



**INNOVATE**  
AWARDING

# SPECIFICATION

**IAO Level 2 Certificate for Access to Leadership**  
**Qualification number: 601/1972/X**



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**

**Business and Management**

**Childcare**

**Employability**

**Retail**

**Health and Social Care**

**Hospitality and Catering**

**IT**

**Logistics**

**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date

[www.innovateawarding.org](http://www.innovateawarding.org)

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England) and the Welsh Government (in Wales).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”*

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## Qualification summary

**Qualification Accreditation Number (QAN)** 601/1972/X

**Qualification review date** 31<sup>st</sup> December 2017

**Guided Learning Hours (GLH)** Minimum 152 hours

**Total Qualification Time (TQT)** 260

**RQF level** 2

**Qualification credit value** 26 credits

**Minimum credits at/above level** 26 credits

**Assessment requirements** Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

**Aims and objectives of the qualification**

The IAO Level 2 Certificate for Access to Leadership aims to provide learners with the knowledge and understanding to bridge the gap between roles within a team to team leader. The qualification covers customer service, communication, leadership styles, event planning and health and safety to help prepare learners to take on a team leadership role across a range of sectors.

**Entry guidance**

There are no formal entry requirements for this qualification.

This qualification is suitable for those who work in a range of sectors. It provides learners with an opportunity to demonstrate their readiness to move in to a team leadership role within a range of organisations.

**Progression opportunities**

Learners who achieve this qualification could progress into further education or employment in a team leadership role.

On completion of this course, Learners may progress to:

- IAO Level 2 Diploma in Team Leading
- IAO Level 2 Certificate In Lean Organisation Management Techniques
- IAO Level 3 Diploma in Business Administration

## **Funding**

For details on eligibility for government funding please refer to the following websites:  
<http://www.education.gov.uk/section96/>  
<https://www.gov.uk/government/organisations/skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org)

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

**Please note:** The following units within this qualification must be assessed in line with the SkillsActive assessment strategy for the Level 2 Certificate in Leisure Operations in which they are also included:

<b>T/503/0731</b>	<b>Customer care and diversity in active leisure</b>
<b>K/503/0743</b>	<b>Health, safety, security and welfare in active leisure</b>

The SkillsActive assessment strategy for the Level 2 Certificate in Leisure Operations is in full below.

For the Rules of Combination and complete set of units for the IAO Level 2 Certificate for Access to Leadership please go to page 25.



## SkillsActive Evidence Requirements and Assessment Guidance

### Level 2 Certificate in Leisure Operations

#### 1.0 Purpose of this Document

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, is an Ofqual- approved unit and rule for the RQF. In line with its Sector Qualifications Strategy, the SSC has developed twelve units to offer a Level 2 Certificate in Leisure Operations on the RQF.

To ensure that the assessment of these qualifications is uniform and fit for purpose, SkillsActive has developed these *Common Assessment Requirements*.

SkillsActive requires all awarding organisations to comply with these *Common Assessment Requirements* when delivering the Certificate.

#### 2.0 Purpose of the Certificate in Leisure Operations

The Level 2 Certificate in Leisure Operations covers the knowledge and skills required to prepare a learner for employment as an operational member of staff in the active leisure sector.

Typical job titles in the industry include:

- Leisure Attendant
- Recreation Assistant

The qualification is primarily aimed at learners who are not yet employed in these roles. However, it may also be used for new members of staff who require induction into the job role or existing members of staff who need further training and development.

This Certificate is **not** an NVQ or a competence-based qualification. There is no requirement for the units to be assessed in a real workplace over a period of time.

However, the Certificate does contain some practical activities that must be assessed in a realistic environment using real active leisure facilities and equipment.

#### 3.0 Recognition and Progression through a Single Qualifications Framework for Leisure Operations and Management

The Certificate is part of SkillsActive's Single Qualification Framework for leisure operations and management. This is an initiative that the SSC is leading on behalf of employers in the industry who have asked for more clarity, coherence and quality in the qualifications available to their existing and potential employees.

Over a period of time it will be the qualifications within the Single Qualifications Framework for leisure operations and management that will be recognised and valued by active leisure employers.

Learners achieving this Certificate will have some advantage in progressing into or through employment. The Certificate also provides the necessary knowledge and skills for learners to progress to the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services. This is a competence-based qualification that 'proves' the learner can apply their knowledge and skills in employment.

Successful learners may also progress to the Level 3 Certificate in Leisure Management or the Level 3 NVQ Diploma in Leisure Management.

#### 4.0 Qualification Summary

The Certificate consists of 6 mandatory units, and 6 optional units – 32 available credits in total. The learner must achieve 18 credits in total to achieve the qualification - 13 credits from the 6 mandatory units and a minimum of 5 credits from the optional unit group.

The areas of knowledge and skill covered by the qualification, depending on the options chosen, include:

- Working as a member of a team
- Health, safety, security and welfare (including safeguarding children and vulnerable adults)
- Cleaning
- Setting up, taking down, storing and maintaining equipment
- Customer care (including diversity)
- Developing self in the job role
- Pool lifeguarding
- Providing a reception service
- Swimming pool water testing

The Certificate also includes two units intended to give the learner a broad understanding of the active leisure sector and an introduction to employment in the industry.

The Rule of Combination is shown in **Section 6** below.

#### 5.0 Qualification Development

The Level 2 Certificate in Leisure Operations was developed in response to an industry need for learners who are 'employment ready'. It is indirectly based on SkillsActive's 2009 national occupational standards for Operational Services and was developed in close collaboration with a range of employers in active leisure.

