

Apprenticeship Level 3 Assessment Plan

Leisure Duty Manager

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I. Introduction

All apprenticeships are required to include an End-Point Assessment (EPA) where the apprentice must show that they can perform the relevant occupation in a fully competent, holistic and productive way. Once the apprentice has completed a minimum of 12 months of learning and development, and the employer is satisfied they are working consistently at, or above the level outlined in the apprenticeship standard, they may be signed off to access the EPA. The EPA will be graded and the assessment organisation and end-point assessor must be independent of and separate from the employer and the training provider.

This document has been designed for apprentices, parents, employers, training providers and assessment organisations and sets out the requirements and process for the EPA of the leisure duty manager apprenticeship standard

For the purpose of this document and, from this point forward:

- the leisure duty manager apprenticeship standard will be referred to as ‘the Standard’.

2. Apprentice readiness for independent end-point assessment

2.1 Initial assessment

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

Prior to accessing the EPA, the employer supported by the on-programme assessor should be satisfied that the apprentice has acquired the full set of Knowledge, Skills and Behaviours (KSBs) as outlined in the Standard. The apprentice must also have completed the Level Three Pool plant Certificate, first aid certificate and level 2 English and maths.

2.2 Professional qualifications

The following qualifications are mandatory for this Standard and must be achieved prior to the EPA:

- Level 3 Leisure Diploma in Operational Management and Leadership
- Level 3 Pool Plant Operator Certificate
- First Aid at Work

2.3 English and Maths

Apprentices who do not have a minimum of level 2 or GCSE in Maths and English will either need to take this prior to commencing employment, or during the Apprenticeship programme but must be achieved before the end point assessment.

2.4 Requirements for occupational competence

To ensure the consistency and standard of learning for all sport and physical activity apprenticeships, employers have developed a series of Learning and Development Requirements (LDRs) which set out the detailed KSBs that sits behind the Standards. These are the requirements that the apprentice must achieve to demonstrate they are occupationally competent.

This approach will allow employers to develop a learning and development programme (“on-programme”) that embodies the principles of challenge, stretch and enjoyment.

The LDR for this Standard will form part of the employer's occupational brief that will be held by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) on behalf of the employers (freely available at www.cimspa.co.uk)

Managed by the employer, with services provided by an approved training provider who appears on the ESFA Register of Apprenticeship Training Providers ("RoATP"), on-programme learning is not prescribed, however, the following approach to the continual assessment of an apprentice's progress is recommended:

- The apprentice has an on-programme assessor that meets with the apprentice and employer every two months either face to face or remotely (for example via Skype) to jointly review and record progress against the Standard.
- At these reviews, evidence of progress against the standard should be discussed, agreed and recorded in writing by the apprentice.
- The progress review is not a portfolio of evidence, it is a record of what the apprentice can do following a period of training, development and practice. It is an important document to evidence readiness for end-point assessment.
- The independent end assessment ensures that all apprentices consistency achieve the industry professional standard.

2.6 Assessment gateway

Once the employer is satisfied the apprentice has developed all the KSBs as outlined in the Apprenticeship standard a formal meeting should be held to sign off the apprentice as ready to access the EPA. This meeting must include the apprentice, their line manager and the on-programme assessor and the outcomes should be recorded. It is recommended that the apprentice's progress records, if used, are brought to this meeting to support the overall decision that determines the apprentice's readiness to access the EPA. Prior to any end point assessment, the Level 2 English and Maths components of the apprenticeship must be successfully achieved. In addition, the level three diploma in Leisure Operational Management and Leadership, Level three Pool Plant Operator and First Aid at work must be completed.

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

Once the apprentice has been signed off, a second meeting, managed by the employer, with services provided by an approved assessment organisations listed on the Register of Apprentice Assessment Organisations ("RoAAO"), should be held. This meeting must include the apprentice, their line manager and the independent end-point assessor. The purpose of this meeting will be to outline the EPA process, agree a plan for the assessment activities and ensure all activities are completed within the three-month assessment period. To ensure the EPA is independent the on-programme assessor must not be involved in this meeting. The meeting can be conducted remotely-e.g. virtual using technology such as SKYPE as the aim will be to plan assessment activities and will not contribute to assessment decisions.

Assessment organisations must inform CIMSPA of the agreed plan of the assessment activities prior to commencement to ensure external quality assurance (EQA) activity can be planned and implemented.

3. Independent end-point assessment

The EPA will take place in the final three months of the apprenticeship and utilise three assessment activities that will ensure all apprentices are assessed consistently, regardless of where they are undertaking their apprenticeship or who they are doing it with. These activities include:

- Project
- Presentation
- Professional discussion

The project must be the first assessment activity, followed by the presentation and finally the professional discussion. The apprentice must pass each of assessment activities in turn before being allowed to move onto the next activity.

3.1 Overview of assessment

Each assessment activity is independent from each other. Each will be graded and these will contribute to the overall grade that will be awarded to the apprentice upon completion of this apprenticeship. The grading decision will be determined by the independent end-point assessor using the grading scale of: fail, pass or distinction.

