



**CIMSPA PROFESSIONAL STANDARD**

# Recreation Assistant

(FULL STANDARD)

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# CIMSPA PROFESSIONAL STANDARD: Recreation Assistant

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### ABOUT THIS STANDARD

This document is a CIMSPA professional standard (full version).

The full version of this standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners.

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## 1. Overview

### Professional standard: Recreation Assistant

This professional standard outlines the role and scope of a Recreation Assistant and the essential knowledge and skills that are needed to meet the sector minimum deployment standards. It also provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Recreation Assistant sits in the sport and physical activity sector as part of the leisure operations industry.

The agreed industry prerequisite to become a Recreation Assistant is to have achieved a CIMSPA endorsed educational product that fully meets this professional standard. Individuals who achieve this will be deemed to have met this standard and will also be eligible for CIMSPA membership.

### Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA professional standard will display this official CIMSPA endorsement logo.



## 2. Scope of the Recreation Assistant

The role of the Recreation Assistant is to support, enhance and deliver the day to day operations of a leisure facility. These operations typically service sport and physical activities in wet environments such as swimming pools, water slides and saunas and/or dry environments such as activity areas and sports pitches.

Working as part of a team, it is the responsibility of the Recreation Assistant to undertake a range of leisure operational duties such as:

- Assisting with the opening and closing of the leisure facility.
- Maintaining the cleanliness and safety of the environment.
- Ensuring programmed activities and services are available including preparing, assembling, dismantling and storing equipment such as trampolines, badminton nets and event seating.

The Recreation Assistant will also supervise activity and ancillary areas, ensuring the safety of customers and enhancing the services offered by having product knowledge and sales acumen.

As a first point of contact, the Recreation Assistant will provide high levels of customer care where they will assist with any customer feedback. The Recreation Assistant will report to the leisure duty manager and will typically cover a seven-day week on a rota basis resulting in shifts that may include weekends, early mornings, evenings and public holidays.

### 3. CIMSPA membership eligibility

Graduates of this professional standard will meet the requirements to be a CIMSPA Affiliate member.

*Refer to the CIMSPA Professional Standards Matrix for a comprehensive overview of job roles and progression opportunities.*

### 4. Summary of knowledge and skills

#### Recreation Assistant

Topic	Knowledge	Skills
<b>Industry legislation and guidance, organisational policies and procedures</b>	<ul style="list-style-type: none"><li>How relevant industry legislation and organisational policies and procedures impact on a Recreation Assistant's day to day role and responsibilities.</li></ul>	<ul style="list-style-type: none"><li>Adhere to relevant industry legislation and organisational policies and procedures in line with organisational guidelines.</li></ul>
<b>Maximising the customer experience</b>	<ul style="list-style-type: none"><li>How to engage, communicate, obtain feedback and support customers in safe use and enjoyment when visiting the facility.</li><li>How to maximise the customer experience through understanding their needs, support customer retention and product sales.</li><li>How the customer service elements combined, will lead to the overall customer experience.</li></ul>	<ul style="list-style-type: none"><li>The ability to create positive first impressions and to develop relationships with customers through excellent communication skills, product knowledge and acting on feedback to enhance the customer experience.</li></ul>
<b>Routine maintenance and cleaning</b>	<ul style="list-style-type: none"><li>How to undertake routine maintenance and cleaning tasks of the facility and its equipment.</li><li>How to monitor and maintain safe and high standards of hygiene in accordance with the facility's normal operating plan and health and safety procedures.</li></ul>	<ul style="list-style-type: none"><li>The ability to organise their own work and collaboratively work with colleagues to ensure that routine maintenance and cleaning tasks are undertaken in line with the facility's cleaning schedule whilst minimising the impact on the customer experience.</li></ul>
<b>Safe equipment and activity areas</b>	<ul style="list-style-type: none"><li>How to safely prepare activity areas for use and how to safely set up, dismantle and store equipment.</li></ul>	<ul style="list-style-type: none"><li>The ability to organise own work duties alongside colleagues to ensure that activity areas are ready for use and that equipment is set up, dismantled and stored safely.</li></ul>
<b>The Recreation Assistant's role within the organisation</b>	<ul style="list-style-type: none"><li>How to work with minimal supervision within professional boundaries.</li><li>Understand the Recreation Assistant's role and responsibilities as part of a team in supporting the smooth operation of the facility, its activities and services.</li></ul>	<ul style="list-style-type: none"><li>The ability to work with minimal supervision within professional boundaries through skills in: problem solving, time management, interpreting information and using own initiative.</li></ul>

