IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies both to new Apprenticeship starts from 21 September 2018 and all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?
For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 24 July 2018

Issued By:
SkillsActive

https://acecerts.co.uk/framework_library

Document Status:
Issued
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Framework information

Information on the Issuing Authority for this framework:

SkillsActive

The Apprenticeship sector for occupations in sports coaching, active leisure, hairdressing and beauty (also includes fitness, stewarding, outdoors, playwork and sporting excellence).

<table>
<thead>
<tr>
<th>Issue number: 11</th>
<th>This framework includes:</th>
</tr>
</thead>
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<tr>
<td>Framework ID:</td>
<td>Level 2 ☒</td>
</tr>
<tr>
<td>FR04317</td>
<td>Level 3 ☒</td>
</tr>
<tr>
<td></td>
<td>Level 4-7 ☐</td>
</tr>
</tbody>
</table>

Date this framework is to be reviewed by: 31/01/2019

This framework is for use in: England

Short description

This framework is aimed at those individuals who wish to work in operational roles in leisure and recreation facilities ranging from leisure and recreation centres to caravan and holiday parks.

The expectation is that this framework is completed in a minimum duration of 12 months.

Please note it is recommended that apprentices are contracted and employed for a minimum of 30 hours on publicly funded programmes.
Contact information

Proposer of this framework

SkillsActive has developed this framework in consultation with one of our two key employer groups – the Sport and Fitness Employer Group (SAFE), a strategic group within SkillsActive made up of leading sport and fitness employers representing approximately 16,000 employees. It exists to provide leadership and direction in policy areas concerned with workforce development across this sector. It guides and advises SkillsActive on the development of standards and qualifications and identifies industry skills priorities for development and delivery.

The following SAFE organisations were directly involved in the consultation and development of this framework: DC Leisure, Greenwich Leisure Limited (GLL), Active Nation, SERCO, Sports and Leisure Management Limited (SLM), Amateur Swimming Association (ASA) and The Football Association (FA), Intercontinental Hotel Group, Nottingham Council, The Club Company, CK Academy, Watford YMCA, Eastleigh Borough Council and Fitness Express.

Developer of this framework

<table>
<thead>
<tr>
<th>Name:</th>
<th>Krisztina Biliczky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation:</td>
<td>SkillsActive</td>
</tr>
<tr>
<td>Organisation Type:</td>
<td>Sector Skills Council</td>
</tr>
<tr>
<td>Job Title:</td>
<td>Development Manager</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:krisztina.biliczky@skillsactive.com">krisztina.biliczky@skillsactive.com</a></td>
</tr>
<tr>
<td>Postal address:</td>
<td>SkillsActive</td>
</tr>
<tr>
<td></td>
<td>First floor</td>
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<tr>
<td></td>
<td>Styrump Golf &amp; Country Club</td>
</tr>
<tr>
<td></td>
<td>Main Street</td>
</tr>
<tr>
<td></td>
<td>Styrump</td>
</tr>
<tr>
<td></td>
<td>DN11 8NB</td>
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<tr>
<td>Website:</td>
<td><a href="http://www.skillsactive.com">www.skillsactive.com</a></td>
</tr>
</tbody>
</table>
### Issuing Authority’s contact details

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
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<tbody>
<tr>
<td>Issued by</td>
<td>SkillsActive</td>
</tr>
<tr>
<td>Issuer contact name</td>
<td>Jane Goldsbro</td>
</tr>
<tr>
<td>Issuer contact phone</td>
<td>033 0004 0005</td>
</tr>
<tr>
<td>Issuer Email</td>
<td><a href="mailto:issuingauthority@skillsactive.com">issuingauthority@skillsactive.com</a></td>
</tr>
</tbody>
</table>
Revising a framework

Why this framework is being revised

This framework has been revised to ensure all qualifications offered within this framework are up to date and available in England for delivery.

Summary of changes made to this framework

This framework has been revised to ensure all qualifications offered within this framework are up to date and available in England for delivery.