## 6.0 Rules of Combination

<b>QUALIFICATION TITLE</b>	<b>Level 2 Certificate in Leisure Operations</b>		
<b>RoC rationale</b>			
Common unit qualification to underpin key roles in leisure operations, as required by employers			
<b>Sub purpose code</b>			
C1			
<b>Credit value</b>			
18			
<b>Credits at level of qualification/above</b>			
18			
<b>Rule of combination summary statement</b>			
The learner must achieve 18 credits in total to achieve the qualification. 13 credits from the 6 mandatory units and a minimum of 5 credits from the optional unit group.			
<b>Credits from mandatory units</b>			
<b>Title</b>	<b>Level</b>	<b>Credits</b>	<b>Reference</b>
Understanding the active leisure and learning sector	2	2	Y/600/1734
Understanding employment rights and responsibilities	2	2	J/600/0840
Customer care and diversity in active leisure	2	2	T/503/0731
Health, safety, security and welfare in active leisure	2	4	K/503/0743
Teamwork in active leisure	2	2	L/503/0735
Developing self in an active leisure job role	2	1	Y/503/0737
<b>Credits from optional units</b>	<b>Level</b>	<b>Credits</b>	<b>Reference</b>
Pool lifeguarding	2	5	J/503/5352
Cleaning in active leisure	2	1	D/503/0738
Handling and maintaining equipment in active leisure	2	3	H/503/0739
Swimming pool water testing	2	4	Y/503/0740

Understanding how to sell services and products to customers in active leisure	3	4	L/503/0783
Know how to provide an active leisure facility reception service	2	2	L/504/6563

#### 7.0 Unit equivalence

The successful completion of the unit Pool lifeguarding (J/503/5352) will give the learner recognition by the Register of Aquatics Professionals (RAPs) in the category of Pool Lifeguard. RAPs will recognise qualifications in this category that are based on the appropriate National Occupational Standards, and meet the quality assurance criteria required by the Register. As a result, learners who hold this category on RAPs prior to embarking on the Level 2 Certificate in Leisure Operations should be treated as meeting the requirement of 5 credits achieved from the optional group.

The rationale for including this equivalence is clearly based on RAPs recognition, which requires the learner to hold a valid and recognised Awarding Organisation Certificate, and also maintaining their skills through regular training that can be evidenced. It is for this reason that a learner **MUST** hold the appropriate RAPs category, rather than only holding the relevant Awarding Organisation certificate, for this equivalence to be applied.

A full list of RAPs members, including Awarding Organisation qualifications that are recognised by RAPs, can be found at <http://www.aquaticregister.org/>

#### 8.0 Criteria for Delivering the Qualification

All awarding organisations must demonstrate that they have a centre approval system which ensures centres:

- provide learners with opportunities to develop their skills and knowledge using active leisure facilities and equipment which broadly reflect current industry good practice
- make available support systems and materials that will enable learners to achieve the qualification
- use occupationally competent tutors, assessors and quality assurance staff for specific units
- assess, deliver and quality assure the qualification following the requirements of this document, including additional information for specific units

The awarding organisation must also have a robust framework for external quality assurance.

#### 9.0 Tutors, Assessors and Quality Assurance (Internal and External) Staff

All tutors, assessors and quality assurance staff must:

- have employment experience in the active leisure industry, either at operational or management level
- have occupational competence in the specific units concerned
- show evidence of keeping up-to-date with developments in the industry through research, frequent and recent visits to operational facilities to observe and discuss current practice with staff, or relevant work placements
- be trained and qualified in the appropriate role

(tutor/assessor/iv)

Appropriate tutor qualifications include<sup>1</sup>:

- Level 3/4 award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Level 3/4 certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Level 5 diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- CYQ level 3 certificate in Training and Development in the Active Leisure Sector
- 1st 4 Sport level 3 certificate in Tutoring in Sport
- ASA level 3 diploma in Tutoring in Sport.
- Any equivalent teaching qualification in FE/Post compulsory education

Appropriate assessor qualifications include<sup>1</sup>:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance Using a Range Of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assessor award (D32/33)

Appropriate internal quality assurance qualifications include<sup>2</sup>:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Appropriate external quality assurance qualifications include:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice, or
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 Conduct External Quality Assurance of the Assessment Process
- D35 Externally Verify the Assessment Process

Where tutors, assessors and quality assurance staff do not hold appropriate qualifications, they must demonstrate that they will have completed the appropriate learning programme, including final assessment, within a 12 month period. Unqualified tutors, assessors and internal verifiers should have their decisions suitably countersigned by a qualified individual.

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<sup>1</sup> This qualification list is not exhaustive. Other tutor/assessor qualifications or qualifications including assessment may also be appropriate. Please contact SkillsActive for further advice.

<sup>2</sup> This qualification list is not exhaustive. Other quality assurance qualifications or qualifications including quality assurance may also be appropriate. Please contact SkillsActive for further advice.

**The Pool Lifeguarding unit (J/503/5352) has additional requirements of the workforce:**

Tutor/Assessors and quality assurance (internal and external) staff must:

- Hold a recognised and current pool lifeguarding qualification (RLSS NPLQ/STA NARS/Pool Lifeguarding Unit J/503/5352)
- Hold a recognised teaching qualification (see section 9)

In addition to the above, the Awarding Organisation must ensure that tutors/assessors are competent in their role with respect to this unit either via:

Holding an RLSS trainer/assessor qualification or a STA National Aquatic Rescue Standard (NARS) Tutor/Examiner qualification **OR**  
Completing specific training aimed at delivering the knowledge and competency required to tutor and assess this unit

All assessors should be independent of the learning process i.e. they should not have been involved in the tutoring of the learner.

## 10.0 General Requirements for Assessment

### Assessment Methods

Each unit in the Certificate consists of Learning Outcomes. The Learning Outcomes are of two types. Either the learner will 'Know...'/ 'Understand...' or they will 'Be able to...'

It is important to choose an assessment method that is valid for each type of Learning Outcome.

#### *'Know'/'Understand' Learning Outcomes*

In the case of the 'Know' and 'Understand' Learning Outcomes, the following assessment methods are valid:

- questioning that requires oral (spoken) answers
- questioning that requires written answers
- evidenced discussions between assessor and learner
- assignments
- projects
- case studies
- worksheets
- multiple choice questions

Assessment methods should take account of learner needs. Large amounts of written work or unit tests under exam conditions may not be appropriate or fair to every learner.

### *'Be Able to' Learning Outcomes*

In the case of the 'Be able to' Learning Outcomes, observation by the assessor will be the valid approach. Evidence for observations can be generated by:

- simulations (including role play)
- skills tests
- naturally occurring evidence observed

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. Obviously, this evidence will be acceptable.

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

However, health and safety is a paramount consideration and assessors should intervene promptly 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.