## 5. Product development guidance

This section is aimed at organisations developing educational products mapping to this professional standard. The requirements should be taken into account in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA professional development board (PDB) has agreed that any of the following educational products can be developed for the role of Recreation Assistant:

<b>Educational product</b>	<b>Mapping requirements</b>	<b>Professional standard achieved on attainment?</b>
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES

Where evidence that all elements of the professional standard are included CIMSPA endorsement can be sought.

***All educational products must be submitted to CIMSPA for endorsement and should include all elements outlined in the professional standard.***

Awarding organisations and higher institutions seeking CIMSPA endorsement for a product against this professional standard are asked to consider the following;

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this professional standard be the same; the level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides. This is not a first-to-post exercise but one in which awarding organisations/institutions are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process. Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this professional standard.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this professional standard are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

They stipulate that practical assessment must be conducted where practically possible in a real-world environment – ideally 'on the job'/at work.

Where practicably possible a practical end-point assessment is conducted with 'real clients'. The use of peers for an end-point practical assessment is not deemed appropriate.

- c) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence.

## 6. Learning and Development Requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a professional standard. There are 5 key areas of learning and development for the job role of Recreation Assistant, of which all areas are interconnected and mandatory. The key areas are:

1. Industry legislation (guidance), organisational policies and procedures.
2. Maximising the customer experience.
3. Routine maintenance and cleaning.
4. Safe equipment and activity areas.
5. The Recreation Assistant's role within the organisation.

N.B. Examples are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role. It is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

## 1. Industry legislation and guidance, organisational policies and procedures

Ref	Knowledge and understanding:	A Recreation Assistant must:
K1.1	Organisational policies and procedures	<ul style="list-style-type: none"> <li>Understand organisational policies and procedures: e.g. normal operating plans (NOP), emergency action plans (EAP), risk assessment, admissions policy, environmental policy, equality and diversity, requirements for personal protective equipment (PPE) e.g. gloves, ear defenders, goggles, overalls, aprons.</li> </ul>
K1.2	Legal and regulatory requirements	<ul style="list-style-type: none"> <li>Understand key legal and regulatory requirements:               <ul style="list-style-type: none"> <li>Health and Safety at Work Act 1974</li> <li>Health and Safety Regulations (First Aid) 1981</li> <li>The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR)</li> <li>Regulatory Reform (Fire Safety) Order 2005</li> <li>Control of Substances Hazardous to Health (COSHH)</li> <li>Health and Safety (Safety Signs and Signals) Regulations</li> <li>The Health and Safety Executive publication "Managing Health and Safety in Swimming Pools" (HSG 179)</li> <li>Equality Act 2010</li> <li>Safeguarding and safe supervision of children and vulnerable adults, data protection etc.</li> </ul> </li> </ul>
K1.3	Sector guidance	<ul style="list-style-type: none"> <li>Understand sector guidance e.g. national governing bodies (NGB) guidelines, the Health and Safety Executive (HSE), Sport England,</li> </ul>
Ref	Skills:	A Recreation Assistant must be able to...
S1.1	Working with procedures	<ul style="list-style-type: none"> <li>Implement organisational policies and procedures relating to the Recreation Assistant role: e.g. normal operating plans (NOP), emergency action plans (EAP), risk assessment, admissions policy, environmental policy, equality and diversity.</li> </ul>
S1.2	Adhering to legislation and policy	<ul style="list-style-type: none"> <li>Adhere to key legal and regulatory requirements relating to the recreation assistant role: e.g. Equality Act 2010, Health and Safety at Work Act 1974, control of substances hazardous to health (COSHH) regulations, reporting of injuries, diseases and dangerous occurrences (RIDDOR) regulations, safeguarding and safe supervision of children and vulnerable adults, data protection etc.</li> </ul>
S1.3	Adhering to sector guidance	<ul style="list-style-type: none"> <li>Adhere to sector guidance relating to the Recreation Assistant role: e.g. national governing body (NGB) guidelines, Health and Safety Executive (HSE), Sport England.</li> </ul>
S1.4	Report writing	<ul style="list-style-type: none"> <li>Complete reports such as accidents, incidents and near misses.</li> </ul>
S1.5	Interpreting information	<ul style="list-style-type: none"> <li>Demonstrate processing information and following instructions using professional judgement.</li> </ul>
S1.6	Working safely	<ul style="list-style-type: none"> <li>Demonstrate conscientious working practices to ensure the safe and smooth running of the facility.</li> </ul>