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

| Assessment activity | Area assessed | Accountable | Responsible | Grade |
|-------------------------|---|-------------------------|----------------------|-----------------------------|
| Project | Knowledge of problem solving, leadership and management, business reporting and compliance Full details located in Appendix 6 | Assessment organisation | Independent assessor | Fail Pass Distinction |
| Presentation | Application of knowledge and demonstration of skills relating to leadership and management and customer service Full details located in Appendix 6 | Assessment organisation | Independent assessor | Fail Pass Distinction |
| Professional discussion | Evidence of occupational competence and how learning was applied to the role and workplace Full details located in Appendix 6 | Assessment organisation | Independent assessor | Fail Pass Distinction |

Figure 1. Overview of end point assessment methods

3.2 Project

The project, should be work based, and designed to give the apprentice the opportunity to demonstrate the knowledge and skills areas of the standard through their wider understanding of the leisure facility they are working in. They will identify and propose how an improvement could be made to the way it operates. As part of the assessment the apprentices will not be expected to implement the changes. More detail regarding the project can be found in Appendix 3.

Summary of assessment:

- Should be 2,500 (+/-10%) words
- Should be produced as a report and word processed
- Completed in or away from the workplace

3.3 Presentation

The presentation is designed to give the apprentice the opportunity to demonstrate the skills that they have developed against the skills and behaviour sections of the standard. The presentation will be based on the apprentices' personal development. More detail regarding the project can be found in Appendix 4

Summary of assessment:

- Delivered to the independent end-point assessor and the apprentices line manager
- Should not exceed 30 minutes in duration
- Should demonstrate the use of IT when presenting
- Conclude with additional questions if required from the independent assessor which should not exceed 10 minutes in duration

3.4 Professional discussion

The professional discussion is a structured discussion between the apprentice and the independent end-point assessor. If the employer wishes to be present, they may attend but cannot actively participate in the discussions. Only the independent end-point assessor is permitted to grade the apprentice's performance and it should be the same independent end-point assessor who assessed the project and presentation. Further information can be found in Appendix 5

This allows the independent end-point assessor to ask the apprentice questions in relation to:

- The period of learning, development and continuous assessment
- Coverage of the Standard
- Assess KSBs not assessed in the project or presentation
- Personal development and reflection

3.5 Additional information for Assessment organisations:

It is recommended the independent end-point assessor reviews the project and presentation in advance of the professional discussion to inform any questions they may have. The independent end-point assessor will review any records completed by the apprentice whilst on-programme as part of this review; however, although this work will not count towards the final grade it can be used to determine areas which they might want to explore further.

The professional discussion should be conducted in a controlled environment i.e. a quiet room away from the normal work place. Interview schedule should follow a standard template (provided by the independent assessment organisation) which can be contextualised to ensure that Standards integrity is maintained whilst permitting the independent end-point assessor to focus on areas of the Standard. This will ensure that consistent approaches are taken and KSBs of the Standard are explored.

To ensure project briefs, presentation and interview schedules are valid, reliable and comparable to others, the assessment organisation is required to test these, prior to implementation, amongst a sample group of apprentices, employers and training organisation(s). Once implemented, the assessment organisation will be required to monitor application of the briefs over time so that they remain fit for purpose and carry out rigorous quality assurance through standardisation activities.

3.6 Summary of end point assessment roles and responsibilities

| Role | Responsibility |
|---------------------------------|---|
| Training organisation(s) | To appoint an on-programme assessor to support the apprentices learning and development, deliver the on-programme training, provide the employer with advice and guidance regarding the apprentices progress and ensure the apprentice is ready to access the end point assessment |
| Employer | To support the apprentice in the workplace, ensure they are ready to access the end point assessment, liaise with the assessment organisation and independent assessor to support assessment and attend the 'presentation' as part of the Panel. They may attend the professional discussion if requested by the apprentice |
| Assessment organisation | To appoint the independent end-point assessor(s) to carry out the assessment activities and assess whether the apprentice has met all the requirements of the standard and determine the grade |

4. Grading

Each assessment activity will be graded and will contribute to an overall grade that will be awarded for the apprenticeship and, appear on the certificate of completion.

The purpose of grading is to differentiate between apprentices whose work is at the expected level of competency against all the KSB outcomes of the Standard and those whose work is significantly above this expected level. Grading is the

responsibility of the independent end-point assessor, based on a holistic view of the apprentice's performance in each assessment activity of the EPA.

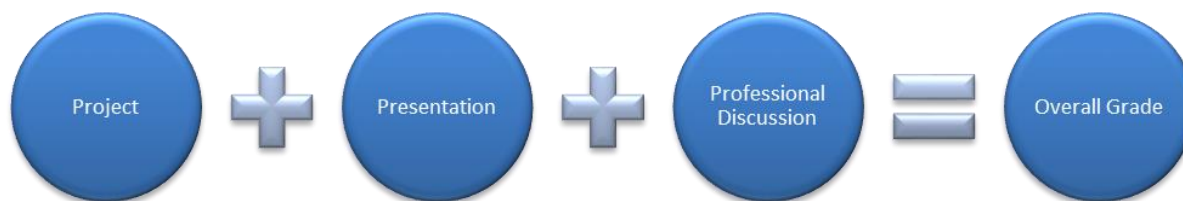


Diagram 1. Process to determine overall grade of apprenticeship

Whilst the independent end-point assessor may have a sense of the potential overall grade, this should not be communicated until all assessment activities have been completed and assessed. Therefore, it is only after completion and assessment of the professional discussion that the overall grading decision can be determined. (See Appendix 6 for grading criteria pass, distinction).

4.1 Grading criteria for each assessment activity

The grading system used in this apprenticeship is: fail, pass or distinction.

The grades of pass and distinction have minimum (expected) requirements for the KSB outcomes of the Standard that must be met. The independent assessor should consider the criteria to determine if the apprentice meets the minimum level of competency, or is significantly above this level.

A pass will be associated with the level of competency expected by industry for a Leisure Duty Manager, with a distinction referring to apprentices who demonstrate exemplary performance exceeding these expected levels. The grading profile should be used for the EPA assessment activities. (See Appendix 6 for assessment criteria for pass, distinction).

