



Qualification
Guidance
Syllabus

Level 2 Certificate in Leisure Operations

Qualification
Accreditation Number:
600/8246/X
Version AIQ005049

Active iQ

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Level 2 Certificate in Leisure Operations

Qualification Accreditation No: 600/8246/X

Introduction

The Active IQ Certificate in Leisure Operations is at Level 2 on the Regulated Qualifications Framework.

Guided learning hours: 111 Total Qualification Time: 180 Credit: 18

Minimum credit to be achieved at or above the level of the qualification	18
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

Entry Requirements

- There are no specific pre-requisite qualifications but there is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at Level 2.

Qualification Outline

Target Learners:

- Aged 14+ wishing to pursue a career in the Active Leisure sector as a leisure attendant, lifeguard or other front line positions
- Sport and recreation organisations with a need to train their staff to an agreed nationally recognised standard with a particular desire to improve both the current industry knowledge of staff and the service they are able to offer their customers
- Individuals in the industry who wish to have their experience and knowledge recognised by a formal qualification
- Learners who want to go into sport and recreation as a career and who wish to undertake the most industry relevant qualification in preparation

Please note that 14-18 year olds may need to be supervised in the workplace, once they have achieved the qualification

Aim:

- This qualification is designed to provide sport and recreation assistants/pool attendants and other front line staff with the essential background knowledge in a number of core subjects which will enable them to develop their vocational skills.

Progression:

- This qualification provides progression to the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services for learners who wish to develop and demonstrate occupational competence in the work place.
- Alternatively, it provides progression to Level 3 qualifications in Leisure Management for learners who wish to further their knowledge and skills and become duty managers or supervisors.

Links to National Occupational Standards

There are direct links to the National Occupational Standards in Operational Services

Tutors, Assessors and Internal Verifiers

Required Criteria

All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

Tutors

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Level 5 Diploma in Education and Training
- Certificate in Education

Assessor

Assessors must hold or be working towards any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment or
- Level 3 Award in Assessing Vocationally Related Achievement or
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement , or
- A1 (previously D32, D33)

Internal Verifier

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- V1 (previously D34)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Qualification Structure

The learner must achieve 18 credits in total. This is made up from the 13 credits from the 6 Mandatory units and a further 5 credits (minimum) from the Optional Units.

Mandatory core units (13 credits)				
Unit	Unit title	Level	Credits	Unit accreditation number
1	Understanding the Active Leisure and Learning Sector	2	2	Y/600/1734
2	Understanding Employment Rights and Responsibilities	2	2	J/600/0840
3	Customer Care and Diversity in Active Leisure	2	2	T/503/0731
4	Health, Safety, Security and Welfare in Active Leisure	2	4	K/503/0743
5	Developing Self in an Active Leisure Job Role	2	1	Y/503/0737
6	Teamwork in Active Leisure	2	2	L/503/0735

Optional units (min 5 credits)				
Unit	Unit title	Level	Credits	Unit accreditation number
7*	Pool Lifeguarding	2	5	J/503/5352
8	Handling and Maintaining Equipment in Active Leisure	2	3	H/503/0739
9	Cleaning in Active Leisure	2	1	D/503/0758
10	Swimming Pool Water Testing	2	1	Y/503/0740
11	Understanding how to Sell Services and Products to Customers in Active Leisure	3	4	L/503/0783
12	Know how to provide an Active Leisure Facility Reception Service	2	2	L/504/6563

*** if a centre wants to offer the optional Pool Lifeguarding unit additional approval for this qualification will be needed – see Specific Assessment guidance for Unit 7 Pool Lifeguarding for details of Tutor, Assessor and Internal Verifier required criteria**

Unit equivalence

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

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

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

Unit 1 Y/600/1734 **Level:** 2 **Credit Value:** 2
Unit Title: Understanding the Active Leisure and Learning Sector