### **Choosing a Valid Method**

It is important for assessors not to use assessment methods that are invalid for the type of Learning Outcome being assessed.

It is not acceptable to use evidence that the learner knows something to infer that they will be able to do it.

Neither is it acceptable to use evidence of the learner being able to do something to infer knowledge. This approach was sometimes used in the past with NVQ assessment. However, it is important to note that each RQF Assessment Criterion begins with a verb such as 'describe', 'identify' or 'explain'. There must be explicit evidence from oral/written questions, discussions with the learner, assignments, projects or case studies that they can 'describe', 'identify' or 'explain' as required. This cannot be reliably inferred from watching a learner do/demonstrate a related activity.

### **Reliable Assessment Methods**

The assessment methods used must also be reliable, i.e. they must show accurate and consistent results when used by different assessors, or by the same assessor over a period of time.

### **Sufficiency of Evidence**

In the case of this Certificate, it is sufficient for the learner to have demonstrated their knowledge or ability to the standard required by the Assessment Criteria on **one occasion** only.



In order to achieve a Learning Outcome, the learner has to show evidence that they have met **all** the Assessment Criteria attached to that Learning Outcome.

However, this does not mean that different pieces of evidence must be used for each Assessment Criterion. It is quite possible, for example, that one discussion with the learner or one piece of written work produced by them will meet the requirements of several Assessment Criteria and perhaps across more than one Learning Outcome or unit. Similarly, an observation of a learner setting up a piece of equipment might generate evidence for the health and safety unit.

### **Authenticity of Evidence**

Evidence used to assess Learning Outcomes and Assessment Criteria must genuinely be generated by the learner without help from others. For example, workbooks in which the learner has simply copied down information supplied by a tutor cannot be used as evidence of their knowledge; neither can written assignments that have been plagiarised from other learners.

### **11.0 Assessment Requirements for Units**

The information below is included in the assessment description of the specific units as detailed on the RQF database. Any additional requirements included in this document are presented in bracketed italics.

<b>Reference</b>	<b>Unit Title</b>	<b>Assessment Methods</b>
Y/600/1734	Understanding the active leisure and learning sector	<p><b>Learning Outcomes 1-3</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Projects</li> <li>• Assignments</li> <li>• (<i>Discussions with learner</i>)</li> </ul>
J/600/0840	Understanding employment rights and responsibilities	<p><b>Learning Outcomes 1-3</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Projects</li> <li>• Assignments</li> <li>• (<i>Discussions with learner</i>)</li> </ul>

T/503/0731	Customer care and diversity in active leisure	<p><b>Learning Outcomes 1-4</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Projects</li> <li>• Assignments</li> <li>• Discussions with learner</li> </ul> <p><b>Learning Outcome 5</b></p> <p>Practical assessment involving observation of:</p> <ul style="list-style-type: none"> <li>• Simulation/role play</li> <li>• Interaction with real customers</li> </ul>
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Reference	Unit Title	Assessment Methods
K/503/0743	Health, safety, security and welfare in active leisure	<p><b>Learning Outcomes 1-4</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Projects</li> <li>• Assignments</li> <li>• Discussions with learner</li> </ul> <p><b>Learning Outcome 5</b></p> <p>Practical assessment that allow the learner to demonstrate their skills in maintaining health, safety, security and welfare. Realistic simulations are allowed. Learning outcome 5 should include:</p> <ul style="list-style-type: none"> <li>• 10 health and safety hazards to customers</li> <li>• 10 health and safety hazards to staff</li> <li>• 5 security hazards</li> <li>• 5 hazards to safeguarding children and vulnerable adults</li> </ul>

L/503/0735	Teamwork in active leisure	<p><b>Learning Outcomes 1-2</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Projects</li> <li>• Assignments</li> <li>• Discussions with learner</li> </ul> <p><b>Learning Outcome 3</b></p> <p>Practical assessment that allows the learner to demonstrate their teamwork skills. Role plays of certain situations, for example, dealing with conflict, are allowed.</p>
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Reference	Unit Title	Assessment Methods
Y/503/0737	Developing self in an active leisure job role	<p><b>Learning Outcomes 1 -3</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Projects</li> <li>• Assignments</li> <li>• Discussions with learner</li> </ul> <p><b>Learning Outcome 4</b></p> <p>Practical assessment that allows the learner to demonstrate their skills in continuing professional development. Realistic simulations are acceptable.</p>
J/503/5352	Pool lifeguarding	<p>Assessment of this unit must comply with the requirements of paragraph 151 - 167 of the Health and Safety Executive publication: HSG 179 Managing Health and Safety in Swimming Pools. (see appendix 1)</p> <p><i>(This assessment of this unit must be compliant with the specific requirements of the workforce as set out in section 9 of this document)</i></p> <p><b>Learning outcomes 1 - 4</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• oral and written questions</li> <li>• projects and assignments</li> </ul> <p><b>Learning outcomes 5 and 6</b></p> <p>Practical assessment that allow the learner to demonstrate their skills in maintaining the safety of a swimming pool environment and responding to emergency situations. <b>Realistic simulations are allowed (in a controlled environment)</b></p>

Reference	Unit Title	Assessment Methods
D/503/0738	Cleaning in active leisure	<p><b>Learning Outcomes 1-3</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Projects</li> <li>• Assignments</li> <li>• Discussions with learner</li> </ul> <p><b>Learning Outcome 4</b></p> <p>Practical assessment that allows the learner to demonstrate their skills in cleaning. Cleaning should involve the use of manual and powered equipment in:</p> <ul style="list-style-type: none"> <li>• Public areas</li> <li>• Areas with hazards and risks</li> </ul> <p>Realistic simulations are acceptable. The health and safety of the learner and others must be maintained at all times.</p>
H/503/0739	Handling and maintaining equipment in active leisure	<p><b>Learning Outcomes 1-5</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Projects</li> <li>• Assignments</li> <li>• Discussions with learner</li> </ul> <p><b>Learning Outcome 6</b></p> <p>Practical assessment that allows the learner to demonstrate their skills in setting up, checking, taking down and storing active leisure equipment. Equipment must include:</p> <ul style="list-style-type: none"> <li>• Simple equipment (for example, badminton nets or football goals)</li> <li>• Complex equipment containing many parts (for example trampolines or gymnastic equipment)</li> <li>• Powered equipment (for example, running machines or basketball rigs)</li> </ul> <p>Realistic simulations are acceptable. The health and safety of the learner and others must be maintained at all times.</p>

