NCFE Active IQ Level 3 Certificate in Leisure Management
QN: 610/5027/1



Qualification Specification

Qualification summary

Qualification title	**NCFE Active IQ Level 3 Certificate in Leisure Management**
Ofqual qualification number (QN)	610/5027/1
Guided learning hours (GLH)	128
Total qualification time (TQT)	179
Minimum age	16
Qualification purpose	This qualification aims to provide learners with knowledge and understanding of management. During the qualification, learners will cover: • the principles of effective decision making • leadership styles and models • the role and processes of management • performance measurement • equality, diversity and inclusion in the workplace • health and safety management • managing active leisure operations • induction and professional development in colleagues.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/5027/1.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the website.

Aims and objectives

This qualification aims to focus on the study of the leisure management sector.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry

This qualification is designed for learners aged 16 and over, wishing to become supervisors and managers in the active leisure sector.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills or knowledge a learner must have for this qualification. However, learners may find it helpful to have basic communication skills, including discussing, presenting, reading, and writing, pitched at level 2.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **six units** from the mandatory units and a minimum of **one unit** from the optional units.

Please refer to the list of units in appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - NCFE Active IQ Level 3 Diploma in the Principles of Management and Business
- higher education:
  - Apprenticeships in leisure duty management
  - Apprenticeships in management.

Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale

- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of **one** component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in all components to gain the Level 3 Certificate in Leisure Management.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

Unit 01 Principles of leadership and management (L/618/3464)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**50 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the principles of effective decision making	1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken
	1.2 Assess the importance of analysing the potential impact of decision making
	1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making
	1.4 Explain the importance of aligning decisions with business objectives, values and policies
	1.5 Explain how to validate information used in the decision-making process
	1.6 Explain how to address issues that hamper the achievement of targets and quality standards
2. Understand leadership styles and models	2.1 Explain the difference in the influence of managers and leaders on their teams
	2.2 Evaluate the suitability and impact of different leadership styles in different contexts
	2.3 Analyse theories and models of motivation and their application in the workplace
3. Understand the role, functions and processes of management	3.1 Analyse a manager's responsibilities for planning, coordinating and controlling work
	3.2 Explain how managers ensure that team objectives are met
	3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives
	3.4 Analyse theories and models of management
	3.5 Explain how the application of management theories guides a manager's actions
	3.6 Explain the operational constraints imposed by budgets
4. Understand performance measurement	4.1 Explain the relationship between business objectives and performance measures
	4.2 Explain the features of a performance measurement system
	4.3 Explain how to set key performance indicators (KPIs)
	4.4 Explain the tools, processes and timetable for monitoring and reporting on business performance
	4.5 Explain the use of management accounts and management information systems in performance management
	4.6 Explain the distinction between outcomes and outputs

Unit 02 Understanding equality, diversity and inclusion in the workplace (F/618/3459)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**15 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand equality, diversity and inclusion in the workplace	1.1 Explain equality, diversity and inclusion
	1.2 Explain the importance of equality, diversity and inclusion across aspects of organisational policy
	1.3 Explain the potential consequences of breaches of equality legislation
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1 Describe own responsibilities for equality, diversity and inclusion in the workplace
	2.2 Explain the different forms of discrimination and harassment
	2.3 Describe the characteristics of behaviour that support equality, diversity and inclusion in the workplace
	2.4 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Understand how to support equality, diversity and inclusion in the workplace	3.1 Explain how to ensure colleagues are aware of their responsibilities for maintaining equality, diversity and inclusion in the workplace
	3.2 Explain how potential issues relating to equality, diversity and inclusion in the workplace can be identified