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand customer care in Active Leisure	1.1 Explain what is meant by 'customer care' in an Active Leisure organisation 1.2 Explain why customer care is important to an Active Leisure organisation 1.3 Give examples of when a customer might be: <ul style="list-style-type: none"> • dissatisfied • satisfied • delighted 1.4 Describe the impact of customers' reaction on an Active Leisure organisation's business 1.5 Describe an Active Leisure organisation's policies and procedures in relation to customer care
2. Understand how to present themselves and their organisation to Active Leisure customers	2.1 Explain the importance of making a positive first impression on customers 2.2 Describe the style of self-presentation and communication that will make a positive impression on customers 2.3 Give examples of when it is appropriate for a member of staff to take the initiative in communicating with customers 2.4 Give examples of how a member of staff can promote their own organisation to customers
3. Know how to respond to Active Leisure customers' needs and difficulties	3.1 Give examples of the types of needs and difficulties that customers experience in an Active Leisure environment 3.2 Describe how a member of staff in Active Leisure should respond to different customer needs and difficulties 3.3 Explain why it is important for a member of staff to get feedback from the customer and follow up any remaining issues 3.4 Explain the importance of maintaining customer confidentiality and data protection 3.5 Give examples of what is meant by 'going the extra mile' when responding to customer needs and difficulties 3.6 Describe an Active Leisure organisation's complaints procedures and role of front line staff within it
4. Understand equality and diversity in Active Leisure	4.1 Give examples of what is meant by 'diversity' in Active Leisure and the diverse needs that customers have 4.2 Describe the essential legal requirements that are relevant to equality and diversity 4.3 Explain why it is important for an Active Leisure organisation to provide for equality and diversity in its services 4.4 Describe an Active Leisure organisation's policies and procedures to address equality and diversity issues 4.5 Give examples of what a member of staff can do to support diversity in their organisation
5. Be able to relate to different Active Leisure customers	5.1 Demonstrate how a member of staff in Active Leisure should present themselves to customers, including 'meeting and greeting' 5.2 Demonstrate how a member of staff in Active Leisure should communicate with and develop relationships with customers with diverse characteristics 5.3 Demonstrate types of staff behaviour that make a positive impression on different customers 5.4 Demonstrate how a member of staff can promote own organisation to customers
Assessment	Worksheet Formative observation/ witness testimony

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the requirements for health and safety in an Active Leisure environment	1.1 Describe the responsibilities of employers and employees under Health and Safety legislation 1.2 Explain the term 'duty of care' as applied to self and others 1.3 Identify key legal and regulatory requirements relevant to health and safety in an Active Leisure environment 1.4 Describe what may happen if employers and employees do not follow legal requirements 1.5 Describe an Active Leisure organisation's procedures to ensure legal requirements for health and safety are met
2. Know about hazards and risks in an Active Leisure environment	2.1 Explain what is meant by 'hazard' 2.2 Describe the main hazards to customers and staff that may occur in an Active Leisure environment, to include hazards to do with: <ul style="list-style-type: none"> • facilities • equipment • working practices • behaviour • hazardous substances 2.3 Describe how Active Leisure staff should deal with the main hazards to customers and staff that may occur in an Active Leisure environment 2.4 Explain what is meant by 'risk' 2.5 Describe how an Active Leisure organisation assesses and manages risk
3. Know about security in an Active Leisure environment	3.1 Give examples of potential security problems in an Active Leisure environment and how a member of staff should respond to each of these potential problems 3.2 Describe an Active Leisure organisation's procedures to maintain security
4. Know about safeguarding children and vulnerable adults in an Active Leisure environment	4.1 Explain what is meant by 'children', 'vulnerable adult' and 'safeguarding' 4.2 Describe the safeguarding risks to children and vulnerable adults that may occur in an Active Leisure environment 4.3 Describe an Active Leisure organisation's procedures to safeguard children and vulnerable adults 4.4 Explain what a member of staff can do to support the safeguarding of children and vulnerable adults in an Active Leisure environment
5. Be able to respond to hazards to health, safety and welfare in an Active Leisure environment	5.1 Identify a range of hazards in an Active Leisure environment, to include: <ul style="list-style-type: none"> • health and safety to customers • health and safety to staff • security • safeguarding of children and vulnerable adults 5.2 Demonstrate how to deal with a range of hazards in an Active Leisure environment in line with operational procedures, to include: <ul style="list-style-type: none"> • health and safety to customers • health and safety to staff • security • safeguarding of children and vulnerable adults
Assessment	Worksheet Formative observation/ witness testimony