Reference	Unit Title	Assessment Methods
Y/503/0740	Swimming pool water testing	<p><b>Learning outcomes 1 – 2</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• oral and written questions</li> <li>• projects and assignments</li> </ul> <p><b>Learning outcome 3</b></p> <p>Practical assessment that allow the learner to demonstrate their skills in carrying out swimming pool water tests. Realistic simulations are acceptable.</p>
L/503/0783	Understanding how to sell services and products to customers in active leisure	<p><b>Learning outcomes 1- 2</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• oral and written questions</li> <li>• projects and assignments</li> </ul>
L/504/6563	Know how to provide an active leisure facility reception service	<p><b>Learning outcomes 1- 3</b></p> <p>Knowledge assessment involving one or a mixture of:</p> <ul style="list-style-type: none"> <li>• oral and written questions</li> <li>• projects and assignments</li> </ul>

## **12.0 APPENDIX 1 - HSG 179, Paragraphs 151 - 167**

### **Lifeguard training and qualifications**

#### ***Training***

**151** Under the MHSWR 1999, pool operators will need to assess the capabilities of their staff and ensure they are adequately trained for the duties they carry out. It is good practice to maintain written records for all training sessions which include: names of those involved; what they did, including use of equipment; and length of training sessions. Such records can be kept manually or held on computer.

**152** All lifeguards need to be effectively trained to enable them to carry out their role and tasks efficiently and for the health, safety and welfare of all in their charge. Their duties should be suitably restricted and supervised until the necessary competence has been acquired.

**153** There are a number of ways to ensure that employees receive adequate training and instruction such as on-the-job training and attendance at courses. Effective training will mean a firm base of knowledge and skills application which might reasonably be attributed to the needs of swimming pools general and in addition site-specific training which seeks to develop in the lifeguard a full understanding of the PSOP and facilities of a particular pool and how they should be used.

**154** It is strongly recommended that pool lifeguards hold a current qualification issued by an appropriate national body (see Appendix 7) as it is a widely recognised way of demonstrating an acceptable level of competence. The standards achieved by pool lifeguards must at least reach the minimum level defined for the safe operation of swimming facilities.

#### ***Pool lifeguard qualifications***

**155** A pool lifeguard qualification requires two elements: core or foundation knowledge and skills as well as site-specific knowledge and skills. All lifeguards need frequent, suitable training, which should be recorded, to ensure the retention of these skills.

#### ***Foundation or core training***

**156** Procedures for qualifications should include:

- training by a qualified and competent person;
- independent assessment by a qualified and competent person;
- a test of knowledge and practical skills;
- an independent reassessment by a qualified and competent person at least every 24 months

**157** Foundation or core training includes gaining both knowledge and practical skills in:

- fitness training with preparatory standard of swimming ability before starting a course (see paragraph 150);
- principles of PSOP;
- understanding pool features and pool activities;
- water safety and accident prevention;
- role of the lifeguard and responsibilities under the law;
- pool observation and supervision skills;
- drowning, dry drowning (in which no water reaches the lungs), secondary drowning (fluid in the lungs caused by irritation by inhaled water);
- use of poolside rescue equipment;
- communication methods and working as a team;
- casualty recognition, principles of rescue and manual handling;
- CPR, first aid and spinal cord injury management.

**158** The experience of the industry shows that in order to possess the necessary knowledge, skills and competence a significant number of recording training hours are required.

### ***Site specific training***

**159** In addition to core skills, lifeguards must have knowledge and skills to be competent in the health and safety aspects of the specific location in which they work. These should relate to:

- the enactment of legislation, e.g. COSHH, HSW Act, RIDDOR, PPE;
- the swimming pool, its design features, equipment and storage, emergency equipment, cleanliness and hygiene, pool cleaning, pre-swim hygiene, pool water clarity, glare and blind spots, personal safety equipment
- details of the PSOP, i.e. NOP and EAP;
- supervision skills;
- provision and use of play equipment;
- flumes, water slides and other water features;
- diving in pools

**160** The site-specific elements of lifeguard competence and training take two forms: initial and ongoing.

### ***Initial training***

**161** Initial training will help new lifeguards to become competent. It will include formal off-the-job training, instruction to individuals and groups and on-the-job coaching and counselling. Ensuring that people are competent may demand more than training, for example a period of supervised experience to practise and develop new skills. Formal evaluation by a qualified, competent person should be undertaken after each aspect of



training to establish if the training objectives have been achieved. A record of the training and assessment process for each person should be maintained.

### ***In-service and ongoing staff training***

**162** To maintain the skills and competency of a lifeguard, suitable and sufficient training and competency assessment should be conducted regularly\* by qualified training staff and will need to include: a fitness programme to include timed swims and towing and rescue methods;

- simulated incident training, working in a team, based on the site-specific EAP;
- a dive to the bottom of the deepest part of the pool to recover a simulated casualty (manikin);
- the use of poolside rescue equipment;
- revisions to the PSOP due to changed circumstances;
- refresher training in supervision and scanning techniques

**163** Records of the training undertaken and the objectives achieved for each individual should be maintained and be available for inspection by an authorised person.

**164** Ongoing, regular, suitable and sufficient training and assessment should ensure the competency of lifeguards. This should be supplemented by a two-yearly, external test of core or foundation skills, given by a suitably competent person and provided as a means of assuring the authenticity and appropriateness of the ongoing training programme.

### ***Teachers and coaches of programmed sessions - safety qualification***

**165** A lifeguard may not be required in programmed sessions in a pool where the teaching and coaching of swimming is taking place. In these situations, where the risk is limited due to the nature of the activity and the degree of control exercised, the teacher or coach may provide the safety cover. However, they should have the appropriate teaching/coaching lifesaving competencies which include rescue skills, CPR, and relevant aspects of the PSOP.

\* 'Regularly' means as required to suit the circumstances of the pool and sufficient to maintain competency. For example, medical authorities recommend that training in CPR takes place at least monthly.

