

Higher National Unit Specification

General information for centres

Unit title: Sport and Recreation Facility Operations

Unit code: DV03 34

Unit purpose: The Unit will provide the candidate with knowledge of the physical aspects of the facility, the resource requirements for it and the operational procedures to be followed. It will examine the various types of operational systems in place to meet customer demand, including systems for the allocation of resources. It emphasises the need for managers to comply with safe working practices, to provide contingency planning and to be accountable for their actions when problems arise.

On completion of the Unit the candidate should be able to:

- 1 Rationalise the layout of the facility and the utilisation of space.
- 2 Explain the options for programming and service delivery.
- 3 Explain systems for managing, monitoring and utilising resources to achieve cost effectiveness, efficiency, quality and safety.
- 4 Describe options for staffing, maintenance and cleaning requirements.

Credit points and level: 2 HN Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this unit is at the discretion of the centre. However, candidates should have knowledge of the Health and Safety responsibilities of a centre manager. This may be evidenced by the possession of the HN Unit 7460667 Health and Safety in the Leisure Environments.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving and Communication at Higher in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

General information for centres (cont)

Assessment: Three different assessment instruments may be used to assess the Unit. However it is recommended that there is the opportunities to integrate assessments not only within the unit but also with other mandatory units. A case study assignment could be used based upon the candidate's own workplace (or one to which they have access) as a focus and source to assess all four outcomes. The candidate would be required to provide written evidence that addresses the requirements of the Unit.

Higher National Unit specification: statement of standards

Unit title: Sport and Recreation Facility Operations

Unit code: DV03 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Rationalise the layout of the facility and the utilisation of space

Knowledge and/or skills

- ◆ Identification of the key areas of the building and their inter-relationships
- ◆ Utilisation of space. Key operational procedures

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can produce:

A site plan identifying three key areas of the building and a report that evaluates the following:

- ◆ the utilisation of space in terms of dimensions, effective storage, operation, occupancy, plant requirements, access and control and ancillary facilities
- ◆ the key operational procedures that take place in each area in terms of: allocation of costs, usage, contribution to the business, front of house, support services
- ◆ the implications of use for the different areas in terms of staff supervision, repairs and maintenance, tracking stock and equipment, fixtures and fittings, fabric of the building

This may be presented in the form of a written report (of not less than 900 words) or an audio-visual presentation (of not less than 15 minute's duration).

Assessment guidelines

Candidates should have access to site plans and a physical access to the facilities studied.

Outcome 2

Explain the options for programming and service delivery

Knowledge and/or skills

- ◆ Organisational objectives
- ◆ Programming options
- ◆ Resource allocation

Higher National Unit specification: statement of standards (cont)

Unit title: Sport and Recreation Facility Operations

Evidence Requirements

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ research the programming of a multi functional sports and leisure facility and devise programmes to meet the following requirements: effective scheduling of classes, sessions, events, casual bookings and “pay as you play admissions”
- ◆ explain the procedures for allocating staff and resources to activities that effectively meet customer needs and expectations
- ◆ develop and justify a practical and attractive programme of activities that meet both the expectations of a wide range of customers and the centre’s organisational objectives
- ◆ evaluate the resource implications in terms of staffing and equipping the sessions

This may be presented in the form of a written report (of not less than 900 words) or an audio-visual presentation (of not less than 15 minute’s duration).

Assessment guidelines

This Outcome could be integrated with the Outcomes 3 and 4 as a project. The presentation to be no less than 20 minutes duration.

Outcome 3

Explain systems for managing and monitoring utilising resources to achieve cost effectiveness, efficiency and safety

Knowledge and/or skills

- ◆ Booking systems
- ◆ Stock control
- ◆ Utility management
- ◆ Facility safety

Evidence Requirements

To achieve this outcome, candidates will require written evidence to demonstrate all aspects of the knowledge and/or skills by showing they can:

- ◆ explain the need for **one** of the following booking systems: block bookings, casual, classes, sessions, events, courses and private hire
- ◆ explain the need for **one** of the following: stock control, stock rotation, storage, minimum reorder levels, purchasing and budgetary controls, inventories and schedules of fixed assets, depreciation and dealing with disposals, security of resources
- ◆ explain the benefits of **one** of the following utility management areas: energy audits, good housekeeping practices, staff training and documentation
- ◆ explain the benefits of safety audits in target resources effectively and improving the safety of facilities for both customers and staff

Higher National Unit specification: statement of standards (cont)

Unit title: Sport and Recreation Facility Operations

This may be presented in the form of a written report (of no less than 900 words) or an audio-visual presentation to be no less than 15 minutes duration.

Assessment guidelines

This Outcome could be integrated with the Outcomes 2 and 4 as a group project. Candidates would need to produce a combined report of no less than 2,700 words in addition to a group presentation to their peers using appropriate graphics. In this event the presentation will be no less than 20 minutes duration.

