1st4sport Level 3 Diploma in Leisure Management

Qualification Specification

About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced though the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

Title:	1st4sport Level 3 Diploma in Leisure Management
Qualification Overview:	Ensures that learners have the knowledge, skills and confidence to manage individuals or a small team within the active leisure, learning and well-being sector.
Qualification Code:	23QLMDIP3
Qualification Regulation Number:	C00/4878/6
Guided Learning Hours (GLH):	217
Total Qualification Time (TQT):	407
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/11/2023
Qualification Review Date:	31/10/2025
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to manage individuals or a small team within the active leisure, learning and well-being sector.
Qualification Purpose:	Prepare for employment in a broad occupational area.

Who is this qualification for?

The qualification is aimed at learners who are already employed in the role of Duty Manager, Shift Supervisor or Assistant Manager and have the opportunities to demonstrate their competence in the workplace over time. Learners may be new members of staff who require an induction into the job role, or for existing members of staff who need further training and development. it is not suitable for learners in full-time education. Due to the level of responsibility and duty of care associated with a role at this level in an active leisure environment, learners will need to be 18 years of age to complete some of the practical units.

Qualification Progression

To further broaden their skills, learners may wish to complete the 1st4sport Level 3 NVQ Diploma in Sports Development.

This qualification may also enable learners to undertake further management qualifications.

This qualification may lead to paid or voluntary roles in leisure management in an active leisure facility.

It may also lead to roles including:

- Sports/Leisure Centre General Manager.
- Sports Development Officer.

Entry Requirements

Learners must be a minimum of 16 years old at registration and 18 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:
- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:
- Coursework (in 11 of 11 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement:Access Arrangments.

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units and 2 of 11 optional units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
J/650/9191	Understanding how to lead a team in active leisure	17
L/650/9193	Understanding Employment Rights and Responsibilities in the active leisure industry	15
M/650/9194	Understanding the Active Leisure and Learning Sector	23
K/650/9192	Manage own professional development within an active leisure organisation	20
R/650/9195	Promoting customer care in active leisure	8
T/650/9196	Set objectives and provide support for an active leisure team	25
Y/650/9197	Ensure the health, safety, welfare and security of customers and staff in an active leisure environment	38
A/650/9198	Understanding how to manage health, safety and welfare in active leisure	20
D/650/9199	Understanding the Employing Organisation	23
L/650/9200	Continuing professional development in active leisure	8
M/650/9201	Improve the customer's experience in active leisure	15

Optional Units

Unit ID	Unit Title	GLH
T/650/9203	Understanding how to deliver objectives through the work of an active leisure team	10
Y/650/9204	Understanding how to supervise facility maintenance in active leisure	13
A/650/9205	Marketing in active leisure	30
D/650/9206	Understanding how to sell services and products to customers in active leisure	20
F/650/9207	Promote learning and development in active leisure	25
H/650/9208	Manage physical resources in active leisure	15
R/650/9202	Address performance problems affecting team members	15
J/650/9209	Plan, organise and evaluate active leisure services	17
M/650/9210	Develop productive working relationships with colleagues	20
R/650/9211	Contribute to the prevention and management of abusive and aggressive behaviour	20

| T/650/9212 | Supervise the maintenance of equipment and facilities in active leisure | 25 |

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Understanding how to lead a team in active leisure
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to leading a team in an active leisure environment.
Unique Unit Number	J/650/9191
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Understand the team leadership role in active leisure

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the importance of team leadership in active leisure	the importance of team leadership and the impact this could have on the team
1.2 Summarise the responsibilities of a team leader in an active leisure organisation	Include the responsibilities of a team leader relevant to active leisure organisations
1.3 Describe different styles of leadership and how they can be applied in different situations	Describe different styles of leadership and describe how they can be applied in different situations relevant to the active leisure industry.

Learning Outcome: 2. Understand the role of emotions and behaviours when leading a team in active leisure	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Explain why it is important for a team leader to be aware of own emotions and the effect that own emotions can have on team members	Explain the impact the team leaders own emotions can have on team members and why this is important
2.2 Explain why it is important for a team leader to be aware of the emotions of team members and how to respond to these	Explain how they could respond to a team members range of emotions that may present during a working day and explain why it is important for a team leader to be aware of the emotions of team members.
2.3 Describe how to manage own emotions to achieve a positive outcome when leading a team	Know of different strategies that could be applied to an individual to manage their own emotions and the benefit and/or limitation of these on their leadership of a team.
2.4 Explain how to manage conflict within an active leisure team	Explain how they could manage conflict within an active leisure team. Content will be relevant to their active leisure organisation

Learning Outcome: 3. Understand the value of diversity within a team	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Describe the different types of skills and characteristics that members of an active leisure team may have	The different types of skills and characteristics that team members may have that are relevant to an active leisure team members typical roles and responsibilities
3.2 Explain the importance of taking account of different skill sets and characteristics in a team	The importance of taking account of different skill sets and the importance of considering different characteristics in an active leisure team. The skills and characteristics discussed should be relevant to the typical job roles and requirements of an active leisure member
3.3 Describe how to make best use of different skill sets and characteristics in an active leisure team	How they could make best use of differing skill sets and characteristics in active leisure teams. The skill sets and characteristics should be relevant to the roles and responsibilities of a leisure team member.

Learning Outcome: 4. Understand the role of communication when leading a team in active leisure

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Explain the importance of effective two-way communication when leading a team in active leisure	The importance of two-way communication in relation to leading a team in active leisure
4.2 Describe situations in which effective two-way communication is important in active leisure	Situations and scenarios in active leisure where demonstrating two-way communication is important . This includes identifying the potential outcomes of effective and ineffective communication.
4.3 Explain how to use a range of communication techniques when leading a team in active leisure	A range of communication techniques relevant to leading a team in active leisure

Learning Outcome: 5. Understand the role of motivating others when leading a team in active leisure

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Explain the importance of motivating others when leading a team in active leisure	The importance of motivating others when leading a team in active leisure and the impact this can have
5.2 Describe a range of factors that motivate team members when they are working in active leisure	A range of factors that motivate team members when they are working in active leisure
5.3 Explain how to select different ways of motivating others according to the situation and the individuals involved	How to select different ways of motivating others according to the situation and the individuals involved and any external factors that would need to be considered as part of this process
5.4 Explain what is meant by 'empowerment' and how empowering team members can contribute to team performance	what is meant by 'empowerment' and understanding the impact of empowering team members on team performance
5.5 Describe how to maintain the motivation of team members when the team has experienced setbacks	How to maintain the motivation of active leisure team members when the team has experienced setbacks and the impact this can have on individuals and the team

Learning Outcome: 6. Understand how to provide team members with a sense of direction and common purpose	
Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Explain the importance of team members having a sense of direction and common purpose	The importance of team members having a sense of direction and common purpose. This includes the impact this can have on individual and team performance
6.2 Explain how to give team members a sense of direction and common purpose	How to give team members a sense of direction and a common purpose relevant to the roles and responsibilities of an active leisure team member
6.3 Describe situations in which a team leader should take direction from a team member	Situations in which a team leader should take direction from a team member relevant to an active leisure team

Unit Title	Understanding Employment Rights and Responsibilities in the active leisure industry
Unit Aim	This unit aims to develop the knowledge and understanding that employees require concerning; (i) employment law and industry-specific legislation that apply to their jobs, (ii) key documents relating to their employment, (iii) employment procedures they should follow at work.
Unique Unit Number	L/650/9193
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. know their employment rights and responsibilities under the law	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 describe their legal rights and responsibilities in the workplace	Their right in regard to: • contracts of employment • anti-discrimination legislation • working hours and holiday entitlements • sickness absence and sick pay • data protection • health and safety
1.2 outline the rights and responsibilities of the employer	The rights and responsibilities of the employer in relation to the active leisure industry
1.3 describe the legislation relating to health and safety relevant to their organisation	The legislation covering the health and safety requirements in their organisation
1.4 outline the implications of the legislation relating to health and safety in their own job role	The implications of the legislation relating to health and safety in their own job role including but not limited to normal operating procedures, accountability and responsibility, record keeping and monitoring.