Unit 03 Understanding how to manage health, safety and welfare in active leisure (R/651/3983)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**22 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the requirements for health, safety, welfare and security in active leisure	1.1 Summarise the legal requirements for health and safety that apply to active leisure facilities and services
	1.2 Identify the authorities responsible for health and safety
	1.3 Identify other sources of guidance that apply 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
	1.5 Explain how active leisure organisations develop policies and procedures to maintain health and safety of customers and team members
2. Understand how to manage health and safety risks in an active leisure environment	2.1 Explain the principles of risk assessment
	2.2 Explain how to assess a range of risks
	2.3 Explain how to determine levels of acceptable risk
	2.4 Explain how to mitigate or manage identified risks
	2.5 Explain why it is important to seek advice when there is uncertainty about assessing and managing risk and where to seek such advice
	2.6 Describe how to promote a positive health and safety culture to team members and customers
3. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations	3.1 Give examples of the types of substances included under COSHH*
	3.2 List the problems caused by hazardous substances
	3.3 Define the requirements of employers and employees as stated in the COSHH Regulations
	3.4 List the types of information provided in COSHH* assessments
	3.5 Describe why COSHH assessments are important
4. Understand how to manage health and safety emergencies and other incidents	4.1 Summarise the types of emergencies and other health and safety incidents that may occur in an active leisure environment
	4.2 Describe an active leisure organisation's emergency operating procedures
	4.3 Explain a manager's role in co-ordinating emergency operating procedures
	4.4 Summarise the reporting and recording procedures that must be followed in the event of an emergency or other health and safety incident
	4.5 Explain how evaluating an organisation's response to an emergency or other health and safety incident can improve normal and emergency operating procedures
5. Understand safeguarding and how this applies in active leisure	5.1 Define who safeguarding covers and who is responsible
	5.2 Identify key safeguarding principles and legislation
	5.3 Identify key employer processes covering safeguarding
	5.4 Identify reputable information sources on safeguarding advice

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
6. Understand how to prepare equipment and environments for activity	6.1 Explain why equipment and environments must be in a safe and serviceable condition
	6.2 Describe how to check for damaged or missing parts when setting up or taking down equipment
	6.3 Explain the procedures for reporting damage and maintaining safe equipment
	6.4 Describe how to assemble, dismantle and store different types of equipment commonly used in active leisure

Range
3. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations
COSHH or other relevant legislation that applies to own nation, relating to the control of hazardous substances

Unit 04 Induction and development of colleagues (T/651/3984)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**6 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the induction process	1.1 Identify appropriate legislation and relevant codes of practice when recruiting and selecting people, including shortlisting processes, qualification and safeguarding checks
	1.2 Explain the induction process and its importance to the new team member
	1.3 Identify the additional support and sources of information new team members require during their induction period
2. Understand how to facilitate professional development of colleagues	2.1 Describe how to identify learning needs and skills gaps within your team
	2.2 Describe the key elements of a learning and development plan
	2.3 Explain the importance of regularly reviewing and updating written learning and development plans
3. Understand how to implement a performance appraisal as part of employee career development	3.1 Explain the importance of performance appraisals
	3.2 Describe the main aims of a performance appraisal
	3.3 Describe a range of methods used to assess performance
	3.4 Describe how to take account of equality legislation and relevant codes of practice when implementing a performance appraisal

Unit 05 Promoting customer care in active leisure (Y/651/3985)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**11 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand customer care in active leisure	1.1 Explain the contribution that customer care makes to business success in active leisure
	1.2 Summarise the types of customers that active leisure organisations have and their expectations for customer care
	1.3 Explain how active leisure organisations establish and maintain customer care standards
	1.4 Explain the importance of good teamwork in delivering customer care in an active leisure environment
	1.5 Explain how to promote customer service to other active leisure staff
	1.6 Explain the importance of active leisure staff building strong relationships with customers
2. Understand how to maintain relationships with customers	2.1 Describe the concept of customer touch points within an organisation
	2.2 Explain the importance of positive customer experiences at every touch point
	2.3 Explain the importance of customer loyalty and improved customer relationships to an organisation
	2.4 Explain the benefits of customer retention
	2.5 Describe how maintaining relationships with existing customers can provide a competitive advantage for an organisation
3. Understand how to add value to the customer's experience	3.1 Distinguish between routine customer care and going the 'extra mile'
	3.2 Explain the benefits to the customer of going the 'extra mile'
	3.3 Explain the benefits to the organisation of going the 'extra mile'
	3.4 Describe the types of action that customers will see as adding value to their experience
	3.5 Describe the behaviours that will make a customer feel special
4. Understand how to improve a customer's experience	4.1 Explain why it is important to listen to a customer's wants and needs
	4.2 Describe methods of obtaining customer feedback
	4.3 Explain how to use customer feedback to adapt the customer care given within an organisation
	4.4 Describe the importance of positively communicating changes to customer care
	4.5 Describe the importance of monitoring competitor's customer care offering

