



STANDARD ASSESSMENT SPECIFICATION

Level 3
Leisure Duty Manager

Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to Epa@innovateawarding.org

VERSION NUMBER	DATE UPLOADED	DESCRIPTION OF REVISION	PAGE AFFECTED
Version 6	15/01/2020	Statement included to clarify End-point Assessment submission requirement for Project component. Only 'Section B' requires End-Point Assessment submission	PDF page 9
Version 6	16/02/2021	Wordcount amount amended to ensure alignment to the details within the Assessment Plan	PDF page 10
Version 7	08/03/2022	Added copy to page 9 & 10, removed small bits of copy on page 11 & 24 and added two paragraphs page 26	PDF page 9, 10, 11, 24, 26
Version 8	17/03/2022	Headings left aligned page 4, title in bold page 6, heading moved down a line page 7, two line spaces page 9, 2 full stops added page 11, 2 full stops added page 26	4, 6, 7, 9, 11, 26

Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 3 Leisure Duty Manager standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

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Introduction

Innovate Awarding

Innovate Awarding is an End-point Assessment Organisation approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. For further information, please see our website, www.innovateawarding.org/apprenticeship-standards/end-point-assessment.

Apprenticeship overview

The Level 3 Leisure Duty Manager apprenticeship is designed to provide the knowledge, skills and behaviours required to manage the day-to-day running of a multi-functional leisure facility.

STANDARD NAME	LEISURE DUTY MANAGER
Level	3
Sector	Active Leisure
Programme duration	15 to 18 months
Minimum time on programme	15 months
EPA Duration	3 months
EPA Methods	Project Presentation Professional Discussion
Outcomes	Fail, Pass, Distinction
External Quality Assuring Centre	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)

Who is the apprenticeship for?

This apprenticeship is for people entering or working in the Active Leisure industry who will: show an interest in health, physical fitness and sport;

- have good interpersonal, time management and organisational skills;
- be able to work as part of a team;
- have energy and resilience;
- be flexible, creative, able to multi-task and adapt to changing situations;
- be customer-focused and outgoing.

Completion of this apprenticeship will enable the apprentice to work as a Leisure Duty Manager. After that, further experience and possible courses of study may enable them to progress to a more senior role such as Centre Manager.

Role of Innovate Awarding

Innovate Awarding is the End-point Assessment organisation which will complete all aspects of the End-Point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support Materials

The following support materials will be developed in phases and made available prior to live assessment. Some of these materials are already available now, visit Innovate awarding website for further news and updates.

- Generic guide to assessment methods
- Assessment specifications
- Video exemplar assessment materials
- Apprentice logbook
- Component grading guidance

Projected timescales

MONTHS	ACTIVITIES
1 - 12	<ul style="list-style-type: none">• Apprentice is 'on-programme' learning and developing occupational competence in the role for a minimum of 12 months.• Progress reviews take place every two months (or at regular agreed intervals) between the on-programme assessor, the apprentice and employer (either face-to-face or remotely) to review progress against the standard.• Outcomes of the progress reviews are recorded in writing by the apprentice to document what they can do following the preceding period of training, development and practice. These progress records are an important document that evidences readiness for End-point Assessment (EPA).
12 - 13	<ul style="list-style-type: none">• If the employer is satisfied that the apprentice is working consistently at or above the required level, an 'Assessment Gateway' meeting takes place between the apprentice, their line manager and the on-programme assessor. The apprentice's progress records can be used to support the overall decision as to whether the apprentice is deemed ready to access the EPA.• If the apprentice is not deemed ready to access the EPA, their line manager and on-programme assessor provide feedback and remedial action that should be achieved in no more than one month. Once the employer is satisfied the apprentice has satisfactorily achieved the remedial action, they may be signed off as ready to access the EPA.• End-point Assessment planning meeting takes place (remotely or in person) between Innovate Awarding, the apprentice and the employer (responsible for managing the meeting) to clarify the 3-month EPA process and to agree the focus of the first stage of the EPA – the project.
13 - 15	<ul style="list-style-type: none">• Apprentice has 10 weeks to complete and submit their project from the date set.• Apprentice develops their presentation (to be assessed after the project has been submitted).

MONTHS	ACTIVITIES
15	<ul style="list-style-type: none"> • End-Point Assessor reviews the project and identifies areas for clarification/expansion as part of the professional discussion assessment. • Apprentice delivers their presentation to the End-Point Assessor who identifies further areas for clarification/expansion as part of the professional discussion assessment. • Professional discussion assessment takes place. • The End-Point Assessor uses their written feedback from both the project and presentation assessments to guide and support the professional discussion assessment to ensure the apprentice demonstrates full coverage of the standard. • EPA completed within a 3-month timeframe.
3 additional months permitted to demonstrate competence (up to 18 months in total)	<ul style="list-style-type: none"> • 1 additional month on-programme is permitted to allow time for an apprentice to achieve any remedial action identified by the employer, in order to be signed off as ready to access the End-Point Assessment if required. • A further 2 months is permitted to allow time for assessment re-sits, if required.