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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of teams in Active Leisure	1.1 Define the meaning of the word 'team' in the context of an Active Leisure organisation 1.2 Explain why teams are important in the delivery of Active Leisure services 1.3 Describe the different roles that make up an Active Leisure team and how those roles contribute to the team's goals
2. Understand effective teamwork in Active Leisure	2.1 Give examples of why the following are important to effective teamwork in Active Leisure: <ul style="list-style-type: none"> • working to common goals • individual roles and responsibilities • diversity in the team • communication between team members • mutual support and encouragement • feedback between team members • flexibility • reliability 2.2 Describe different types of conflict in a team 2.3 Describe different ways of dealing with conflict in an Active Leisure team 2.4 Describe what a team meeting is and what may be discussed at a team meeting
3. Understand how to support the work of an Active Leisure organisation	3.1 Describe how a member of staff in an Active Leisure organisation can identify ways of improving the work of the team and the organisation 3.2 Give examples of how an Active Leisure member of staff can help the organisation use resources more efficiently and in line with good environmental practice
4. Be able to demonstrate teamwork skills	4.1 Carry out responsibilities as agreed with team members, showing flexibility when circumstances change 4.2 Communicate with other team members 4.3 Provide support to other team members when they need it 4.4 Ask for support from other team members when necessary 4.5 Give constructive feedback to other team members 4.6 Use feedback from other team members to improve own performance 4.7 Contribute to team discussions 4.8 Handle conflict with other team members in a way that achieves a positive outcome
Assessment	Worksheet Formative observation/ witness testimony

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the requirements for health and safety in a swimming pool environment	1.1 Identify the legal requirements covering the operation and maintenance of swimming pools 1.2 Explain the term 'duty of care' in the context of swimming pool safety 1.3 Identify the health and safety national guidance covering the operation and maintenance of swimming pools 1.4 Summarise the implications of legislation and guidance for the work of a pool lifeguard 1.5 Describe what may happen if employers and employees do not follow legal requirements and guidance for safety in swimming pools 1.6 Describe an Active Leisure organisation's pool safety operating plan
2. Know how to prepare a swimming pool environment	2.1 Explain what is meant by the term 'hazard' in a swimming pool 2.2 Give examples of the types of health, safety and hygiene hazards to customers and staff that may occur in swimming pool environments, to include: <ul style="list-style-type: none"> • conventional pools • free form pools • diving pits • water features • play equipment • pool surrounds 2.3 Describe how a lifeguard should check for and deal with the range of health, safety and hygiene hazards when preparing a swimming pool environment for use 2.4 Describe the range of emergency equipment that is used in swimming pools and the purpose of each type of equipment
3. Know about supervising a swimming pool environment	3.1 Describe the lifeguard's responsibilities for monitoring the swimming pool environment 3.2 Describe different methods of supervising a pool environment and appropriate staffing levels, including the following: <ul style="list-style-type: none"> • casual session • teaching session • school session • play session • diving board/platform session • competitive session • private hire 3.3 Describe rules of behaviour for a swimming pool environment and the reasons for these rules 3.4 Explain how to deal with situations where rules of behaviour are not followed 3.5 Describe the types of needs that customers may have in a swimming pool environment and how to respond to these needs 3.6 Describe different methods of communicating with customers in a swimming pool environment and how to choose methods appropriate to the customer and situation
4. Know about responding to pool emergencies	4.1 Describe an Active Leisure organisation's emergency action plan for a swimming pool 4.2 Identify the range of different emergency situations that may arise in a swimming pool and the lifeguard's responses to each of these 4.3 Describe cardio-pulmonary resuscitation techniques and when these should be used 4.4 Describe how to recognise casualties, including the symptoms of medical conditions that may cause difficulties to swimmers 4.5 Describe the principles of rescue and manual handling of casualties 4.6 Explain why it is important to follow an emergency action plan calmly and correctly 4.7 Describe the information that must be reported concerning pool incidents and how this information should be reported