Unit 06 Understanding how to manage active leisure operations (A/651/3986)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Mandatory	**Achieved/not yet achieved**	**Level 3**	**16 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the role of a leisure duty manager	1.1 Summarise the main duties of a leisure duty manager
	1.2 Identify the main responsibilities of a leisure duty manager
	1.3 Describe the processes and procedures the organisation has in place to deliver a high-quality, functioning leisure facility
	1.4 Explain their role in upholding the business brand and values of the organisation
	1.5 Identify the organisation's customer service standards and service level agreements
	1.6 Explain the process for dealing with complaints
	1.7 Describe the communication techniques used by the leisure duty manager to ensure high level of interaction with staff, customers, and visitors
2. Know how to open, prepare and close an active leisure facility	2.1 Outline the procedures for opening an active leisure facility
	2.2 Outline the procedures for closing an active leisure facility
	2.3 Identify the information that must be included in a shift handover
	2.4 Summarise a range of contingency arrangements and when they may need to be implemented
	2.5 Outline the procedures for out-of-hours incident management
3. Understand how to sell products and services	3.1 Describe a typical booking/enrolment system used in an active leisure facility
	3.2 List the advantages and disadvantages of computerised booking systems
	3.3 Describe the importance of checking that services are available for bookings and enrolments
	3.4 Describe how to check the availability of a product or service
	3.5 Describe the stock control methods used for saleable goods
	3.6 Identify the information which needs to be collected in order to process a booking or enrolment
	3.7 Explain how to process a booking or enrolment
4. Understand how to process payments in line with legal and statutory requirements	4.1 Describe the legal and statutory requirements relating to the Sale of Goods Act*
	4.2 List the different methods of payment, to include: • cash • credit card • debit card • vouchers.
	4.3 Describe the importance of accurate cash handling
	4.4 Describe ways of preventing payment fraud
	4.5 Describe methods to ensure the security of cash and staff
	4.6 Explain the importance of issuing receipts
	4.7 Describe procedures for issuing refunds
	4.8 Explain how to account for payments and balance takings
	*or other relevant legislation that applies to own nation, relating to the sale of goods

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
5. Know how information technology (IT) is used in active leisure	5.1 Identify a range of IT applications used in an active leisure facility
	5.2 Identify the main functionality and business purpose of a range of IT applications
	5.3 Describe the benefits of the IT applications to an organisation in the leisure sector
	5.4 Describe how IT applications could enhance the customer experience if effectively utilised
6. Understand the importance of sustainability when using physical resources in active leisure	6.1 Explain the importance of using sustainable resources in active leisure
	6.2 Explain the potential impact of resource use on the environment
	6.3 Explain how to use resources effectively and efficiently
	6.4 Explain how to review energy usage to improve energy performance
	6.5 Describe actions one can take to minimise any adverse environmental impact of using physical resources in active leisure
7. Understand how to deal with spillages, breakages and waste in an active leisure facility	7.1 Give examples of hazardous and non-hazardous waste in an active leisure facility
	7.2 Describe how to deal with different types of hazardous waste
	7.3 Describe how to dispose of different types of waste correctly
	7.4 Give examples of how an active leisure facility deals with lost property

