure environment and its health and safety requirements	1.1	<p>Give examples of the following types of equipment used in an active leisure organisation:</p> <ul style="list-style-type: none"> • simple equipment • complex equipment • powered equipment
		1.2	<p>Describe the uses of different types of simple, complex and powered equipment in an active leisure organisation</p>
2	Know the health and safety requirements for equipment used in active leisure	2.1	<p>Explain why active leisure equipment must be in a safe and serviceable condition</p>
		2.2	<p>Identify specific health and safety issues relating to examples of simple, complex and powered equipment used in active leisure</p>
		2.3	<p>Describe safe handling techniques when working with equipment used in active leisure</p>
3	Know how to set up and take down equipment used in active leisure	3.1	<p>Describe an active leisure organisation's operating procedures for setting up and testing examples of the following types of equipment:</p> <ul style="list-style-type: none"> • simple equipment • complex equipment • powered equipment
		3.2	<p>Describe an active leisure organisation's standard operating procedures for taking down equipment</p>
		3.3	<p>Describe how to check for damaged or missing parts when setting up and taking down equipment used in active leisure</p>

Learning outcomes		Assessment criteria	
		3.4	Describe what an active leisure member of staff should do when they find damaged or missing parts when setting up and taking down equipment
4	Know how to store active leisure equipment	4.1	Explain why active leisure equipment should be stored safely, securely, tidily and in the designated area
		4.2	Describe active leisure organisation's standard operating procedures for storing different types of equipment
5	Know how to carry out routine maintenance on active leisure equipment	5.1	Explain why it is important to carry out routine maintenance on active leisure equipment
		5.2	Describe an active leisure organisation's routine maintenance schedule for its equipment
		5.3	Describe how to carry out routine maintenance on examples of simple, complex and powered equipment used in active leisure
6	Be able to deal with equipment used in active leisure	6.1	Follow standard operating procedures to set up examples of the following types of active leisure equipment: <ul style="list-style-type: none"> • simple equipment • complex equipment • powered equipment
		6.2	Check simple, complex and powered equipment to ensure it meets operational and safety standards
		6.3	Follow standard operating procedures to take down and store simple, complex and powered equipment
		6.4	Follow standard operating procedures to carry out routine maintenance on simple, complex and powered equipment

Unit content

1 Know about equipment used in an active leisure environment and its health and safety requirements

Types of equipment: simple equipment (consisting of only one or two components) e.g. badminton nets, football goal; complex equipment (equipment consisting of many parts) e.g. trampolines, sailing dinghies, bicycle, table tennis table, fishing tackle, roller skates, computer network; powered equipment (with an independent power source) e.g. basketball rigs, running machines, safety boats, golf cart, jet ski

Use of equipment: simple e.g. nets to separate opponents, goals to mark the area of the playing surface where scoring occurs; complex e.g. trampolines for recreational and competitive use, dinghies for sailing or racing, table tennis table to enable play; powered e.g. running machines as part of a fitness or training programme, to facilitate exercise, safety boats for diving activities, golf cart to move around a golf course

2 Know the health and safety requirements for equipment used in active leisure

Equipment in a safe and serviceable condition: ensure safety of staff and customers; avoid accidents and injury; legal requirements

Health and safety issues: simple equipment e.g. nets can become loose and unsteady, goalposts can become worn and unsteady; complex e.g. trampoline fabric can be come worn and separated from the frame, risk if trampolines are not located safely and securely, dinghies can capsize or become isolated from a main group; powered e.g. electrical faults on running machines, inadequate supervision or monitoring of users

Safe handling techniques: importance of following manufacturers' instructions, standard operating procedures; techniques e.g. adopt a good posture, position feet correctly, keep equipment close, request assistance if handling needs more than one person; identify any handling which could be hazardous e.g. sharp objects, heavy objects, poor lighting, report any hazardous handling to the appropriate person; ensure safety of customers and other staff e.g. cordon off or close areas, display warning signs

3 Know how to set up and take down equipment used in active leisure

Standard operating procedures for setting up and testing equipment: establish if setting up requires more than one person, request assistance as required, comply with health, safety and legal requirements, use appropriate safety equipment, ensure safety of customers and other staff e.g. cordon off or close areas; make equipment ready for its intended use e.g. assemble and lay the equipment out according to requirements, set up equipment on time and in the correct place, secure equipment, configure equipment correctly, test equipment to ensure it is fit for purpose and in safe working order before customer use, complete the necessary documentation, report any faults or damage

Standard operating procedures for taking down equipment: establish if taking down requires more than one person e.g. gymnastics equipment, ropes course, request assistance as required, comply with health, safety and legal requirements, use appropriate safety equipment, ensure safety of customers and other staff e.g. cordon off or close areas; take down equipment within the required timeframe and as instructed, prepare equipment for storage, complete the required documentation, report any faults or damage