**166** Where teachers are directly responsible for supervising the swimming pool, performing the role of lifeguards in an un-programmed pool session, they too should have the competencies and skills required of a lifeguard in those circumstances.

**167** Appendix 7 lists the national bodies which provide safety training qualifications. These are the best way of showing competence, for teachers and coaches of swimming and related disciplines, when supervising programmed activities.

## **Qualification structure**

To achieve this qualification, Learners must gain 26 credits. 14 credits must be achieved from the mandatory group with the remaining 12 credits from units in the optional group.

The total Guided Learning Hours (GLH) for this qualification is 152 to 171 hours.

The Total Qualification Time (TQT) for this qualification is 260 hours.

## **Unit Structures**

All units are listed below

## **Equivalent units**

The following unit has an equivalent unit identified against them:

- J/506/9517 Applying decision making techniques

If a learners has achieved the identified equivalent unit then they can use them towards achievement of this qualification.

### Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
A/505/1399	Principles of effective customer service	2	6	32
R/505/3031	Understand how to provide quality to customers	2	3	17
K/505/3035	Understanding leadership styles	2	3	14
Y/505/3032	Understanding successful team working	2	2	13

## Optional Units

Unit ref	Unit title	Level	Credit value	GLH
L/505/3030	Principles of event planning	2	4	28
H/505/3034	Understanding the function of sales within an organisation	2	2	12
T/503/0731	Customer care and diversity in active leisure	2	2	11
K/503/0743	Health, safety, security and welfare in active leisure	2	4	30
A/502/8317	Principles of resolving customer service problems	2	2	10
Y/502/8311	Principles of promoting additional services or products to customers	2	2	10
L/600/1066	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	3	2	20
K/502/3775	The principles of food safety supervision for catering	3	3	25
Y/503/1726	Principles of promoting food and beverage services and products	3	6	45
J/506/9498	Understanding team performance	2	2	14
J/506/9517	Applying decision making techniques	3	3	21

<b>Title:</b>	<b>A/505/1399 Principles of effective customer service</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>32</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the principles of customer service	1.1 Identify different types of customers of an organisation 1.2 Identify different types of customer needs 1.3 Describe how customer service affects the success of an organisation 1.4 Identify the difference between providing a product and providing a service 1.5 Explain what is meant by a: <ul style="list-style-type: none"> <li>• unique selling point (USP)</li> <li>• unique service offer (USO)</li> </ul> 1.6 Describe the methods an organisation can use to promote its products and services 1.7 Identify ways to keep product and service knowledge up to date 1.8 Explain what is meant by an 'after sales service'
2. Understand how customer needs and expectations are formed	2.1 Explain the purpose of the organisation's service offer 2.2 Explain how customer expectations are formed 2.3 Identify different ways customer feedback can be obtained 2.4 Describe how the organisation can maintain customer loyalty 2.5 Explain why effective customer relationships should be maintained 2.6 Explain what is meant by the term "brand"

	2.7 Describe why it is important for a customer to be able to identify a brand
3. Understand the role of social media when delivering customer service	<p>3.1 Identify types of social media used by an organisation to deliver customer service</p> <p>3.2 Explain an organisation's procedures and guidelines for dealing with customers through social media</p> <p>3.3 Describe how to monitor social media to identify relevant customer communications:</p> <ul style="list-style-type: none"> <li>• queries</li> <li>• requests</li> <li>• complaints</li> </ul> <p>3.4 Describe how to respond to social media communications and requests in line with organisation's agreed timescales</p> <p>3.5 Explain how to check security settings when responding to customers privately</p> <p>3.6 Explain how to control security settings when responding to customers privately</p> <p>3.7 Explain how to establish an appropriate rapport with customers using social media</p> <p>3.8 Describe how an organisation monitors social media developments relevant to customer service</p>
4. Understand the principles of responding to customers' problems or complaints	<p>4.1 Identify common causes of customer problems or complaints</p> <p>4.2 Identify different types of communication methods when dealing with customer complaints</p> <p>4.3 Describe why it is important to adapt methods of communication to meet customers' individual needs</p>
5. Understand how own approach to customer service affects the customer's perception of an organisation	<p>5.1 Explain how non-verbal communication can affect the behaviour of the customer</p> <p>5.2 Describe how personal presentation can affect how they are viewed by:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• customers</li> </ul>