Unit 07 Organising events in active leisure (D/618/3453)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Optional	**Achieved/not yet achieved**	**Level 2**	**21 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the different types of events run in an active leisure environment	1.1 Describe the different types of events run in active leisure environments e.g. sporting, social, fundraising and governance
	1.2 Describe the risk assessments required for the different types of events
	1.3 Identify the additional documentation required for the following events: • fundraising • educational visits • outdoor recreation.
2. Understand how to plan and promote an event	2.1 Describe the roles and responsibilities of individuals needed to plan an event
	2.2 Identify items that should be in an event plan, to include: • event aims • target group • number of expected participants • staffing requirements • event venue • equipment needs • refreshments and catering • costs and fees • contingencies.
	2.3 Describe methods that could be used to raise money for an event
	2.4 Explain why a contingency plan is essential when planning events
	2.5 Identify methods to promote the event
3. Be able to plan and promote an event	3.1 Plan an event in an active leisure environment
	3.2 Produce a safety plan for the event
	3.3 Plan the promotion of the event
4. Know how to evaluate an event	4.1 Explain the importance of evaluating an event
	4.2 Identify methods of gaining feedback
	4.3 Explain methods of evaluating the success of an event
	4.4 Explain the importance of reviewing own performance in planning and promoting events

Unit 08 The principles and practice of pool water treatment and testing (L/617/7339)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Optional	**Achieved/not yet achieved**	**Level 2**	**20 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the legal responsibilities of pool operators to provide a safe pool environment	1.1 Describe the legal responsibilities of pool operators to provide a safe pool environment
	1.2 State the ways in which pool operators can meet these legal requirements
	1.3 List the key current legislation and regulations which relate to pool operations
2. Understand the different types of pools and pool ownership	2.1 Identify a range of pools used in active leisure facilities
	2.2 Describe the main purpose of each of the pool types used in the active leisure sector
	2.3 Explain the ownership and management methods used in the active leisure sector
3. Understand the causes of pool water pollution and contamination	3.1 List the causes of pool water pollution to include: • physical pollutants • chemical pollutants • biological pollutants.
4. Understand the importance of good bather hygiene prior to the use of pools	4.1 List the advantages to both the user and the pool operators of good hygiene
	4.2 List ways to encourage users to utilise good hygiene practice before entering the pool
5. Understand the importance of good standards of cleanliness in the swimming pool environment	5.1 State ways to minimise the transfer of dirt onto the poolside
	5.2 State the correct processes for the effective cleaning of the pool and surrounds
6. Understand the operating principles of a simple pool water circulation system	6.1 List the main components of a pool water circulation system
	6.2 State the correct sequence of the pool water circulation system
7. Know the recommended temperatures for the types of pools	7.1 List the recommended pool water temperatures for a range of pools
8. Understand how pool operators provide a safe pool environment	8.1 Explain the reasons for disinfecting swimming pools
	8.2 State the pool water tests needed to ensure a safe pool environment
	8.3 Describe the process for calculating combined chlorine levels
	8.4 Describe the recommended range for pool water pH levels
	8.5 List the recommended range for pool water disinfection levels to include: • chlorine-based disinfectants • bromine-based disinfectants.
9. Know the essential tests to ensure optimum pool water quality	9.1 List the pool water tests required to ensure optimum pool water quality
	9.2 List the optimum range for each pool water test to ensure pool water quality

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
	9.3 Describe the correct procedure for carrying out the pool water tests required to ensure good pool water quality
10. Understand the different types of pool water testing equipment needed to ensure good quality pool water	10.1 Know the different types of test equipment used for testing pool water
11. Demonstrate correct pool water testing techniques	11.1 Carry out a pool water pH test
	11.2 Record pool water pH level
	11.3 Carry out a pool water free chlorine/total bromine test
	11.4 Record pool water free chlorine/total bromine level
	11.5 Carry out a pool water total chlorine test
	11.6 Record pool water total chlorine levels
	11.7 Calculate and record the pool water combined chlorine level
	11.8 Carry out a pool water total alkalinity test
	11.9 Calculate and record the pool water total alkalinity level
	11.10 Carry out a pool water calcium hardness test
	11.11 Calculate and record the pool water calcium hardness level
	11.12 Carry out a pool water TDS test
	11.13 Record the pool water TDS level
12. Understand the importance of good record keeping	12.1 List the reasons why it is essential to maintain accurate records of pool water tests