Checking for and reporting damaged or missing parts: documentation e.g. appropriate organisational checklists, compare with documentation completed during setting up and testing, manufacturer's configuration and instructions for carrying out checks; checks e.g. visual checks, starting equipment to assess condition e.g. a running machine; complete required documentation, report damage or missing parts to the responsible colleague, remove equipment from use

4 **Know how to store active leisure equipment**

Organisational procedures for storing equipment: establish if putting the equipment into storage requires more than one person, request assistance as required, comply with health, safety and legal requirements, use appropriate safety equipment; store equipment safely and securely, follow the correct procedures for equipment which needs attention e.g. faulty, dirty or wet, put equipment in the correct place within the storage area and within the required timeframe, leave the storage area safe, tidy and secure, complete any required records

5 **Know how to carry out routine maintenance on active leisure equipment**

Importance of maintaining equipment: legal and regulatory requirements e.g. Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH) Regulations, Health and Safety Executive; ensure equipment is in safe and good working order e.g. identify worn cables, loose bolts; ensure safety of customers and staff e.g. avoid accidents and injuries; make maximum use of the equipment, equipment kept available for customers to use; consequences of not maintaining equipment e.g. accidents, injuries, legal action, loss of business

Routine maintenance schedules: part of the programme of routine maintenance; in line with manufacturer's guidelines and other health and safety considerations; frequency of maintenance e.g. wear and tear of highly used equipment, maintenance cycles, timing of maintenance activities; requirements for specialists e.g. technical expert

Routine maintenance of active leisure equipment: identify the equipment which needs maintenance, check the equipment following the maintenance schedule and manufacturer's instructions; prepare and organise work area so that the work can be carried out safely and efficiently e.g. health and safety requirements, PPE, isolating the equipment from any power source, causing as little disruption as possible, choose the right tools and materials for the job, remove any unsafe equipment from use; carry out maintenance within limits of own competence and authority, report any maintenance which must be carried

out by someone else e.g. a technical expert, make final checks to make sure equipment is safe and serviceable, record all necessary information e.g. the checks you have made, the work which needs to be done, any action you have taken

6 **Be able to deal with equipment used in active leisure**

Set up equipment: follow standard operating procedures e.g. establish if setting up requires more than one person, request assistance as required, comply with health, safety and legal requirements, use appropriate safety equipment, ensure safety of customers and other staff e.g. cordon off or close areas; make equipment ready for its intended use e.g. assemble and lay the equipment out according to requirements, set up equipment on time and in the correct place, secure equipment, configure equipment correctly, test equipment to ensure it is fit for purpose and in safe working order before customer use, complete the necessary documentation, report any faults or damage

Check equipment in relation to operational and safety standards: follow standard operating procedures e.g. test equipment to ensure it is fit for purpose and in safe working order before customer use, use the appropriate checklists, compare with documentation completed on setting up, manufacturer's configuration and instructions for carrying out checks; checks e.g. visual checks, starting equipment to assess condition e.g. a running machine, report damaged or missing parts to the responsible colleague, remove equipment from use

Take down and store equipment: follow standard operating procedures e.g. establish if the activity requires more than one person, request assistance as required, comply with health, safety and legal requirements, use appropriate safety equipment, ensure safety of customers and other staff e.g. cordon off or close areas; take down equipment within the required timeframe and as instructed, prepare equipment for storage; store equipment safely and securely, within the required timeframe, follow the correct procedures for equipment which needs attention e.g. faulty, dirty or wet, leave the storage area safe, tidy and secure, complete any required records, report any faults or damage

Carry out routine maintenance: follow standard operating procedures e.g. identify the equipment which needs maintenance, check the equipment following the maintenance schedule and manufacturer's instructions; prepare and organise your work area so that the work can be carried out safely and efficiently e.g. health and safety requirements, PPE, isolating the equipment from any power source, causing as little disruption as possible, choose the right tools and materials for the job, remove any unsafe equipment from use; carry out maintenance within limits of own competence and authority e.g. report any maintenance which must be carried out by someone else e.g. a technical expert, make final checks to make sure equipment is safe and serviceable, record all necessary information e.g. the checks you have made, the work which needs to be done, any action you have taken

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of how to use and maintain equipment in an active leisure environment. Learners need to know and understand:

- the types of equipment used and the associated health and safety requirements
- how to set up, take down and store equipment
- how to carry out routine maintenance of equipment
- how to use equipment following standard operating procedures.

A useful opening would be through small group discussions, during which learners can exchange their experiences of using or observing the use of equipment within active leisure. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of how equipment is used and maintained safely within an active leisure environment.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who handle and maintain equipment as part of their job role, for example an activity leader, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a representative from an outdoor activity facility will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of the different types of equipment used in their organisation, the health and safety requirements and standard operating procedures for:

- setting up, testing and taking down equipment
- storing equipment
- carrying out routine maintenance.

This should be supported by examples drawn from industry or through developed case studies that highlight:

- the different types of equipment available and their uses
- why equipment must be in a safe and serviceable condition and what could happen if this is not the case
- the importance of following standard operating procedures and the consequences of non-compliance.

