

# YMCA Level 3 Certificate in Leadership, Management and Customer Service in Sport and Active Leisure (603/4856/2)

## Qualification Specification



YMCA Awards

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# YMCA Level 3 Certificate in Leadership, Management and Customer Service in Sport and Active Leisure

## Qualification Specification

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# Introduction

## About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

## Qualification overview

This qualification is regulated by:

- Ofqual

### Qualification aim

The aim of this qualification is to provide the individual with the knowledge and skills in Leadership, Management and Customer Service required when working within the Sport and Active Leisure Sector.

### Overview of knowledge, skills and understanding

Learners will cover:

- Customer care in active leisure
- How to respond to customer problems
- How an active leisure organisation can deliver and improve customer care
- Principles and benefits of providing good customer service in sport and active leisure
- Provide good customer service in sport and active leisure
- Leadership styles and models
- Role, functions and processes of management
- Principles of effective decision making.

Learners taking the qualification in a region where legislation, organisations, regulations detailed does not apply, relevant legislation should be substituted.

### Target group and age range

This qualification is aimed at learners who are 16 and over.

### Qualification structure

To achieve YMCA Level 3 Certificate in Leadership, Management and Customer Service in Sport and Active Leisure, learners must achieve 14 credits from the 3 mandatory units.

Unit reference number	Unit title	Level	Credit	GLH
K/503/0774	Promoting customer care in active leisure	3	3	18
T/615/7411	Customer service in sport and active leisure industry	3	3	26
F/506/2596	Principles of leadership and management	3	8	50

The Total Qualification Time (TQT) for this qualification is 140. The Guided Learning Hours (GLH) assigned are 94.

## Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).
- Invigilated assessment (external tests sat under controlled or open-book conditions).
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor.
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home).
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

### Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: [awards.products@ymca.co.uk](mailto:awards.products@ymca.co.uk).

## Entry requirements

There are no formal entry requirements for candidates undertaking these qualifications.

## Opportunities for progression

On completion of these qualifications candidates may progress into employment or to Level 4 qualifications in Business Administration and Management.

## Mapping to standards

The National Occupational Standards represented in the units of these qualification are:

- C27 - Ensure the health, safety, welfare and security of customers and staff
- C33 - Work with others to improve customer service
- A324 - Develop productive working relationships with colleagues
- A319 - Recruit, select and keep colleagues
- A320 - Allocate and monitor the progress and quality of work in your area of responsibility
- A324 - Develop productive working relationships with colleagues.

For further information on links to standards, please see: [www.ukstandards.org.uk](http://www.ukstandards.org.uk)

## Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: [www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre](http://www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre)

## Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: [www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals)

## Tutor, assessor and IQA requirements

Staff carrying out the delivery, assessment and internal quality assurance of these qualifications must be able to demonstrate that they meet the requirements listed below.

Centres are expected to support their staff in ensuring that their knowledge remains current for the occupational area and that staff maintain best practice in delivery, mentoring, training, assessment and verification, taking account of any national or legislative developments.

## Tutors

Tutors must:

- Be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered.
- Have recent relevant experience in the specific area they will be delivering.
- Be occupationally knowledgeable in the areas of Sport and Active Leisure for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- Have credible experience of providing training.

Tutors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development [units should relate to provision of learning and development].

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

## Assessors

Assessors must:

- Be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment.
- Have recent relevant experience in the specific area they will be assessing.
- Be occupationally knowledgeable in the areas of Sport and Active Leisure for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.
- Have credible experience of providing training and assessment.

Assessors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1 Assess Candidates Using a Range of Methods
- D32/33 Assess Candidate Performance Using Differing Sources of Evidence.

Note: holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database: [www.ukstandards.org.uk](http://www.ukstandards.org.uk)

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification.

The assessor may be the tutor. However, the assessor cannot be the internal verifier.

## Internal verifiers

Internal verifiers must:

- Be technically competent in the areas for which they are carrying out internal verification. This competence must be at least to the same level as the qualification.
- Be occupationally knowledgeable in the areas of Sport and Active Leisure for which they are carrying out internal verification. This knowledge must be at least to the same level as the qualification.
- Have credible experience of internal quality assurance.

Internal verifiers should ideally hold, or be working towards, one of the following qualifications:

- Level 4 Award in Internal Quality Assurance
- Level 4 Certificate in Leading Internal Quality Assurance
- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process.

Note: holders of V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database: [www.ukstandards.org.uk](http://www.ukstandards.org.uk)

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal verifiers hold a recognised assessing qualification.

## Registration

All learners must be registered within the first 10% of the duration of their course (e.g., for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: [www.ymcaawards.co.uk/registration](http://www.ymcaawards.co.uk/registration)

## Qualification availability

This qualification is available in:

- England and regulated by Ofqual.

## Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures)

## Enquires and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures)

## Assessment and quality assurance

### How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification. The qualification and units are graded pass/fail.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (e.g., be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (e.g., know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance)

The assessment for these qualifications will be through practical demonstration and assignments which will be externally set, internally assessed and externally verified. The units on anatomy and physiology, and employment rights and responsibilities will be assessed through an external multiple choice assessment.

## Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

### Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

A Learner Assessment Record (LAR) is available for this qualification. There are separate LARs for the Award, and the Certificate/Diploma. To access, please make sure you are logged in to the centre home on the website and follow this link: <https://www.ymcaawards.co.uk/centre-resources/specifications-syllabuses-and-lars>

### Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to ensure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of Prior Learning (RPL)
- Summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods see the suggested example in the 'Qualification content' section of this specification.