On Programme Requirements

The on-programme learning and development will be agreed between the training provider and employer, or internally, if training is delivered by an employer provider.

If the apprentice does not already have a minimum of level 2 or GCSE in Maths and English, then they will need to achieve this prior to starting the apprenticeship or, with the agreement of the training provider and/or employer, complete this during the apprenticeship programme.

The apprentice must also achieve the following qualifications before the End-Point Assessment:

- Level 3 Pool Plant Operator Certificate;
- First Aid at Work.

This apprenticeship is made up of six modules that are a mixture of knowledge and understanding, skills and behaviours. The learning for all six modules must be completed prior to End-Point Assessment and will be assessed through project, presentation and professional discussion in that order. The apprentice must pass each of the assessment activities in turn before being allowed to move onto the next activity.

During the enrolment of apprentices, it is recommended the employer, in partnership with the training provider, conduct an initial assessment with the apprentice to determine the appropriate starting point for their learning journey. It is recommended during this assessment that the apprentice's learning needs are reviewed and recorded as part of the learning and development programme.

Modules

1	Leisure Facility Management
2	Front Line People Management
3	Customer Service
4	Legal and Compliance
5	Business Support
6	Financial Responsibility

Gateway

Once the employer and/or training provider have confirmed that the apprentice has developed all the knowledge, skills and behaviours outlined in the apprenticeship standard, they are considered to have reached the 'gateway' and, as such, are ready to move on to the End-point Assessment.

If the apprentice is deemed not yet ready, their line manager and on-programme assessor must provide the apprentice with feedback and remedial action. It is recommended that the remedial action should take no more than one month to achieve. Once the employer is satisfied the apprentice has achieved the requirements of the remedial action, they may be signed off as ready to access the End-point Assessment.

Before the apprentice enters the gateway, they should be confident that they are ready to proceed through the gateway and can achieve the standard of the apprenticeship.

Module Overview

The End-point Assessment will draw on all knowledge, skills and behaviours listed in the standard. The professional discussion will draw on above indicators and is applicable to all modules as presented below.

Modules	ASSESSMENT METHODS		
	Project	Presentation	Professional discussion
1. Leisure Facility Management	✓	✓	✓
2. Front Line People Management	✓	✓	✓
3. Customer Service		✓	✓
4. Legal and Compliance	✓		✓
5. Business Support	✓	✓	✓
6. Financial Responsibility	✓		✓

End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved the requirements of the apprenticeship standard.

End-point Assessment Planning Meeting

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point assessment (e.g. arranging access, facilities and resources)

It is recommended that:

- prior to the planning meeting, a formal meeting be conducted to sign off the apprentice internally as ready to access the EPA. This meeting must include the apprentice, their line manager and the on-programme assessor and the outcomes should be recorded.
- the apprentice's progress records, if used, are brought to this meeting to support the overall decision that determines the apprentice's readiness to access the EPA.

What will the End-Point Assessment look like?

End-point Assessment requires the apprentice to demonstrate they have achieved the requirements of the apprenticeship standard in a particular order. More information can be found in the next section of this document. The apprentice must pass each of the assessment activities in turn before being allowed to move onto the next activity.

The apprentice will be required to produce evidence to show they possess knowledge and understanding (that they 'know it'), behaviours (that they can 'be it') and skills (that they can 'do it') as laid down in the specification.

The specification is split into six modules and (most of) the modules are split into three parts:

- 'Know it' – includes knowledge and understanding assessment criteria concerned with the day-to-day running of a leisure facility. Apprentices will record this knowledge and understanding in Section A of their project logbook;
- 'Do it' – covers the skills needed for the day-to-day running of the leisure facility.
- 'Be it' – includes specific behaviours required to meet the requirements of the apprenticeship.

In addition to these three parts, apprentices are required to make suggestions on improvements that could be made to benefit the day-to-day running of the leisure facility. This will be recorded as report in Section B of their project logbook and will, alongside "Know it", "Do it", "Be it" determine whether the apprentice meets the pass or distinction requirements (or if they fail to meet the pass criteria).

A Professional discussion will then be used at the final End-point Assessment to clarify, expand upon, and confirm any aspects from the project (sections A and B) and the presentation that the End-Point Assessor identifies. This can also be the point at which the learner may progress from pass to distinction if their answers/explanations are sufficient to satisfy the End-Point Assessor.

Assessment Methods Overview

What are the assessment methods?

Achievement of this standard requires apprentices to be assessed using three assessment methods. These are described below and must be completed in the order presented.

1. Project
2. Presentation
3. Professional discussion

Each assessment activity is independent from each other. Each will be graded and these will contribute to the overall grade awarded to the apprentice.

The project

The first assessment task that the apprentice must complete successfully will be a project. In this context, the project is produced as a work-based report designed to give the apprentice the opportunity to demonstrate the required knowledge and skills of the apprenticeship standard through their wider understanding of the leisure facility in which they are working.