Outcome 4

Describe options for staffing, maintenance and cleaning requirements

Knowledge and/or skills

- ◆ Staff deployment
- ◆ Cleaning and maintenance

Evidence Requirements

To achieve this outcome, candidates will require written evidence to demonstrate all aspects of the knowledge and/or skills by showing they can:

- ◆ explain the benefits of considering “cost effectiveness” in the deployment of operational staff (without compromising safety) for two activities
- ◆ evaluate two options for managing cleaning and maintenance from the following: sub contracting, keeping the work “in-house”, multi tasking staff or employing specialists directly
- ◆ describe the benefits of creating maintenance and cleaning schedules appropriate for a multi-functional sport and recreation centre
- ◆ explain the purpose of considering “indirect costs” in identifying problems with cleaning and maintenance. Include poor safety, loss of customers, staff morale, legal actions (civil and criminal)

This may be presented in the form of a written report (of no less than 900 words) or an audio-visual presentation (of not less than 15 minute’s duration).

Assessment guidelines

This Outcome could be integrated with the Outcomes 2 and 3 as a group project. Candidates would need to produce a combined report of no less than 2,700 words in addition to a group presentation to their peers using appropriate graphics. In this event the presentation will be no less than 20 minute’s duration.

Candidates may well need to provide additional evidence (eg, “soft skills” as when interviewing staff and customers and “hard skills” in the form of documentation and raw data) to support their conclusions for this Outcome.

Administrative Information

Unit code:	DV03 34
Unit title:	Sport and Recreation Facility Operations
Superclass category:	NL
Date of publication:	August 2005
Version:	02 (January 2006)
Source:	SQA

© Scottish Qualifications Authority 2005

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

Higher National Unit specification: support notes

Unit title: Sport and Recreation Facility Operations

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit invites you to consider the physical aspects of the facility, the interrelationship between separate areas and the implications on their design and management. The knowledge gained will be drawn from information derived from technical papers, specifications, texts, presentations from visiting professionals. There will be an assumption that candidates will draw from their own experience and research from working within facilities to contextualise this information.

This Unit is a mandatory unit for the ISRM Certificate exemption route.

Guidance on the delivery and assessment of this Unit

A possible approach to this Unit would be to focus on particular case studies provided by operational facilities. An array of 'live' information in different formats (that could include eg, Risks assessments, stock control records, energy audits, staffing plans and budgets) could provide the evidence around which the operational issues can be discussed in lectures and seminars. Where possible or appropriate this information should also be related to the underpinning legislation, approved codes of practice or industry best practice. Candidates should be encouraged to research (using journals, technical specifications, texts and the web) widely and some time should be allocated to guided research within the guided learning hours.

Candidates should remember that despite efforts (as per various quality standards eg, QUEST) to standardise service delivery there is still considerable variation in standards and methods. Furthermore all facilities retain an individual set of characteristics that require different approaches to their operation. The candidate will therefore benefit by looking at more than one facility by comparing and contrasting their service delivery.

At least one site visit should be integrated into the scheme of work to allow all students to investigate a design, programming, resourcing or maintenance issue together. Additionally it would be very useful to invite visiting lecturers (eg, Leisure centre managers) for this Unit. The issues themselves lend themselves to a lot of class discussion to draw upon candidate's own experience from the workplace. A reasonable amount of time will need to be allocated to preparation for candidate's own presentations perhaps with some coaching in presentation techniques and use of visual aids eg, presentation software.

The assessments are designed to offer candidates a mix of reports and presentations to provide them with the opportunity to demonstrate their ability to link key issues in the Unit.

Some specific guidance is given below relating to the knowledge and/or skills criteria for the individual Outcomes:

Higher National Unit specification: support notes (cont)

Unit title: Sport and Recreation Facility Operations

Outcome 1

Delivery should focus on three associated areas within a facility (eg, A sports hall, store area and ancillary hall OR swimming pool, plant room and first aid room). Issues of access/egress, customer/staff movement, supply of services and goods (eg, Power, water, stores), how they interface with customers, suppliers, engineers, staff etc should be examined.

Students should be encouraged to critically evaluate the design and layout of these areas to determine whether the most effective (in terms of both the operation and the finances) use is being achieved. Reference can be made to rateable value and subsidy per metre.

Outcome 2

Different philosophies of use relate to the organisational objectives eg,, promotion of participation, performance or elite squad development for specific sports (ie, Sports Development objectives) would require Court/Pool time to be allocated preferentially to meet these objectives probably at the expense of casual/club/schools/OAP/ethnic minority/female only/junior etc use. If the organisational objectives included targeting any of these other groups then the programmed use (and the underlying philosophy) must reflect these.

Increasingly the organisational demands of recovering costs may demand a more commercial philosophy of use where programmed activities that return the most profit are favoured above less profitable usage that reduce other (often very ethical and well meaning) objectives to a lower priority. For example mass participation activities such as aerobics or circuit training may be favoured above badminton when programming a sports hall.

Outcome 3

The candidate will need to be presented with the advantages and disadvantages of the following booking systems: block bookings, casual, classes, sessions, events, courses and private hire.

The candidate will need to be presented with the following stock control issues: stock rotation, storage, minimum reorder levels, purchasing and budgetary controls, inventories and schedules of fixed assets, depreciation and dealing with disposals, security of resources.