4.2 Overall Grading decision

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

- Fail will be awarded should the apprentice fails to achieve a pass in any one of the 15 grading criteria
- For an overall Pass to be awarded the apprentice must demonstrate they have met all 15 the pass grading criteria
- For an overall Distinction to be awarded the apprentice must demonstrate they have met all 15 pass grading criteria plus 12 or more of the distinction grading criteria

5. Professional body recognition

Apprentices who successfully complete this apprenticeship will be eligible to apply for membership with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) as a Member. Membership with the Institute acknowledges those achieving these standards have joined a professional community, and opens the door to the continued support, career development and guidance that professional bodies provide.

6. Internal quality assurance

It is the assessment organisations responsibility to assure the quality of this apprenticeship's EPA and they should have mechanisms and processes in place to perform this requirement.

6.1 Ensuring independence and impartiality

Independence and impartiality are achieved as the EPA is undertaken by an end-point assessor from an assessment organisation listed on the ESFA's RoAAO. As such, they will have no involvement in the delivery of the on-programme and no previous correspondence/association with the apprentice.

The end-point assessor will make a holistic assessment of the apprentice's work and determine the overall grade that will be awarded to the apprenticeship.

6.2 Internal Quality

The EPA of this apprenticeship has been designed to produce assessment outcomes that are consistent, reliable and allow fair comparison between apprentices employed in a range of leisure facilities that vary in size and services available.

The approach to assessment places the Standard at the heart of the process; ensuring judgements made regarding occupational competence are consistent, standardised and comparable between employers, training organisation(s) and assessment organisations.

Any organisation interested in fulfilling the role of the end point assessment organisation must be on the ESFA's RoAAO and be able to demonstrate a range of capabilities including:

- in depth and up to date knowledge and understanding of the leisure industry
- credibility within the Sector
- the capability and relevant, up to date sector experience of the people who will carry out assessments
- the ability to develop tools and materials to deliver these assessments
- a track record in delivering assessments
- robust internal verification processes
- employer responsiveness and effective customer service processes
- induction, training and development plans for everyone involved in assessment
- effective leadership and management arrangements
- quality assurance and quality control procedures
- impartial verification of assessments

It is the responsibility of the assessment organisation to recruit and train individuals with the required industry skills, knowledge and experience to undertake the EPA against the Standard and make reliable judgements.

End-point assessors must be competent and:

- Have up to date and relevant knowledge and experience of current working practices, infrastructure, technologies and resources appropriate to the leisure duty manager, leisure industry and the Sector
- Hold professional recognition, or, a relevant qualification equivalent to or higher than the level of this apprenticeship
- Hold a recognised assessing qualification
- Have up to date, relevant knowledge and experience of current working practices in assessment and quality assurance

In addition, those appointed as independent end-point assessors for the EPA of this apprenticeship must have completed an induction to demonstrate knowledge and understanding of the Standard and the EPA. They must also attend regular standardisation activities, organised by the assessment organisation, to ensure and maintain consistency of assessment decisions.

All independent end-point assessors must also be recorded on a register, held by the assessment organisation, confirming these criteria have been satisfied and relevant evidence has been validated.

6.3 Delivering accurate, valid assessment(s)

The EPA has been designed to test the totality of the KSB outcomes of the Standard. As described in this document the combination of the EPA activities ensures the apprentices level of competency is based on their performance against the KSB

outcomes of the Standard accurately and reflects the quality of their work. Each assessment activity will contribute to the review of the apprentice's performance over time against the Standard.

The role of the assessment organisation is critical for ensuring assessments are undertaken by suitably qualified and trained assessor(s) who are independent from the delivery of this apprenticeship, using approved tools and materials, with documented criteria, as well as robust internal verification and quality control processes.

7. External quality assurance

External quality assurance will be carried out by the CIMSPA (Chartered Institute for the Management of Sport and Physical Activity), the Sector Professional Body. All assessment organisations undertaking the EPA will be subject to EQA and are required to comply with the arrangements as outlined in this document.

Once the employer has contacted their selected independent assessment organisation to commence the EPA the assessment organisation must notify CIMSPA. EQA visits will be completed regularly on each assessment organisation, and may include one or more visits/activities where an assessment organisation operates in different geographical locations or uses multiple centres.

7.1 Activities

The EQA process will focus on the following five defined areas to ensure compliance:

- Ensuring the consistency and accuracy of the grading decisions
- Ensuring the consistency and accuracy of assessment process and materials
 - Design of the assessment materials
 - Consistent application of internal quality assurance of assessment materials
- Competence of staff
 - Vocational competence of assessment and internal verification staff
 - All staff have been inducted to the apprenticeship and trained on the EPA
 - All staff undertake regular CPD to the required standard
- Internal quality assurance
 - All assessment organisations have implemented internal quality assurance procedures as set out in this document
- Reporting and management of information
 - Timely and accurate registration of the apprentice and notification of results
 - Accuracy of data and secure storage

7.2 Sampling size and frequency

All assessment centres (if an assessment organisation provides remote centres or operates multiple teams of assessors) will be sampled regularly. The first EQA visit will require a sample size of 20% (i.e. 1 in 5 apprentice EPA's). Prior to an EQA visit assessment organisations will be contacted to provide and confirm relevant information regarding apprentices. From this information a sample will be selected. Following the visit the assessment organisation will be rated (excellent, adequate, poor) and it will be this status that determines the frequency of future EQA activity. Assessment organisations who receive an excellent rating can expect future samples decreased and assessment organisations who receive a poor rating can expect future samples and frequency of EQA activity increased. It is expected EQA activity will typically occur every six months, but this frequency will depend on the volume undertaking the EPA and previous performances of the assessment organisation.

