The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Leisure Facility Operations

Level 5    D20155

www.fetac.ie
# Level 5 Module Descriptor

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</tr>
<tr>
<td>Module Code</td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
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<td>Purpose</td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
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<tr>
<td>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td>Special Requirements</td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td>General Aims</td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
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<td>Specific Learning Outcomes</td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
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<td>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
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<td>Individual Candidate Marking Sheets</td>
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<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
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<tr>
<td>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td>Assessment Principles</td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
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Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
Module Title  Leisure Facility Operations

Module Code  D20155

Level  5

Credit Value  1 credit

Purpose  This module is a statement of the standards to be achieved to gain an FETAC credit in Leisure Facility Operations at Level 5. This is an elective module for the Level 5 Certificate in Sport and Recreation.

The module is designed to prepare learners to work as assistants in the leisure industry. It focuses on the skills and knowledge required to work effectively in multi-purpose leisure facilities, specifically in standard pool plants and multi-purpose facility operations such as sauna, steam room and sunbed.

Course providers are responsible for the design of learning programmes which are consistent with the learning outcomes and appropriate to learners interests and needs.

Preferred Entry Level  Level 4 Certificate or Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

Special Requirements  None.

General Aims

Learners who successfully complete this module will:

8.1 understand the role and duties of a leisure assistant and the necessity for teamwork within the leisure industry

8.2 be aware of all activities that can be provided in a multi-purpose leisure facility

8.3 develop the necessary knowledge and skills required to effectively operate standard leisure machinery and equipment.
9 Units

The specific learning outcomes are grouped into 3 units.

Unit 1 Introduction to Pool Plant Operations
Unit 2 Multi-Purpose Facility Operations
Unit 3 Sauna, Steam Room and Sunbed

10 Specific Learning Outcomes

Unit 1 Introduction to Pool Plant Operations

Learners should be able to:

10.1.1 distinguish between different types of pool water pollution (chemical, physical, biological)
10.1.2 demonstrate mechanisms for removing pool water pollution (surface, dissolved, chemical, deposited)
10.1.3 describe various pool layout designs available and their uses
10.1.4 carry out pool water tests that include an evaluation of recorded pH, chlorine levels and temperature
10.1.5 explain the process of pool water turnover
10.1.6 describe the stages of water circulation (pool to plant room to pool)
10.1.7 describe the back washing process as a part of standard pool operations
10.1.8 list the characteristics of the chemicals used in water treatment (e.g. chlorine donors, bromine, ozone)
10.1.9 identify the hazards associated with handling and storing chemicals and important warning signs on packaging
10.1.10 describe the importance of keeping a hygiene maintenance schedule in the pool area
10.1.11 list the contra-indications for spa pools, plunge pools and jacuzzis
10.1.12 document checks on pool equipment which include standard maintenance, hygiene, safety and security elements.
<table>
<thead>
<tr>
<th>Unit 2 Multi-Purpose Facility Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners should be able to:</td>
</tr>
<tr>
<td>10.2.1 describe different types of facilities and user groups in the leisure complex (wet and dry, private, public and voluntary)</td>
</tr>
<tr>
<td>10.2.2 describe different types of floor surfaces used in sports halls, aerobic studios and fitness suites</td>
</tr>
<tr>
<td>10.2.3 devise a standard maintenance and cleaning schedule for sports halls, aerobic studios and fitness suites</td>
</tr>
<tr>
<td>10.2.4 list the portable and fixed equipment to be found in sports halls, aerobic studios and fitness suites</td>
</tr>
<tr>
<td>10.2.5 describe the optimum layout features of a fitness suite</td>
</tr>
<tr>
<td>10.2.6 manage client training cards (including compilation, maintenance and indexing)</td>
</tr>
<tr>
<td>10.2.7 explain the importance of water stations, adequate ventilation, and providing security for customer belongings in the leisure facility</td>
</tr>
<tr>
<td>10.2.8 explain the importance of assessing, advising and supervising leisure facility users</td>
</tr>
<tr>
<td>10.2.9 list the pitch dimensions and range of field markings for a variety of sports, both outdoors and in a sports hall</td>
</tr>
<tr>
<td>10.2.10 describe different types of outdoor surfaces available (e.g. real and artificial grass, astro- turf, tarmacadam) and related sports</td>
</tr>
<tr>
<td>10.2.11 demonstrate safe manual lifting of leisure equipment</td>
</tr>
<tr>
<td>10.2.12 demonstrate how to safely set up, dismantle and store equipment.</td>
</tr>
</tbody>
</table>
Unit 3  
**Sauna, Steam Room and Sun Bed**