It might also be useful if learners were given examples of maintenance schedules.

The practical aspect of this unit can be delivered through realistic simulations if learners are not in employment or on work placement. Learners must have the opportunity to deal with equipment used in active leisure – setting up, checking, taking down, storing and routine maintenance. Tutors should always ensure that each learner has the correct personal protective equipment where appropriate.

It is also important that learners work in a safe manner when dealing with active leisure equipment and tutors should ensure that the environment is safe and secure before learners begin any practical activities.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

However, health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk. This will particularly be the case, for example, when using powered equipment or hazardous cleaning agents.

For learning outcomes 1, 2, 3, 4 and 5, which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 6 has a practical focus and assessment should allow the learner to demonstrate their skills in setting up, checking, taking down, storing and carrying out routine maintenance on active leisure equipment. Equipment must include:

- simple equipment (for example, badminton nets or football goals)
- complex equipment containing many parts (for example trampolines or gymnastic equipment)
- powered equipment (for example, running machines or basketball rigs).

Realistic simulations are acceptable for this learning outcome. The health and safety of the learner and others must be maintained at all times.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Essential resources

Learners will need access to active leisure equipment which must include simple, complex and powered equipment. They will also need access to personal protective equipment where appropriate.

It is also essential that learners have access to computers and the internet to enable them to carry out research as required, for example current legislation and regulations, the different types of active leisure equipment.

Indicative resource materials

HSE – *Essentials of Health and Safety at Work* (HSE Books, 2006)
ISBN 9780717661794

Websites

Health and Safety Executive	www.hse.gov.uk
Royal Society for the Prevention of Accidents	www.rospa.com
Safe Sport	www.safesport.co.uk
SkillsActive	www.skillsactive.com

Unit 8: Teamwork in Active Leisure

Unit code:	L/503/0735
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	11

Unit aim

The aim of this unit is to develop knowledge and understanding of the role of teams in active leisure, the importance of effective team working to an organisation's success, and how individuals can support the work of their organisation. Learners will also develop skills for working in team situations as a team member.

Unit introduction

People working together effectively in teams can benefit organisations greatly and help them to achieve their goals. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business. In this unit learners will explore why team working is important in delivering active leisure services, the different roles involved in active leisure teams and how these roles contribute to achieving the team's goals.

Sometimes conflicts do arise when working in teams and in this unit learners will look at the different types of conflict that can arise and how to deal with conflict to achieve a positive outcome.

It is important that those working in an active leisure environment can see opportunities for improving the work of their organisation. Learners will explore how individuals can contribute to this and how they can support their organisation in using resources more efficiently.

In this unit learners will be able to demonstrate their own team working abilities, asking for and providing support and feedback to other team members. They can then use this feedback to improve their own performance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the role of teams in active leisure	1.1	Define the meaning of the word 'team' in the context of an active leisure organisation
		1.2	Explain why teams are important in the delivery of active leisure services
		1.3	Describe the different roles that make up an active leisure team and how those roles contribute to the team's goals
2	Understand effective teamwork in active leisure	2.1	<p>Give examples of why the following are important to effective teamwork in active leisure:</p> <ul style="list-style-type: none"> • working to common goals • individual roles and responsibilities • diversity in the team • communication between team members • mutual support and encouragement • feedback between team members • flexibility • reliability
		2.2	Describe different types of conflict in a team
		2.3	Describe different ways of dealing with conflict in an active leisure team
		2.4	Describe what a team meeting is and what may be discussed at a team meeting

Learning outcomes		Assessment criteria	
3	Understand how to support the work of an active leisure organisation	3.1	Describe how a member of staff in an active leisure organisation can identify ways of improving the work of the team and the organisation
		3.2	Give examples of how an active leisure member of staff can help the organisation use resources more efficiently and in line with good environmental practice
4	Be able to demonstrate teamwork skills	4.1	Carry out responsibilities as agreed with team members, showing flexibility when circumstances change
		4.2	Communicate with other team members
		4.3	Provide support to other team members when they need it
		4.4	Ask for support from other team members when necessary
		4.5	Give constructive feedback to other team members
		4.6	Use feedback from other team members to improve own performance
		4.7	Contribute to team discussions
		4.8	Handle conflict with other team members in a way that achieves a positive outcome

Unit content

1 Understand the role of teams in active leisure

Teams in an active leisure context: groups of people organised to work together cooperatively to meet customer needs and ensure customer safety by working to clearly stated objectives and goals

Importance of teams in the delivery of active leisure services: contribute to departmental and organisational productivity and effectiveness e.g. consistency in working practices; consistent messages communicated to customers (internal, external), ensure customer needs and expectations are met, shared understanding of business activities and processes; many activities within the sector require involvement of more than one person e.g. taking down equipment, leading outdoor activities/ expeditions; shared commitment to objectives e.g. making best use of people's strengths, better internal communication, increased efficiency and productivity, less duplication of tasks, sharing ideas, coordination of activities, mutual support, less risk by sharing work, more flexible workforce