Qualifications removed

The following qualifications have been removed from the framework:

- Pearson BTEC Level 2 Certificate in Leisure Operations 600/8597/6
- Pearson BTEC Level 3 Certificate in Leisure Management 600/1813/6
- Pearson Edexcel Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services 501/0439/1
- Pearson Edexcel Level 3 NVQ Diploma in Leisure Management 600/1818/5

Qualifications added

There are no new qualifications added to this framework.

Qualifications that have been extended

N/A
Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

This framework is aimed at those individuals who wish to work in operational roles in leisure and recreation facilities ranging from leisure and recreation centres to caravan and holiday parks.

The Active Leisure, Learning and Well-being Sector

The Active Leisure, Learning and Well-being Sector as a whole had an estimated UK gross value added (GVA) output of £8.7 billion in 2008, accounting for 0.9% of the whole UK economy. Estimated employment totals 674,100 people or two per cent of UK employment. The SkillsActive Sector impacts on tourism, events, retailing, manufacturing and construction, and outperformed the UK four-fold in direct employment from 1999 to 2004. The Sport, Fitness and Outdoors sub-sectors together account for 76% of sector employment, followed by Playwork at 18%.

The provision of recreational, sport and fitness facilities is a key element in the drive to improve the active lifestyles of individuals across all strata of the population. The importance of physical activity in the fight against obesity-related conditions such as heart disease and diabetes is at the heart of Government policy, with an explicit aim of 2 million people in England to become more active by 2012. This, along with the general benefits of engaging in
regular physical activity, puts the operation of these facilities at the heart of the health of the nation, and the centre of community hubs. There are around 4,062 public sports centres and a further 679 are planned, with around 8.5 million adults regularly take part in sport and active recreation (21%) and a further 11.5 million undertake some exercise into their lives (28%).

Recreation and leisure assistants are those responsible for operating and maintaining these types of facilities. They ensure the cleanliness of the building, and will undertake regular checks to ensure that standards of safety, environmental control and hygiene are maintained during opening hours. They may supervise the use of facilities, assemble/disassemble equipment and maintain the continuity of events. Overall, this occupational group accounts for around 11 per cent of the SkillsActive workforce. This type of job role has a high proportion of young workers, with 58 per cent of the workforce being aged 16 to 24 (compared with 13 per cent across the economy as a whole and 29 per cent across the SkillsActive workforce). However, operational staff working in caravan parks are likely to fall within a higher age profile.

Leading employers in this sector have identified the following strategy that will ensure the sector remains relevant to the Government policy aims and wider community needs:

- To migrate the sector from being ‘fitness’ specialist to be more relevant to everyone in the community
- To be more relevant to more people regardless of age, culture or gender
- To be an integral part of the national health and wellbeing strategy
- To become community activity hubs

The achievement of these goals, as stated by these employers, is dependant on the following:

- Up-skilling the 85% of workforce who do not benefit from a defined skills and career strategy
- Ensuring graduates are employer ready
- Ensuring ‘soft skills’ are a focus for training
- Ensuring there is a comprehensive training syllabus for all employees
- Creating a single qualification structure
- Clearly defining roles and career paths

Aims and objectives of this framework (England)

In order to deliver this, employers in the Leisure Operations and Management Sector require more clarity when it comes to the key qualifications that support their workforce. The Leisure Operations and Leisure Management apprenticeship programmes will provide this clarity through a defined route to employment in the sector, and a foundation for progression within it. The generic skills gaps that have been identified in this sector e.g. customer handling, technical and practical skills, communication, team working and problem solving, are addressed in the programme. Additionally, the technical knowledge and skills required in the Recreation Assistant and Leisure Manager role are also provided for.

The Leisure Operations and Leisure Management apprenticeship programmes will provide individuals with the skills, knowledge and competencies required to deliver high level customer
care, coupled with the technical ability to operate and maintain the facilities their customers visit. It will serve to sign-post potential entrants to the industry, along with giving those in employment the skills basis for developing their careers within the sector. The programme will also support the employer aims of improving the soft skills of their workforce, and identifying a unified qualification structure that can be adopted by the broad industry.

