

Cambridge TECHNICALS LEVEL 3

# SPORT AND PHYSICAL ACTIVITY

Cambridge  
TECHNICALS  
2016

## Unit 14

### Working in active leisure facilities

H/507/4465

Guided learning hours: 60

Version 5 - revised August 2022

\*changes indicated by black line



## LEVEL 3

### UNIT 14: Working in active leisure facilities

**H/507/4465**

**Guided learning hours: 60**

**Essential resources required for this unit:** For LO3, learners will need access to a range of cleaning equipment and products used within the active leisure industry and an active leisure facility or a facility that is representative of that found in active leisure in which to carry out cleaning duties.

For LO4 and LO5, learners will need access to a range of equipment and storage facilities used in active leisure.

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Working in the active leisure industry can be very rewarding and enjoyable and can offer a fulfilling, long-term career. The roles within active leisure are varied and diverse but everyone has a responsibility for caring for customers and maintaining health and safety and cleaning standards to contribute to the success of the business.

In this unit you will conduct the day-to-day duties that are carried out within an active leisure environment such as cleaning and setting up and taking down equipment, ensuring it is fit for purpose. Through these practical tasks you will gain an understanding of the health and safety considerations to be made, drawing on learning from Unit 4, and how all of this feeds into delivering good customer care and how this contributes to the success of active leisure organisations. All of this will then help underpin a broader understanding of the active leisure sector.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know the active leisure sector	<p>1.1 Types of active leisure organisation, i.e.</p> <ul style="list-style-type: none"> <li>• public (e.g. community sports centres)</li> <li>• private (e.g. private gyms, health clubs)</li> </ul> <p>1.2 The role of active leisure organisations (e.g. increasing participation, raising awareness of health and fitness, hosting community events)</p> <p>1.3 Facilities and activities offered by active leisure organisations (e.g. sports hall, outdoor pitches, gym, swimming pool, café/bar, youth clubs, fitness classes)</p> <p>1.4 Roles within active leisure organisations (e.g. recreational assistant, receptionist, personal trainer, sports coach, duty manager)</p> <p>1.5 How active leisure organisations attract customers (e.g. marketing and advertising, discounts and offers, reputation)</p> <p>1.6 Success criteria for active leisure organisations (e.g. sustainable growth, positive feedback, growth in customer base, attracting funding)</p>
2. Understand the importance of customer care in active leisure	<p>2.1 Types of customers and their needs and expectations, i.e.</p> <ul style="list-style-type: none"> <li>• types of customer (e.g. adults and older people, children and young people, specific populations (e.g. different socio-economic backgrounds, religion, culture))</li> <li>• customer needs and expectations (e.g. access to facilities, approachable staff, efficient service)</li> </ul> <p>2.2 How to establish and maintain customer care standards (e.g. staff training, teamwork, getting to know customers, presentation of self (e.g. clean uniform, appropriate behaviour), strong communication skills))</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>2.3 The importance of customer care and being 'people-centred' (e.g. reputation of business, repeat business and business growth, fewer complaints)</p> <p>2.4 How to respond to customer feedback and complaints (e.g. efficiently, positively, escalate if needed, maintain confidentiality, see through to positive outcome)</p>
<p>3. Be able to complete daily cleaning and tidying operations in active leisure</p>	<p>3.1 Cleaning in an active leisure environment, i.e.</p> <ul style="list-style-type: none"> <li>• minimum standards depending on environment (Food Standards Agency (FSA) guidelines, internal standards)</li> <li>• why high standards of cleanliness are important in an active leisure environment</li> <li>• what may happen if standards of cleanliness are not maintained</li> <li>• how organisations maintain standards of cleanliness (e.g. cleaning schedule, checklists)</li> </ul> <p>3.2 How to carry out cleaning in an active leisure environment, i.e.</p> <ul style="list-style-type: none"> <li>• legal and regulatory requirements, i.e. <ul style="list-style-type: none"> <li>○ Control Of Substances Hazardous to Health (COSHH)</li> <li>○ Personal Protective Equipment (PPE)</li> <li>○ internal procedures</li> </ul> </li> <li>• types of cleaning equipment and cleaning materials used (e.g. mop, chemical sprays, jet wash)</li> <li>• safety measures when cleaning, i.e. <ul style="list-style-type: none"> <li>○ for customers and other staff (e.g. cordon off area, wet floor signs)</li> <li>○ for self (e.g. PPE, understanding operating instructions)</li> </ul> </li> </ul> <p>3.3 How to deal with spillages, breakages and rubbish and the disposal of waste, i.e.</p> <ul style="list-style-type: none"> <li>• hazardous (e.g. chemicals, broken glass)</li> <li>• non-hazardous (e.g. litter)</li> <li>• procedures for disposal (e.g. use of correct bins, recycling)</li> </ul> <p>3.4 Safe storage of cleaning equipment (e.g. locked cupboard, avoiding trip or slip hazards)</p>
<p>4. Be able to set up and take down equipment in active leisure</p>	<p>4.1 Types of equipment and their uses, i.e.</p> <ul style="list-style-type: none"> <li>• simple equipment (e.g. badminton posts, table tennis tables)</li> <li>• complex equipment (e.g. staging, PA equipment, specialist gymnastic equipment)</li> <li>• powered equipment (e.g. music systems, cardio-fitness equipment (e.g. treadmill))</li> </ul> <p>4.2 Health and safety considerations (e.g. customers/staff in area, number of people required to lift/move equipment)</p> <p>4.3 How to set up and take down equipment, i.e.</p> <ul style="list-style-type: none"> <li>• in line with operating procedures</li> <li>• checking for damaged or missing parts (e.g. rips in nets)</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
5. Be able to maintain and store equipment in an active leisure environment	<p>5.1 How to carry out routine maintenance on active leisure equipment (e.g. checking for damaged or missing parts, routine maintenance schedule, what to do on discovery of damaged or missing parts)</p> <p>5.2 How to store active leisure equipment, i.e.</p> <ul style="list-style-type: none"> <li>• safely and securely (e.g. tidy, in designated area)</li> <li>• in line with operating procedures for different types of equipment</li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know the active leisure sector	P1*: Describe active leisure organisations and the role they have in the community		
	P2*: Describe facilities and activities offered in active leisure and the staff involved in them		
	P3: Outline how active leisure organisations measure success		
2. Understand the importance of customer care in active leisure	P4: Describe the needs and expectations of different types of customer who use active leisure services		D1: Analyse the impact of customer care on the success of a selected active leisure organisation
	P5*: Explain the importance of customer care and being 'people-centred' to the success of active leisure organisations	M1: Explain how standards of cleanliness in an active leisure organisation can impact on customers	
3. Be able to complete daily cleaning and tidying operations in active leisure	P6*: Describe health and safety considerations for cleaning in active leisure		
	P7*: Demonstrate cleaning and tidying operations in an active leisure environment		