Different roles within an active leisure team: managerial e.g. fitness centre manager, theme park manager, outdoor pursuits manager; associate professional and technical e.g. sports coach, fitness instructor, sport and leisure attendant; administrative e.g. sports administrator, sales and marketing officers; contribution to team goals - managers e.g. overall responsibility for the centre or function within a large centre, and for the profitability of the centre or function within a large centre, manage team member performance, deal with technical aspects of provision, responsible for safety issues; associate professional and technical staff e.g. deliver active leisure services safely and to meet customer needs, provide help and support to customers using active leisure services, main contact with customers; administrative staff e.g. ensure smooth operation of an organisation, organise events, produce promotional and marketing material

2 Understand effective teamwork in active leisure

Features of effective teamwork: working to common goals e.g. consistency in working practices, shared aims and objectives, agreeing tasks, united in a common purpose, shared understanding of business activities and processes; individual roles and responsibilities e.g. making best use of people's strengths, less duplication of tasks, sharing ideas, coordination of activities, clearly defined roles; diversity in the team e.g. different viewpoints, enhancing creativity, better cross-section of skills and talents, greater sensitivity to needs of different customers; communication between team members e.g. ensure all team member clear about their duties, ensure all tasks carried out, ensure safety of team and customers, meet customer needs, avoid duplication of tasks; mutual support and encouragement e.g. encouraging other team members to recommend improvements, accepting consensus decisions; feedback between team members e.g. being receptive to feedback, providing constructive feedback to help team members improve their performance, praise; flexibility e.g. adapting to changing situations in ways that support the team and meet the team's objectives, willingness to support team members to complete their

tasks as appropriate; reliability e.g. being able to depend on other team members to carry out their role effectively, depend on others to work to meet the team's objective, trust between team members

Types of conflict: organisational e.g. lack of appropriate skills, resource issues, workloads, perceived unfairness in treatment of team members, lack of information, poor communication; personal e.g. grievances against other team members, lack of commitment, inflexibility, posturing, passivity, difficult behaviour, challenges to authority

Dealing with conflict: identification of potential for conflict e.g. early intervention, seeking advice from the appropriate people; skills to avoid conflict situations e.g. active listening, asking questions politely and calmly, effective communication, knowing when to remove yourself from the situation; avoid unproductive activities e.g. apportioning blame, shouting matches; organisational policies and procedures e.g. limits of own authority, support from colleagues and line management

Team meetings: types e.g. formal, informal, gathering of all member of a particular team; items of discussion e.g. new developments, present situation, problems and solutions, new ideas or innovations, planning for the future

3 **Understand how to support the work of an active leisure organisation**

Ways to improve the work of the organisation: ask customers for feedback on organisation's services, identify ways the team could improve their delivery of active leisure services; discuss with relevant colleagues how to change services for the better e.g. those working at the same level as yourself, those responsible to you, line manager

Helping the organisation to use resources more efficiently: identify and agree your responsibilities for managing resources, carry out your responsibilities for managing resources as agreed; maintain equipment according to manufacturers' instructions; identify and recommend initiatives for e.g. waste reduction, re-use, recycling, energy conservation e.g. fuel and electricity, insulation; suggest improvements e.g. to the information and advice organisation provides on managing resources in a sustainable way

4 **Be able to demonstrate teamwork skills**

Carrying out agreed responsibilities: ensure responsibilities are clear, establish good working relationships with colleagues, maintain standards of professional behaviour; carry out duties and commitments to colleagues as agreed, tell colleagues in good time when you cannot carry out what they have asked, respond positively to changing or emergency situations

Communication: methods e.g. written e.g. lists, email, fax, graphs, verbal e.g. use of appropriate technical language, tone of voice, effective listening e.g. use of paraphrasing and note taking to clarify meaning; with colleagues e.g. to check validity of own work/findings, request advice/further information, confirming instruction; benefits of effective communication e.g. provides the necessary information, reduces misunderstandings, contributes to effective teamwork, helps to maintain health, safety and hygiene in the workplace

Support and feedback: provide support to others e.g. encouraging team members to recommend improvements, if team members are having difficulty carrying out tasks, if the work environment suddenly becomes very busy, to meet deadlines, to ensure customer needs are met, if team member is less experienced and needs reassurance, so tasks are carried out correctly and safely; ask for support e.g. in the case of an accidents or emergency, lack of confidence, tasks or situation is outside the limits of authority, clarify instructions; giving constructive feedback e.g. team member is clear about how they can improve, feedback motivates team member, use supportive manner and tone of voice, ensure feedback is e.g. timely, honest, respectful, objective

Using feedback to improve own performance: from e.g. performance reviews, colleagues, customers; against agreed targets, reflective exercises to identify learning and development needs required for current and likely future roles