*Learners should be able to:*

10.3.1 describe different types of saunas and standard features and operational details (dry heat, heated coals, water use, temperature, humidity)

10.3.2 list the operational temperatures of a sauna and the variety of temperature gauges available

10.3.3 explain the physiological and psychological effects of using a sauna

10.3.4 list the contra-indications for sauna usage, the types of users that require medical clearance before use and guidelines for safe usage

10.3.5 demonstrate an effective maintenance and cleaning schedule for a sauna

10.3.6 explain the standard features and operation of a steam room

10.3.7 list the operational temperatures of a steam room and the variety of temperature gauges available

10.3.8 list the contra-indications for sauna usage and the types of users that require medical clearance before use

10.3.9 describe the health benefits of using a steam room and guidelines for safe usage

10.3.10 carry out an effective maintenance and cleaning schedule for a steam room

10.3.11 describe the standard features of a sun bed and different types of suntanning tubes available

10.3.12 operate a sun bed

10.3.13 list the advantages, disadvantages, contra-indications and risks of sun bed usage

10.3.14 explain the recommended exposure time for specific skin types to sun bed users

10.3.15 explain the importance of maintaining client tanning cards

10.3.16 demonstrate an effective maintenance and cleaning schedule for a steam room.
11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.
All assessment is carried out in accordance with FETAC regulations.
Assessment is devised by the internal assessor, with external moderation by FETAC.

<table>
<thead>
<tr>
<th>Summary</th>
<th>Project</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skills Demonstration</td>
<td>40%</td>
</tr>
</tbody>
</table>

11.1 Project

The internal assessor will devise a project brief that requires candidates to demonstrate understanding and application of leisure facility operations. The project brief will require candidates to complete a comprehensive report on the practical operational features of a leisure facility.

Evidence presented will include the following:
- details of specific operational procedures for the facility
- evaluation of existing operational procedures
- details of maintenance guidelines and practice (including health and safety issues) for each area within the facility
- details of the process of record-keeping
- recommendations on improvements which could benefit the leisure facility.

The project may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

11.2 Skills Demonstration

In one or more skills demonstrations, candidates will be observed carrying out any four of the following tasks, chosen at random by the internal assessor:
- removing pool water pollution of various types
- carrying out pool water tests that include an evaluation of pH, chlorine and temperature levels
- standard maintenance and cleaning of leisure facility areas eg pool, pool plant room, sports hall, aerobics studio, fitness suite
- safe manual lifting of leisure facility equipment
- safe set up, dismantling and storage of equipment
- standard operating procedures for a sauna, steam room, and sun bed
- standard maintenance and cleaning of a sauna, steam room, and sun bed.
12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
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<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
</tbody>
</table>
### Leisure Facility Operations

**D20155**  
**Project 60%**  
**Skills Demonstration 40%**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project</strong></td>
<td></td>
<td></td>
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<tr>
<td>• comprehensive description and evaluation of facility’s operational procedures</td>
<td>20</td>
<td></td>
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<tr>
<td>• clear understanding of maintenance details and guidelines, including health and safety</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• clear understanding of essential practice and rationale for record-keeping</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• well-researched recommendations for possible improvements to the facility</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>60</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Skills Demonstration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective and efficient preparation for and execution of each task</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• use of appropriate health and safety precautions while completing each task</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>40</strong></td>
<td></td>
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<tr>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>100</strong></td>
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</table>

*This mark should be transferred to the Module Results Summary Sheet*

**Internal Assessor’s Signature:** ____________________________ **Date:** __________

**External Authenticator’s Signature:** __________________________ **Date:** __________
## FETAC Module Results Summary Sheet

### Details:
- **Module Title:** Leisure Facility Operations
- **Module Code:** D20155

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Total 100%</th>
<th>Grade*</th>
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<tbody>
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</tbody>
</table>

**Signed:**

**Internal Assessor:** ___________________________ **Date:** ______________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.
Glossary of Assessment Techniques

Assignment

An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment e.g art work, engineering work etc.

Examination

A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
**Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1 Assessment is regarded as an integral part of the learning process.

2 All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4 Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5 The reliability of assessment techniques is facilitated by providing support for assessors.

6 Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9 Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.
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