The project must be aligned to the employer's current business plan and carefully selected such that it is achievable regardless of organisational structure and size.

In order to ensure that the apprentice can meet the required assessment criteria the project is split into two sections – A and B respectively.

Note that only section B requires End-point Assessment submission for Project assessment component.

Section A

This section of the project is entitled 'Understanding current practice' and takes the form of a logbook in which the apprentice can answer set questions, based on their own workplace and experiences, in order to provide knowledge-based evidence for the 'know it' assessment criteria. Section A is not mandatory but Innovate recommend that this is completed on programme to help apprentices prepare for their End-point Assessment.

Features of Section A:

covers much of the 'know it' assessment criteria (and some 'do it' criteria) from relevant modules;

- the information required for this section can be gathered whilst the apprentice is 'on-programme' and is based around the day-to-day running of a facility;
- takes the form of a logbook with set questions that the apprentice must answer and/or gather evidence to prove their understanding;
- allows the apprentice to consider aspects of the day-to-day running of a facility that they might like to improve for Section B of their project.

Section B

This section of the project is all about 'Challenging the status quo' and will require the apprentice to identify an area of the day-to-day running of a leisure facility that they would like to improve.


Features of Section B:

- the focus of Section B is agreed between the apprentice, employer and End-Point Assessor at the assessment planning review meeting;
- covers an aspect of the day-to-day running of a leisure facility identified as an area for improvement aligned to the employers' business plan;

- must aim to improve either:
 - operational efficiency;
 - staff performance and productivity;
 - customer service;
 - adherence to statutory/regulatory requirements;
 - reputation of a leisure facility;
 - financial efficiency.

The apprentice will be given 10 weeks to produce the project. They should be permitted to work in a 'controlled environment' with a dedicated workstation and access to IT facilities (if required) in or away from the workplace. Supporting documents may be included but will not contribute to the overall word count stated below.

The project should be:

- Between 2,000 – 3,000 words 
- Produced as a report and word processed
- Completed in or away from the workplace

The apprentice must also sign a declaration confirming work produced and submitted is their own.

A detailed guide to the project assessment for apprentices and providers is available to Innovate Awarding customers as part of the support materials proposition. This can be accessed through 'EPA Pro'.

The presentation

The presentation is designed to give the apprentice the opportunity to evidence the skills and behaviours they have developed during the apprenticeship. It provides them with the opportunity to showcase their learning and developing using 'real life' examples.

The presentation will cover the following areas:

- the new skills / behaviours they have developed;
- how they have used these new skills;
- the impact that this has had on their own personal performance;
- the impact this has had on colleagues and customers;
- the impact this has had on the business.

The presentation will take the form of a 30-minute presentation to the End-Point Assessor and the apprentice's line manager. The apprentice must show appropriate communication methods and skills in order to demonstrate that they can present confidently and effectively.

The presentation should:

- be conducted following completion of project;
- not exceed 30 minutes in duration;
- demonstrate the use of IT when presenting;
- conclude with additional questions, if required, from the assessor which should not exceed 10 minutes in duration.

A detailed guide to the presentation assessment for apprentices and providers is available to Innovate Awarding customers as part of support materials proposition. This can be accessed through 'EPA Pro'.

The professional discussion

The professional discussion is a formal, structured discussion between the apprentice and the End-Point Assessor. If the employer wishes to be present, they may attend but cannot participate actively in the discussion and only the End-Point Assessor is permitted to grade the apprentice's performance.

The independent end-point assessor reviews the project and presentation in advance of the professional discussion to inform any questions they may have.

This assessment approach allows the End-Point Assessor to ask the apprentice questions in relation to the following:

- learning, development and competence in the role;
- coverage of the standard;
- assess knowledge, skills and behaviours not assessed in the project or presentation;
- personal development and self-reflection.

The apprentice will be expected to draw from real work-based tasks, discussing not only what they have done, but also how they have done it and why.

The professional discussion will:

- be conducted following completion of the project and presentation;
- not exceed 90 minutes in duration;
- be used to clarify, expand upon and confirm any aspects from the project and/or presentation requested by the End-Point Assessor.

A detailed guide to the professional discussion assessment for apprentices and providers is available to Innovate Awarding customers as part of support materials proposition. This can be accessed through 'EPA Pro'.

Apprenticeship Standard Amplification

Module 1 Leisure facility management

Know how to manage and lead the day-to-day running of a multi-functional leisure facility safely

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1.1	Describe how to open, prepare and close a multi-function leisure facility	1.1K 1.3K	S1.1	Lead the safe day-to-day running of a multi-functional leisure facility	1.1S
K1.2	Explain the delivery and effective management of typical programmed activities	1.2K 1.3K	S1.2	Ensure the leisure facility is fully operational and staff and equipment are resourced and ready for customer use	1.2S 2.1S
K1.3	Explain how to prepare sports halls, the swimming pool environment and associated equipment	1.1K 1.2K 1.3K	S1.3	Solve day-to-day problems to ensure the leisure facility's service standards are met and maintained	1.3S 3.1S
K1.4	Describe how to prepare for ad-hoc bookings throughout the shift	1.4K			
K1.5	Describe how to provide a 'front line' shop floor management presence with high levels of interaction	1.5K			