Team discussions: identify own role e.g. observer, presenter, active participant; appropriate participation e.g. ask questions, clarify issues, speaking clearly, active listening, respecting others' opinions, making proposals, keeping contributions relevant to agenda items

Handle conflict: identify potential for conflict e.g. early intervention, seek advice from the appropriate people; use skills to avoid conflict situations e.g. active listening, asking questions politely and calmly, effective communication, know when to remove yourself from the situation; avoid unproductive activities e.g. apportioning blame, shouting matches; organisational policies and procedures e.g. limits of own authority, support from colleagues and line management

Essential guidance for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the role of teams and the importance of effective teamwork within active leisure. Learners need to know and understand:

- the different roles that make up an active leisure team
- how the different team roles contribute to achieving the team and organisation's objectives
- how to deal effectively with conflict within a team
- how to improve the work of an organisation, including how individuals can help an organisation use their resources more effectively and efficiently.

A useful opening would be through small group discussions, during which learners can exchange their experiences of working in teams. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Learners should be encouraged to engage with employers and, where possible, other employees to gain knowledge and understanding of how teams work within an active leisure environment. Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who work as part of a team within an active leisure environment, for example a fitness centre attendant or outdoor activity leader, where possible, and through the use of guest speakers and video/DVD training programmes.

For example, a presentation by a team leader or manager from an active leisure organisation will support delivery, as well as adding vocational relevance and currency. The visiting speaker could deliver a summary of the different teams within their organisation, and how they contribute to achieving the organisation's objectives and its successful operation. They could also talk about the procedures in place to deal with any conflicts that may arise within a team. This should be supported by examples drawn from industry or through developed case studies that highlight the importance of effective teamwork within active leisure, different types of active leisure teams and give examples of how individuals can help an organisation to work more effectively and efficiently.

Learners will need the opportunity to demonstrate their teamwork skills and tutors need to ensure that there are sufficient practical activities to enable learners to meet the requirements of this unit. Role-play scenarios can be used for some aspects of this, for example dealing with conflict.

This unit could be delivered through distance learning. However, this will involve additional, and different, considerations, such as planning, and other measures to ensure learners can gain the required knowledge and understanding.

Assessment

If the learner is in an employment situation or on a work placement, it may be possible to observe them in their day-to-day work.

Simulations, including role play, should be as realistic as possible. Where equipment and facilities are required, centres should ensure that these are broadly reflective of current industry practice.

However, health and safety is a paramount consideration and assessors should intervene when the health and safety of a learner or someone else is at risk.

For learning outcomes 1, 2 and 3 which are theory based, assessment should involve one or a mixture of question and answer sessions, projects, assignments and tutor discussions with learners.

Learning outcome 4 has a practical focus and assessment should allow the learner to demonstrate their teamwork skills. Role play of certain situations, for example dealing with conflict, is allowed for this learning outcome.

Tutors will need to ensure that suitable observation records and/or witness testimonies are completed for all learners.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Textbooks

Belbin M – *Team Roles at Work* (Butterworth-Heinemann Ltd, 1996)
ISBN 0750626755

Doyle M and Strauss D – *How to Make Meetings Work: The New Interaction Method* (Jove Books, 1993) ISBN 9780515090482

Hawkins C – *Make Meetings Matter* (Career Press, 2008) ISBN 9781601630155

Honey P – *Teams and Teamwork* (Peter Honey, 2001) ISBN 1902899156

Websites

Business education website including learning materials and quizzes www.bized.ac.uk

Free materials, articles and ideas for team roles and leadership www.businessballs.com

SkillsActive www.skillsactive.com

A number of case studies on teams www.thetimes100.co.uk

Unit 9: Emergency First Aid Skills

Unit code:	Y/600/1250
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

The purpose of this unit is for learners to attain the knowledge and practical competence required to deal with a range of emergency first-aid situations.

Learners will be able to demonstrate the practical administration of safe, prompt, effective first aid in emergency situations with an understanding of the role of the first-aider including how to assess an incident, the safe use of equipment, record keeping and basic hygiene.

Learners will have the opportunity to carry out practical demonstrations relating to a range of first aid situations such as unresponsive casualties who are not breathing, casualties with severe bleeding and those with minor injuries.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit Amplification
1 Understand the role and responsibilities of an emergency first-aider	<p>1.1 Identify the role and responsibilities of an emergency first-aider</p>	<ul style="list-style-type: none"> Responsibilities – assess the situation quickly, don't act impulsively, ensure safety of self and casualty, look for continuing danger to self and casualties Role -identify the nature of the injury or illness, prioritise casualties in terms of the seriousness of their injuries/illness, provide initial treatment Gather necessary information, call for appropriate help, stay with the casualty until help arrives
	<p>1.2 Describe how to minimise the risk of infection to self and others</p>	<ul style="list-style-type: none"> Follow basic hygiene procedures eg hand washing Wear single-use disposable gloves, do not touch wounds with bare hands, cover all cuts/grazes on own hands with waterproof dressings Take particular care when dealing with blood or other body fluids and disposing of dressings or equipment eg wear plastic aprons, use protective eye wear Handle and dispose of sharps such as needles, glass, metal safely Dispose of contaminated waste safely