**Entry conditions for this framework**

**The Intermediate Level Apprenticeship in Leisure Operations** is designed for those individuals who are either already employed in the sector and wish to gain new knowledge and skills or who are looking to enter the sector and further develop their knowledge and skills to progress their careers. The framework is also suitable for those wishing to change career after having worked in a different sector. An interest in the sector is beneficial.

**The Advanced Apprenticeship in Leisure Management** is designed for those who already work in the sector and wish to gain new knowledge and skills to continue their professional development as well as for those who wish to enter the sector in a supervisory/managerial role after gaining some experience in the sector. The framework is also suitable for those wishing to change career. However it is recommended that the apprentice has experience in a role at a similar level of responsibility.

For under 18 learners it is best practice that the provider and employer ensure that the learner has the appropriate level of job role, experience and maturity to take on the challenges of completing this apprenticeship programme.

It is good practice that apprentices are interviewed by both their employer and training provider and undergo a centre devised initial assessment, testing their literacy and numeracy skills as well as their attitude to the workplace and customers.

Potential apprentices should have a positive, motivating, can do attitude and be willing to work both as part of a team or on their own. They should be motivated to succeed in the industry and be willing to work shifts, sometimes unsociable hours and travel between sites.

Potential apprentices are expected to have the skills to work with and motivate a variety of different clients they will work with. Apprentices might also need to undergo police checks for example when working with vulnerable adults and children. At an Advanced Level, Apprentices are expected to show the ability to develop outstanding managerial and customer services skills.

Apprentices will be given the opportunity to gain literacy and numeracy qualifications alongside their industry related skills and qualifications.

It is not a mandatory part of this framework to achieve ICT qualifications, although Apprentices are encouraged to take every opportunity to broaden their skills base.
Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Leisure Operations

Pathways for the framework at level 2:

Pathway 1: Leisure Operations
Level 2, Pathway 1: Leisure Operations

Description of this pathway

Leisure Operations

Apprentices completing this programme will achieve a minimum of 54 credits made up of the components of this framework.

- 20 credits for competence - Level 2 NVQ Certificate in Active Leisure Learning and Well-being Operational Services
- 18 credits for knowledge - Level 2 Certificate in Leisure Operations
- 10 credits for transferrable skills - 5 credits for English and 5 credits for Mathematics
- 6 credits for ERR - Level 2 Award in Employment Awareness in Active Leisure and Learning

Entry requirements for this pathway in addition to the framework entry requirements

There are no further entry requirements in addition to those listed earlier in the main entry requirements for the framework.
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
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</thead>
<tbody>
<tr>
<td>Recreation/Leisure Assistant/Attendant</td>
<td>Responsibility for the cleaning, preparation and general safety of areas in a sport and recreation facility. Assisting customers</td>
</tr>
<tr>
<td>Recreation/Leisure Assistant/Attendant</td>
<td>In a caravan park setting. Responsibility for telephone duties, handling bookings, booking in customers, handling questions and problems, taking payments. Basic repairs and maintenance of facilities and equipment, including park vehicles and machinery.</td>
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</table>
Qualifications

Competence qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
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<th>Guided learning hours</th>
<th>UCAS points value</th>
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<td>C1b</td>
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<td>C1c</td>
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<td>C1e</td>
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Knowledge qualifications available to this pathway

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</table>
Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

All knowledge qualifications offered in this framework are common unit qualifications based on National Occupational Standards for Leisure Operations.

All qualifications offer the same mandatory units to provide the underpinning knowledge to the competence qualification (identical but offered by a variety of Awarding Organisations):

- Understanding the Active Leisure and Learning Sector
- Understanding Employment Rights and Responsibilities
- Customer Care and Diversity in Active Leisure
- Health, Safety, Security and Welfare in Active Leisure
- Developing self in an Active Leisure job role
- Teamwork in Active Leisure
Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice’s completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH
For the current list of acceptable English qualifications and appropriate minimum grade/level requirements, please refer to the most recent version of SASE on the www.gov.uk website. Additional guidance materials can be found on the Knowledge Base section of the ACE website.