	5.3 Describe how a positive approach to delivery of service can influence the customer's view of an organisation
<b>Additional information about this unit</b>	
360° feedback to include feedback from line managers, peers, team members, direct reports, customers or suppliers	
<b>Unit aim (s)</b>	This unit provides learners with the knowledge and understanding of different leadership styles, helping them to understand their own leadership style and how this can be reviewed.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>R/505/3031 Understand how to provide quality to customers</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>17</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of quality within an organisation	1.1 Identify quality systems used within an organisation 1.2 Explain the importance of quality systems in relation to the customer 1.3 Explain the difference between quality assurance and quality control 1.4 Describe how to gain feedback from customers on the effectiveness of an organisation's quality systems
2. Understand how to deliver quality within an organisation	2.1 Identify ways of delivering quality within an organisation 2.2 Describe the methods used to monitor the quality of work within an organisation 2.3 Describe how an organisation could measure improvement in the quality of work
3. Understand how to deliver quality within a team	3.1 Identify ways of delivering quality within a team 3.2 Describe methods used to monitor the quality of a team's work 3.3 Explain what a team could do to improve quality of their work 3.4 Describe methods that a team could use to measure improvement in the quality of work
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit provides learners with the knowledge and understanding of how quality is important to an organisation and how quality can be delivered within both an organisation and a team.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>K/505/3035 Understanding leadership styles</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>14</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand leadership styles	1.1 Describe different leadership styles 1.2 Describe what influences the choice of leadership styles used within an organisation 1.3 Outline how different leadership styles positively affect: <ul style="list-style-type: none"> <li>• individual behaviour</li> <li>• group behaviour</li> </ul> 1.4 Outline how different leadership styles negatively affect: <ul style="list-style-type: none"> <li>• individual behaviour</li> <li>• group behaviour</li> </ul>
2. Understand own leadership style	2.1 Describe own leadership style 2.2 Describe how own leadership style works in line with an organisation's culture
3. Understand how to review own leadership qualities	3.1 Identify different ways to review own leadership qualities, including: <ul style="list-style-type: none"> <li>• <b>360° feedback</b></li> <li>• appraisals</li> <li>• customer feedback</li> <li>• one to one meetings</li> </ul> 3.2 Explain how using feedback from others can improve own leadership qualities and behaviour
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit provides learners with the knowledge and understanding of what makes a successful team and how to identify and overcome barriers to successful team working.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>Y/505/3032 Understanding successful team working</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>13</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand successful working teams	1.1 Identify the characteristics of a successful team 1.2 Describe the advantages of working as a team 1.3 Explain how to create a successful team 1.4 Describe how to maintain a successful team
2. Understand barriers to successful team working	2.1 Identify potential barriers to successful team working 2.2 Explain what effect barriers to team working have on a team's success 2.3 Describe how to overcome barriers to successful team working
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit provides learners with the knowledge and understanding of what makes a successful team and how to identify and overcome barriers to successful team working.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>H/505/3034 Understand the function of sales within an organisation</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>12</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the sales process	1.1 Identify the stages of the sales process 1.2 Explain how sales links to marketing in an organisation 1.3 Identify different sales strategies
2. Understand how sales is linked to the achievement of organisational goals	2.1 Describe the role of sales in an organisation 2.2 Identify different sales approaches 2.3 Explain how sales targets are linked to organisational goals 2.4 Explain how the various roles in a sales team contribute to achieving sales targets
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit provides learners with the knowledge and understanding of the sales process and how the function of the sales team is linked to the overall success of an organisation.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>L/505/3030 Principles of event planning</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>28</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand events in industry sectors	1.1 Identify the sectors that require event planning 1.2 Describe an event which falls within a specific sector, to include: <ul style="list-style-type: none"> <li>• personal</li> <li>• leisure</li> <li>• corporate</li> <li>• cultural</li> </ul>
2. Understand the role of the events co-ordinator	2.1 Describe the skills required to be a successful events co-ordinator 2.2 Explain the responsibilities of an events co-ordinator
3. Understand how to plan for an event	3.1 Describe the importance of: <ul style="list-style-type: none"> <li>• setting timelines when planning an event</li> <li>• identifying the target audience of an event</li> <li>• clear communication when planning an event</li> </ul> 3.2 Explain how to work together with: <ul style="list-style-type: none"> <li>• other event planners</li> <li>• event staff</li> <li>• third parties</li> </ul> 3.3 Explain how to plan an event, to include: <ul style="list-style-type: none"> <li>• physical resources</li> <li>• human resources</li> </ul>

4. Understand how to plan for unexpected situations	<p>4.1 Explain the need for contingency planning</p> <p>4.2 Identify types of unexpected situations that require contingency planning</p> <p>4.3 Identify an incident that can be managed by event personnel</p> <p>4.4 Identify an event that would require assistance from the emergency services</p>
5. Understand the importance of safety and security at events	<p>5.1 Explain the importance of health and safety in event planning</p> <p>5.2 Explain the importance of security in event planning</p> <p>5.3 Describe how to meet health and safety requirements when planning an event</p> <p>5.4 Describe how to conduct risk assessment for an event</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	This unit gives learners the knowledge and understanding of how to plan events considering factors such as health and safety, security and contingency planning
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A



<b>Title:</b>	<b>T/503/0731 Customer care and diversity in active leisure</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>11</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand customer care in active leisure	<p>1.1 Explain what is meant by 'customer care' in an active leisure organisation</p> <p>1.2 Explain why customer care is important to an active leisure organisation</p> <p>1.3 Give examples of when a customer might be:</p> <ul style="list-style-type: none"> <li>• dissatisfied</li> <li>• satisfied</li> <li>• delighted</li> </ul> <p>1.4 Describe the impact of customers' reaction on an active leisure organisation's business</p> <p>1.5 Describe an active leisure organisation's policies and procedures in relation to customer care</p>
2. Understand how to present themselves and their organisation to active leisure customers	<p>2.1 Explain the importance of making a positive first impression on customers</p> <p>2.2 Describe the style of self-presentation and communication that will make a positive impression on customers</p> <p>2.3 Give examples of when it is appropriate for a member of staff to take the initiative in communicating with customers</p> <p>2.4 Give examples of how a member of staff can promote their own organisation to customers</p>

<p>3. Know how to respond to active leisure customers' needs and difficulties</p>	<p>3.1 Give examples of the types of needs and difficulties that customers experience in an active leisure environment</p> <p>3.2 Describe how a member of staff in active leisure should respond to different customer needs and difficulties</p> <p>3.3 Explain why it is important for a member of staff to get feedback from the customer and follow up any remaining issues</p> <p>3.4 Explain the importance of maintaining customer confidentiality and data protection</p> <p>3.5 Give examples of what is meant by 'going the extra mile' when responding to customer needs and difficulties</p> <p>3.6 Describe an active leisure organisation's complaints procedures and role of front line staff within it</p>
<p>4. Understand equality and diversity in active leisure</p>	<p>4.1 Give examples of what is meant by 'diversity' in active leisure and the diverse needs that customers have</p> <p>4.2 Describe the essential legal requirements that are relevant to equality and diversity</p> <p>4.3 Explain why it is important for an active leisure organisation to provide for equality and diversity in its services</p> <p>4.4 Describe an active leisure organisation's policies and procedures to address equality and diversity issues</p> <p>4.5 Give examples of what a member of staff can do to support diversity in their organisation</p>
<p>5. Be able to relate to different active leisure customers</p>	<p>5.1 Demonstrate how a member of staff in active leisure should present themselves to customers, including 'meeting and greeting'</p> <p>5.2 Demonstrate how a member of staff in active leisure should communicate with and develop relationships with customers with diverse characteristics</p>