7.3 Reporting

Following the EQA visit a report will be produced by CIMSPA and provide to the assessment organisation presenting the overall findings. The report will typically include any recommendations, actions, an overall rating and a provisional risk rating. Future EQA activities will be appropriate to the findings, recommendations and actions as detailed in the report.

These reports will not be made publicly available, but may be shared in part or whole with the Board. If this occurs the reports will have identifying information removed so the assessment organisation is anonymised.

8. Implementation

8.1 Affordability and sustainability

The approach to the design of this apprenticeship offers a cost-effective and deliverable solution to assessment for an SME and/or a large organisation from the private, public or third sector.

Analysing information from training providers, employers and professional bodies the anticipated cost of the EPA will not exceed 20% of the cost of Apprenticeship.

Cost effectiveness has been increased in a number of ways, including:

- The practical observation should be observed in the work-place where time and any associated materials will not cost the business additional expenditure
- The presentation, where practically possible, will be held at the employer's premises utilising the necessary IT equipment
- Use of panel interview with the employer enables assessment to be closely tied and referenced to real work activity and thus ensuring that assessment decisions are based on genuine work performance and aligned to the Standard
- The use of all on-site activity allows cost efficiency of travel and expenses for both the apprentice and employer
- It is appreciated that this will not always be possible and some areas may need to be off site at another of the employer's premises in close proximity,
- The simplification of roles and responsibilities of those involved in the assessment process.

| Assessment method | Independent assessors time |
|-------------------------|----------------------------|
| Presentation | 0.5 day |
| Practical observation | 0.5 day |
| Professional discussion | 0.5 day |
| General administration | 2 days |

Figure 4. Suggested time to be spent by the independent assessor conducting the end-point assessment

The apprentice will be eligible for professional membership of Chartered Institute for the Management of Sport & Physical Activity This eligibility lasts 12 months and the learner will be accredited upon completion.

8.2 Volumes

It is estimated that there will be approximately 120 starts on this apprenticeship.

Appendix I: Apprenticeship Standard for: Leisure Duty Manager (Level 3)

The role of a Leisure Duty Manager is to manage the effective day to day 'front line' operation of a leisure facility. These facilities will vary in size and the services available such as swimming pools, multi-functional sports hall, fitness suites, crèche, children soft play, health suites, climbing walls and outdoor sports tracks. It is the responsibility of the Leisure Duty Manager to ensure the facility is prepared for use in accordance with the planned activity programme and that all areas are maintained to the highest possible standards of safety, cleanliness, security and operational effectiveness. Typically, the Leisure Duty Manager will provide visible leadership to a diverse range of staff such as lifeguards, receptionists, sports coaches, fitness teams and crèche workers. Their responsibility is to manage staff performance and on-going development to ensure staff are motivated, efficient and operate at a high standard.

The Leisure Duty Manager will promote customer well-being, and, through the services on offer encourage customers to adopt and maintain an active healthy lifestyle. The Leisure Duty Manager will drive improvements to the customer experience and ensure members of staff are fully aware of how to support diverse customers such as ethnic groups, disabled participants, adults, and young children, understanding how this will contribute to overall customer loyalty and retention in support of the business goals and brand. The Leisure Duty Manager will typically report to a Leisure Centre/General Manager and assist in implementing management systems, maintaining operational standards, records, and financial procedures in accordance with regulations and industry guidance whilst ensuring compliance with all organisational policies and procedures. Leisure Duty Managers' typically cover a seven day week resulting in shifts that include weekends, early mornings, evenings and public holidays. This occupation exists within a sector that plays an important role in improving the health of the nation, creating opportunities that get more people, more active, more often.

| | Knowledge and Understanding of: | Skills |
|------------------------------|---|---|
| Leisure Facility Management | <ul style="list-style-type: none"> – How to open, prepare and close a multi-functional leisure facility including specific areas such as reception, swimming pools, fitness suite, sports halls, changing rooms and spectator zones – Delivery and effective management of typical programmed activities such as women only sessions, ethnic minority pool activity, children's parties and community sport club bookings – Preparation of sports halls, the swimming pool environment and associated equipment such as trampolines and electronic disabled swimming pool hoists – How to prepare for ad-hoc bookings throughout the shift such as badminton courts and five a side football games – How to provide a 'front line' shop floor management presence with a high level of interaction with staff, customers, and visitors such as contractors and clients | <ul style="list-style-type: none"> – Lead and be accountable for the safe day to day running of a multi-functional leisure facility – Ensure the leisure facility is fully operational and staff and equipment are resourced and ready for customer use performing duties such as managing the setting up and take down of complicated equipment (trampolines and electronic swimming pool hoists) and maintaining the swimming pool (PH and chlorine levels) – Solve day to day problems to ensure the leisure facilities service standards are met and maintained |
| Front Line People Management | <ul style="list-style-type: none"> – How to effectively manage a multi-functional leisure operations team such as lifeguards, sports and fitness coaches, receptionists and cleaners for the smooth day to day running of a leisure facility – The importance for performance managing staff and wider teams using regular SMART principles to support the personal achievement and development using methods such as one to one chats, appraisals and formal training recommendations. – The importance of effective team working in busy environments (spectator events) or in difficult situations such as emergency lifesaving resuscitation and first aid of minor injuries – How to undertake staff inductions, training, recruitment and shortlisting processes | <ul style="list-style-type: none"> – Plan, organise and manage the allocation and rotation of staff into specialist roles such as sports coaching, lifeguarding and reception duties to meet the daily programmed activities. – Build effective team and individual relationships by, supporting, motivating, developing and training. – Provide staff with open, honest and clear feedback and through decisive leadership during difficult/emergency situations ensure all staff adhere to agreed processes and procedures – Apply and adapt own leadership style to different situations and people to achieve desired outcome |
| Customer Service | <ul style="list-style-type: none"> – How to recognise customer profiles and cater for specific needs such as women only sessions, disabilities and religious beliefs – The importance of meeting and exceeding the customer expectations in line with service standards and values – When and how to communicate and share information effectively at all levels, and to a diverse audience in a clear and open manner on performance measures such as publicity and outreach, membership applications and signage – The importance of receiving and dealing with customer service queries and feedback to support the improvement of the customer experience | <ul style="list-style-type: none"> – Be accountable for the customer experience during shifts including the management of complaints and feedback – Ensure own and teams communications are delivered in a style and manner that is relevant to various customers such as adults, disabled, ethnic and minority groups – Manage all customer comments and complaints quickly and effectively, with a clear resolution. Ensuring these are recorded and analysed and putting forward suggested recommendations for improvements where necessary to prevent any reoccurrence of problems |