Unit 09 Pool plant operations and the management of pool water quality (D/651/3987)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Optional	**Achieved/not yet achieved**	**Level 3**	**21 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the processes involved in the treatment of pool water and the different types of pool water filtration systems	1.1 Explain the function of the main components of a pool plant, to include: • skimmers • strainers • pumps • filters • automatic dosing units • valves • coagulation/flocculation dosing • heat exchanger • chemical injection points.
	1.2 Identify the different types of valves in pool plant operations
	1.3 Describe a schematic diagram of a pool to include the principal components and main valves
	1.4 Identify a range of pool water filtration systems
	1.5 Explain the importance of coagulation and flocculation in the filtration process
	1.6 Describe the processes involved in the heating and ventilating of the pool environment
2. Understand the importance of providing a safe and effective pool water disinfection system	2.1 List the factors which influence pool water management
	2.2 Explain the hazards associated with ineffective pool water treatment
	2.3 Explain the importance of managing disinfection levels to ensure pool water safety
	2.4 Explain the difference between free chlorine and combined chlorine
	2.5 Describe the chemical reactions which take place when chlorine meets ammonia in pool water
	2.6 Describe the link between pH and the efficiency of disinfection
	2.7 Explain the impact of UV on disinfectant levels
	2.8 Describe how brominated systems are used to disinfect pools
3. Know the legislation, guidance documents and codes of practice which affect pool operations	3.1 List the current legislation and regulations which affect pool operations
	3.2 List the guidance documents and codes of practice which influence the safe operations of the pool environment
	3.3 Explain how health and safety legislation and codes of practice affect working practices in a pool environment
	3.4 State the importance of having written systems of work, to include: • risk assessments • pool safety operating procedures (PSOPs) • normal operating procedures (NOPs) • emergency action plans (EAPs) • pool technical operating procedures (PTOPs).
	3.5 Explain the importance of being able to apply the available guidance in a rational and informed way when deciding on the parameters to be included in the Pool Safety Operating Procedure for a particular pool

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.6 Identify the hazards commonly associated with spa pools and hot tubs
4. Understand how to recognise and implement emergency procedures	4.1 Identify a range of emergency procedures that could be used in a pool environment
	4.2 Explain when evacuation of a pool environment would be necessary
	4.3 Explain how to implement the procedure for evacuating the pool environment
	4.4 Explain how to ensure the health and safety of pool users during an evacuation
	4.5 Explain the procedures to be followed in the event of the following incidents in the pool: • faecal • blood • vomiting.
5. Know the types and the purpose of chemicals used in pools	5.1 List the chemicals used to maintain pool water quality
	5.2 Explain the purpose of the chemicals used to maintain pool water quality
	5.3 Identify the properties of the chemicals used to maintain the pool water quality
6. Understand how the differing properties of the incoming mains water supply affects the treatment of pool water	6.1 Describe the properties of incoming mains water from different sources to include: • surface water • ground water from deep wells and boreholes.
	6.2 Describe the impact of incoming mains water on pool water treatment
7. Understand the factors which influence optimum pool water quality	7.1 Describe the terms: • pH • total alkalinity • calcium hardness • total dissolved solids.
	7.2 Explain why the following are important in maintaining balanced pool water: • pH • total alkalinity • calcium hardness • total dissolved solids.
	7.3 Describe how to alter: • pH • total alkalinity • calcium hardness • total dissolved solids.
	7.4 Calculate the balanced water index and interpret the impact of this on the pool
	7.5 Analyse a range of pool water readings, compare with recommended levels and recommend where improvements can be implemented
8. Understand the importance of cleaning the pool filtration system regularly	8.1 Explain the importance of cleaning the pool filtration system regularly
	8.2 Describe the process of backwashing sand filters
	8.3 Identify when a backwash should be carried out
	8.4 Explain the reasons why a backwash must be carried out
	8.5 List the items which should be recorded as evidence when backwashing sand filters
	8.6 Describe the process for cleaning cartridge filters