Learning Outcome: 2. understand documents relevant to their employment

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain the main terms and conditions of a contract of employment	The terms and conditions that would be found in a contract of employment and how these may vary between types of employment
2.2 outline the contents and purpose of a job description	The contents of a job description
2.3 describe the types of information held on personnel records	The content and type of information that would typically be held on a personnel record and the data management rationale for holding this information
2.4 describe how to update information held on personnel records	How to update personnel records in their own organisation
2.5 interpret the information shown on a payslip or other statement of earnings	The typical information that would be found on a payslip or statement of earnings including defining abbreviations and how details may differ for different personnel.

Learning Outcome: 3. know key employment procedures at work

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 describe the procedures to follow if someone needs to arrange leave in the organisation	Their organisations procedure and required documentation to arrange different types of leave, including as a minimum all statutory leave
3.2 describe the procedures to follow if there is a grievance	The grievance procedure and required documentation
3.3 describe the procedures to follow if there is evidence of discrimination or bullying	The procedures and documentation to follow if there is evidence of discrimination or bullying
3.4 identify sources of information and advice on employment issues	Where to find information on employment issues: • internal to their organisation • external to their organisation

Unit Title	Understanding the Active Leisure and Learning Sector
Unit Aim	This unit aims to develop the knowledge that employees in the Active Leisure and Learning sector require concerning; (i) the Active Leisure and Learning sector, (ii) the sub-sectors that make up Active Leisure and Learning, (iii) information about the sub-sector in which the learner works, (iv) career opportunities.
Unique Unit Number	M/650/9194
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. know the key features of the Active Leisure and Learning sector	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe the Active Leisure and Learning Sector's scope and size	What the active leisure sector is, the size of the sector and the scope.
1.2 explain the contribution that Active Leisure and Learning makes to the economy and society	Contribution that Active Leisure and Learning makes to the economy and society
1.3 explain the role of the Sector Skills Council responsible for Active Leisure and Learning	The role of the sector skills council is responsible for Active Leisure and Learning
1.4 define the main sub-sectors within the Active Leisure and Learning Sector	The main sub sectors of Active Leisure and Learning Sector

Learning Outcome: 2. the key features of the Active Leisure and Learning sub-sector in which they work	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 describe the composition of their sub-sector	the composition of their subsector in terms of : · public · private · voluntary organisations
2.2 analyse the size of their sub-sector in terms of employment and participation	The size of their sub-sector in terms of employment and participation, including analysing the subsector in comparison to other sub sectors and changes within the subsector over time
2.3 interpret the economic and social value of their sub-sector	the economic and social value of their sub-sector
2.4 explain factors causing change in their sub-sector	Causes of change in their sub-sector and the potential impact
2.5 explain the essential principles, values or codes of practice in their sub-sector	The principle values or codes if their sub-sector and how these apply to their organisation
2.6 describe the roles of key organisations in their sub-sector	Key organisations in sub-sector including: · representative and regulatory bodies, · trade unions · trade associations
2.7 explain the links their sub-sector has with other industries	Links between sub-sector and any other industries

Learning Outcome: 3. know employment and career opportunities in the Active Leisure and Learning sub-sector in which they work.	
Assessment Criteria The learner can:	Indicative Delivery Content
3.1 identify sources of information on career progression, training and education	Relevant sources of information on career progression, training and education for their sub sector
3.2 describe the main job roles within their sub-sector	The main job roles within their sub-sector
3.3 describe potential career pathways in their sub-sector	Potential career pathways in their sub-sector
3.4 identify what is required for career progression in their sub-sector	The requirements for career progression in their sub-sector in terms of qualifications, skills and knowledge, experience and personal qualities
3.5 explain how skills and knowledge acquired in their sub-sector could relate to job opportunities elsewhere.	How skills and knowledge acquired in their sub-sector could relate to job opportunities elsewhere.

Unit Title	Manage own professional development within an active leisure organisation
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation managing own professional development within an active leisure organisation
Unique Unit Number	K/650/9192
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Be able to assess own career goals and personal development in active leisure.

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Identify own career and personal goals in active leisure	Their own career and personal goals in active leisure
1.2 Assess how own career goals affect work role and professional development in active leisure	How professional development can affect their career and the current working practices. Learner will also develop an understanding of the impact of their career goals on their own professional development plan and daily working activity

Learning Outcome: 2. Be able to set personal work objectives in an active leisure job role.

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Develop personal work objectives in line with organisational objectives	How to set SMART (Specific, Measurable, Achievable Realisitic and time bound) actions that are in line with organisational objective and are agreed with relevant individuals in the organisation.
2.2 Identify how progress on these objectives will be measured	How to measure and assess progress of the set actions

Learning Outcome: 3. Be able to produce a personal development plan in an active leisure job role.

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Identify gaps between objectives set, own current knowledge and understanding and skill.	How to identify gaps in knowledge, understanding, skills and behaviours
3.2 Generate a development plan to address identified gaps	How to create a development plan that is targeted to address identified gaps
3.3 Evaluate resource requirements for development plan	How to recognise the resource requirements and evaluate the need and impact of the desired resources for the development plan

Learning Outcome: 4. Be able to implement and monitor own personal development plan in an active leisure job role.

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Implement activities identified in own development plan	How to implement activities
4.2 Analyse contribution of experiences and activities to goals and personal development	How to analyse how experience and activities can be used to progress and inform a development plan

Learning Outcome: 5. Be able to update personal development plan.

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Review own personal development plan	How to review their own development plan against the actions and consider the effectiveness of the plan
5.2 Revise own personal development plan	How to revise own development plan taking account of their own goals and career plans and progress made on the action plan. This must be considerate of resource available and consider the impact on their current role.

Unit Title	Promoting customer care in active leisure
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to promoting and delivering good customer care in an active leisure environment.
Unique Unit Number	R/650/9195
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Understand customer care in active leisure	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the contribution that customer care makes to business success in active leisure	How customer care contributes to business success
1.2 Summarise the types of customers that active leisure organisations have and the expectations for customer care	The different types of customers that active leisure organisations have and the expectations for customer care within each type
1.3 Explain how active leisure organisations establish and maintain customer care standards	How active leisure organisations establish and maintain customer care standards
1.4 Explain the importance of good team work in delivering customer care in an active leisure environment	The importance of good team work in delivering customer care in an active leisure environment
1.5 Explain how to promote customer service to other active leisure staff	How to promote customer service to other active leisure staff
1.6 Explain the importance of active leisure staff building strong relationships with customers	The importance of active leisure staff building strong relationships with customers

Learning Outcome: 2. Understand how to respond to customer problems in active leisure

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Identify common issues that customers may experience in an active leisure environment	The common issues that customers may experience in an active leisure environment
2.2 Suggest appropriate responses to common issues that customers may experience	appropriate responses to common issues that customers may experience
2.3 Explain the importance of dealing with customer issues	The importance of responsiveness, empathy and good communications when dealing with customer issues
2.4 Explain why active leisure organisations have complaints procedures	The reasons why active leisure organisations have complaints procedures and the impact this has on managing complaints
2.5 Describe different approaches to complaints handling in active leisure organisations	The different approaches to complaints handling in active leisure organisations

Learning Outcome: 3. Understand the role of monitoring and evaluation in relation to customer care

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Explain the purpose and value of monitoring customer satisfaction	The purpose and value of monitoring customer satisfaction
3.2 Describe different indicators and methods of monitoring customer satisfaction	Different indicators and methods of monitoring customer satisfaction
3.3 Explain how organisations can evaluate and make use of data on customer satisfaction	How organisations can evaluate and make use of data on customer satisfaction