	<p>5.3 Demonstrate types of staff behaviour that make a positive impression on different customers</p> <p>5.4 Demonstrate how a member of staff can promote own organisation to customers</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit covers the knowledge, understanding and skills that a learner needs to provide customer care in an active leisure organisation. The unit also includes a learning outcome on diversity in active leisure and how organisations and staff should respond to diverse customers and needs.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Learning outcomes 1 - 4 can be assessed by:</p> <ul style="list-style-type: none"> <li>• oral and written questions</li> <li>• projects and assignments</li> </ul> <p>Learning outcome 5 should be assessed by practical activities that allow the learner to demonstrate their customer care and diversity skills. Role plays are allowed.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>SkillsActive Operational Services NOS 2009:</p> <p>C32 Give customers a positive impression of yourself and your organisation</p> <p>D214 Support equality and diversity in active leisure and recreation.</p>

<b>Title:</b>	<b>K/503/0743 Health, safety, security and welfare in active leisure</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>30</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
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"> <li>• facilities</li> <li>• equipment</li> <li>• working practices</li> <li>• behaviour</li> <li>• hazardous substances</li> </ul> 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
3. Know about security in an active leisure environment	<p>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</p> <p>3.2 Describe an active leisure organisation's procedures to maintain security</p>
4. Know about safeguarding children and vulnerable adults in an active leisure environment	<p>4.1 Explain what is meant by 'children', 'vulnerable adult' and 'safeguarding'</p> <p>4.2 Describe the safeguarding risks to children and vulnerable adults that may occur in an active leisure environment</p> <p>4.3 Describe an active leisure organisation's procedures to safeguard children and vulnerable adults</p> <p>4.4 Explain what a member of staff can do to support the safeguarding of children and vulnerable adults in an active leisure environment</p>
5. Be able to respond to hazards to health, safety and welfare in an active leisure environment	<p>5.1 Identify a range of hazards in an active leisure environment, to include:</p> <ul style="list-style-type: none"> <li>• health and safety to customers</li> <li>• health and safety to staff</li> <li>• security</li> <li>• safeguarding of children and vulnerable adults</li> </ul> <p>5.2 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"> <li>• health and safety to customers</li> <li>• health and safety to staff</li> <li>• security</li> <li>• safeguarding of children and vulnerable adults</li> </ul>
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit covers the knowledge, understanding and skills that a learner needs in relation to health, safety, security and welfare in an active leisure environment. The unit includes knowledge and skills in relation to safeguarding children and vulnerable adults.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Learning outcomes 1 - 4 can be assessed by:</p> <ul style="list-style-type: none"> <li>• oral and written questions</li> <li>• projects and assignments</li> </ul> <p>Learning outcome 5 should be assessed by practical activities that allow the learner to demonstrate their skills in maintaining health, safety, security and welfare. Realistic simulations are allowed. Learning outcome 5 should include:</p> <ul style="list-style-type: none"> <li>• 10 health and safety hazards to customers</li> <li>• 10 health and safety hazards to staff</li> <li>• 5 security hazards</li> <li>• 5 hazards to safeguarding children and vulnerable adults</li> </ul>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SkillsActive Operational Services NOS 2009: C22 Promote health, safety and welfare in active leisure and recreation.

<b>Title:</b>	<b>A/502/8317 Principles of resolving customer service problems</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>10</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know about customer service problems	1.1 Describe how to respond to a customer service problem when it is raised 1.2 State the importance of recognising repeated problems and alerting the appropriate person 1.3 State the importance of sharing customer feedback with others to identify potential problems before they happen 1.4 Identify options for resolving a customer service problem 1.5 State the importance of keeping the customer fully informed about what is happening to resolve the problem
2. Know how to resolve customer service problems	2.1 Describe organisational procedures and systems for dealing with customer service problems 2.2 Describe how to resolve potentially difficult situations 2.3 Describe how to negotiate with others to resolve problems 2.4 Describe the limitations of what can be offered to a customer to resolve a problem 2.5 Describe types of action that may make a customer problem worse and that should be avoided
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of how to recognise and resolve customer service problems
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st



<b>Title:</b>	<b>Y/502/8311 Principles of promoting additional services or products to customers</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>10</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know the importance of promoting additional services or products that are available	1.1 State the importance of accurate services or products knowledge when dealing with customers 1.2 State the importance of checking with colleagues when unsure about new service or product details 1.3 State the importance of identifying appropriate services or products that may interest customers 1.4 State the importance of informing customers of additional services or products that will improve the customer experience
2. Know how to promote additional services or products to customers to benefit organisations and its customers	2.1 Describe appropriate procedures and systems for encouraging customers to use additional services or products 2.2 Describe how the use of additional services or products will benefit organisations and its customers 2.3 Identify factors that influence customers to use additional services or products 2.4 Describe how to introduce additional services or products to customers outlining its benefits, overcoming any reservations and agreeing to provide the additional services or products

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to gain knowledge of the importance of promoting additional services or products that are available to increase customer satisfaction and how to promote additional services or products to customers to the benefit of organisations and its customers.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	People 1st

<b>Title:</b>	<b>L/600/1066 Principles of supervising customer service performance in hospitality, leisure, travel and tourism</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>20</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how to develop a customer service culture within their business	1.1 Describe the role of the supervisor in leading by example when delivering excellent customer service 1.2 Explain the impact of customer service on the performance of the business 1.3 Explain the relationship between delivering customer service and selling services 1.4 Identify and apply good practice techniques to monitor the delivery of customer service against organisational standards
2. Understand how to build teams and motivate colleagues through techniques such as on-site coaching	2.1 Analyse how effective teams can be developed to deliver excellent customer service 2.2 Explain the importance of staff development in ensuring that excellent customer service is delivered 2.3 Describe the role of the supervisor in developing teams 2.4 Describe how training and coaching sessions can be implemented to improve the delivery of customer service 2.5 Describe the importance of providing feedback to staff 2.6 Apply appropriate methods to deliver feedback to staff