Behaviours

B1.1	Curious: display an eagerness to learn and understand why/how things work and might be improved
B1.2	Driven to deliver: deliver excellence by achieving agreed standards every day
B1.3	Collaborative: show a willingness to work and cooperate with a diverse workforce, customer base and to assist the team

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K1.1	<p>Locking and unlocking procedures, i.e.</p> <ul style="list-style-type: none"> • use of alarm systems • safe entrance and exit of buildings <p>Preparation of specific areas (e.g. reception, swimming pools, fitness suite, sports halls, changing rooms and spectator zones, etc.)</p>	S1.1	<p>Take responsibility for the day to day running of the facility, i.e:</p> <ul style="list-style-type: none"> • be accountable for decision making during the shift (e.g. answering questions, solving problems, dynamic decision making etc.) • maximise the safety of colleagues and customers (e.g. risk assessment, fire safety, first aid procedures, Emergency Action Plan (EAP), lock down, etc.)
K1.2	<p>The management and effective delivery of typical programmed activities (e.g. women only sessions, ethnic minority pool activity, children's parties, community sports club bookings) i.e.</p> <ul style="list-style-type: none"> • booking procedures • timetabling requirements • costs • staff requirements (e.g. ratios, qualifications etc.) 	S1.2	<p>Make sure the facility is fully resourced, ready for use and consider new approaches to improve business performance in areas such as:</p> <ul style="list-style-type: none"> • managing staffing levels (e.g. rota, sickness and holiday etc.) • setting up and taking down of equipment (e.g. trampolines, electronic swimming pool hoists etc.) • swimming pool maintenance (e.g. managing Ph and chlorine levels etc.)
K1.3	<p>How to prepare the sports hall and swimming pool environments i.e.</p> <ul style="list-style-type: none"> • setting up and taking down of equipment • use of specialist equipment such as trampolines, electronic swimming pool hoists etc. (e.g. training requirements etc.) 	S1.3	<p>Take responsibility for meeting and maintaining service standards i.e.</p> <ul style="list-style-type: none"> • know what the leisure facility service standards are and how to apply them • meet and exceed customer expectations (e.g. deal with issues and complaints as they arise, manage customer expectations, keep promises, acting on feedback to improve customer experience, have high expectations for self and colleagues, etc.)
K1.4	<p>The processes and systems for dealing with ad-hoc bookings (e.g. badminton courts, five a side football pitches etc.) that occur during the shift i.e.</p> <ul style="list-style-type: none"> • What can and can't be booked ad-hoc • How to make, amend and cancel ad-hoc bookings (e.g. using the facility's computerised booking system etc.) • How to manage the ad-hoc bookings process (e.g. costs, communicating to colleagues, interacting with customers etc.) 		
K1.5	<p>How to select and use different communication skills (e.g. verbal and non-verbal) and methods (e.g. face to face, email, social media, letters, events and promotions, etc.) to provide management presence and interact with staff, customers and visitors (such as contractors and clients)</p>		

Module 2 Front line people management

Know how to and be able to manage a multi-functional leisure operations team

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K2.1	Describe how to manage a multi-functional leisure operations team effectively to ensure the smooth day-to-day running of a leisure facility	2.1K	S2.1	Plan, organise and manage the allocation and rotation of staff in specialist roles to meet daily programmed activities	2.1S 5.3K 5.4K 1.2S
K2.2	Explain the role of managing the performance of staff and associated teams using SMART principles to support their development	2.2K 2.3S 2.4S	S2.2	Build effective team and individual relationships	2.2S 2.3K
K2.3	Explain the role of effective team working in busy environments	2.3K 2.2S	S2.3	Provide staff with feedback that is open, honest and clear	2.3S 2.2K
K2.4	Explain the role of effective team working in difficult situations such as emergency lifesaving resuscitation and first aid of minor injuries	2.3K 2.2S	S2.4	Lead decisively during difficult/emergency situations, ensuring all staff adhere to processes/procedures	2.3S 4.2S
K2.5	Describe how to undertake staff recruitment and training activities	2.4K 5.2K	S2.5	Adapt their own leadership style to different situations and different people to achieve desired outcomes	2.4S

Behaviours

- B2.1 Role Model: Leads & Inspires through great communication and being a team player – always projects a positive happy, inspiring role model