Learning Outcome: 4. Be able to show how an active leisure organisation can deliver and improve customer care	
Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Research an active leisure organisation's customer expectations in relation to customer care	Active leisure organisation's customer expectations in relation to customer care
4.2 Develop customer care standards for an aspect of an active leisure organisation's operations	An example of customer care standards for an aspect of an active leisure organisation's operations
4.3 Develop customer care procedures for an aspect of an active leisure organisation's operations	An example of customer care procedures for an aspect of an active leisure organisation's operations
4.4 Develop a complaints procedure for an active leisure organisation	An example of a complaints procedure for an active leisure organisation
4.5 Research and evaluate customer satisfaction in relation to an aspect of an active leisure organisation's operations	Researching and evaluating customer satisfaction in relation to an aspect of an active leisure organisation's operations
4.6 Propose ways in which customer satisfaction with an aspect of an active leisure organisation's operations could be improved	Ways in which customer satisfaction with an aspect of an active leisure organisation's operations could be improved

Unit Title	Set objectives and provide support for an active leisure team
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to being able to set objectives and providing support to an active leisure team.
Unique Unit Number	T/650/9196
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Be able to brief an active leisure team on its objectives	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 Provide objectives for team members	How to set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
1.2 Present the team's purpose and objectives to its members	How to communicate the team's purpose and objectives to its members

Learning Outcome: 2. Be able to plan work with an active leisure team	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Supervise team discussions on how objectives will be met	How to manage and supervise team discussions on how objectives will be met
2.2 Demonstrate enabling team members to participate in the planning process	How to enable team members to participate in the planning process
2.3 Develop plans to meet team objectives	How to develop plans to meet team objectives

Learning Outcome: 3. Be able to support an active leisure team in its work.	
Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Summarise opportunities and difficulties faced by team members	How to identify and collate opportunities and difficulties faced by team members
3.2 Evaluate identified opportunities and difficulties with team members	How to evaluate identified opportunities and difficulties with team members
3.3 Provide advice and support to team members to overcome identified difficulties and challenges	how to provide advice and support to team members to overcome identified difficulties and challenges
3.4 Provide advice and support to team members to make the most of identified opportunities	How to provide advice and support to team members to make the most of identified opportunities

Learning Outcome: 4. Be able to monitor and evaluate progress and achievements	
Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Monitor and evaluate individual and team activities and progress	How to monitor and evaluate individual and team activities and progress
4.2 Demonstrate recognition when individual and team objectives have been achieved	How to demonstrate recognition when individual and team objectives have been achieved

Unit Title	Ensure the health, safety, welfare and security of customers and staff in an active leisure environment
Unit Aim	This unit assesses the knowledge and understanding that a learner needs to Ensure the health, safety, welfare and security of customers and staff in an active leisure environment
Unique Unit Number	Y/650/9197
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Be able to identify hazards in an active leisure environment	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Conduct check on the active leisure environment for health and safety issues	How to check on the active leisure environment for health and safety issues
1.2 Collate information from all relevant people about possible hazards	How to collate information from all relevant people about possible hazards
1.3 Record all significant hazards, who is exposed, and any existing safety procedures	How to record all significant hazards, who is exposed, and any existing safety procedures

Learning Outcome: 2. Be able to assess risks to health and safety in an active leisure environment	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Assess the risks associated with hazards and whether these risks are acceptable according to legal and organisational requirements	How to assess the risks associated with hazards and whether these risks are acceptable according to legal and organisational requirements
2.2 Confirm with an appropriate person when assessing risks in an active leisure environment is beyond own level of competence	When to consult with an appropriate person when assessing risks in an active leisure environment is beyond own level of competence
2.3 Record and report any unacceptable risks according to legal and organisational requirements	How to record and report any unacceptable risks according to legal and organisational requirements
2.4 Respond and revise the monitoring of new hazards and assess their risks on an ongoing basis	How to respond and revise the monitoring of new hazards and assess their risks on an ongoing basis

Learning Outcome: 3. Be able to maintain normal and emergency operating procedures in an active leisure environment

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Implement procedures to keep risks to an acceptable level	How to implement procedures to keep risks to an acceptable level
3.2 Critically review procedures to ensure they are consistent with legal and organisational requirements	That procedures are consistent with legal and organisational requirements
3.3 Present team members with the information they need about procedures	The information team members need about procedures
3.4 Monitor the following of procedures by team members	Monitoring the following of procedures by team members
3.5 Implement appropriate interventions effectively when procedures are not being followed	How to intervene effectively when procedures are not being followed
3.6 Review and revise procedures when necessary	The review and revision of procedures when necessary
3.7 Collate feedback from team members on how well procedures are working	The feedback from team members on how well procedures are working
3.8 Review and revise procedures using feedback from staff and customers	Review and revise procedures using feedback from staff and customers

Learning Outcome: 4. Be able to maintain procedures for safeguarding children and vulnerable adults	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 Conduct own responsibilities for the protection of vulnerable adults according to organisational and legal requirements	How to conduct own responsibilities for the protection of vulnerable adults according to organisational and legal requirements
4.2 Present team members with the information they need about safeguarding policies and procedures, encouraging and motivating them to follow these	Present team members with the information they need about safeguarding policies and procedures, encouraging and motivating them to follow these
4.3 Demonstrate appropriate intervention when policies and procedures are not being followed	Demonstrate appropriate intervention when policies and procedures are not being followed
4.4 Monitor team members reporting of any concerns they have about the safeguarding of children and vulnerable adults	Monitor team members reporting of any concerns they have about the safeguarding of children and vulnerable adults
4.5 Demonstrate following the correct procedures when there are concerns about the safety and welfare of children and vulnerable adults	Demonstrate following the correct procedures when there are concerns about the safety and welfare of children and vulnerable adults
4.6 Demonstrate maintaining confidentiality of information relating to children and vulnerable adults	Demonstrate maintaining confidentiality of information relating to children and vulnerable adults
4.7 Provide staff involved in cases of suspected abuse with direction to any support they may need	Provide staff involved in cases of suspected abuse with direction to any support they may need
4.8 Collate feedback from team members on how well procedures are working	Collate feedback from team members on how well procedures are working
4.9 Implement improvements to procedures to improve safeguarding procedures using feedback from others	Implement improvements to procedures to improve safeguarding procedures using feedback from others

Unit Title	Understanding how to manage health, safety and welfare in active leisure
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to understanding how to manage health, safety and welfare in active leisure
Unique Unit Number	A/650/9198
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Understand the requirements for health, safety, welfare and security in active leisure	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Summarise the legal requirements for health and safety that apply to active leisure facilities and services	Summarise the legal requirements for health and safety that apply to active leisure facilities and services
1.2 Summarise the authorities responsible for health and safety in an active leisure environment	Summarise the authorities responsible for health and safety in an active leisure environment
1.3 Provide other sources of guidance that applies to active leisure facilities and services	Provide other sources of guidance that applies to active leisure facilities and services
1.4 Explain a manager's responsibilities for health, safety and the safeguarding of children and vulnerable adults in an active leisure environment	Explain a manager's responsibilities for health, safety and the safeguarding of children and vulnerable adults in an active leisure environment
1.5 Explain how active leisure organisation's develop policies and procedures to maintain health and safety of customers and staff	Explain how active leisure organisation's develop policies and procedures to maintain health and safety of customers and staff

Learning Outcome: 2. Understand how to manage health and safety risks in an active leisure environment	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Explain the principles of risk assessment	Explain the principles of risk assessment
2.2 Summarise a range of health and safety hazards that my occur in an active leisure environment	Summarise a range of health and safety hazards that my occur in an active leisure environment
2.3 Explain how to ensure that health and safety hazards are identified in an active leisure environment	Explain how to ensure that health and safety hazards are identified in an active leisure environment
2.4 Explain how to determine levels of acceptable risk	Explain how to determine levels of acceptable risk
2.5 Demonstrate how to assess a range of risks in an active leisure environment and establish and maintain measures to manage these to acceptable levels	Demonstrate how to assess a range of risks in an active leisure environment and establish and maintain measures to manage these to acceptable levels
2.6 Explain why it is important to seek advice when there is uncertainty about assessing and managing risk and where to seek such advice	Explain why it is important to seek advice when there is uncertainty about assessing and managing risk and where to seek such advice
2.7 Describe how to promote health and safety to staff and customers in an active leisure environment and use their feedback to improve health and safety procedures	Describe how to promote health and safety to staff and customers in an active leisure environment and use their feedback to improve health and safety procedures