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS
For the current list of acceptable Maths qualifications and appropriate minimum grade/level requirements, please refer to the most recent version of SASE on the www.gov.uk website. Additional guidance materials can be found on the Knowledge Base section of the ACE website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.
Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?  

| YES □ | NO ☒ |

ICT
For the current list of acceptable ICT qualifications and appropriate *minimum* grade/level requirements, please refer to the most recent version of SASE on the www.gov.uk website. Additional guidance materials can be found on the Knowledge Base section of the ACE website.

Does this framework require ICT achievement above the minimum SASE requirement

YES □

If YES, please state the grade/level required for ICT:

[Click here to enter text.]
Progression routes into and from this pathway

PROGRESSION INTO THIS INTERMEDIATE LEVEL PROGRAMME

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or vocational training routes such as Traineeships or other vocational qualifications and work experience.

Learners can also progress into this apprenticeship if they are already employed in the sector and wish to develop their knowledge and skills to progress their careers.

Learners can also progress into this programme from employment in a different sector as a career change.

PROGRESSION FROM THIS INTERMEDIATE LEVEL PROGRAMME

On completion of this Intermediate Level Apprenticeship, following some consolidated learning and gaining experience learners can progress onto the Advanced Level apprenticeship in Leisure Management or any other Advanced Level programme.

Learners can also progress onto a variety of vocational qualifications offered by private providers or Further Education colleges allowing them to gain further knowledge in any of our subsectors.

CERTIFICATION

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners, or training providers/employers on the learners' behalf and authorized by the learner, must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification England (ACE) website on www.acecerts.co.uk
Employee rights and responsibilities

In the active leisure, learning and well-being sector the Employee Rights and Responsibilities (ERR) requirement of the apprenticeship programme will be met by all Apprentices completing an externally assessed and verified qualification covering all nine national outcomes listed below:

- Employer and Employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer/ Health and Safety, Equality and Diversity training must be an integral part of the apprentice’s learning programme;
- The range of sources of information and advice available to on employment rights and responsibilities.
- The role played by this occupation within the organisation and industry;
- Types of career pathways open to the apprentice
- Types of representative bodies and understands their relevance to their industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and career
- The organisation’s principles and codes of practice
- Issues of public concern that affect the organisation and industry

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine of the national outcomes of the employee rights and responsibilities listed above:

- YMCA Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6534/8
- 1st4sport Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7337/0
- Active IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7367/9
- IAO Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7237/7
- Pearson Edexcel Level 2 Award in Employment Awareness in Active Leisure and Learning 500/9273/X
- NCFE Level 2 Award in Employment Awareness in Active Leisure and Learning 501/1810/9
- VTCT Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7393/X
- IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4709/4
- HABC Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4477/9
- Focus Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 601/4968/1
Please note that all of the above qualifications account for 6 credits towards the framework

Evidence of achievement of ERR will be a copy of the achievement certificate for one of the above listed qualifications.

**Certification Requirements for ERR**

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice’s apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.
Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Leisure Management

Pathways for the framework at level 3:

Pathway 1: Leisure Management
Level 3, Pathway 1: Leisure Management

Description of this pathway

Leisure Management

Apprentices undertaking this programme will achieve a minimum of 65 credits made up of the components of this framework.

- 39 credits for competence - Level 3 NVQ Diploma in Leisure Management
- 16 credits for knowledge - Level 3 Certificate in Leisure Management
- 10 credits for Transferrable skills - 5 credits for English and 5 credits for Maths

Entry requirements for this pathway in addition to the framework entry requirements