Knowledge and Understanding of:**Skills**

| | | |
|--------------------------|---|---|
| Legal and compliance | <ul style="list-style-type: none"> How to manage Health and Safety in accordance with legal and employer requirements for the safe running of a leisure facility for all customers and staff such as pool plant operations, chemicals and hazardous substances, risk assessments, equipment manual handling, and first aid reporting. The environmental impacts of day to day leisure operations in areas of energy conservation and reduction, minimising waste and recyclable controls Implementing quality assurance systems and procedures to deliver a high quality functioning facility. | <ul style="list-style-type: none"> Perform regular audits and evaluations to monitor and review facility compliance with legislation and industry guidance such as fire exit checks, changing room cleanliness and pool water testing, Produce clear, informative reports on any incidents, accidents and occurrences in line with policies and procedures Ensure resources (materials and equipment) are used efficiently by ensuring correct use in accordance with manufacturer's instructions |
| Business Support | <ul style="list-style-type: none"> The business brand and values of the organisation alongside upholding its reputation to support business goals and service targets through its operations, products and services on offer. The importance of being part of the management team and providing support in tasks such as programming of activities, procurement of contractors and suppliers, staff recruitment and induction, business development and marketing of the leisure facility How to use information technology to identify opportunities enhance operations and improve the customer experience such as the use of digital display screens and innovative marketing promotions (January fitness boom and children's holiday camps) The administration of the central management system and its components such as customer database, sports activity bookings, staff IT rota systems and daily and weekly management reports | <ul style="list-style-type: none"> Lead the team to ensure the promotion of the business brand by effective use of materials and communication Produce regular reports for the Leisure Centre/General Manager on measures such as staff issues, customer complaints, events, and incidents and provide suggestions on how to improve the business Manage and support budgets, sales targets and financial key performance indicators in own area of responsibility Manage internal IT systems to support the effectiveness of the organisation and facility |
| Financial Responsibility | <ul style="list-style-type: none"> Revenue and protection during shifts including all cash handling procedures such as till reconciliation, vending machines and catering outlets Management of effective stock control means such as saleable goods, membership vouchers, cleaning and pool chemicals and event tickets How to raise purchase orders, set targets, budgets and monitor expenditure. | <ul style="list-style-type: none"> Analyse and interpret financial reports, determining actions where appropriate Monitor and audit stock control systems Produce financial reports in area of responsibility and identify ways to reduce losses and turn around into a profit |

| A Leisure Duty Manager is ... | Behaviour | Competence |
|---|---------------------|---|
| A dynamic individual with a 'can do' attitude, results driven approach and attitude that demonstrates trust, openness and respect when dealing with people from all backgrounds and at various levels in the organisation with a flexible approach to duties, tasks and workload. | Curious | Displays an eagerness to learn and understand why / how things work and might be improved |
| | Decisive Thinker | Not afraid to make decisions, explaining them and standing by them when needed |
| | Skilled Influencer | Able to positively influence and convince customers and colleagues in positive ways |
| | Driven to Deliver | To achieving agreed standards every day |
| | Collaborative | Shows willingness to work with and co-operate with a diverse workforce, customer base and assist the team |
| | Personally Credible | Truthful with customers and colleagues and treats others fairly and equally |
| | Role Model | Leads & Inspires through great communication and being a team player – always projects a positive happy, inspiring role model |

| | |
|---------------------------|--|
| Entry requirements | Employers will set their own entry requirements; however applicants should have acquired relevant, active experience in the leisure sector prior to enrolment. |
| | Employers who recruit who do not have a minimum of level 2 or GCSE in Maths and English will either need to take this prior to commencing employment, or during the Apprenticeship programme but must be achieved before the end point assessment must ensure the individual achieves this standard prior to the completion of the apprenticeship. |
| Qualifications | As part of the apprenticeship the apprentice will need to achieve the following qualification: First Aid at Work and Pool Plant Operator and Diploma in Operational Management and Leadership (RQF) |
| Programme duration | Typically 15 – 18 months. |
| Progression | Completion of this apprenticeship will enable progression in the leisure industry to a more senior management role such as Centre Manager. |

| | |
|----------------------------------|---|
| Professional registration | On successful completion of this apprenticeship the Leisure Duty Manager will be eligible to become a Member of the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). |
| Review | June 2018 unless there is evidence of industry change which employers agree warrants earlier amendment. |

