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 Management

Level 6 L31901

www.fetac.ie
Title Leisure Facility Operations Management
Code L31901
Level 6
Credit Value 1

Purpose
This module is designed to prepare learners to manage the operating procedures within a Leisure Facility. It focuses on the skills and knowledge required to effectively manage multi-purpose Leisure Facilities in their day-to-day operation. This module is a statement of the standards to be achieved to gain a FETAC credit in Leisure Facility Operations Management at Level 6.

Preferred Entry Level
Candidates with a FETAC Level 5 award in Sport & Recreation with one year’s experience.
Or,
An ILAM Ireland Certificate in Supervisory Management with a Minimum of one year’s experience.

Special Requirements
None

General Aims
This module will enable the learner to:

8.1 Appreciate the importance of having effective documented systems for all aspects of the day to day running of a leisure facility.

8.2 Effectively implement these systems through planning, development and training.

8.3 Ensure customer satisfaction is achieved.

8.4 Develop a wide range of skills required to operate a Leisure Facility.
The specific learning outcomes are grouped into 3 units:

Unit 1  Managers Role and Responsibility
Unit 2  Legislation
Unit 3  Technical aspects

10 Specific Learning Outcomes

Unit 1  Managers Role and Responsibility

Learners should be able to:

10.1.1 Explain the role of the employer in providing training, development and consultation towards other management and employee’s.

10.1.2 Oversee the health, safety and welfare of customers and staff using the building and equipment.

10.1.3 Outline the training needs required to effectively operate leisure machinery, equipment and pool plant operations.

10.1.4 Organise and devise set procedures for employee’s to undertake in the form of checklists.

10.1.5 Explain the importance of delegation through effective training and education.

10.1.6 Evaluate the content of an induction-training programme for new and existing staff in relation to the normal operating procedures.

10.1.7 Discuss the importance of having an emergency action plan in place.

10.1.8 Explain the importance of performing routine plant, building and equipment maintenance.

10.1.9 Listen to customer ideas, queries and complaints and deal with them accordingly.

10.1.10 Communicate with service contractors and business contacts in a professional and efficient manner.
Unit 2  
Legislation

Learners should be able to:

10.2.1 Identify relevant legislation and industry codes of practice.

10.2.2 Evaluate the role of the supervisor in relation to providing safe plant, machinery and equipment to effectively operate.

10.2.3 Explain importance of fully comprehensive insurance for all aspects of plant, equipment and personal facilities.

10.2.4 Design a training programme, which covers the importance of adhering to all legislation.

10.2.5 Interpret and explain employer, employee and customer rights within your facility.

10.2.6 Evaluate the importance of contracts with regard to employee’s status and rights.

10.2.7 Explain the importance of appointing a Health & Safety Officer for your facility.

10.2.8 Illustrate an understanding of relevant legislation and be aware of new regulations.

10.2.9 Compile a structured roster and shift system for your self and your entire employee’s.

Unit 3  
Technical Aspects

Learners should be able to:

10.3.1 Illustrate an understanding of the range of technical aspects that may be encountered in a Leisure Facility on a day-to-day basis.

10.3.2 Ensure the required tests and checks are conducted on the pool.

10.3.3 Demonstrate an understanding of pool water chemistry and how to control any eventuality.
10.3.4 Advise all personal as to the risks and potential hazards that may occur in boiler rooms or plant rooms.

10.3.5 Conduct routine checks on boilers, plant and electrical appliances and have staff trained to conduct these checks.

10.3.6 Research the feasibility of a comprehensive energy management system.

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.

The internal assessor devises assessment, with external moderation by the FETAC.

Summary

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Examination</td>
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<tr>
<td>Learner Record</td>
<td>20%</td>
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<tr>
<td>Project</td>
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11.1 Examination

The internal assessor will devise a written examination that fulfils the marking scheme provided.

The examination will be based on materials covered during course delivery time.

The examination will be 2 hours in duration.

The format of the examination will be as follows:

Section A
12 short answer questions. Candidates will be required to answer 10 questions (1 mark each).

Section B
4 structured questions. Candidates will be required to answer 3 questions (10 marks each)

The questions will be designed to test the candidate’s knowledge, understanding and applications of the specific learning outcomes.

11.2 Learner Record

A personal Log Book, which will cover aspects of learners work experience relating to the learning outcomes, will be compiled by the candidate.
It will include the skills and qualifications that the individual has achieved and the experience and activities that s/he has been involved in.

11.3 Project

The internal assessor will devise a project brief that requires candidates to demonstrate a comprehensive understanding of the module and how to apply it to demonstrate a comprehensive understanding of the module and how to apply it to their own work place.

12 Performance Criteria

12.1 Written Examination

A detailed marking scheme with outline answers should be devised for the examination. The examination paper and marking scheme should be available to the external Authenticator. Candidate’s achievement should be noted on the individual candidate-marking sheet 1.

12.1 Project

The project will be marked according to criteria set out in the accompanying Individual Marking Sheet.

13 Marking

Pass 50 - 64%
Merit 65 – 79%
Distinction 80 – 100%
Candidate Name: ___________________________  PPSN: _________________________
Centre: __________________________________________________  Centre No.: ________

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<th>Performance Criteria</th>
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<tr>
<td><strong>Section B</strong></td>
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Internal Assessor’s Signature: ___________________________  Date: __________
External Authenticator’s Signature: _________________________ Date: __________
Candidate Name: _______________________________  PPSN: _________________________
Centre: __________________________________________________  Centre No.: __________

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<td>Mission Statement.</td>
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<td>Staffing Structure.</td>
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<td>Holiday, Bank Holiday, Sick Pay and Compassionate Leave Entitlements.</td>
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<td>Disciplinary and Grievance Procedures.</td>
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<td>Emergency Procedures.</td>
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*Internal Assessor’s Signature: _______________________________  Date: ___________

*External Authenticator’s Signature: _______________________________  Date: ___________
## Module Results Summary Sheet

**Module Title:** Leisure Facility Operations Management  
**Module Code:** L31901

<table>
<thead>
<tr>
<th>Candidate Surname</th>
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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.

Grade*
- **D:** 80 - 100%
- **M:** 65 - 79%
- **P:** 50 - 64%
- **U:** 0 - 49%
- **W:** candidates entered who did not present for assessment
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 eg 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. 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.