For learners that are under 18 wishing to access the advanced apprenticeship it is best practice that the provider and employer ensure that the learner has the appropriate level of job role and maturity to take on the challenges completing this apprenticeship programme.
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<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
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</thead>
<tbody>
<tr>
<td>Duty Manager</td>
<td>Responsible for day to day operation of the leisure facility. Ensures health and safety of staff and customers. Ensures allocation and supervision of staff to provide the highest standard of service.</td>
</tr>
<tr>
<td>Supervisor (Fitness, Sales)</td>
<td>Assists manager in operational role. Leads small team in specific area e.g.: front of house, fitness. Responsible for work/actions of staff. Acts as point of contact/liason between management team and staff.</td>
</tr>
<tr>
<td>Supervisor / Manager (Front of House, Reception)</td>
<td>Responsible for meeting and greeting customers in person and remotely. Takes bookings, payments and provides guidance and advice on services offered.</td>
</tr>
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</table>
# Qualifications

## Competence qualifications available to this pathway

### C1 - Level 3 NVQ Diploma in Leisure Management

<table>
<thead>
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<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
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## Knowledge qualifications available to this pathway

### K1 - Level 3 Certificate in Leisure Management

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<td>111</td>
<td>N/A</td>
</tr>
<tr>
<td>K1d</td>
<td>601/5377/5</td>
<td>Focus Awards</td>
<td>16</td>
<td>281</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Both competence and knowledge qualifications are common unit based qualifications therefore they consist of the same unit content. Essentially the exact same qualifications offered by a variety of Awarding Organisations. Any combination of competence and knowledge qualification is acceptable.
Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice’s completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

English
For the current list of acceptable English qualifications and appropriate minimum grade/level requirements, please refer to the most recent version of SASE on the www.gov.uk website. Additional guidance materials can be found on the Knowledge Base section of the ACE website.

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

Maths
For the current list of acceptable Maths qualifications and appropriate minimum grade/level requirements, please refer to the most recent version of SASE on the www.gov.uk website. Additional guidance materials can be found on the Knowledge Base section of the ACE website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.
Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?   YES ☐   NO ☒

ICT
For the current list of acceptable ICT qualifications and appropriate \textit{minimum} grade/level requirements, please refer to the most recent version of \textit{SASE} on the \texttt{www.gov.uk} website. Additional guidance materials can be found on the \textit{Knowledge Base} section of the \textit{ACE} website.

Does this framework require ICT achievement \textit{above} the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

\texttt{Click here to enter text.}
Progression routes into and from this pathway

PROGRESSION INTO THIS ADVANCED PROGRAMME

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or vocational training routes such as Traineeships or Intermediate Level Apprenticeships, such as the Intermediate Level Apprenticeship in Leisure Operations.

This Apprenticeship can provide a progression opportunity for Apprentices on an Intermediate Level programme given they have gained an appropriate level of experience working in the sector as well as progression for those already working in the sector.

This Advanced programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level coming from similar level of job roles.

PROGRESSION FROM THIS ADVANCED PROGRAMME

On completion of this programme, Apprentices can work in leisure and recreation facilities in managerial roles, holding one of the following titles depending on the actual centre setting: Duty Manager, Centre/Club Manager, Assistant Centre Manager, Leisure Facilities Manager. Leisure Managers can cover a wide selection of roles ranging from managing staff, managing facilities and services.

Apprentices from this programme can also progress onto a variety of Further Education or Higher Education courses studying subjects such as Events Management, Marketing, Business, Management and Leadership or Human Resources Management.

CERTIFICATION

On completion of all components of this Apprenticeship programme and meeting the full framework requirement, learners, or training providers/employers on the learners' behalf and authorized by the learner, must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification England (ACE) website on www.acecerts.co.uk
Employee rights and responsibilities

In the active leisure, learning and well-being sector the Employee Rights and Responsibilities (ERR) requirement of the Apprenticeship programme will be met by all Apprentices completing an externally assessed and verified qualification covering all nine national outcomes of the Employee Rights and Responsibilities listed below:

- Employer and Employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer/Health and Safety, Equality and Diversity training must be an integral part of the apprentice’s learning programme;
- The range of sources of information and advice available to on employment rights and responsibilities.
- The role played by this occupation within the organisation and industry;
- Types of career pathways open to the apprentice
- Types of representative bodies and understands their relevance to their industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and career
- The organisation’s principles and codes of practice
- Issues of public concern that affect the organisation and industry