Learning outcomes	Assessment criteria	Unit Amplification
	<p>1.3 Describe how to complete an incident report form</p>	<ul style="list-style-type: none"> • Factual and accurate information- details of the person (s) involved, date, location and type of incident, full description of the incident (activity being carried out when incident occurred), nature of injury or illness (eg fracture, dislocation, cut, puncture, graze, bruise), immediate action taken, post-incident action (eg person went back to work, went home, went to hospital), witness details if appropriate, name of first aider
	<p>1.4 Identify the first-aid equipment available and describe how it can be used safely</p>	<ul style="list-style-type: none"> • Sterile dressings (adhesive, waterproof, wound dressings, non-adherent absorbent dressings, different sizes), sterile eye pads, sterile gauze swabs, antiseptic wipes, bandages eg triangular, tubular, other items (surgical tape, scissors, disposable gloves , safety pins, tweezers) • Safe use eg follow organisational procedures, manufacturer's instructions, HSE guidelines, St John Ambulance advice

Learning outcomes		Assessment criteria		Unit Amplification
2	Know how to assess an incident	2.1	Describe how to conduct a scene survey	<ul style="list-style-type: none"> Assess the hazards and dangers at the scene Make the area safe for yourself and others eg is it safe to approach? appropriate protective clothing/equipment Determine number of casualties, what happened, mechanism of injury, potential injuries Identify yourself as a first aider
		2.2	Describe how to make a primary survey of a casualty	<ul style="list-style-type: none"> Initial assessment of a casualty Check for life-threatening conditions based on ABC's (airway, breathing, circulation) Establish nature and extent of any injury Treat life-threatening conditions and/or injuries first then look for and treat other injuries or problems
		2.3	Identify when and how to call for help	<ul style="list-style-type: none"> When eg life threatening situation, several casualties present, need for specialist assistance/equipment, casualty is unconscious How self or others eg know to causality, bystander

Learning outcomes	Assessment criteria	Unit Amplification
3 Manage an unresponsive casualty who is breathing normally	<p>3.1 Demonstrate how to assess a casualty's level of consciousness</p> <p>3.2 Demonstrate how to open a casualty's airway and check breathing</p>	<ul style="list-style-type: none"> Use AVPU scale – alert, responds to voice, responds to pain, unresponsive/unconscious If casualty responds check for severe bleeding and other injuries Opening an airway - place one hand on the casualty's forehead, tilt their head back gently, lift their chin using two fingers only Check breathing - look to see if the chest is rising and falling, listen for breathing. feel for breath against your cheek <p>3.3 Demonstrate how to place an unconscious casualty into the recovery position that maintains an open airway and explain why it is important</p> <ul style="list-style-type: none"> Recovery position in accordance with current practice Check pockets for sharp or delicate objects eg keys, remove glasses Kneel beside the casualty, place hand on their cheek (adjust position as necessary), turn them onto their side, ensure their hips and knees are bent at right angles, lift chin forward in open airway position, check they cannot roll forwards or backwards, monitor breathing continuously Importance – maintain an open airway, helps casualty to breathe, helps to prevent casualty chocking

Learning outcomes	Assessment criteria	Unit Amplification
	<p>3.4 Describe how to treat a casualty who is in seizure</p>	<ul style="list-style-type: none"> • Treatment - ease the casualty's fall if present, make a space around them, remove potentially dangerous items, note when the seizure started, protect casualty from further harm during a seizure eg cushion head, loosen clothing around the neck • Post-seizure- open the airway and check breathing, place into recovery position if breathing normally, record duration of the seizure, monitor and record vital signs eg level of response, pulse and breathing, arrange proper aftercare • When to call for emergency help eg casualty is unconscious for more than 10 minutes, seizure continues for more than 5 minutes, repeated seizures

Learning outcomes	Assessment criteria	Unit Amplification
4 Manage an unresponsive casualty who is not breathing normally	4.1 Demonstrate how to administer effective cardio pulmonary resuscitation using a manikin	<ul style="list-style-type: none"> • Kneel by the casualty, place heel of your hand in the centre of their chest, place other hand on top and interlock fingers • Administer compressions (with arms straight and your fingers off their chest, press down by approx five centimetres, release the pressure keeping hands in place, repeat compressions 30 times, at a rate of 100-120 per minute) • Give two rescue breaths (ensure airway is open using the correct technique, pinch nose firmly closed, take a deep breath and seal your lips around casualty's mouth, blow into the mouth until the chest rises, remove your mouth and allow the chest to fall) • Continue resuscitation (30 compressions followed by 2 rescue breaths) • Continue unless - emergency help arrives and takes over, casualty shows signs of recovery eg coughing, opening eyes, speaking, breathing normally, you are exhausted and cannot carry on.