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K2.1	<p>How to manage the different roles in the leisure facility (e.g. lifeguards, coaches, receptionists, cleaners etc.) i.e.</p> <ul style="list-style-type: none"> • Understanding the responsibilities of each role • Allocating duties as necessary and appropriate • Managing staff problems and concerns as they occur and support/cover when needed 	S2.1	<p>Manage the staffing needs to ensure the safe running of programmed activities i.e.</p> <ul style="list-style-type: none"> • Staff levels (e.g. ratios, health and safety requirements etc.) • Roles and responsibilities needed • Necessary specialist qualifications (e.g. pool lifeguard, trampolining etc.) • Use of recognised system to manage rota, cover absence (e.g. holiday and sickness) etc
K2.2	<p>Your role and importance of managing staff performance i.e.</p> <ul style="list-style-type: none"> • The use of different methods of performance management (e.g. appraisals, one to ones, informal chats etc.) • The use of SMART principles in the performance management of staff • The importance of staff development (e.g. for career progression, personal motivation, enhanced opportunities for self and the organisation etc.) 	S2.2	<p>Build effective relationships with staff i.e.</p> <ul style="list-style-type: none"> • When working as part of a team (e.g. allocating roles, being fair and consistent, not showing bias or favouritism, encouraging collaborative working, encouraging the sharing of ideas etc.) • When working with individual colleagues (e.g. using active listening, empathising, being open to discussion, showing respect for others etc.)
K2.3	<p>The need for effective teamworking in busy environments (e.g. spectator events, fun days, community activities etc.) i.e.</p> <ul style="list-style-type: none"> • Required roles and responsibilities • Principles of effective teamworking (e.g. collaborating, multi-tasking, flexibility, active listening, taking responsibility, accountability, compromise etc.) 	S2.3	<p>Display key leadership skills in busy and/or emergency situations i.e.</p> <ul style="list-style-type: none"> • Taking charge (being confident, clear, decisive etc.) • Making decisions that are dynamic and responsive to the situation • Ensuring key roles and responsibilities are in place • Making sure processes are adhered to and paperwork completed
K2.4	<p>The need for effective teamworking in emergency situations (e.g. lifesaving resuscitation, occurrences requiring first aid etc.) i.e.</p> <ul style="list-style-type: none"> • Required roles and responsibilities • Principles of effective teamworking (e.g. collaborating, multi-tasking, flexibility, active listening, taking responsibility, accountability, compromise etc.) • Importance of following recording and reporting procedures 	S2.4	<p>Give feedback to staff that is:</p> <ul style="list-style-type: none"> • Open (e.g. without prejudice or bias etc.) • Honest (e.g. based on accurate information, relevant, useful etc.) • Clear (e.g. non-ambiguous, concise etc.)

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K2.5	<p>Staff recruitment processes i.e.</p> <ul style="list-style-type: none"> • advertising (e.g. internal and external opportunities) • shortlisting • interviewing • the induction processes <p>Staff training processes i.e.</p> <ul style="list-style-type: none"> • identification of opportunities (e.g. driven by organisational need, staff request etc.) • internal and external provision (e.g. in-house courses, external agencies etc.) • support for staff development and training (e.g. time out of work, financial support/ scheme, expected 'payback' etc.) 	S2.5	<p>Select the most appropriate leadership style for the audience and situation i.e.</p> <p>Consider different leadership styles including Lewin's and Transformational leadership styles</p> <p>Be able to select, alter and adapt leadership style/s in order to get the best from a person/people/the situation</p>

Module 3 Customer service

Know how to and be able to recognise and respond to customer needs during the day-to-day running of a multi-functional leisure facility

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K3.1	Describe how to recognise customer profiles	3.1K	S3.1	Manage the customer experience during shifts, including the management of complaints and feedback	3.1S 1.3S
K3.2	Describe how to cater for specific needs such as women only sessions, disabilities and religious beliefs	3.1K	S3.2	Ensure their own and teams' communications are delivered in a style and manner relevant to a wide range of customers	3.2S
K3.3	Explain the benefits of meeting and exceeding customer expectations in line with service standards and values	3.2K 3.4K 3.3S	S3.3	Manage customer comments and complaints quickly and effectively, with a clear resolution	3.3S 3.2K
K3.4	Describe when and how to communicate and share information on performance measures to diverse audiences at all levels	3.3K	S3.4	Ensure customer comments and complaints are recorded and analysed and that improvements to stop reoccurrence of problems are suggested where necessary	3.3S 3.4K
K3.5	Explain the benefits dealing with customer service queries and feedback to support the improvement of the customer experience	3.3K 3.4K 3.3S			

Behaviours

B3.1 Personally Credible: treat customers and colleagues – truthfully, fairly and equally