For this apprenticeship framework, the above listed outcomes are covered within the competence qualifications as the following units:

- Understanding the Employing Organisation
- Understanding the Active Leisure and Learning Sector
- Understanding Employment Rights and Responsibilities

These units covering the nine national outcomes of the Employee Rights and Responsibilities will be delivered, assessed and evidenced as part of the NVQ Diploma in Leisure Management. Evidence of achievement will be a copy of the NVQ Diploma in Leisure Management certificate clearly marking the above listed units as ERR.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice’s apprenticeship certificate. The universal form covers declarations for the apprentice to:
- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.
The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Apprenticeships in our sector aim to promote diversity, equal opportunity and inclusion by offering a high quality learning experience.

The delivery of this programme must be in a setting free from prejudice and discrimination where all learners can contribute fully and freely and feel valued.

Employers/providers must be able to demonstrate their selection, recruitment and employment practices are in line with the Equality Act 2010 and there are no overt or covert discriminatory practices in relation to any of the following protected characteristics: age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex; sexual orientation and socio-economic disadvantage.

ISSUES, BARRIERS AND ACTIONS

The health and recreation industry is made up of nearly 6000 private and public health clubs and recreational facilities.

The majority of the workforce are members of staff who work on the gym floor. As a result of the current economic situation, a possible barrier to entering the fitness industry is the fact the disposable income has considerably reduced in most households, therefore members of public are more cautious about spending money on Health Club membership. There is notably a competitive spirit amongst Health Clubs offering shorter commitment periods, reduced joining/membership fees and competitive rates for group exercise sessions. Unfortunately the current economic climate has also caused a drop in pay increase and reduced support in training and development due to the cost involved. However, an Apprenticeship programme like this can contribute to Continuous Professional Development (CPD) and support for health and recreation facilities staff, by ensuring that those interested in entering the sector or are already employed in the sector are given the opportunity to gain and develop their knowledge and skills despite the current economic difficulties.

63% of the workforce is female and although they have a presence across all roles, this decreases as the roles become more senior.

Having an Intermediate Level Apprenticeship programmes on offer in health and recreational facilities makes it possible for all members of staff to develop their skills and knowledge. Therefore this framework can contribute to encouraging more women to develop their skills and the fact that an Advanced Level programme is available in both Fitness and Leisure
Management will enable them to progress their careers and fill more senior roles in the near future.

The health and recreation workforce is predominantly white at 92.5% with the remaining 7.5% split between other minorities.

By having an open access, prejudice and discrimination free recruitment process to our Apprenticeship programmes, we are encouraging anyone interested from any race, religion and ethnicity to enter the sector, and this way we can make a small contribution to trying to ensure the ethnicity balance will improve over a period of time.

On and off the job guided learning (England)

Total GLH for each pathway

Legal Requirement
The Specification of Apprenticeship Standards England (SASE) states that Apprentices must complete a minimum of 280 Guided Learning Hours (GLH) per year when undertaking an Intermediate Level Apprenticeship. A minimum of 100 GLH (or 30% of the total GLH whichever is greater) must be completed each year of the programme away from the Apprentices’ immediate area and pressure of work (off the job).

Definition:

ON THE JOB = Learning which encourages and enables the Apprentice to demonstrate practical job-related skills and to practise and apply these skills in the context of the job. This type of learning will be delivered in the workplace and through practical experience of doing the job.

OFF THE JOB = Learning which encourages and enables the Apprentice to develop the technical skills of the job and to develop their knowledge of theoretical concepts across a range of contexts and the wider market. This type of guided learning will be delivered away from the immediate pressures of the job. It may be delivered in the workplace, in a college or Training Provider premises.

Intermediate Level Apprenticeship in Leisure Operations

The total guided learning hours for this framework are set at 398 GLH and we advise the framework to be delivered in a minimum of 12 months.