Learning Outcome: 3. Understand how to manage health and safety emergencies and other incidents in an active leisure environment

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Summarise the types of emergencies and other health and safety incidents that may occur in an active leisure environment	Summarise the types of emergencies and other health and safety incidents that may occur in an active leisure environment
3.2 Describe an active leisure organisation's emergency operating procedures	Describe an active leisure organisation's emergency operating procedures
3.3 Explain a manager's role in co-ordinating emergency operating procedures	Explain a manager's role in co-ordinating emergency operating procedures
3.4 Summarise the reporting and recording procedures that must be followed in the event of an emergency or other health and safety incident	Summarise the reporting and recording procedures that must be followed in the event of an emergency or other health and safety incident
3.5 Explain how to use emergencies and other health and safety incidents to improve normal and emergency operating procedures	Explain how to use emergencies and other health and safety incidents to improve normal and emergency operating procedures

Learning Outcome: 4. Understand the requirements for safeguarding children and vulnerable adults

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Summarise the legal requirements that cover the safeguarding of children and vulnerable adults in an active leisure environment	Summarise the legal requirements that cover the safeguarding of children and vulnerable adults in an active leisure environment
4.2 Explain a manager's responsibilities for safeguarding children and vulnerable adults	Explain a manager's responsibilities for safeguarding children and vulnerable adults
4.3 Summarise the local and national organisations and agencies responsible for safeguarding children and vulnerable adults and providing guidance on the subject	Summarise the local and national organisations and agencies responsible for safeguarding children and vulnerable adults and providing guidance on the subject

Learning Outcome: 5. Understand how to manage the safeguarding of children and vulnerable adults	
Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Summarise the types of safeguarding risks to children and vulnerable adults in an active leisure environment	Summarise the types of safeguarding risks to children and vulnerable adults in an active leisure environment
5.2 Summarise an active leisure organisation's policies and procedures for safeguarding children and vulnerable adults	Summarise an active leisure organisation's policies and procedures for safeguarding children and vulnerable adults
5.3 Explain how a manager should respond to concerns about the welfare of children and vulnerable adults using an active leisure environment	Explain how a manager should respond to concerns about the welfare of children and vulnerable adults using an active leisure environment
5.4 Explain why it is important to collect, assess and share information about concerns regarding children and vulnerable adults and when it may be necessary to report concerns to outside agencies	Explain why it is important to collect, assess and share information about concerns regarding children and vulnerable adults and when it may be necessary to report concerns to outside agencies
5.5 Explain the importance of confidentiality in relation to safeguarding children and vulnerable adults	Explain the importance of confidentiality in relation to safeguarding children and vulnerable adults

Unit Title	Understanding the Employing Organisation
Unit Aim	This unit assesses the learner's knowledge and understanding of the aims, objectives and structure of their organisation, the contribution they can make to their organisation's objectives and opportunities for professional and career development in the organisation.
Unique Unit Number	D/650/9199
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. the structure of their organisation

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe the main functions in their organisation	Describe the main functions in their organisation
1.2 describe how the main functions in their organisation are staffed and organised	Describe how the main functions in their organisation are staffed and organised
1.3 describe the communication channels in their organisation	Describe the communication channels in their organisation
1.4 describe the lines of control and accountability in their organisation	Describe the lines of control and accountability in their organisation

Learning Outcome: 2. key aims and objectives of their organisation

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain the importance of an organisation having a business plan	Explain the importance of an organisation having a business plan
2.2 describe their organisation's key aims and objectives (eg mission, core aims and values)	Describe their organisation's key aims and objectives (eg mission, core aims and values)
2.3 describe how their organisation measures the achievement of key aims and objectives	Describe how their organisation measures the achievement of key aims and objectives
2.4 identify their organisation's key performance indicators	identify their organisation's key performance indicators

Learning Outcome: 3. their own contribution to their organisation's key aims and objectives

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 evaluate the importance of an organisation managing the performance of its staff	Evaluate the importance of an organisation managing the performance of its staff
3.2 describe the objectives of their job role	Describe the objectives of their job role
3.3 explain how the objectives of their job role contribute to the organisation's key aims and objectives	Explain how the objectives of their job role contribute to the organisation's key aims and objectives
3.4 explain how their own performance is evaluated and developed	Explain how their own performance is evaluated and developed
3.5 analyse the contribution they can make to the evaluation and development of their performance	Analyse the contribution they can make to the evaluation and development of their performance

Learning Outcome: 4. the opportunities for entry, professional development and progression within their organisation	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 explain the importance of continuing professional development	Explain the importance of continuing professional development
4.2 evaluate the organisation's processes for recruitment	Evaluate the organisation's processes for recruitment
4.3 evaluate the organisation's processes for induction	Evaluate the organisation's processes for induction
4.4 evaluate the organisation's processes for training and development	evaluate the organisation's processes for training and development
4.5 evaluate the opportunities and requirements for career progression for staff within their organisation.	Evaluate the opportunities and requirements for career progression for staff within their organisation.

Unit Title	Continuing professional development in active leisure
Unit Aim	This unit covers the knowledge, understanding and skills that a learner needs in relation to continuing professional development in an active leisure context. The unit includes self-evaluation and taking part in performance appraisal and professional development processes.
Unique Unit Number	L/650/9200
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements

Learning Outcome: 1. Understand continuing professional development and its importance in active leisure

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the term 'continuing professional development'	The term 'continuing professional development'
1.2 Explain why it is important for staff in the active leisure sector to continue to develop their knowledge and skills	Why it is important for staff in the active leisure sector to continue to develop their knowledge and skills
1.3 Describe an active leisure organisation's systems to ensure the development of its staff	An active leisure organisation's systems to ensure the development of its staff

Learning Outcome: 2. Understand how to take part in continuing professional development	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Explain how an active leisure member of staff can reflect on their own work and ways of improving what they do	How an active leisure member of staff can reflect on their own work and ways of improving what they do
2.2 Explain other ways in which an active leisure member of staff can evaluate their own work	Other ways in which an active leisure member of staff can evaluate their own work
2.3 Explain how to plan own professional development	How to plan own professional development
2.4 Explain the contribution that an active leisure organisation's performance appraisal and development can make to own professional development	The contribution that an active leisure organisation's performance appraisal and development can make to own professional development
2.5 Identify own preferred approach to learning	Identify own preferred approach to learning
2.6 Evaluate different types of learning that can contribute to own development and suit own preferred approach to learning style	Different types of learning that can contribute to own development and suit own preferred approach to learning style

Learning Outcome: 3. Be able to take part in continuing professional development	
Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Evaluate own strengths and weaknesses in a role using evidence of own performance	Own strengths and weaknesses in a role using evidence of own performance
3.2 Analyse feedback from colleagues, team members and managers on own performance	Feedback from colleagues, team members and managers on own performance
3.3 Evaluate priority areas for own improvement	Priority areas for own improvement
3.4 Develop plans for own continuing professional development	Plans for own continuing professional development
3.5 Undertake learning and development activities as part of own personal development plan	Learning and development activities as part of own personal development plan
3.6 Review and revise own professional development plan	Review and revise own professional development plan

Unit Title	Improve the customer's experience in active leisure
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to Improving the customer's experience in active leisure
Unique Unit Number	M/650/9201
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Be able to co-ordinate customer service improvements in an active leisure environment

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Evaluate the customer experience in an active leisure environment	The customer experience in an active leisure environment
1.2 Demonstrate enabling team members to contribute their own ideas about how to improve the customer experience	Enabling team members to contribute their own ideas about how to improve the customer experience
1.3 Summarise how the team can improve the customer experience	how the team can improve the customer experience
1.4 Co-ordinate team activities to improve the customer experience	Co-ordinate team activities to improve the customer experience
1.5 Monitor customer service improvements, providing support to customers and team members when necessary	Monitor customer service improvements, providing support to customers and team members when necessary
1.6 Evaluate the impact of customer service improvements on the business	The impact of customer service improvements on the business