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K3.1	That people with differing 'customer profiles' will use the leisure facility (e.g. women, disabled users, religious and/or cultural groups)	S3.1	<p>Take responsibility for customer experiences during the shift, i.e.</p> <ul style="list-style-type: none"> • Manage staff and processes to ensure service standards, values and expectations are being met (e.g. ensure all staff are aware of expectations and the role they play in maintaining these etc.) • Support staff to manage customer complaints and feedback (e.g. provide front line support as necessary etc.)
K3.2	<p>To understand that:</p> <ul style="list-style-type: none"> • some customers may have specific needs (e.g. women only sessions, wheelchair access, extra support to access the full range of activities etc.) • Barriers to participation that customers may face • Ways that identified barriers may be minimised or overcome (e.g. what the leisure facility can do to ensure any specific needs are catered for) 	S3.2	<p>Communicate effectively with a range of different customers such as adults, disabled people, ethnic and minority groups:</p> <ul style="list-style-type: none"> • Use appropriate communication methods (e.g. signage, electronic, word of mouth, written correspondence etc.) to reach a range of audiences • Use appropriate communication skills (e.g. verbal (volume, pitch and tone, clarity, terminology etc. and non-verbal (e.g. demonstration, positioning, gestures, eye contact, body language etc.) to ensure that all audiences can understand and interact
K3.3	<p>The importance of meeting and, where possible, exceeding customer expectations i.e.</p> <ul style="list-style-type: none"> • For the organisation (e.g. business benefits as customers keep coming/ come back, positive atmosphere benefits all users etc.) • Customers (e.g. feel valued, will reap benefits of continued attendance, positive attitude towards organisation and staff) • Staff (e.g. feel good factor, boost morale, cycle of positivity etc.) • Know the link between values and putting it into practice 	S3.3	<p>Manage customer complaints:</p> <ul style="list-style-type: none"> • Quickly (e.g. within a reasonable and agreed time period etc.) • Effectively (e.g. to the satisfaction of all parties involved etc.) • With a clear resolution (e.g. all those involved are left in no doubt about the outcome and following course/s of action (if any) etc.)

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K3.4	<ul style="list-style-type: none"> When to share information on performance measures (e.g. in meetings, with key external stakeholders, when asked by senior management, publicly etc.) Effective communication (e.g. conveying information to people in a clear, simple and understandable fashion to reduce barriers such as language and cultural differences) How to communicate performance measures (e.g. verbally, as a written report, as numerical data (e.g. charts, graphs etc.), on marketing materials, via social media etc.) The importance of following organisational policy and procedures with regards to sharing information on performance measures (e.g. data protection, confidentiality, storing Personally Identifiable Information, internet guidelines etc.) 		
K3.5	<p>Why it is important to deal with customer service queries and feedback i.e.</p> <ul style="list-style-type: none"> Potential positive outcomes of dealing with customer service queries (e.g. for organisation, customer etc.) What to do with customer feedback (e.g. following of organisational policy and process, using own initiative to implement immediate change etc.) How feedback can be used to build a strong relationship and improve the customer experience (e.g. immediate, short and/or long term change etc.) 	S3.4	<p>Follow organisational processes and procedures i.e.</p> <ul style="list-style-type: none"> Record customer comments and complaints (e.g. written log, spreadsheet, feeding upwards and downwards to appropriate colleagues) Analyse customer comments and complaints (e.g. to see if there is a trend, to spot target areas etc.) Suggest improvements to stop reoccurrence of problems

Module 4 Legal and compliance

Understand and be able to adhere to legal and compliance issues relating to the day-to-day running of a multi-functional leisure facility

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K4.1	Describe how to manage health and safety in accordance with legal and employer requirements for the safe running of a leisure facility for all customers and staff	4.1K	S4.1	Perform audits and evaluations at agreed intervals that monitor and review the facility's compliance with legislation and industry guidance	4.1S 4.3S
K4.2	Explain the impacts of day-to-day leisure operations on the environment	4.2K	S4.2	Produce reports on incidents, accidents or occurrences in line with policies and procedures	4.2S 2.3S
K4.3	Describe the quality assurance systems and procedures that are necessary to deliver a high-quality functioning leisure facility	4.3K	S4.3	Ensure materials and equipment are used efficiently in accordance with manufacturer's instructions	4.3S 4.1S



DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K4.1	How to keep customers (e.g. clients, visitors, contractors etc), and staff safe by taking responsibility for health and safety i.e. <ul style="list-style-type: none"> In accordance with legal requirements (e.g. Health and Safety at Work Act, RIDDOR, COSH etc.) To meet employer/organisational requirements (e.g. internal policies and procedures, risk assessment, first aid reporting etc.) 	S4.1	Perform audits and evaluation at agreed intervals (e.g. daily, weekly, bi-annually etc.) to ensure the facility's compliance with legislation (e.g. Health and Safety at Work Act, RIDDOR, COSH etc.) and industry guidance (e.g. fire exit checks, facility cleanliness, pool water testing, equipment safety checks, sports hall and fitness suite safety etc.)
K4.2	How day to day operations of the leisure facility may impact on the environment (e.g. energy conservation and reduction, minimising waste, recyclable controls etc.)	S4.2	Produce reports (e.g. daily/weekly management reports, accident report form, first aid book etc) for incidents and accidents or occurrences (e.g. lockdown situation, power failure, flooding etc) in line with organisational policies and procedures
K4.3	The role that quality assurance systems play in the delivery of a high-quality functioning leisure facility i.e. <ul style="list-style-type: none"> Standard/Normal Operating Procedures (S/NOPs) Building Management System (BMS) Quality Management System (QMS) Emergency Procedure/Action Plan 	S4.3	Ensure that all materials (e.g. pool chemicals, cleaning materials etc.) and equipment (e.g. trampolines, gym equipment, cleaning equipment etc.) are used efficiently (e.g. only as necessary, by relevant staff, at appropriate times etc.) and in accordance with manufacturer's instructions.