<p>5. Be able to maintain the safety of the swimming pool environment</p>	<p>5.1 Prepare a swimming pool environment for safe use by customers, identifying and correcting a range of hazards</p> <p>5.2 Supervise a swimming pool environment, ensuring pool behaviour rules are followed and customer needs met</p> <p>5.3 Communicate effectively with customers using a range of methods</p>
<p>6. Be able to respond to emergency situations in the swimming pool</p>	<p>6.1 Follow a pool emergency action plan to respond to the following types of pool emergencies:</p> <ul style="list-style-type: none"> • drowning • conscious customers in difficulties • injured customers • unconscious customers • multiple casualties • customers with spinal injuries <p>6.2 Demonstrate use of poolside rescue equipment and safe manual handling of casualties</p> <p>6.3 Demonstrate methods of casualty recovery, including contact rescue in shallow and deep water where the casualty is on the surface and bottom of the deepest part of the pool</p> <p>6.4 Demonstrate cardio-pulmonary resuscitation techniques as appropriate to:</p> <ul style="list-style-type: none"> • adult sudden collapse • adult drowning • suspected spinal injuries • children/infants
<p>Assessment</p>	<p>Worksheet Two summative observations</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about equipment used in an Active Leisure environment and its health and safety requirements	1.1 Give examples of the following types of equipment used in an Active Leisure organisation: <ul style="list-style-type: none"> • simple equipment • complex equipment • powered equipment 1.2 Describe the uses of different types of simple, complex and powered equipment in an Active Leisure organisation
2. Know the health and safety requirements for equipment used in Active Leisure	2.1 Explain why Active Leisure equipment must be in a safe and serviceable condition 2.2 Identify specific health and safety issues relating to examples of simple, complex and powered equipment used in Active Leisure 2.3 Describe safe handling techniques when working with equipment used in Active Leisure
3. Know how to set up and take down equipment used in Active Leisure	3.1 Describe an Active Leisure organisation's operating procedures for setting up and testing examples of the following types of equipment: <ul style="list-style-type: none"> • simple equipment • complex equipment • powered equipment 3.2 Describe an Active Leisure organisation's standard operating procedures for taking down equipment 3.3 Describe how to check for damaged or missing parts when setting up and taking down equipment used in Active Leisure 3.4 Describe what an Active Leisure member of staff should do when they find damaged or missing parts when setting up and taking down equipment
4. Know how to store Active Leisure equipment	4.1 Explain why Active Leisure equipment should be stored safely, securely, tidily and in the designated area 4.2 Describe Active Leisure organisation's standard operating procedures for storing different types of equipment
5. Know how to carry out routine maintenance on Active Leisure equipment	5.1 Explain why it is important to carry out routine maintenance on Active Leisure equipment 5.2 Describe an Active Leisure organisation's routine maintenance schedule for its equipment 5.3 Describe how to carry out routine maintenance on examples of simple, complex and powered equipment used in Active Leisure
6. Be able to deal with equipment used in Active Leisure	6.1 Follow standard operating procedures to set up examples of the following types of Active Leisure equipment: <ul style="list-style-type: none"> • simple equipment • complex equipment • powered equipment 6.2 Check simple, complex and powered equipment to ensure it meets operational and safety standards 6.3 Follow standard operating procedures to take down and store simple, complex and powered equipment 6.4 Follow standard operating procedures to carry out routine maintenance on simple, complex and powered equipment
Assessment	Worksheet Formative observation/ witness testimony