Appendix 2: Leisure Duty Manager Assessment plan mapping

| | Knowledge and understanding (know it) | EPA | Skills | EPA | Behaviours | EPA |
|-------------------------------------|--|--------------|---|-------------------|--|------------------|
| Leisure Facility Management | <ul style="list-style-type: none"> – How to open, prepare and close a multi-functional leisure facility including specific areas such as reception, swimming pools, fitness suite, sports halls, changing rooms and spectator zones – Delivery and effective management of typical programmed activities such as women only sessions, ethnic minority pool activity, children’s parties and community sport club bookings – Preparation of sports halls, the swimming pool environment and associated equipment such as trampolines and electronic disabled swimming pool hoists – How to prepare for ad-hoc bookings throughout the shift such as badminton courts and five a side football games – How to provide a ‘front line’ shop floor management presence with a high level of interaction with staff, customers, and visitors such as contractors and clients. | Project / PD | <ul style="list-style-type: none"> – Lead and be accountable for the safe day to day running of a multi-functional leisure facility – Ensure the leisure facility is fully operational and staff and equipment are resourced and ready for customer use performing duties such as managing the setting up and take down of complicated equipment (trampolines and electronic swimming pool hoists) and maintaining the swimming pool (PH and chlorine levels) – Solve day to day problems to ensure the leisure facilities service standards are met and maintained | Presentation / PD | <ul style="list-style-type: none"> - Curious: Displays an eagerness to learn and understand why / how things work and might be improved - Driven to Deliver: To achieving agreed standards every day - Collaborative: Shows willingness to work with and co-operate with a diverse workforce, customer base and assist the team | Presentation /PD |
| Front Line People Management | <ul style="list-style-type: none"> – How to effectively manage a multi-functional leisure operations team such as lifeguards, sports and fitness coaches, receptionists and cleaners for the smooth day to day running of a leisure facility – The importance for performance managing staff and wider teams using regular SMART principles to support the personal achievement and development using methods such as one to one chats, appraisals and formal training recommendations. – The importance of effective team working in busy environments (spectator events) or in difficult situations such as emergency lifesaving resuscitation and first aid of minor injuries – How to undertake staff inductions, training, recruitment and shortlisting processes | Project / PD | <ul style="list-style-type: none"> – Plan, organise and manage the allocation and rotation of staff into specialist roles such as sports coaching, lifeguarding and reception duties to meet the daily programmed activities. – Build effective team and individual relationships by, supporting, motivating, developing and training. – Provide staff with open, honest and clear feedback and through decisive leadership during difficult/emergency situations ensure all staff adhere to agreed processes and procedures – Apply and adapt own leadership style to different situations and people to achieve desired outcome | Project / PD | <ul style="list-style-type: none"> - Role Model: Leads & Inspires through great communication and being a team player – always projects a positive happy, inspiring role model | Presentation/ PD |

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| Customer Service | <ul style="list-style-type: none"> - How to recognise customer profiles and cater for specific needs such as women only sessions, disabilities and religious beliefs - The importance of meeting and exceeding the customer expectations in line with service standards and values - When and how to communicate and share information effectively at all levels, and to a diverse audience in a clear and open manner on performance measures such as publicity and outreach, membership applications and signage - The importance of receiving and dealing with customer service queries and feedback to support the improvement of the customer experience | Presentat ion / PD | <ul style="list-style-type: none"> - Be accountable for the customer experience during shifts including the management of complaints and feedback - Ensure own and teams communications are delivered in a style and manner that is relevant to various customers such as adults, disabled, ethnic and minority groups - Manage all customer comments and complaints quickly and effectively, with a clear resolution. Ensuring these are recorded and analysed and putting forward suggested recommendations for improvements where necessary to prevent any reoccurrence of problems | Presentati on / PD | <ul style="list-style-type: none"> - Personally Credible: Truthful with customers and colleagues and treats others fairly and equally | Presentations / PD |
| Legal and compliance | <ul style="list-style-type: none"> - How to manage Health and Safety in accordance with legal and employer requirements for the safe running of a leisure facility for all customers and staff such as pool plant operations, chemicals and hazardous substances, risk assessments, equipment manual handling, and first aid reporting. - The environmental impacts of day to day leisure operations in areas of energy conservation and reduction, minimising waste and recyclable controls - Implementing quality assurance systems and procedures to deliver a high quality functioning facility. | Project / PD | <ul style="list-style-type: none"> - Perform regular audits and evaluations to monitor and review facility compliance with legislation and industry guidance such as fire exit checks, changing room cleanliness and pool water testing, - Produce clear, informative reports on any incidents, accidents and occurrences in line with policies and procedures - Ensure resources (materials and equipment) are used efficiently by ensuring correct use in accordance with manufacturer's instructions | Project / PD | | |
| Business Support | <ul style="list-style-type: none"> - The business brand and values of the organisation alongside upholding its reputation to support business goals and service targets through its operations, products and services on offer. - The importance of being part of the management team and providing support in tasks such as programming of activities, procurement of contractors and suppliers, staff recruitment and induction, business development and marketing of the leisure facility - How to use information technology to identify opportunities enhance operations and improve the customer experience such as the use of digital display screens and innovative marketing promotions (January fitness boom and children's holiday camps) - The administration of the central management system and its components such as customer | Project / PD | <ul style="list-style-type: none"> - Lead the team to ensure the promotion of the business brand by effective use of materials and communication - Produce regular reports for the Leisure Centre/General Manager on measures such as staff issues, customer complaints, events, and incidents and provide suggestions on how to improve the business - Manage and support budgets, sales targets and financial key performance indicators in own area of responsibility - Manage internal IT systems to support the effectiveness of the organisation and facility | Presentati on / PD | <ul style="list-style-type: none"> - Decisive Thinker: Not afraid to make decisions, explaining them and standing by them when needed - Skilled Influencer: Able to positively influence and convince customers and colleagues in positive ways | Presentation / PD |