Module 5 Business support

Know how to and be able to support business goals in the day-to-day running of a multi-functional leisure facility

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K5.1	Describe the organisation's brand and values that uphold its reputation and support its business goals and service targets 	5.1K	S5.1	Lead the team in a way that ensures the promotion of the business brand by the effective use of materials and communication	5.1S
K5.2	Explain the role and requirements of being part of the management team and providing support in selected tasks	5.2K 2.4K	S5.2	Produce reports for the line manager/s at agreed intervals and provide feasible suggestion on how to improve the business 	5.2S
K5.3	Describe how to use information technology to identify opportunities, enhance operations and improve the customer experience	5.3K 2.1S	S5.3	Manage and support business goals in their own area of responsibility	5.3S
K5.4	Describe the administration of a central management system and its components	5.4K 2.1S	S5.4	Manage internal IT systems to support the effectiveness of the organisation and facility	5.4S

Behaviours

- B5.1 Decisive thinker: make decisions, explaining and standing by them when needed
- B5.2 Skilled influencer: positively influence and convince customers and colleagues

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K5.1	<p>The organisation's brand and values that uphold its reputation and support its business goals and service targets i.e.:</p> <ul style="list-style-type: none"> • Brand (e.g. instant recognition of the company's brand through use of logos, uniforms, marketing materials etc) • Values (e.g. such as 'honesty and integrity' in line with organisational mission, vision statement) • Business goals (e.g. how brand and values support increase in sales and profit) • Service targets (e.g. constantly keeping to customer promise (e.g. ensuring there is a dedicated contact team/person to support individual activity)) 	S5.1	<p>Ensure that staff promote the business brand by the effective use of:</p> <ul style="list-style-type: none"> • Materials (e.g. marketing materials, signage, posters, merchandise etc.) • Communication (e.g. selecting appropriate methods of communication, adhering to brand guidelines, being clear and consistent etc.)
K5.2	<p>Role and requirements as part of the management team and in providing support in selected tasks i.e.:</p> <ul style="list-style-type: none"> • Taking responsibility of the day to day running of the facility • Managing the wider team • Programming activities • Procurement of contractors and suppliers • Staff recruitment and induction • Business development and marketing etc. 	S5.2	<ul style="list-style-type: none"> • Write reports for management as required (e.g. at pre-arranged intervals, in response to specific requests, initiatives, etc.) • Provide suggestions for business improvements (e.g. changes to processes, etc.) and link suggestions to clear benefits
K5.3	<p>How information technology can be used i.e.</p> <ul style="list-style-type: none"> • Keeping up-to-date with industry news and developments whilst identifying opportunities (e.g. identifying market gaps, potential partnership opportunities and competitor analysis via SWOT etc) • Enhancing operations (e.g. analysing data gathered from customers as basis for continuous improvement) • Improving the customer experience (e.g. acting on research findings and making necessary improvement to support customer journey, use of digital display screens, innovative marketing promotions (e.g. January fitness boom, children's holiday camps etc) and social media) 	S5.3	<p>Manage and/or support business goals (e.g. budgets, sales targets, financial Key Performance Indicators (KPIs) etc.)</p>
K5.4	<p>How the central management system (e.g. computer programme, system, database etc.) is administered i.e.</p> <ul style="list-style-type: none"> • The main components (e.g. customer database, staff area, bookings platform etc.) • Its use as an administrative tool (e.g. storing customer information, recording activity bookings staff rota systems, management reports etc.) 	S5.4	<p>Manage internal IT systems (e.g. customer database, activity bookings etc.) i.e.</p> <ul style="list-style-type: none"> • Use the system confidently and competently • Support team members in their use of relevant aspects of the system • Refer technical issues to appropriate colleagues

Module 6 Financial responsibility

Know how to and be able to take financial responsibility during the day-to-day running of a multi-functional leisure facility

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K6.1	Describe revenue and protection procedures during shifts including cash handling	6.1K	S6.1	Analyse and interpret financial reports in own area of responsibility, determining actions where appropriate	6.1S
K6.2	Explain how to manage stock control	6.2K 6.2S	S6.2	Monitor and audit stock control systems	6.2S 6.2K
K6.3	Describe how to raise purchase orders, set targets, set budgets and monitor expenditure	6.3K	S6.3	Produce financial reports in areas of their own responsibility and identify ways to reduce losses and turn around into a profit	6.3S