<p>3. Understand how to effectively monitor and communicate levels of customer service performance</p>	<p>3.1 Analyse the importance of developing and implementing clear customer service standards</p> <p>3.2 Describe appropriate ways in which supervisors can monitor and measure the performance of team members</p> <p>3.3 Describe appropriate corrective actions that can be taken to resolve failures in the delivery of customer service</p> <p>3.4 Explain how performance against customer service standards can be recorded and communicated</p> <p>3.5 Identify ways in which measurement of the effectiveness of customer service can be used to improve future performance</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit will provide in-depth knowledge of how to manage customer service performance in the sector. The unit will be appropriate for supervisory and management staff to enable them to support their staff in providing excellent customer service in the workplace.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>K/502/3775 Principles of Food Safety Supervision for Catering</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>25</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1 Summarise the importance of food safety management procedures 1.2 Explain the responsibilities of employers and employees, in respect of food safety legislation and procedures for compliance 1.3 Outline how the legislation is enforced
2. Understand the application and monitoring of good hygiene practice	2.1 Explain the importance of, and methods for, temperature control 2.2 Explain procedures to control contamination and cross-contamination 2.3 Justify the importance of high standards of personal hygiene 2.4 Explain procedures for cleaning, disinfection and waste disposal 2.5 Outline requirements relating to the design of food premises and equipment 2.6 Describe the importance of, and methods for, pest control
3. Understand how to implement food safety management procedures	3.1 Describe the importance to food safety of microbial, chemical, physical and allergenic hazards 3.2 Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions 3.3 Explain the requirements for monitoring and recording food safety procedures 3.4 Describe methods for, and the importance of, evaluating food safety controls and procedures

4. Understand the role of the supervisor in staff training	<p>4.1 Explain the requirements for induction and on-going training of staff</p> <p>4.2 Explain the importance of effective communication of food safety procedures</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>The aim of the unit is to ensure that candidates are trained, in accordance with Regulation (EC) No 853/2004 of the European Parliament and of the Council of 29 April 2004.</p> <p>These regulations require food businesses to develop and implement food safety management systems that are based on HACCP principles.</p> <p>The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>Y/503/1726 Principles of promoting food and beverage services and products</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>6</b>
<b>GLH:</b>	<b>45</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of product knowledge in food and beverage service	1.1 Explain the impact different dietary requirements have within a food and beverage service outlet 1.2 Explain the impact different cooking terms used in a menu have on service 1.3 Explain the importance of food and beverage product knowledge 1.4 Explain factors that need to be considered when choosing a supplier
2. Understand the factors that influence the food and beverage service	2.1 Explain how different cultures and religions influence food and beverage service 2.2 Describe the historic influences on food and beverage service 2.3 Explain how media and modern technology influence food and beverage service 2.4 Explain how changes in lifestyle influence food and beverage service 2.5 Explain how changes in trends influence food and beverage service
3. Understand how to supervise different styles of service	3.1 Compare different styles of food and beverage service 3.2 Explain how to identify trends in levels of demand for different styles of service 3.3 Explain how different styles of service influence staff requirements 3.4 Compare the preparation needed for different styles of service 3.5 Compare the resources needed for different styles of service

<p>4. Understand the concepts of a meal experience</p>	<p>4.1 Explain the term 'meal experience'            4.2 Evaluate different meal experiences            4.3 Explain how customer perceptions impact on the meal experience            4.4 Explain the importance of food and beverage service staff contributing to the meal experience            4.5 Explain the importance of gaining customer feedback on food and beverage service            4.6 Explain the methods for gaining customer feedback on food and beverage service</p>
<p>5. Describe different menu styles and types</p>	<p>5.1 Describe different menu styles and types            5.2 Explain the importance of language use in creating menus            5.3 Explain the legislative requirements relevant to creating menus            5.4 Identify key information that needs to be displayed on the beverage menu            5.5 Explain how to deal with unexpected problems that may occur with menus</p>
<p>6. Understand the use of sales and marketing in food and beverage service</p>	<p>6.1 Outline the legal requirements that should be taken into account when developing and implementing promotional activities            6.2 Explain how promotional activities can be generated from a sales report            6.3 Identify key opportunities to implement promotional activities            6.4 Identify the target markets, sales targets and main competitors that are relevant to food and beverage service            6.5 Explain how competitors influence the food and beverage service            6.6 Identify a range of promotional activities relevant to food and beverage service            6.7 Compare different selling techniques in food and beverage service            6.8 Explain how the following impact on food and beverage outlet:</p> <ul style="list-style-type: none"> <li>• guide books</li> <li>• ratings</li> <li>• restaurant critics</li> </ul>



<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit aims to provide learners with an understanding of promoting services and products within food and beverage. In promoting food and beverage services and products learners need to understand the different factors that impact the service as well as the importance of and how to provide a positive meal experience for different types of service.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>J/506/9498 Understanding team performance</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>14</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how to deal with underperformance within a team	1.1 Outline indicators of underperformance within a team 1.2 Explain the reasons for underperformance within a team 1.3 Describe how to address underperformance within a team
2. Understand how to address conflict within a team	2.1 Explain what is meant by “conflict” within the workplace 2.2 Outline sources of conflict within a team 2.3 Describe methods of resolving conflict within a team 2.4 Explain how unresolved conflict can affect a team.
3. Understand how to give feedback	3.1 Explain the purpose of giving feedback to <ul style="list-style-type: none"> <li>• team</li> <li>• an individual</li> </ul> 3.2 Describe the characteristics of <ul style="list-style-type: none"> <li>• constructive feedback</li> <li>• non-constructive feedback</li> </ul> 3.3 Outline techniques for delivering feedback to <ul style="list-style-type: none"> <li>• a team</li> <li>• an individual</li> </ul> 3.4 Explain the impact of feedback upon <ul style="list-style-type: none"> <li>• a team’s performance</li> <li>• an individual’s performance</li> </ul>

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	To provide learners with the knowledge and understanding of factors that affect a team's performance, and how to deal with underperformance, address conflict, and give feedback.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>J/506/9517 Applying decision making techniques</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>21</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand how to gather information to make decisions	1.1 Explain how to gather information required to make decisions 1.2 Describe information required for decision making 1.3 Describe how to assess the validity and authenticity of information collected
2. Understand how to analyse information to make decisions	2.1 Explain the objectives of a decision, in different situations 2.2 Explain how to analyse information required to make a decision 2.3 Explain-why it is important to identify the correct criteria for making a decision
3. Be able to make decisions in different situations	3.1 Use decision making techniques 3.2 Evaluate how decisions have met their objectives 3.3 Evaluate how effectively decisions were communicated
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit gives learners the skills and understanding to make effective decisions.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	Equivalent to J/602/0408