Learning Outcome: 2. Be able to improve own customer service performance in active leisure	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Evaluate with others how own behaviour, with colleagues and with customers, impacts on customer service performance	Evaluate with others how own behaviour, with colleagues and with customers, impacts on customer service performance
2.2 Demonstrate adjusting own behaviour with colleagues and with customers to improve customer service performance	Demonstrate adjusting own behaviour with colleagues and with customers to improve customer service performance

Learning Outcome: 3. Be able to monitor team performance when improving customer service	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Evaluate with others how teamwork affects customer service performance	Evaluate with others how teamwork affects customer service performance
3.2 Demonstrate working with others to collect information on team customer service performance	Demonstrate working with others to collect information on team customer service performance
3.3 Summarise, with others, how customer service teamwork could be improved	Summarise, with others, how customer service teamwork could be improved
3.4 Demonstrate taking action with others to improve customer service performance	Demonstrate taking action with others to improve customer service performance

Unit Title	Understanding how to deliver objectives through the work of an active leisure team
Unit Aim	This unit allows learners to develop an understanding of how they can work with teams to deliver objectives
Unique Unit Number	T/650/9203
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements

Learning Outcome: 1. Understand how to plan and delegate work for a team in active leisure	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain why it is important to be clear about objectives before planning work for an active leisure team	Include why it is important for both individuals, teams and leadership
1.2 Describe a range of different methods of planning and scheduling work for an active leisure team so that objectives can be achieved	Cover different methods for different purposes and describe the scenarios or personnel the method would be most suited to
1.3 Describe the types of issues to consider when planning and allocating work to members of an active leisure team	Describe different issues that should be considered and the impact not considering them may have on the the team, individuals and leadership
1.4 Explain why it is important to consult team members when planning their work	Explain the impact consulting or not consulting may have on team members when planning their work
1.5 Explain why it is important to be flexible when planning and allocating work for an active leisure team	Explain the impact being flexible or not being flexible may have on team members, the whole team and leadership when planning their work
1.6 Describe how to reallocate work, people and resources when circumstances change, including communicating changes to those affected	Describe different methods of reallocating work, people and resources. Including how they could communicate change and the positive and negative impact of communicating the changes

Learning Outcome: 2. Understand how to brief a team in active leisure	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Explain why it is important to brief team members on planned work	Explain the importance of briefing team members on planned work and identify the benefits and impact this may have.
2.2 Describe the key points that should be covered in a team and individual briefing	Describe the range of key points that should be covered in a team and individual briefing
2.3 Explain why it is important to show individuals how their work fits into team and organisational objective	Explain why it is important and the impact showing individuals how their work fits into team and organisational objectives
2.4 Explain how to help team members feel comfortable about asking questions and making suggestions when being briefed on planned work	Explain ways in which they could help team members feel comfortable to ask questions and make suggestions
2.5 Compare different methods of motivating and supporting team members to achieve their objectives	Compare different methods of motivating and supporting team members including both positive and negative impact on the individual, team and leadership

Learning Outcome: 3. Understand how to monitor team members' work	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Explain why it is important to monitor team members' work	Explain the importance of monitoring team members' work and the impact this can have on individuals, teams and leadership
3.2 Evaluate different ways of monitoring team members' work	Evaluate a range of different ways of monitoring team members across different platforms/formats. This will include in person, virtually and deskbased methods. The evaluation will reference the impact the evaluation method has on individuals, teams, leadership and will identify any challenges that may occur

Learning Outcome: 4. Understand how to support an active leisure team in its work

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Describe the types of problems and unforeseen events in active leisure for which team members may need support	Describe different types of problems and unforeseen events in active leisure that may require team members to need support.
4.2 Describe the types of support and additional resources team members may need to complete planned work	Describe the different types of support and additional resources team members may need to complete their planned work
4.3 Explain how to provide constructive and prompt feedback to team members about their work	Explain how they could provide constructive and prompt feedback to their team members about their work, also considering the impact and benefit of their approach on all parties involved
4.4 Explain how to log and make use of information on team members' performance	Can explain how to log and make use of information on team members' performance in their setting

Unit Title	Understanding how to supervise facility maintenance in active leisure
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to understanding how to supervise facility maintenance in active leisure
Unique Unit Number	Y/650/9204
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Understand facility maintenance in active leisure	
Assessment Criteria The learner can:	**Indicative Delivery Content**
1.1 Summarise the types of facilities and equipment used in an active leisure environment	The types of facilities and equipment used in an active leisure environment
1.2 Summarise legislation and guidelines that apply to maintaining active leisure facilities	The legislation and industry guidelines that apply to maintaining active leisure facilities
1.3 Explain the importance of maintaining facilities and equipment in an active leisure environment	The importance of maintaining facilities and equipment in an active leisure environment

Learning Outcome: 2. Understand how to ensure active leisure facilities and equipment are maintained to appropriate standards	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Explain why it is important to for team members to understand and support agreed maintenance standards in an active leisure environment	Why it is important to for team members to understand and support agreed maintenance standards in an active leisure environment
2.2 Summarise the resources and training that team members need to maintain facilities and equipment in an active leisure environment	The resources and training that team members need to maintain facilities and equipment in an active leisure environment
2.3 Summarise a range of faults and problems that may occur with active leisure equipment and facilities and the appropriate ways of dealing with these faults and problems	A range of faults and problems that may occur with active leisure equipment and facilities and the appropriate ways of dealing with these faults and problems
2.4 Explain why it is important to keep accurate records of inspections, maintenance and faults	Why it is important to keep accurate records of inspections, maintenance and faults
2.5 Describe an active leisure organisation's standards and procedures for checking and maintaining its facilities and equipment	The active leisure organisation's standards and procedures for checking and maintaining its facilities and equipment
2.6 Describe the types of external arrangements an active leisure organisation has for the maintenance of its facilities and equipment	The types of external arrangements an active leisure organisation has for the maintenance of its facilities and equipment

Learning Outcome: 3. Understand how to supervise the repair and improvement of active leisure facilities and equipment

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Summarise the types of repair and improvements to facilities and equipment that might impact on normal and emergency operating procedures	The types of repair and improvements to facilities and equipment that might impact on normal and emergency operating procedures
3.2 Describe the types of external contracts an active leisure organisation has for the repair and improvement of its facilities and equipment	The types of external contracts an active leisure organisation has for the repair and improvement of its facilities and equipment
3.3 Explain the types of arrangements that need to be put in place to minimise disruption to customers and possible health and safety hazards when repairs and improvements are carried out	The types of arrangements that need to be put in place to minimise disruption to customers and possible health and safety hazards when repairs and improvements are carried out
3.4 Describe what should be contained in a plan of work for repair and improvement of facilities and equipment	What should be contained in a plan of work for repair and improvement of facilities and equipment
3.5 Explain how to monitor repairs and improvements to make sure specifications and plans are being followed	How to monitor repairs and improvements to make sure specifications and plans are being followed
3.6 Summarise the types of problems that may occur during repairs and improvements and how to respond to these	The types of problems that may occur during repairs and improvements and how to respond to these

Unit Title	Marketing in active leisure
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to Marketing in active leisure
Unique Unit Number	A/650/9205
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Understand marketing in the context of active leisure	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the purpose and value of marketing for active leisure organisations	The purpose and value of marketing for active leisure organisations
1.2 Explain the components of a marketing mix in the context of active leisure	The components of a marketing mix in the context of active leisure

Learning Outcome: 2. understand marketing methods in the context of active leisure

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Explain how to identify market segments for an active leisure organisation	How to identify market segments for an active leisure organisation
2.2 Compare different methods to research customer needs and expectations, including evaluating current provision	Different methods to research customer needs and expectations, including evaluating current provision
2.3 Explain how to identify and prioritise target markets for active leisure services/products based on market research	How to identify and prioritise target markets for active leisure services/products based on market research
2.4 Explain the process of developing new, or refining existing, active leisure services/products to meet market needs	The process of developing new, or refining existing, active leisure services/products to meet market needs
2.5 Explain how to assess different promotional methods for appropriateness and cost-effectiveness in an active leisure context	How to assess different promotional methods for appropriateness and cost-effectiveness in an active leisure context
2.6 Explain the importance of evaluating marketing plans and activities	The importance of evaluating marketing plans and activities