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
9. Know the different types of infections associated with poor pool water quality and poor hygiene	9.1 Recognise the different types of infections associated with poor water quality and hygiene
	9.2 Explain how infections are transmitted in a pool environment
	9.3 Explain the measures used to control the transmission of infections
	9.4 Explain the process for carrying out microbiological testing
	9.5 Explain the importance of microbiological testing and the monitoring of results
	9.6 State the acceptable levels of bacteriological results for a pool water sample to include: • ACC/TVC • Coliforms • pseudomonas aeruginosa.
	9.7 State the bacteriological results which would be considered to be gross contamination
10. Understand the risks involved in the storage and use of chemicals for the treatment of swimming pool water	10.1 Identify the requirements for safe storage and handling of the chemicals used in the treatment of pool water
	10.2 Recognise the risks of incorrect storage, handling and use of the chemicals used in the treatment of pool water
	10.3 Carry out a risk assessment on the chemical used to disinfect the pool water
11. Understanding the risks and hazards associated with operating pressurised mechanical systems	11.1 Describe the types of pressurised mechanical systems used in pools
	11.2 State the legislation applicable to pressurised mechanical systems used in pools
	11.3 Identify the risks and hazards associated with operating pressurised mechanical systems
12. Understand the criteria to be considered when designing a pool water treatment plant	12.1 Identify the critical factors to be considered when designing a pool water treatment plant including: • what the pool is used for • programme and bathing load • pool design • turnover period • surface water removal • chemicals • available plant room space.
13. Understand the importance of effective hydraulic flow of swimming pool water	13.1 Describe the routes by which water circulates from the pool inlets to outlets
	13.2 Explain the reasons for having an efficient surface draw off system in a pool
	13.3 Explain the hazards associated with pool outlets

Range
1. Understand the processes involved in the treatment of pool water and the different types of pool water filtration systems
1.1 Main components of a pool plant to include: • skimmers • strainers • pumps • filters • automatic dosing units • valves • coagulation/flocculation dosing • heat exchanger • chemical injection points.
3. Know the legislation, guidance documents and codes of practice which affect pool operations
3.4 Written systems of work to include: • risk assessments • pool safety operating procedures (PSOPs) • normal operating procedures (NOPs) • emergency action plans (EAPs) • pool technical operating procedures (PTOPs).
12. Understand the criteria to be considered when designing a pool water treatment plant
12.1 Critical factors to include: • what the pool is used for • programme and bathing load • pool design • turnover period • surface water removal • chemicals • available plant room space.

Unit 10 Understanding how to supervise facility maintenance in active leisure (F/651/3988)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Optional	**Achieved/not yet achieved**	**Level 3**	**11 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand facility maintenance in active leisure	1.1 Summarise the types of facilities and equipment used in an active leisure environment
	1.2 Summarise the legal requirements and industry guidelines that apply to maintaining facilities and equipment in an active leisure environment
	1.3 Explain why it is important to maintain facilities and equipment in an active leisure environment
2. Understand how to ensure active leisure facilities and equipment are maintained to appropriate standards	2.1 Explain why it is important 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
	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
	2.4 Explain 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
	2.6 Describe the types of external arrangements an active leisure organisation has for the maintenance of its facilities and equipment
3. Understand how to supervise the repair and improvement of active leisure facilities and equipment	3.1 Summarise 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
	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
	3.4 Describe 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
	3.6 Summarise the types of problems that may occur during repairs and improvements and how to respond to these

Unit 11 Understanding budgeting and finance (J/618/3463)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Optional	**Achieved/not yet achieved**	**Level 3**	**30 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know the principles of financial management	1.1 Describe the financial regulations relating to the following: • financial reporting • payment of salaries and wages • dealing with income • record keeping • audits.
2. Understand how to set budget	2.1 Describe the purpose of an annual budget
	2.2 Explain the purpose of income and expenditure budgeting
	2.3 Define gross profit
	2.4 Define net profit
	2.5 Give examples of typical business costs included in a budget
	2.6 Explain the difference between direct and indirect costs
	2.7 Interpret income and expenditure statements against budgeted forecast
	2.8 Describe the purpose of a balance sheet and profit and loss account
	2.9 Explain the difference between a budget and a profit and loss account
	2.10 Describe the purpose of Key Performance Indicators (KPIs)
	2.11 Give examples of Key Performance Indicators that can be linked to a budget
	2.12 Give examples of how to forecast income and expenditure in order to set budgets
3. Be able to create an income and expenditure budget with Key Performance Indicators	3.1 Provide a breakdown of forecasted income for a business activity or department
	3.2 Provide a breakdown of forecasted expenditure for business activity or department
	3.3 Create an income and expenditure budget with Key Performance Indicators for a business activity or department