Learning outcomes		Assessment criteria	Unit Amplification
5	Recognise and assist a casualty who is choking	<p>5.1 Describe how to identify a casualty with a partially and completely blocked airway obstruction</p> <ul style="list-style-type: none"> Partially blocked airway obstruction eg casualty able to speak, cry, cough, breathe Completely blocked airway obstruction eg casualty unable to speak, cry, cough , breathe, becomes unconscious without assistance 	<ul style="list-style-type: none"> Partially blocked airway obstruction eg casualty able to speak, cry, cough, breathe Completely blocked airway obstruction eg casualty unable to speak, cry, cough , breathe, becomes unconscious without assistance
		<p>5.2 Demonstrate how to treat a casualty who is choking</p>	<ul style="list-style-type: none"> Mild obstruction - encourage them to continue coughing, remove any obvious obstructions Severe obstruction- administer up to five blows to the back, check the mouth and remove any obvious obstruction, if obstruction is still present administer up to five abdominal thrusts, if obstruction persists after three cycles of back blows and abdominal thrusts call 999 for emergency help, continue until help arrives

Learning outcomes	Assessment criteria	Unit Amplification
6 Manage a casualty who is wounded and bleeding	6.1 Demonstrate how to control severe external bleeding	<ul style="list-style-type: none"> ● Put on disposable gloves, remove clothing from around the wound, apply direct pressure to the wound with a pad (eg sterile dressing, clean cloth) or fingers until a sterile dressing is available ● Raise and support the injured limb above level of casualty's heart (helps to reduce blood loss), lie the casualty down to treat for shock ● Bandage the pad or dressing firmly to control bleeding, if bleeding seeps through first bandage cover with a second bandage if bleeding continues to seep through bandage, remove it and reapply ● Support injured body part in a raised position as appropriate, call 999 for emergency assistance, monitor vital signs eg level of response, pulse and breathing

Learning outcomes	Assessment criteria	Unit Amplification
7 Manage a casualty who is in shock	7.1 Describe signs and symptoms of shock	<ul style="list-style-type: none"> Initial flow of adrenaline eg pale, grey skin, cold, clammy skin, rapid pulse, sweating As shock develops eg, nausea, vomiting., thirst, fast shallow breathing, weakness, dizziness, weak, 'thready' pulse Oxygen supply to the brain weakens eg yawning, casualty may become restless, anxious and aggressive, unconsciousness in extreme cases
	7.2 Demonstrate how to manage a casualty who is in shock	<ul style="list-style-type: none"> Treat any possible causes of shock eg external bleeding, lay the casualty down, raise and support their legs above the level of their heart, loosen any tight clothing, keep the casualty warm and still, call 999 for emergency help, monitor vital signs eg pulse, breathing, level of response

Learning outcomes	Assessment criteria	Unit Amplification
<p>8 Understand how to manage a casualty with a minor injury</p>	<p>8.1 Describe how to manage a casualty with:</p> <ul style="list-style-type: none"> • small cuts, grazes and bruises • minor burns and scalds • small splinters 	<ul style="list-style-type: none"> • Small cuts and grazes- clean the cut/graze under running water, pat dry with a sterile dressing or clean lint-free material, raise affected area above the heart if possible, cover the cut temporarily while cleaning the surrounding skin with soap and water, pat skin dry, cover cut with a sterile dressing or plaster, advise causality of any risk of infection and the need to consult medical advice • Bruises – eg follow RICE (rest, ice, compression, elevation) • Minor burns and scalds - hold affected area under cold water for at least 10 minutes or until the pain subsides, remove any obstacles eg jewellery, watches, clothing, cover with cling film or a clean plastic bag, if appropriate, to protect from infection, seek medical advice as appropriate • Small splinters- clean surrounding area eg with antibacterial soap and warm water to reduce the risk of infection, use tweezers to grasp the end of the object, gently pull object out at the same angle it went in, squeeze the wound to express a small amount of blood, clean the site with soap and water, gently cover with a plaster or dressing as appropriate

Essential guidance for tutors

Delivery

This is predominately a practical unit and needs to be delivered in a way that enables learners to demonstrate their ability to respond to the emergency first aid situations detailed within the unit. Learners need to demonstrate that they can manage casualties safely and effectively in a range of emergency first-aid situations.

Delivery is likely to include demonstration followed by learner practise, monitored by the tutor.

A useful opening would be through small-group discussions, during which learners can exchange their experiences of emergency first aid, either as appointed first aiders or as casualties. Tutors can take feedback on a flipchart or board to share the discussions of individual groups.

Tutor input will need to cover the theoretical aspects of the unit relating to the roles and responsibilities of emergency first aiders, how to assess an incident and when to call for help.

Knowledge of issues gained through engaging with employers and employees, rather than through a purely theoretical context, is key. This should be made possible by learners working with others who are trained and qualified emergency first aiders, where possible, and through the use of guest speakers and video/DVD training programmes.