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about standards of cleanliness in an Active Leisure environment	1.1 Give reasons why high standards of cleanliness are important in an Active Leisure environment 1.2 Describe what may happen if standards of cleanliness in an Active Leisure environment are not maintained 1.3 Describe how an Active Leisure organisation maintains standards of cleanliness, including its cleaning schedule
2. Know how to carry out cleaning in an Active Leisure environment	2.1 Identify the legal and regulatory requirements relevant to cleaning in an Active Leisure environment 2.2 Describe the types of cleaning equipment used in different types of Active Leisure environments, what they are for and how they are used 2.3 Describe the types of cleaning materials used in different types of Active Leisure environments, what they are for and how they are used 2.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations 2.5 Describe the types of personal protective equipment that are necessary for certain cleaning operations in an Active Leisure environment and when they should be used 2.6 List the precautions that should be taken when using hazardous substances for cleaning operations 2.7 Describe the procedures for disposing of waste from cleaning operations
3. Know how to deal with spillages, breakages and rubbish in an Active Leisure	3.1 Give examples of hazardous and non-hazardous waste and rubbish in an Active Leisure environment 3.2 Describe how to deal with different types of hazardous waste and rubbish in an Active Leisure environment 3.3 Describe how to dispose of different types of waste and rubbish correctly 3.4 Describe an Active Leisure organisation's procedures for dealing with lost property
4. Be able to carry out cleaning and tidying operations in an Active Leisure environment	4.1 Select cleaning equipment and materials appropriate to the areas and surfaces being cleaned 4.2 Use both manual and powered cleaning equipment to achieve acceptable standards of cleanliness 4.3 Follow a schedule to clean different areas in an Active Leisure environment 4.4 Use personal protective equipment appropriate to the cleaning equipment and materials 4.5 Maintain the safety of other people during cleaning operations 4.6 Deal with and dispose of waste safely and with due regard for the environment 4.7 Store cleaning equipment and materials securely and in the correct area
Assessment	Worksheet Formative observation/ witness testimony

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about swimming pool water tests	1.1 Explain the importance of maintaining the quality of swimming pool water 1.2 Describe the range of tests that are used to judge the quality of swimming pool water, including: <ul style="list-style-type: none"> • sensory inspections (for example, clarity, scum lines and foaming) • pH • free disinfectant levels • combined disinfectant levels • microbiological 1.3 Explain why it is important to ensure test equipment is free of contamination 1.4 Describe an Active Leisure organisation's standard operating procedures for taking water samples 1.5 Explain the importance of following procedures to record the results of swimming pool water tests 1.6 Describe what an Active Leisure member of staff should do if they identify hazardous contaminants (for example, faeces or vomit) in the water
2. Be able to carry out swimming pool water tests	2.1 Carry out sensory inspections of swimming pool water 2.2 Take water samples 2.3 Carry out the following pool water tests: <ul style="list-style-type: none"> • pH • free disinfectant levels • combined disinfectant levels • microbiological 2.4 Record the results of pool water tests
Assessment	Worksheet Formative observation/ witness testimony

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand sales in the context of Active Leisure	1.1 Explain 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 1.3 Explain different sales methods that are used in the context of Active Leisure
2. Understand how to sell Active Leisure services and products	2.1 Explain the difference between proactive and reactive selling 2.2 Explain 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 2.4 Explain 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 2.6 Explain the importance of offering alternative services/products 2.7 Explain the types of objections that customers may have and how to manage these 2.8 Describe the process of closing a sale
Assessment	Worksheet