The 391 total GLH for this framework is made up of the components of this framework as follows:
GLH associated with the competence qualification (145 GLH)
- GLH associated with the knowledge qualification (111 GLH)
- GLH associated with the Employee Rights and Responsibilities qualification (45 GLH)
- GLH associated with the transferrable skills qualifications (90 GLH - 45 GLH for English and 45 GLH for Mathematics)

**Advanced Level Apprenticeship in Leisure Management**

The total guided learning hours for this framework are set at 495 GLH as we advise the framework to be delivered in a minimum of 12 months.

The 495 total GLH for this framework is made up of the components of this framework as follows:

- GLH associated with the competence qualification (234 GLH)
- GLH associated with the knowledge qualification (111 GLH)
- GLH associated with additional mentoring type activities (60 GLH)
- GLH associated with the Transferrable Skills qualifications (90 GLH - 45 GLH for English and 45 GLH for Mathematics)

**Minimum off-the-job guided learning hours**

**Intermediate Level Apprenticeship in Leisure Operations**

The total off the job GLH will be set at 212 GLH for the total duration of this framework.

This is made up of the following components of the framework:

- GLH associated with part of the knowledge qualification (87 GLH)
- GLH associated with the Transferrable Skills qualifications (90 GLH - 45 GLH for English and 45 GLH for Mathematics)
- GLH associated with part of the Employee Rights and Responsibilities qualification (35 GLH)

**Advanced Level Apprenticeship in Leisure Management**

The minimum off the job guided learning hour will be set at 239 GLH for the total duration of this framework.

This is made up of the following components of the framework:

- part of the knowledge qualification (89 GLH)
- transferrable skills (90 GLH)
- additional mentoring type activities (60 GLH)
How this requirement will be met

This requirement will be met via debriefing sessions, supervision, team sessions, shift handovers and activities similar to the above listed where the learner/Apprentice is away from the pressures of the workplace and/or are supported and mentored by fellow workers and management and completion of the knowledge qualification and Transferable Skills assessment.

The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification.

We propose that this will be evidenced through Apprentices holding an Active Passport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of individuals' progress and commitment to their career and professional development.

For more information and guidance on Active Passports, providers and employers can visit the Active Passport website [http://www.activepassport.com](http://www.activepassport.com).

Minimum on-the-job guided learning hours

**Intermediate Level Apprenticeship in Leisure Operations**

The on the job guided learning hours for this framework are set at 179 GLH for the total duration of this framework.

This is made up of the following components of the framework:

- GLH associated with the competence qualification (145 GLH)
- GLH associated with the remainder of the knowledge qualification (24 GLH)
- GLH associated with the remainder of the Employee Rights and Responsibilities qualification (10 GLH)

**Advanced Level Apprenticeship in Leisure Management**

A minimum of 256 GLH has to be completed on the job for the total duration of the framework.

This is made up of the following components of the framework:

- Competence qualification qualification (234 GLH)
- Remainder of the knowledge qualification (22 GLH)
How this requirement will be met

This requirement will be met by the Apprentices delivering their daily job roles, gaining technical experience as well as the time they spent acquiring knowledge and skills to achieve the competence requirement set out by the Apprenticeship programme/framework.

The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification.

We propose that this could also be evidenced through Apprentices holding an Active Passport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements. It keeps track of individuals' progress and commitment to their career and professional development.

For more information and guidance on Active Passports, providers and employers can visit the Active Passport website [http://www.activepassport.com](http://www.activepassport.com).
Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice’s Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.
Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

In the active leisure, learning and well-being apprenticeship frameworks, Personal, Learning and Thinking Skills will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualifications which in this framework are the Level 2 NVQ Certificate in Active Leisure, Learning and Well being Operational Services or Level 3 NVQ Diploma in Leisure Management.

The evidence requirement for achievement of Personal, Learning and Thinking Skills will be the achievement certificate of the Level 2 NVQ Certificate in Active Leisure, Learning and Well being Operational Services or Level 3 NVQ Diploma in Leisure Management.

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice’s Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others’ ideas and experiences in inventive ways; Question their own and others’ assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.
Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:
- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:
- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:
- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.
Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.