### External assessment

There is no external assessment requirements associated with this qualification.

### Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance)

### Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance)

## Qualification content

### Unit specifications, range and recommended assessment methods

# Promoting customer care in active leisure (K/503/0774)

## Unit aim

This unit provides the learner with the knowledge and skills needed to promote customer care within the active leisure sector.

## Unit content

The learner will:

### 1. Understand customer care in active leisure

The learner can:

**1.1 Explain the contribution that customer care makes to business success in active leisure.**

**1.2 Summarise the types of customers that active leisure organisations have and their expectations for customer care.**

**1.3 Explain how active leisure organisations establish and maintain customer care standards.**

**1.4 Explain the importance of good team work in delivering customer care in an active leisure environment.**

**1.5 Explain how to promote customer service to other active leisure staff.**

**1.6 Explain the importance of active leisure staff building strong relationships with customers.**

The learner will:

### 2. Understand how to respond to customer problems in active leisure

The learner can:

**2.1 Summarise the range of problems that customers may experience in an active leisure environment and the appropriate responses to these problems.**

**2.2 Explain the importance of responsiveness, empathy and good communications when dealing with customer problems.**

**2.3 Explain why active leisure organisations have complaints procedures.**

**2.4 Describe different approaches to complaints handling in active leisure organisations.**

The learner will:

### **3. Understand the role of monitoring and evaluation in relation to customer care**

The learner can:

**3.1 Explain the purpose and value of monitoring customer satisfaction.**

**3.2 Describe different indicators and methods of monitoring customer satisfaction.**

**3.3 Explain how organisations can evaluate and make use of data on customer satisfaction.**

The learner will:

### **4. Be able to show how an active leisure organisation can deliver and improve customer care**

The learner can:

**4.1 Research an active leisure organisation's customer expectations in relation to customer care.**

**4.2 Draft customer care standards for an aspect of an active leisure organisation's operations.**

**4.3 Draft customer care procedures for an aspect of an active leisure organisation's operations.**

**4.4 Design a complaints procedure for an active leisure organisation.**

**4.5 Research and evaluate customer satisfaction in relation to an aspect of an active leisure organisation's operations.**

**4.6 Propose ways in which customer satisfaction with an aspect of an active leisure organisation's operations could be improved.**

Assessment  
specification

Worksheet, project/task

# Customer service in the sport and active leisure industry (T/615/7411)

## Unit aim

This unit explores the principles of customer service and its role within the sport and active leisure industry.

## Unit content

The learner will:

### 1. Understand the principles and benefits of providing good customer service in sport and active leisure

The learner can:

**1.1 Describe characteristics of good customer service.**

**1.2 Describe soft skills that support good customer service.**

**1.3 Describe the importance of personal presentation in the sport and active leisure industry.**

**1.4 Describe benefits of customer service in the sport and active leisure industry.**

**1.5 Identify internal and external customers in the sport and active leisure industry.**

The learner will:

### 2. Be able to provide good customer service in sport and active leisure

The learner can:

**2.1 Respond to customer requests.**

**2.2 Tailor customer service to different types of customers.**

**2.3 Manage customer complaints appropriately.**

**2.4 Describe the role of the individual when delivering customer service.**

**2.5 Describe how to identify customer needs and expectations.**

**2.6 Explain the importance of anticipating and responding to varying customers' needs and expectations.**

**2.7 Identify specific characteristics to use when communicating in different situations with customers.**

**2.8 Identify complaint handling procedures.**

**2.9 Describe the importance of dealing with complaints in a positive manner.**

Assessment  
specification

Practical observation  
Produce a manual

# Principles of Leadership and Management (F/506/2596)

## Unit aim

This unit aims to develop knowledge and understanding regarding leadership and management and introduces learners to the associated key principles of effective decision making, leadership styles and models and performance. Learners will also have an understanding of the role, functions and processes of management.

## Unit content

The learner will:

### 1. Understand the principles of effective decision making

The learner can:

**1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken.**

**1.2 Assess the importance of analysing the potential impact of decision making.**

**1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making.**

**1.4 Explain the importance of aligning decisions with business objectives, values and policies.**

**1.5 Explain how to validate information used in the decision making process.**

**1.6 Explain how to address issues that hamper the achievement of targets and quality standard.**

The learner will:

### 2. Understand leadership styles and models

The learner can:

**2.1 Explain the difference in the influence on managers and leaders on their teams.**

**2.2 Evaluate the suitability and impact of different leadership styles in different contexts.**

### **2.3 Analyse theories and models of motivation and their application in the workplace.**

The learner will:

## **3. Understand the role, functions and processes of management**

The learner can:

**3.1 Analyse a manager's responsibilities for planning, coordinating and controlling work.**

**3.2 Explain how managers ensure that team objectives are met.**

**3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives.**

**3.4 Analyse theories and models of management.**

**3.5 Explain how the application of management theories guide a manager's action.**

**3.6 Explain the operational constraints imposed by budgets.**

## **4. Understand performance measurement**

The learner can:

**4.1 Explain the relationship between business objectives and performance measure.**

**4.2 Explain the features of a performance measurement system.**

**4.3 Explain how to set key performance indicators (KPIs).**

**4.4 Explain the tools, processes and timetable for monitoring and reporting on business performance.**

**4.5 Explain the use of management accounts and management information systems in performance management.**

**4.6 Explain the distinction between outcomes and outputs.**

Assessment  
specification

Worksheet





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*YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).*

*YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.*

*To view YMCA Awards' full range of qualifications please visit  
[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk).*

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