Learning Outcome: 3. Be able to develop a draft marketing plan for active leisure services/products

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Apply different research methods to identify the needs and expectations of existing and potential customers	Different research methods to identify the needs and expectations of existing and potential customers
3.2 Present active leisure services/products appropriate to identified market needs	Active leisure services/products appropriate to identified market needs
3.3 Assess target markets and marketing objectives	Target markets and marketing objectives
3.4 Plan cost-effective promotional methods, activities, schedules and resources to achieve marketing objectives	Cost-effective promotional methods, activities, schedules and resources to achieve marketing objectives

Unit Title	Understanding how to sell services and products to customers in active leisure
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to Understanding how to sell services and products to customers in active leisure
Unique Unit Number	D/650/9206
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Understand sales in the context of active leisure

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the importance of sales to an active leisure organisation	The importance of sales to an active leisure organisation
1.2 Describe the sales cycle and how it helps to structure and progress sales activities	The sales cycle and how it helps to structure and progress sales activities
1.3 Explain different sales methods that are used in the context of active leisure	Different sales methods that are used in the context of active leisure

Learning Outcome: 2. Understand how to sell active leisure services and products

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Explain the difference between proactive and reactive selling	The difference between proactive and reactive selling
2.2 Explain how to assess maximum and minimum returns and the probability of sale closure	How to assess maximum and minimum returns and the probability of sale closure
2.3 Demonstrate different verbal and non-verbal listening and questioning techniques suitable for selling face-to-face	Different verbal and non-verbal listening and questioning techniques suitable for selling face-to-face
2.4 Explain the difference between benefits and features and how to sell them effectively	The difference between benefits and features and how to sell them effectively
2.5 Describe the range of behaviours displayed by potential customers and how to manage them effectively	The range of behaviours displayed by potential customers and how to manage them effectively
2.6 Explain the importance of offering alternative services/products	The importance of offering alternative services/products
2.7 Explain the types of objections that customers may have and how to manage these	The types of objections that customers may have and how to manage these
2.8 Describe the process of closing a sale	The process of closing a sale

Unit Title	Promote learning and development in active leisure
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation Promoting learning and development in active leisure
Unique Unit Number	F/650/9207
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Be able to encourage learning and development in an active leisure team

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Present the benefits of learning and development to team members	The benefits of learning and development to different team members in their active leisure team
1.2 Respond to team members' willingness and efforts to learn	How to respond to the team members' willingness and efforts to learn
1.3 Develop team members to take responsibility for their own learning and development	How they are able to develop their team members by encouraging and empowering them to take responsibility for their own learning

Learning Outcome: 2. Be able to assist team members identify their learning needs and styles

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Review and revise team members identification and prioritisation of learning needs	How to work with team members to identify and prioritise learning needs
2.2 Engage team members to identify the approach to learning that works best for them	Engaging team members to identify the approach to learning that works best for them

Learning Outcome: 3. Be able to assist team members to plan and implement learning and development activities

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Co-ordinate team members in obtaining information on a range of possible learning activities to address identified learning needs	How to support team members in obtaining information on a range of possible Learning needs
3.2 Supervise developing a plan for development with the team members	Supervise developing a plan for development with the team members including: • learning activities to be undertaken • the learning objectives to be achieved • the required resources and timescales

Learning Outcome: 4. Be able to support team members in implementing learning opportunities

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Engage with team members to make use of unplanned learning opportunities	How to make use of unplanned learning opportunities
4.2 Consider specialist expertise in relation to identifying and providing learning for team members	How to make use of specialist expertise in relation to identifying and providing learning for team members
4.3 Engage with team members to support the undertaking of learning opportunities	Engaging with team members to support the undertaking of learning opportunities
4.4 Plan learning opportunities to ensure access to the required resources	How to plan learning opportunities to ensure access to the required resources
4.5 Explain how to support members to overcome obstacles to Learning	How to support team members to overcome obstacles

Learning Outcome: 5. Be able to support team members in reviewing and updating learning and development plans

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Evaluate, in discussion with team members, whether the learning activities they have undertaken have achieved the desired outcomes	How to review a development plan including updating their development plan in the light of performance; recording learning activities undertaken and agreeing any wider changes to team members' work activities
5.2 Review and revise development plans with team members	How to review and revise development plans with team members to • update their development plan in the light of performance, • record learning activities undertaken • agree any wider changes to team members' work activities

Learning Outcome: 6. Understand how to support learning and development for team members

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Explain the importance of learning and development for team members in active leisure	The importance of learning and development for team members
6.2 Explain the characteristics of an environment and culture that encourages learning and development	the characteristics of an environment and culture that encourages learning and development
6.3 Explain the processes involved in identifying learning and development needs for active leisure staff	The processes involved in identifying learning and development needs for active leisure staff
6.4 Describe the range of learning activities available to colleagues in active leisure	The range of learning activities available to colleagues in active leisure
6.5 Explain how to assist colleagues to select learning activities most appropriate to their learning and development needs	How to assist colleagues to select learning activities most appropriate to their learning and development needs
6.6 Summarise the types of support that colleagues may need when they are undertaking learning and development	The types of support that colleagues may need when they are undertaking learning and development
6.7 Explain the importance of evaluating learning and development and the techniques that can be used	The importance of evaluating learning and development and the techniques that can be used

Unit Title	Manage physical resources in active leisure
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to managing physical resources in active leisure
Unique Unit Number	H/650/9208
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Understand the importance of sustainability when using physical resources in active leisure	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the importance of using sustainable resources in active leisure	The importance of using sustainable resources in active leisure
1.2 Explain the potential impact of resource use on the environment	The potential impact of resource use on the environment
1.3 Explain how to use the resources used in active leisure effectively and efficiently.	How to use the resources used in active leisure effectively and efficiently.
1.4 Describe actions one can take to minimise any adverse environmental impact of using physical resources in active leisure	The actions one can take to minimise any adverse environmental impact of using physical resources in active leisure

Learning Outcome: 2. Be able to identify physical resource requirements for own area of responsibility in active leisure

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Carry out discussions with colleagues to identify their planned activities and corresponding resource needs	Consult with colleagues to identify their planned activities and corresponding resource needs
2.2 Evaluate past resource use to inform expected future demand	How past resource use can inform expected future demand
2.3 Assess resource requirements for own area of responsibility	How to assess resource requirements for own area of responsibility

Learning Outcome: 3. Be able to obtain required resources for own area of responsibility

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Prepare a business case to obtain required resources	How to prepare a business case to obtain required resources
3.2 Review and revise required resources with relevant individuals	How to review and revise required resources with relevant individuals
3.3 Explain an organisation's processes for obtaining agreed resources	How an organisation obtains agreed resources

Learning Outcome: 4. Be able to monitor and review the quality and usage of resources in own area of responsibility in active leisure	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 Monitor the quality of resources against required specifications.	How to monitor the quality of resources against required specifications.
4.2 Assess differences between actual and planned use of resources and take corrective action	How to assess differences between actual and planned use of resources and take corrective action
4.3 Analyse the effectiveness and efficiency of resource use in own area of responsibility.	How to analyse the effectiveness and efficiency of resource use in own area of responsibility.
4.4 Suggest recommendations to improve the effectiveness and efficiency of resource use.	Recommendations that may improve the effectiveness and efficiency of resource use.

Unit Title	Address performance problems affecting team members
Unit Aim	This unit prepares a learner to be able to address performance problems in the workplace and understand the underpinning principles that support the process.
Unique Unit Number	R/650/9202
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning Outcomes 2-4 must provide evidence of performance in the workplace on more than one occasion. There should be a combination of at least two of the following: • testimony of others (for example, line manager) • products of work (for example, notes of meetings with staff members or reports on their performance, action plans to improve staff members' performance) • reflective account All evidence should be made anonymous to protect individual staff members' identities. However, it should be authenticated by a line manager. Simulations are not allowed.