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| | database, sports activity bookings, staff IT rota systems and daily and weekly management reports | | | | |
| Financial Responsibility | <ul style="list-style-type: none"> – Revenue and protection during shifts including all cash handling procedures such as till reconciliation, vending machines and catering outlets – Management of effective stock control means such as saleable goods, membership vouchers, cleaning and pool chemicals and event tickets – How to raise purchase orders, set targets, budgets and monitor expenditure. | Project / PD | <ul style="list-style-type: none"> – Analyse and interpret financial reports, determining actions where appropriate – Monitor and audit stock control systems – Produce financial reports in area of responsibility and identify ways to reduce losses and turn around into a profit | Project / PD | |

Appendix 3 Key information for the project

The project is aligned to the employer’s current business plan and can be applied to any sized employer ranging from an SME to a large organisation from either the private, public or third party sector. The project briefs will be scenario based and comparable in terms of content and complexity. The apprentice will be required to demonstrate reasoning and joined up thinking through synoptic performance against the KSBs of the Apprenticeship Standard.

The project set by the end point assessor should be 2,500 (+/- 10%) words, produced as a report and word processed. The apprentice should be given 10 weeks to undertake research and produce the report and should be permitted to work in a ‘controlled environment’ with a dedicated work station and access to IT facilities (if required) in or away from the workplace. Supporting documents may be included but will not contribute to the overall word count. All apprentices will be required to sign a declaration confirming that the work they have produced and submitted is their own.

The exact detail of the brief will be set by the assessment organisation and agreed with candidate and the employer. The project brief should follow a basic structure (a template will be provided by the independent assessment organisation and should include:

- Introduction and background
- Aims and objectives
- Suggestions on improvements that could be made to benefit the business
- Consultation with stakeholders
- Staffing and resources
- Any legislation implications
- Effective research
- Rational for recommendations
- Suggested timeframe for Implementation

Apprentices should demonstrate they:

- ✓ Understand the operations, functions and services of the leisure facility and understand the leisure industry and wider sport and physical activity sector (“the Sector”) and have knowledge of relevant trends and developments
- ✓ Know how to identify the need for the project related to improving either operational efficiency, staff performance and productivity, customer service, adherence to statutory/regulatory requirements, reputation of the leisure facility and financial efficiency

- ✓ Know the correct methodologies to consult with stakeholders e.g. customers, team members, managers, to inform results of the project
- ✓ Know how to conduct research and can analyse information and data collected
- ✓ Know legislation implications to ensure compliance
- ✓ Present realistic recommendations to improve the operation, function and/or services of the leisure facility

Appendix 4: Key information for the presentation

The presentation is designed to give the apprentice the opportunity to demonstrate the skills that they have developed against the skills and behaviour sections of the standard of the standard. The presentation will be based on the apprentices' personal development.

- The new skills / behaviours they have developed
- How they have used these new skills
- The impact that this has had on the own personal performance
- The impact this has had on colleagues and customers
- The impact this has had on the business.
- ✓ Demonstrate how they have developed and used leadership skills in day to day operations
- ✓ Demonstrate how they have developed and used communication skills through the day to day management of staff and customers
- ✓ Demonstrate how they have developed and used problem solving skills in day to day operations
- ✓ Demonstrate how they have developed and used analysis and interpretation skills in day to day operations
- ✓ Demonstrate how they have developed and used prioritisation and time management skills in day to day operations
- ✓ Demonstrate how they have developed and used decision and influencing skills in day to day operations

Appendix 5: Key information for the “Professional discussion”

The apprentice will be informed of the assessment requirements prior to the discussion and at least five days in advance. During the discussion the apprentice will need to demonstrate competence of the appropriate KSBs to the independent end-point assessor, drawing from real work based tasks, discussing not only what they have done, but how they have done it and why. The apprentice's use of additional materials and their Personal Development Plan is important here so that the assessor can see tangible evidence of competence. The discussion is considered the heart of the EPA and therefore must be structured in a way that engages the apprentice and allows them to demonstrate their energy, enthusiasm and competence. It should be conducted away from the workplace. The discussion may be conducted using technology, as long as fair

assessment conditions can be maintained. Acceptable means of remote assessment include video conferencing/calling and must include a two way visual and audio link. The discussion should not exceed 90 minutes in duration.

- Conducted following completion of the project and presentation
 - Should not exceed 90 minutes in duration
 - Carried out by the independent end-point assessor
 - The employer may be present but cannot participate
 - Should be structured around the Leisure Duty Manager standard KSBs of the Standard not seen in either the project or the presentation
- ✓ Clearly articulate examples from the work place related to the standard
 - ✓ Provide reasonable examples of all questions related to the standard
 - ✓ Provide effective evaluation of their own performance, including behaviours, identifying areas where they have taken the opportunity to improve