LO	Pass	Merit	Distinction
4. Be able to set up and take down equipment in active leisure	P8*: Describe health and safety considerations when setting up and taking down equipment in active leisure	M2: Explain the procedure for different types of active leisure equipment if they are found to be damaged or faulty	D2: Analyse the potential health and safety and business impacts of damaged or faulty equipment being used by customers
	P9*: Set up and take down different types of active leisure equipment, checking their condition in the process		
5. Be able to maintain and store equipment in an active leisure environment	P10*: Carry out routine maintenance checks on active leisure equipment		
	P11*: Safely store different types of active leisure equipment		

## SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

## ASSESSMENT GUIDANCE

### LO1 Know the active leisure sector

Learners must consider at least two different active leisure organisations, ideally within their local area. If learners do not have access to active leisure organisations within their local area they should consider national organisations such as Nuffield Health, Virgin Active, Les Mills, etc. whose organisation, success criteria, and so on are all readily available online. For this LO, learners will benefit from drawing from learning from mandatory Unit 2, Sports coaching and activity leadership – LO2 Know the roles and responsibilities of sports coaches and leaders and mandatory Unit 3, Sports organisation and development – LO1 Understand how sport in the UK is organised. Learners may also draw on learning from Unit 8, Organisation of sports events.

**LO2 Understand the importance of customer care in active leisure**

Learners should consider two active leisure organisations, ideally those considered in LO1, and describe the needs and expectations of at least two types of customer using the organisations. For D1, learners need to conduct the analysis for one active leisure organisation. For this LO, learners may draw on learning from Unit 11, Physical activity for specific groups.

**LO3 Be able to complete daily cleaning and tidying operations in active leisure**

For P6, learners must describe the key considerations in relation to teaching content 3.1. For P7, learners must complete cleaning and tidying procedures in two different environments within a leisure facility (e.g. changing rooms and sports hall).

For M1, learners' explanations must be based on the standards of cleanliness throughout an active leisure organisation (e.g. café, outdoor pitches, changing room facilities, etc.). For this unit, learners will benefit from drawing on learning from mandatory Unit 4, Working safely in sport, exercise, health and leisure – LO2 Understand health and safety requirements in sport, exercise, health and leisure and LO3 Understand how to minimise risk in sport, exercise, health and leisure.

**LO4 Be able to set up and take down equipment in active leisure**

Learners must be able to set up and take down at least two pieces of equipment from each of the types identified in the Teaching Content. For M2, learners must be able to explain the procedure for at least two pieces of equipment from each of the types identified in the Teaching Content if they are found to be faulty. For D2, learners must consider each of the types of equipment identified in the Teaching Content in their analysis. For this unit, learners will benefit from drawing on learning from mandatory Unit 4, Working safely in sport, exercise, health and leisure – LO2 Understand health and safety requirements in sport, exercise, health and leisure and LO3 understand how to minimise risk in sport, exercise, health and leisure.

**LO5 Be able to maintain and store equipment in an active leisure environment**

Learners must be able to carry out maintenance checks and safely store at least two pieces of equipment from each of the types identified in the Teaching Content in LO4. For this unit, learners will benefit from drawing on learning from mandatory Unit 4, Working safely in sport, exercise, health and leisure – LO2 Understand health and safety requirements in sport, exercise, health and leisure and LO3 Understand how to minimise risk in sport, exercise, health and leisure.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.



## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Recreational Assistant specialist pathway in the Foundation Diploma.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners could undertake work experience or job shadowing at local active leisure organisations.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners, could complete staff training sessions within the active leisure sector covering, cleaning, COSHH and use of specialist cleaning equipment.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Leisure centre managers, recreational assistants or maintenance staff could deliver lectures on their roles and responsibilities or the roles and responsibilities of their staff to the learners.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Maintenance workers or cleaning teams from a local active leisure organisation could provide witness testimonies to the assessment of learners.

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