Learning Outcome: 1. Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance.	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain different requirements concerning performance	The legal requirements, industry regulations, organisational policies and professional codes that apply to performance management in the workplace
1.2 Explain limits of own authority relating to performance problems	The limits of their own authority relating to performance problems and when to seek external guidance
1.3 Describe own organisations performance policies	Their own organisations performance policies relevant to the active leisure team.

Learning Outcome: 2. Be able to identify performance problems of team members.

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Evaluate team member's performance against performance criteria to identify performance problems	Using employer or industry protocol and proformas to evaluate team member's performance against performance criteria to identify performance problems.
2.2 Identify causes of a team member's performance problems	Causes of a team member's performance problems and how these can be identified

Learning Outcome: 3. Be able to discuss performance problems with team members.

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Discuss identified performance problems with the team member concerned	Communicating performance problems with team members in an appropriate manner and within a relevant timescale
3.2 Explain an organisation's policies for managing performance problems	Explain their organisation's policies for managing performance problems and how these are applied in their setting
3.3 Confidentially document discussions with team members about problems affecting their performance	how to create and complete a confidential record of discussions with team members about problems affecting their performance

Learning Outcome: 4. Be able to set a course of action to deal with identified problems with team members

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Explore alternative courses of action with the team member concerned	Alternative courses of action with the team member concerned and the sources of guidance and support available to establish these.
4.2 Establish a course of action with the team member concerned that will deal with the identified problem	How to create an action plan and negotiate agreed outcomes with relevant stakeholders to achieve the desired outcome
4.3 Maintain confidential records of discussions with team members about problems affecting their performance	How to maintain confidential records of discussions with team members about problems affecting their performance and identify appropriate content to document

Unit Title	Plan, organise and evaluate active leisure services
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to Plan, organise and evaluate active leisure services
Unique Unit Number	J/650/9209
Unit Assessment Method(s)	Coursework
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Be able to plan services and operations to meet requirements and expectations	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Analyse requirements for services and operations, confirming their completeness and accuracy	Requirements for services and operations, confirming their completeness and accuracy
1.2 Respond to any problems arising from requirements for services and operations with the relevant people	The requirements of responding to problems arising from requirements for services and operations with the relevant people
1.3 Plan the work so that the requirements for services and operations can be met within organisational procedures, financial constraints and legal requirements	Planning work so that the requirements for services and operations can be met within organisational procedures, financial constraints and legal requirements
1.4 Develop a contingency plan for an active leisure service activity	How to develop a contingency plan for an active leisure service activity
1.5 Comply with the requirement to keep records of operational plans	Records of operational plans must be complete, accurate and up-to-date

Learning Outcome: 2. Be able to brief team members on planned operations and services

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Present plans and requirements to team members making clear their roles, responsibilities, targets and schedules	How to communicate plans and requirements to team members making clear their roles, responsibilities, targets and schedules
2.2 Collate team feedback to suggest methods of improving the planned services and operations	Methods of improving the planned services and operations

Learning Outcome: 3. Be able to monitor and maintain services and operations

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Monitor operations and services, identifying variations from plans and taking prompt corrective action	Of how to monitor operations and services, identifying variations from plans and taking prompt corrective action
3.2 Demonstrate identifying and responding to incidents, accidents and emergencies following the emergency action plan	Identifying and responding to incidents, accidents and emergencies following the emergency action plan
3.3 Monitor the equipment and facility checks	Make sure that equipment and facilities are checked following operations, and dealt with according to organisational and legal requirements
3.4 Evaluate operations for effectiveness and efficiency, noting and reporting any improvements for the future	Operations for effectiveness and efficiency, noting and reporting any improvements for the future
3.5 Monitor the record keeping of services and operations to ensure they are accurate and up-to-date	Making sure that records of services and operations are accurate and up-to-date

Unit Title	Develop productive working relationships with colleagues
Unit Aim	This unit aims to allow learners to develop the skills to enable them to develop productive working relationships with colleagues
Unique Unit Number	M/650/9210
Unit Assessment Method(s)	Coursework
Assessment Specification	There are not additional assessment requirements

Learning Outcome: 1. understand how to establish and maintain working relationships with colleagues	
Assessment Criteria
The learner can:	Indicative Delivery Content
1.1 describe the benefits of developing productive working relationships with colleagues	Describe the benefits to the individual, team and organisation of developing productive working relationships
1.2 explain how to identify disagreements with colleagues	Explain how they would identify and recognise disagreements with colleagues in their setting
1.3 describe techniques for resolving conflicts with colleagues	Describe different techniques they could use to resolve conflicts in their setting
1.4 explain how to identify conflicts of interest with colleagues	Explain how they could identify conflicts of interest with and amongst colleagues in their setting
1.5 describe the measures that can be used to manage or remove conflicts of interest with colleagues	Describe the different measures that could be used to manage or remove conflicts of interest with colleagues in their setting
1.6 explain how to take account of diversity issues when developing working relationships with colleagues	Explain how they could take account of diversity issues when developing working relationships with colleagues. The learner will be able to provide examples within their own setting

Learning Outcome: 2. be able to establish and maintain working relationships with colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 demonstrate establishing working relationships with all colleagues who are relevant to own area of responsibility	Demonstrate being able to establish working relationships with all colleagues who are relevant to their own area of responsibility
2.2 consider the roles and responsibilities of colleagues	Recognise, agree and respect the roles and responsibilities of colleagues
2.3 consider the priorities, expectations and authority of colleagues in decisions and actions	Take account of the priorities, expectations and authority of colleagues in decisions and actions

Learning Outcome: 3. understand how to improve performance with colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 describe how to utilise feedback on own performance from colleagues	Describe how to get and make use of feedback on own performance from colleagues
3.2 describe how to provide colleagues with useful feedback on their performance	Describe how to they could provide colleagues with useful feedback on their performance and reference different approaches for different scenarios

Learning Outcome: 4. be able to improve performance with colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 provide feedback to colleagues on their performance	Provide appropriate feedback to colleagues on their performance considering the roles, settings and scenarios
4.2 collate feedback from colleagues on own performance in order to identify areas for improvement	Seek feedback from colleagues on own performance in order to identify areas for improvement

Learning Outcome: 5. understand how to communicate with colleagues	
Assessment Criteria The learner can:	Indicative Delivery Content
5.1 outline the principles of effective communication	Outline the principles of effective communication and how these could be impacted by different settings or scenarios
5.2 describe how to apply the principles of effective communication when working with colleagues	Describe how to apply the principles of effective communication when working with colleagues across a range of settings
5.3 outline the importance of exchanging information and resources with colleagues	Outline the importance of exchanging information and resources with colleagues, including making reference to the challenges and similarities in different settings

Learning Outcome: 6. understand the sector in which they work with colleagues	
Assessment Criteria The learner can:	Indicative Delivery Content
6.1 identify the relevant regulations and codes of practice that apply in the industry or sector	Identify the regulations and codes of practice that apply in the industry or sector. This is not limited to the learners specific environment but could include information from across the sector
6.2 describe standards of behaviour and performance in the industry or sector	Describe the standards of behaviour and performance that are expected to be demonstrated by those in the industry or sector. This is not limited to the learners specific environment but could include information from across the sector
6.3 describe the working culture of the industry or sector	Describe the working culture in the industry or sector. This is not limited to the learners specific environment but could include information from across the sector

Learning Outcome: 7. understand the context in which they work with colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 identify the current and future work being carried out with colleagues	Identify the current and future work being carried out with colleagues, including timeframes and resource considerations
7.2 identify the colleagues who are relevant to the work being carried out, their work roles and responsibilities	Identify the colleagues who are relevant to the work being carried out and reference their work roles and responsibilities relevant to the work being carried out
7.3 describe the processes within the organisation for making decisions	Describe the processes that would take place within their organisation to allow decisions to be made, this includes the information gathering, communication and contingency planning that would be considered
7.4 describe line management responsibilities and relationships within the organisation	Describe the line management responsibilities and relationships within their organisation for both the employee and manager. Additional consideration should be made towards the employee contract terms and the roles being managed
7.5 describe the organisation's values and culture	Describe their organisations values and culture
7.6 explain how power, influence and politics works within the organisation	Explain how power, influence and politics work within an organisation including the positive and negative impact this may have on employees, managers and customers
7.7 identify the standards of behaviour and performance expected in the organisation	Identify the standards of behaviour and performance expected in their organisation and the impact this may have on employees, managers and customers
7.8 describe the information and resources that different colleagues might need	Describe the information and resources that different colleagues might need across the organisation and include consideration of the different formats this may be needed in
7.9 explain work agreements with colleagues	Explain different work agreements that are made with colleagues and consider the positive and negative impact the agreements could have on employees