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K6.1	Cash handling procedures i.e. <ul style="list-style-type: none"> Cash handling (e.g. taking money and returning correct change, issuing receipts, use of till etc) Till reconciliation and other relevant areas (e.g. vending machines, catering outlets etc.) Protection procedures (e.g. collecting, storing, use of external agencies, maintaining till security etc.) 	S6.1	Analyse and interpret financial reports (e.g. cash flow statements, balance sheet etc.) i.e. <ul style="list-style-type: none"> Analyse (e.g. differences between income and expenditure, expectations and actual etc.) Interpret (e.g. place in context, prepare to share with stakeholders etc.) Determine a relevant course of action as appropriate
K6.2	How to manage stock control i.e. <ul style="list-style-type: none"> Minimising wastage Stock taking Forecasting Procurement For stock such as sellable good, event tickets, membership vouchers, clearing and pool chemicals etc	S6.2	Use software/information technology to monitor and audit stock (e.g. food and beverage, products, clothing and equipment etc) i.e. <ul style="list-style-type: none"> Stock check (e.g. checking stock levels etc.) Reordering (e.g. purchase order creation, reducing overstock etc.)
K6.3	How to: <ul style="list-style-type: none"> Raise purchase orders Set targets Set budgets Monitor expenditure 	S6.3	Produce financial reports i.e. <ul style="list-style-type: none"> For relevant areas (e.g. financial targets, income and expenditure, cash flow statement, balance sheet, profit and loss etc.) Report on business improvement measures Identify ways to reduce losses and increase profits

End-point Assessment Coverage

The table below shows the project, presentation and professional discussion assessment methods, along with the knowledge (K), skill (S) and/or behaviour (B) assessment criteria that will be covered by that assessment method.

Project

The project will cover the following elements of the standard:

MODULE	ASSESSMENT CRITERIA
1 – Leisure facility management	K1.1 to K1.5
2 – Front line people management	K2.1 to K2.5, S2.1 to S2.5
3 – Customer service	N/A
4 – Legal and compliance	K4.1 to K4.3, S4.1 to S4.3
5 – Business support	K5.1 to K5.4
6 – Financial responsibility	K6.1 to K6.3, S6.1 to S6.3

Presentation

The presentation will cover the following elements of the standard:

MODULE	ASSESSMENT CRITERIA
1 – Leisure facility management	S1.1 to S1.3, B1.1 to B1.3
2 – Front line people management	B2.1
3 – Customer service	K3.1 to K3.5, S3.1 to S3.4, B3.1
4 – Legal and compliance	N/A
5 – Business support	S5.1 to S5.4, B5.1 to B5.2
6 – Financial responsibility	N/A

Professional discussion

The professional discussion will cover the elements of the standard identified by the End-Point Assessor (following the project and presentation assessments) that warrant further confirmation, clarification or expansion to confirm competence in the role.

MODULE	ASSESSMENT CRITERIA
1 – Leisure facility management	K1.1 to K1.5, S1.1 to S1.3, B1.1 to B1.3
2 – Front line people management	K2.1 to K2.5, S2.1 to S2.5, B2.1
3 – Customer service	K3.1 to K3.5, S3.1 to S3.4, B3.1
4 – Legal and compliance	K4.1 to K4.3, S4.1 to S4.3
5 – Business support	K5.1 to K5.4, S5.1 to S5.4, B5.1 to B5.2
6 – Financial responsibility	K6.1 to K6.3, S6.1 to S6.3

Assessment Overview

The End-Point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail/Pass/Distinction. The End-Point Assessor will make the final decision as to whether or not the standard has been met.

To complete this apprenticeship successfully, the apprentice must take and achieve a minimum grade of 'pass' in all three assessment activities.

The overall grade awarded differentiates between apprentices whose work is at the expected level of competency and those whose work is significantly above this expected level.

- For an overall Pass to be awarded the apprentice must demonstrate they have met all 15 of the pass grading criteria.
- For an overall Distinction to be awarded the apprentice must demonstrate they have met all 15 pass grading criteria plus 12 or more of the distinction grading criteria.

ASSESSMENT METHOD	AREA ASSESSED	ASSESSED BY	GRADES
Project	Knowledge of problem solving, leadership and management, business reporting and compliance. Full details above	End-point Assessor	Fail Pass Distinction
Presentation	Application of knowledge and evidence to demonstrate skills relating to leadership and management and customer service. Full details above	End-point Assessor	Fail Pass Distinction
Professional discussion	Evidence of occupational competence and how learning was applied to the role and workplace. Full details above	End-point Assessor	Fail Pass Distinction

A further grading guidance document will be made available to support successful completion as per support materials section of this document.

Re-Assessment

Assessment and will be carried out through project, presentation and professional discussion in that order. The apprentice must achieve a pass in each of the assessment activities in turn before being permitted to proceed onto the next assessment activity.

If the apprentice fails an assessment, this will need to be attempted again and passed within 3 months. For a list of re-sit costs and the policy on re-sits, please visit Innovate Awarding website. It is the responsibility of the employer and the employer provider/training provider to ensure that apprentices are ready for End-Point Assessments and it is anticipated that apprentices will pass the assessments first time.

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policy.

External Quality Assurance

The external quality assurance organisation for the Team Leader/Supervisor standard is Institute for Apprenticeships. The external quality assurance organisation may require access to an apprentice's assessments and they may need to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

www.innovateawarding.org/apprenticeshipstandards

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