An appointed emergency first aider, external or internal to the centre, could be invited as a guest speaker. This will support delivery as well as adding vocational relevance and currency. The visiting speaker could talk learners through how to deal safely and correctly with the first aid situations listed within the unit, including minimising the risk of infection, the completion of incident reports and the safe use of first-aid equipment.

This could be supported by examples drawn from industry or through developed case studies which highlight:

- safe and unsafe practice in relation to the specified emergency first-aid situations
- how to conduct a scene survey and primary survey of a casualty and the consequences of not carrying out this correctly
- how to complete incident report forms correctly.

Tutors need to ensure that there are appropriate and sufficient opportunities to observe learners carrying out the practical demonstrations and that the appropriate records are kept to evidence learner ability and achievement.

Tutors could use role-play activities to ensure that learners have sufficient experience of carrying out the required procedures. However, tutors must ensure that any role play is carried out safely and that learners are aware of the need to behave responsibly.

Learners can produce exemplar case studies, logbooks/diaries, witness testimonies and presentations that demonstrate their competence.

Tutors must ensure that they keep up to date with any changes or developments relating to emergency first aid, for example Health and Safety Executive guidance and advice.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace.

Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of the assessment criteria.

Learners will need to be observed carrying out the practical demonstrations either by the tutor or within their workplace and appropriate records of their ability and achievement need to be kept as evidence. If learners are observed within their workplace by someone other than the tutor, then it is the tutor's responsibility to verify the validity of the observation record/witness statement in terms of confirming a learner's competence.

Essential resources

For this unit, centres need to ensure that learners have access to sufficient and appropriate equipment to meet the unit requirements, such as manikins, dressings, bandages and first aid kits. Learners will also need access to running water facilities.

Centres will need to ensure that the learning environment contains sufficient space for learners to carry out the practical activities and that it is appropriate for the number of learners in the cohort.

Indicative resource materials

Textbooks

British Red Cross/St John Ambulance/St Andrew's Ambulance Association – *Joint First Aid Manual* (Dorling Kindersley, 2002) ISBN 978 0751337044

Dorling Kindersley – *First Aid Manual 9th Edition* (Dorling Kindersley, 2011)
ISBN 978 1405362146

Dorling Kindersley – *Practical First Aid* (Dorling Kindersley, 2006)
ISBN 978 1405319522

Health and Safety Executive – *First Aid at Work: The Health and Safety (First Aid) Regulations 1981 Approved Code of Practice and Guidance* (HSE Books, 2009)
ISBN 978 0717662609

Health and Safety Executive-*Basic Advice on First Aid at Work* (HSE Books, 2011)
ISBN 978 0717664351

Websites

www.redcross.org.uk/firstaid British Red Cross

www.hse.gov.uk Health and Safety Executive

www.resus.org.uk Resuscitation Council (UK)

www.sja.org.uk *St John Ambulance*

Other

Resuscitation Council (UK) Guidelines 2010 (available from www.resus.org.uk)

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for quality and training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

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

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

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to:

http://www.skillsactive.com/training/standards/level_2/operational_services

Professional development and training

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

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

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

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

Our customer service numbers are:

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

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LSIS standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the Active Leisure sector

Progression opportunities within the framework.

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
5			BTEC HND Diplomas in: - Sport (QCF) - Sport and Exercise Sciences (QCF)		NVQ in Spectator Safety Management (QCF)
4			BTEC HNC Diplomas in: - Sport (QCF) - Sport and Exercise Sciences (QCF)		NVQs in: - Sports Development (QCF) - Leisure Management (QCF)
3	Advanced Subsidiary GCEs in: - Physical Education - Leisure Studies Advanced GCEs in: - Physical Education - Leisure Studies	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Nationals in: - Sport (QCF) - Sport and Exercise Sciences (QCF)	BTEC Award in Employment Awareness in Active Leisure and Learning (QCF) BTEC Certificate in Leisure Management (QCF) BTEC Certificate and Diploma in Sailing and Watersports (QCF)	- Achieving Excellence - Sports Performance (QCF) - Spectator Safety (QCF)

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

Annexe B

Wider curriculum mapping

Edexcel BTEC Level 2 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Certificate in Leisure Operations (QCF) against the underpinning knowledge of the Level 2 National Occupational Standards in Operational Services.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9
Support equality and diversity in active leisure and recreation	✓			✓					
Promote health, safety and welfare in active leisure and recreation	✓			✓		✓			✓
Give customers a positive impression of yourself and your organisation	✓		✓						
Support the work of your team and organisation	✓	✓			✓		✓	✓	

Annexe D

Glossary of accreditation terminology

The following information about this qualification can also be found on the Edexcel website: www.edexcel.com

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Reference Application	Link to the Learning Aims Reference Application Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe E

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2011 or 1 January 2012.

Publications Code BA029357 January 2012

For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

BTEC is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121