Learning Outcome: 8. be able to work with colleagues

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 comply with agreements made with colleagues and keep them informed of progress	Fulfil agreements made with colleagues and keep them informed of progress

Unit Title	Contribute to the prevention and management of abusive and aggressive behaviour
Unit Aim	This unit covers the knowledge and competence that the learner needs to prevent and manage abusive and aggressive behaviour.
Unique Unit Number	R/650/9211
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	There are no additional assessment requirements

Learning Outcome: 1. know and understand how to prevent and manage abusive and aggressive behaviour

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the importance of reviewing incidents of abusive and aggressive behaviour	The importance of reviewing incidents of abusive and aggressive behaviour
1.2 Summarise legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour	legislation, policy and procedures relating to the prevention and management of abusive and aggressive behaviour
1.3 Suggest sources of specialist support for dealing with abusive and aggressive behaviour	Sources of specialist support for dealing with abusive and aggressive behaviour

Learning Outcome: 2. know and understand the forms, causes and effects of abusive and aggressive behaviour

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Summarise the factors which indicate the potential for abusive or aggressive behaviour to develop	The factors which indicate the potential for abusive or aggressive behaviour to develop
2.2 Describe the different forms that abusive and aggressive behaviour can take	Know the forms that abusive and aggressive behaviour can take
2.3 describe the effects of abusive and aggressive behaviour on those involved and those witnessing	The effects of abusive and aggressive behaviour on those involved and those witnessing

Learning Outcome: 3. be able to deal with incidents of abusive and aggressive behaviour

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Demonstrate action which minimises abusive and aggressive behaviour	Demonstrate action which minimises abusive and aggressive behaviour
3.2 Demonstrate appropriate communication with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere	Appropriate communication with individuals displaying abusive and aggressive behaviour in a manner which restores a calmer atmosphere
3.3 Respond to physically aggressive behaviour in accordance with statutory and organisational requirements	How to respond to physically aggressive behaviour in accordance with statutory and organisational requirements
3.4 record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure	how to record and report incidents of abusive and aggressive behaviour in accordance with organisational procedure

Learning Outcome: 4. be able to contribute to minimising the risk of abusive and aggressive behaviour	
Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Illustrate environmental factors which affect behaviour	Environmental factors which affect behaviour
4.2 report on incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence	How to review and report on incidents of abusive and aggressive behaviour and suggest options for reducing the risk of reoccurrence
4.3 Report, in accordance with current working practice, those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies	How to report, in accordance with current working practice, those at risk of displaying abusive and aggressive behaviour to appropriate people and agencies

Unit Title	Supervise the maintenance of equipment and facilities in active leisure
Unit Aim	This unit assesses the knowledge and understanding that a learner needs in relation to supervising the maintenance of equipment and facilities in active leisure
Unique Unit Number	T/650/9212
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	There are no additional assessment requirements.

Learning Outcome: 1. Be able to supervise the maintenance of facilities and equipment in own area of responsibility	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Assess staff in own area of responsibility understand and support agreed standards for the condition of equipment and facilities	Ensure staff in own area of responsibility understand and support agreed standards for the condition of equipment and facilities
1.2 Establish that staff have the necessary resources and skills to monitor and maintain the condition of facilities and equipment	Ensure staff have the necessary resources and skills to monitor and maintain the condition of facilities and equipment and evidence that this is continually implemented
1.3 Monitor the checking and maintenance of facilities and equipment follow the agreed schedule and health and safety requirements	ensure the checking and maintenance of facilities and equipment follow the agreed schedule and health and safety requirements
1.4 Carry out spot checks to make sure that facilities and equipment are up to agreed standards	Demonstrate carrying out spot checks to make sure that facilities and equipment are up to agreed standards and record the outcomes as per the organisations monitoring requirements
1.5 engage with staff to encourage the reporting of any problems with facilities and equipment when they occur	Encourage encourage the reporting of any problems with facilities and equipment when they occur and monitor the reporting of any problems
1.6 Respond to identified problems according to agreed procedures	Respond to identified problems according to agreed procedures
1.7 Record the checking and maintenance that takes place in the organisation	Record the checking and maintenance that takes place and store them in the correct location

Learning Outcome: 2. Be able to supervise repairs and improvements to facilities and equipment	
Assessment Criteria The learner can:	**Indicative Delivery Content**
2.1 Implement the specification, schedule and plan for maintenance work	Implement the specification, schedule and plan for maintenance work, agreed with the people carrying out the work and relevant colleagues
2.2 Carry out arrangements which minimise disruption to normal and emergency operating plans and take account of possible contingencies	Carry out arrangements which minimise disruption to normal and emergency operating plans and take account of possible contingencies
2.3 Inform relevant staff and users information about the work being carried out and any arrangements that affect them	Inform relevant staff and users information about the work being carried out and any arrangements that affect them
2.4 Implement procedures to maintain the health and safety of staff and users when work is underway	Implement procedures to maintain the health and safety of staff and users when work is underway
2.5 Monitor the work and provide support to make sure it meets the agreed specification and schedule	Monitor the work and provide support to make sure it meets the agreed specification and schedule
2.6 Report any problems beyond own level of responsibility to an appropriate colleague	Report any problems beyond own level of responsibility to an appropriate colleague
2.7 Assess that work when completed meets the agreed specification	Assess that work when completed meets the agreed specification
2.8 Record accurately the work which has been completed	Record the work which has been done and store them in the correct location
2.9 Produce appropriate communications for staff and users on the work that has been carried out	Produce appropriate communications for staff and users on the work that has been carried out

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):

The recognised centre is required to recruit and deploy an appropriately qualified tutor who as a minimum:

- have employment experience in the active leisure industry at management level
- show evidence of keeping up-to-date with developments in the industry.

There are additional conditions, set by the SkillsActive Assessment Strategy.

For taught learning programmes tutors must also have:

- a recognised *Introduction to Teaching* qualification, Teaching qualification or relevant teaching experience

Tutors are responsible for the delivery of the learning programme developed by their recognised centre. They must have attended a qualification induction by the centre to orientate them into the centre specific learning and assessment programme

Assessor(s):

The recognised centre is required to recruit and deploy an appropriately qualified assessor who as a minimum:

- holds a recognised work environment assessing qualification
- have employment experience in the active leisure industry at management level
- Show evidence of keeping up-to-date with developments in the industry.

Assessors are responsible for the conduct of valid and reliable assessmentsThey must have attended a qualification induction by the centre to orientate them into the centre specific learning and assessment programme.

Internal Verifier(s) and Quality Assurer(s):

The recognised centre is required to recruit and deploy an appropriately qualified internal quality assurer who as a minimum:

- holds a recognised Internal verification/internal quality assurance
- holds a recognised work environment assessing qualification
- have employment experience in the active leisure industry at management level
- show evidence of keeping up-to-date with developments in the industry.

Internal quality assurers are responsible for the conduct valid and reliable internal quality assurance They must have attended a qualification induction by the centre to orientate them into the centre specific qualification learning and assessment programme and IQA strategy.

Additional Qualification Requirements

The recognised centre is required to have one or more delivery sites which contain facilities to support the programme of learning and assessment reflecting the expectations of the context and the sport and active leisure industry. These must comply with accepted health and safety practices and have in place appropriate access arrangements.
If the practical assessments are carried out in the learners own work environment, they must also comply with accepted health and safety practices.
The environment must be conducive to learning; lighting, temperature and noise levels appropriate to learner needs.

This qualification is only regulated with Qualification Wales.