Unit 12 Understanding how to lead a team (A/650/8883)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Optional	**Achieved/not yet achieved**	**Level 3**	**30 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the team leadership role	1.1 Explain the importance of team leadership
	1.2 Summarise the responsibilities of a team leader in an organisation
	1.3 Describe different styles of leadership and how they can be applied in different situations
2. Understand the role of emotions and behaviours when leading a team	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
	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
	2.3 Describe how to manage own emotions to achieve a positive outcome when leading a team
	2.4 Explain how to manage conflict within a team to achieve best results
3. Understand the value of diversity within a team	3.1 Explain the importance of taking account of different skill sets and characteristics in a team
	3.2 Describe the different types of skills and characteristics that members of a team may have
	3.3 Describe how to make best use of different skill sets and characteristics in a team
4. Understand the role of communication when leading a team	4.1 Explain the importance of effective two-way communication when leading a team
	4.2 Describe situations in which effective two-way communication is particularly important
	4.3 Explain how to use a range of communication techniques when leading a team
5. Understand the role of motivating others when leading a team	5.1 Explain the importance of motivating others when leading a team
	5.2 Describe a range of factors that motivate team members
	5.3 Explain how to select different ways of motivating others according to the situation and the individuals involved
	5.4 Explain what is meant by ‘empowerment’ and how empowering team members can contribute to team performance
	5.5 Describe how to maintain the motivation of team members when the team has experienced setbacks
6. Understand how to provide team members with a sense of direction and common purpose	6.1 Explain the importance of team members having a sense of direction and common purpose
	6.2 Explain how to give team members a sense of direction and common purpose
	6.3 Describe situations in which a team leader should take direction from a team member

Unit 13 Marketing in active leisure (H/618/3468)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Optional	**Achieved/not yet achieved**	**Level 3**	**13 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand marketing in the context of active leisure	1.1 Explain 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
2. Understand marketing methods in the context of active leisure	2.1 Explain 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
	2.3 Explain 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
	2.5 Explain 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
3. Be able to develop a draft marketing plan for active leisure services/products	3.1 Use different research methods to identify the needs and expectations of existing and potential customers
	3.2 Select active leisure services/products appropriate to identified market needs
	3.3 Identify target markets and marketing objectives
	3.4 Plan cost-effective promotional methods, activities, schedules and resources to achieve marketing objectives

Unit 14 Understanding how to sell services and products to customers in active leisure (K/618/3469)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Optional	**Achieved/not yet achieved**	**Level 3**	**8 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** 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

NCFE Assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	L/618/3464	Principles of leadership and management	3	50
Unit 02	F/618/3459	Understanding equality, diversity and inclusion in the workplace	3	15
Unit 03	R/651/3983	Understanding how to manage health, safety and welfare in active leisure	3	22
Unit 04	T/651/3984	Induction and development of colleagues	3	6
Unit 05	Y/651/3985	Promoting customer care in active leisure	3	11
Unit 06	A/651/3986	Understanding how to manage active leisure operations	3	16

Optional units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 07	D/618/3453	Organising events in active leisure	2	21
Unit 08	L/617/7339	The principles and practice of pool water treatment and testing	2	20
Unit 09	D/651/3987	Pool plant operations and the management of pool water quality	3	21
Unit 10	F/651/3988	Understanding how to supervise facility maintenance in active leisure	3	11
Unit 11	J/618/3463	Understanding budgeting and finance	3	30
Unit 12	A/650/8883	Understanding how to lead a team	3	30
Unit 13	H/618/3468	Marketing in active leisure	3	13
Unit 14	K/618/3469	Understanding how to sell services and products to customers in active leisure	3	8

Change history record

Version	Publication date	Description of change
AIQ006766	November 2024	Document published
AIQ007222	May 2026	Updates made to assessment method; the units are assessed by an internally assessed and externally quality assured portfolio of evidence. Guided learning hours (GLH) have been updated from 145 to 128. Total qualification time (TQT) has been updated from 245 to 179.
v2.0	November 2026	Qualification title changed and template updated to new version.