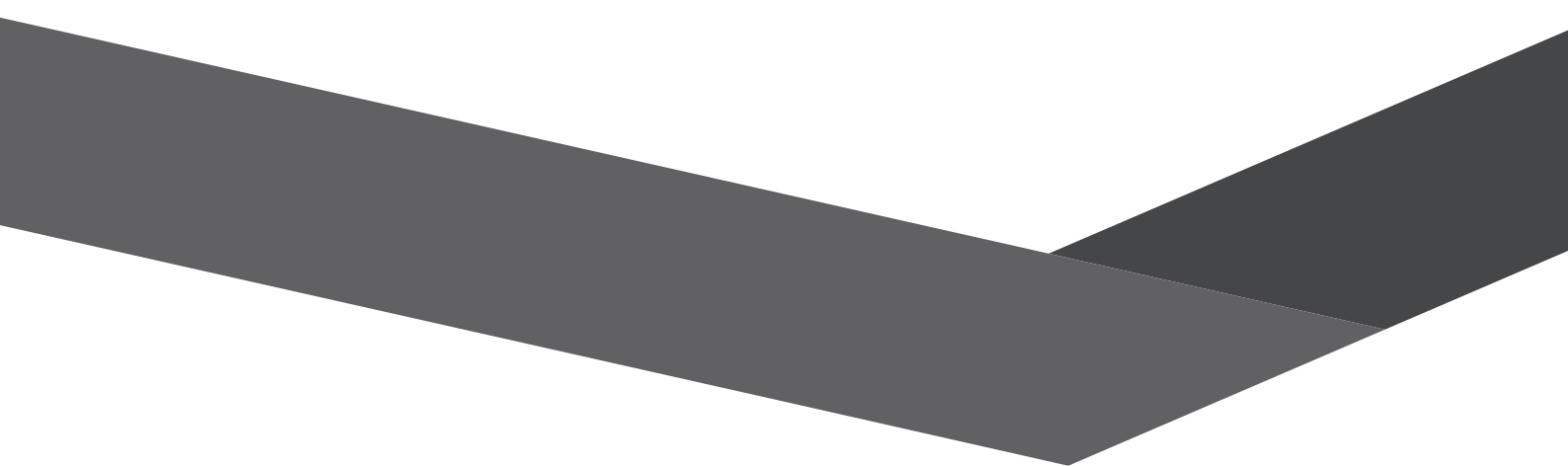
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to welcome customers and visitors	1.1 Summarise why customer care is important 1.2 Describe the types of visitors and customers who come to the facility and why 1.3 Describe how to greet and welcome customers and visitors 1.4 Summarise the importance of explaining any delay in dealing with customers 1.5 Outline how to explain any delay in dealing with customers politely 1.6 Summarise the types of information which customers and visitors usually need 1.7 Describe how to respond to customer/visitor requests for information, according to organisational procedures 1.8 Identify when colleagues need to be told about customers and visitors 1.9 Describe why it is important to tell colleagues about customers and visitors when relevant 1.10 Describe why it is important to deal with customers' and visitors' individual needs 1.11 Define typical correct entry and security procedures for a facility 1.12 Illustrate why it is important to follow the correct entry and security procedures 1.13 Describe why it is important to be polite when refusing entry and to try to make alternative arrangements for the customer or visitor 1.14 Identify what types of issues may need to be referred to a responsible colleague 1.15 Identify who 'a responsible colleague' may be according to different situations
2. Know how to enrol customers and take bookings	2.1 Describe a typical booking and enrolment system for a facility 2.2 Describe the importance of checking that services are available for enrolments and bookings, and what may happen if this does not take place 2.3 Describe how to check the availability of services 2.4 Describe how to help the customer to provide the necessary information 2.5 Outline the importance of thoroughly checking information given by customers 2.6 Describe typical procedures for making charges for services in a facility and handling payments 2.7 Outline how to use an information storage system in a facility 2.8 Outline the importance of using the information storage system properly 2.9 Outline how to complete appropriate registers
3. Know how to process payments for purchases	3.1 Outline how to identify and check prices in an organisation 3.2 Describe where to get information and advice to deal with pricing problems 3.3 Define how to identify any defects in products as they are being processed for sale 3.4 Outline how to identify any current discounts and special offers 3.5 Describe how payments are calculated in an organisation 3.6 Describe the common methods of calculating payments including point of sale technology and physical calculations 3.7 Outline how to keep cash and other payments safe and secure 3.8 List the types of payment which can be received 3.9 Describe typical procedures for authorising non-cash transactions 3.10 Define how to check for and identify counterfeit payments 3.11 Define how to check for stolen cheques, credit cards, charge cards or debit cards 3.12 Outline how to deal with customers offering suspect tender or suspected fraud of non-cash payments, in line with organisational procedures 3.13 Identify the relevant rights, duties and responsibilities relating to The Sale of Goods Act 3.14 Describe the value and importance of customer service to effective trading operations 3.15 Describe how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods
Assessment	Worksheet

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