Appendix 6 – Leisure Duty Manager grading criteria

| The following competencies must form the basis for the project: | | |
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| To fail an apprentice will: | To pass an apprentice will: | To achieve distinction apprentices must, in addition to achieving all pass criteria |
| <ul style="list-style-type: none"> • Unable to understand the operations, functions and services of the leisure facility and understand the leisure industry and wider sport and physical activity sector (“the Sector”) and does not show knowledge of relevant trends and developments | <ul style="list-style-type: none"> • Understand the operations, functions and services of the leisure facility and understand the leisure industry and wider sport and physical activity sector (“the Sector”) and have knowledge of relevant trends and developments | <ul style="list-style-type: none"> • Provide detailed analysis of the leisure facility e.g. Customer Profile, local community demographics and how its operations, functions and services support |
| <ul style="list-style-type: none"> • Does not know how to identify the need for the project related to improving either operational efficiency, staff performance and productivity, customer service, adherence to statutory/regulatory requirements, reputation of the leisure facility and financial efficiency | <ul style="list-style-type: none"> • Know how to identify the need for the project related to improving either operational efficiency, staff performance and productivity, customer service, adherence to statutory/regulatory requirements, reputation of the leisure facility and financial efficiency | <ul style="list-style-type: none"> • Provide measurable improvements and benefits to the business |
| <ul style="list-style-type: none"> • Does not know the correct methodologies to consult with stakeholders e.g. customers, team members, managers, to inform results of the project | <ul style="list-style-type: none"> • Know the correct methodologies to consult with stakeholders e.g. customers, team members, managers, to inform results of the project | <ul style="list-style-type: none"> • Show a range of research that has been used to inform decisions including all stakeholders, internally and externally e.g. team colleagues, management, customers, suppliers |

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| <ul style="list-style-type: none"> Does not know how to conduct research and can analyse information and data collected | <ul style="list-style-type: none"> Know how to conduct research and can analyse information and data collected | <ul style="list-style-type: none"> Detailed analysis including any resources or capital costs and commercial benefits needed to deliver the project |
| <ul style="list-style-type: none"> Does not know legislation implications to ensure compliance | <ul style="list-style-type: none"> Know legislation implications to ensure compliance | <ul style="list-style-type: none"> Analysis of legislation implications that affect the project and ensure compliance |
| <ul style="list-style-type: none"> Present unrealistic recommendations to improve the operation, function and/or services of the leisure facility | <ul style="list-style-type: none"> Present realistic recommendations to improve the operation, function and/or services of the leisure facility | <ul style="list-style-type: none"> Provide comprehensive justification for recommendation |

The following competencies must form the basis for the presentation

| To fail an apprentice will: | To pass an apprentice will demonstrate how they have developed and used the following skills | To achieve distinction apprentices must, in addition to achieving all pass criteria, show they have |
|---|--|---|
| <ul style="list-style-type: none"> Does not demonstrate how they have developed and used leadership skills in day to day operations | <ul style="list-style-type: none"> Demonstrate how they have developed and used leadership skills in day to day operations | <ul style="list-style-type: none"> Demonstrated how they have become a role model and mentors to other staff |
| <ul style="list-style-type: none"> Does not demonstrate how they have developed and used communication skills through the day to day management of staff and customers | <ul style="list-style-type: none"> Demonstrate how they have developed and used communication skills through the day to day management of staff and customers | <ul style="list-style-type: none"> Demonstrate excellent listening, interpretation, understanding and responsiveness skills |
| <ul style="list-style-type: none"> Does not demonstrate how they have developed and used problem solving skills in day to day operations | <ul style="list-style-type: none"> Demonstrate how they have developed and used problem solving skills in day to day operations | <ul style="list-style-type: none"> Demonstrate the ability to analyse customer feedback and make recommendations for improvement and implanted new ways for working that improve the customer experience |
| <ul style="list-style-type: none"> Does not demonstrate how they have developed and used analysis and interpretation skills in day to day operations | <ul style="list-style-type: none"> Demonstrate how they have developed and used analysis and interpretation skills in day to day operations | <ul style="list-style-type: none"> Demonstrated an exceptional level of accuracy, pride, attention to detail and care |
| <ul style="list-style-type: none"> Does not demonstrate how they have developed and used prioritisation and time management skills in day to day operations | <ul style="list-style-type: none"> Demonstrate how they have developed and used prioritisation and time management skills in day to day operations | <ul style="list-style-type: none"> Developed new operational process that have improved business performance |

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| <ul style="list-style-type: none"> Does not demonstrate how they have developed and used decision and influencing skills in day to day operations | <ul style="list-style-type: none"> Demonstrate how they have developed and used decision and influencing skills in day to day operations | <ul style="list-style-type: none"> Demonstrate how they have built of strong relationships with customers, suppliers and colleagues, including potentially in difficult circumstances and with people who operate at a higher level than the apprentice |
|--|---|--|

Professional Discussions

| To fail an apprentice will: | To pass an apprentice will: | To achieve distinction apprentices must, in addition to achieving all pass criteria, show they have |
|--|---|--|
| <ul style="list-style-type: none"> Unable articulate examples from the work place related to the standard | <ul style="list-style-type: none"> Provide articulate examples from the work place related to the standard | <ul style="list-style-type: none"> Show an extensive understanding of the skills and behaviours required to be an excellent leisure duty manager |
| <ul style="list-style-type: none"> Does not provide reasonable examples of all questions related to the standard | <ul style="list-style-type: none"> Provide reasonable examples of all questions related to the standard | <ul style="list-style-type: none"> Provide examples of how they have consistently improved the customer experience or improved business performances |
| <ul style="list-style-type: none"> Does not provide effective evaluation of their own performance, including behaviours, identifying areas where they have taken the opportunity to improve | <ul style="list-style-type: none"> Provide effective evaluation of their own performance, including behaviours, identifying areas where they have taken the opportunity to improve | <ul style="list-style-type: none"> Show how they have consistently maintained a high level of professional practice and continued to develop their own practice |