Candidates will need to be presented with the following utility management issues: energy audits, good housekeeping practices, staff training and documentation.

When explaining the benefits of carrying out safety audits it is suggested that students focus upon an area of a facility (eg, the Swimming pool OR Kitchen OR Fitness suite) with which they are familiar and compare this with another similar facility that they are not familiar with. This will enable them to critically assess differences and make suggestions where resources need to be targeted. A safety audit may also include scrutinising an accident book to highlight accident black spots etc.

Higher National Unit specification: support notes (cont)

Unit title: Sport and Recreation Facility Operations

Outcome 4

Optimum deployment of staff should consider minimum staff requirements to meet safety standards (eg, lifeguards on poolside, spotters in trampoline classes), lone working, young persons, vulnerable or disabled members of staff, manual handling operations, working at height etc. Also consideration should be given to the scheduling of staff breaks, time off the pool or away from uncomfortable working environments (hot, noisy, smoky, dusty, humid etc) and early and late shift working (incl overlaps etc).

Options for managing cleaning and maintenance essentially compare the advantages with the disadvantages of directly employed against agency or non contract workers. Direct control of standards, direct line management of staff and the perils of service level agreements should be considered.

Wherever possible 'live' case studies should be used to illustrate how the two approaches work in practice and students should be allowed to debate the pros and cons of both.

The short reports would then allow candidates to demonstrate their ability to construct a properly formatted coherent written piece of work. It is suggested that students do the group presentation first and submit the reports at the end of the Unit as this allows them to highlight how their chosen area is influenced by a range of issues studied in the Unit.

Bibliography

Suggested resources list

N.B: Because of the rapid changes in the industry magazines and professional papers are often the best way to get practical information. Recreation, for example, will often focus on an area such as changing rooms or booking systems

Recreation Management Fact file

Performance measurement for local authority sports halls and swimming pools 2000 ISBN 1 806078 128 4

Indoor sports Handbook of sports and recreational building design 1995
ISBN 0-7506-1294-0

ISRM: Information Reviews relating to facility management

Websites

www.leisure-centre.com

www.activeplaces.com (database of facilities incl: pools, sports centres, health and fitness clubs, ski slopes, golf courses etc)

www.audit-commission.gov.uk

www.odpm.gov.uk

www.nottinghamcity.gov.uk

Higher National Unit specification: support notes (cont)

Unit title: Sport and Recreation Facility Operations

www.cumbriasport.com
www.isrm.co.uk
www.ccpr.org.uk
www.bst.org.uk
www.isrm.eneews/index
www.ilam.co.uk
www.reps-uk.org
www.skillsactive.org
www.sportscoachuk.org
www.sportengland.org
www.activeplaces.com
www.swimmingpoolnews.co.uk
www.pmpconsult.com
www.sapca.co.uk
www.spata.co.uk
www.actionenergy.org.uk
www.thecarbontrust.co.uk
www.cea.org.uk (the combustion energy association)
www.energy-efficiency.org/business/carbontrust.html

Journals

Recreation — the journal of the ISRM
Leisure Manager — the journal of ILAM

Opportunities for developing Core Skills

All elements of the Core Skill of Problem Solving, that is, Planning and Organising, Critical thinking, and Reviewing and Evaluating, will be developed as the unit is undertaken. Candidates are required to complete a complex practical analysis and investigation prior to describing, justifying and evaluating the most efficient and effective systems and procedures for all key areas and functions of a Sports Facility. Identifying and assessing the relevance of all factors impacting on efficiency and safety will involve a high level of critical thinking. Justifying and adopting effective options which allow on-going opportunities for review and potential adjustment will assure the relevance of information collated. Candidates may benefit from personal interviews with the tutor to reinforce analytical evaluative approaches to work.

The formal and detailed written and/or oral reports produced will include conclusions and recommendations resulting from the research process. Although skills in written communication are not formally assessed, candidates will be expected to produce and written materials to a standard of content and technical accuracy which would be acceptable in industry and suitable for wide distribution. Current examples of appropriate format and layout could be provided as models. For oral reporting candidates will have opportunities to practise developing technical competence, supported by a self or peer assessment checklist, to ensure that they are able to organise information effectively, use vocabulary, register and style suitable to purpose, use non-verbal techniques to progress communication with a listener and respond to in depth questioning confidently and accurately.

Higher National Unit specification: support notes (cont)

Unit title: Sport and Recreation Facility Operations

Open learning

Open learning implies that, while candidates study outwith the centres using materials provided, it would be necessary to attend the centre for assessment purposes. For further information on Open and Distance Learning, please refer to the SQA publication, *Assessment and Quality Assurance of Open and Distance Learning* (SQA, 2000).

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website **www.sqa.org.uk**.

General information for candidates

Unit title: Sport and Recreation Facility Operations

On completion of the Unit you will be able to: describe the spatial, programming, maintenance and resource requirements for a range of operational issues for a sport and recreation centre. Further you will be able to explain and rationalise how these requirements are underpinned by legislation, approved codes of practice and industry best practice.

You will draw upon yours and others experience of the workplace you will be encouraged to carry out self/group research and discuss the issues identified with others to help formulate your written responses.