## 2. Maximising the customer experience

Ref	Knowledge and understanding:	A Recreation Assistant must:
K2.1	Customer needs	<ul style="list-style-type: none"> <li>Understand the local demographics of the organisation's customers and how this affects the products and services the organisation offers.</li> </ul>
K2.2	Customer service	<ul style="list-style-type: none"> <li>Understand the organisation's products and offerings.</li> <li>Understand how to present the Recreation Assistant's role in a professional and approachable manner, in line with organisational standards.</li> <li>Understand the importance of customer retention and how to influence customer retention.</li> </ul>
K2.3	Customer engagement	<ul style="list-style-type: none"> <li>Understand different methods of engaging with customers: e.g. face-to-face, telephone, written (email and posters) etc.</li> <li>Describe different types of conflict and customer complaints and how to manage them.</li> </ul>
K2.4	Customer communication	<ul style="list-style-type: none"> <li>Understand different methods of communication: e.g. body language, open questions, active listening etc. to suit a range of situations and how these apply to customers from differing backgrounds, cultures, experience etc.</li> </ul>
K2.5	Customer feedback	<ul style="list-style-type: none"> <li>Understand different methods of obtaining customer feedback, channels of recording and reporting feedback in line with organisational procedures: e.g. the feedback cycle.</li> <li>Understand the recreation assistant's role within the feedback cycle and the impact on the customer experience.</li> </ul>
K2.6	Use of equipment and activity areas	<ul style="list-style-type: none"> <li>Understand how to make effective use of equipment and activity areas to provide a safe and enjoyable environment for customers.</li> </ul>
Ref	Skills:	A Recreation Assistant must be able to:
S2.1	Customer data	<ul style="list-style-type: none"> <li>Respond to customer data in order to understand the different types of customers and customer needs: e.g. customer demographics.</li> </ul>
S2.2	Customer engagement	<ul style="list-style-type: none"> <li>Demonstrate customer engagement: e.g. deliver an informative tour, deal with customer enquiries, offer product knowledge etc.</li> </ul>
S2.3	Customer service	<ul style="list-style-type: none"> <li>Demonstrate exemplary customer service to include: problem solving, discretion, influencing, team work, suitable language etc.</li> </ul>
S2.4	Develop relationships with customers	<ul style="list-style-type: none"> <li>Develop relationships with customers in a friendly and approachable manner whilst respecting equality and diversity.</li> </ul>
S2.5	Professional demeanour	<ul style="list-style-type: none"> <li>Demonstrate a professional demeanour: e.g. uniform and personal attributes, positive first impressions etc.</li> </ul>
S2.6	Communication	<ul style="list-style-type: none"> <li>Demonstrate different communication methods and know when to refer to colleagues or relevant persons.</li> </ul>

<b>S2.7</b>	Use of equipment and activity areas	<ul style="list-style-type: none"> <li>• Monitor customers' use of equipment and activity areas; intervene if necessary to ensure customer safety.</li> <li>• Improve the customer experience in line with organisational working practices and own professional boundaries.</li> </ul>
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### 3. Routine maintenance and cleaning

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Recreation Assistant must:</b>
<b>K3.1</b>	Cleaning substances	<ul style="list-style-type: none"> <li>• Understand the principle uses and suitability of a range of cleaning substances: e.g. antibacterial spray, other chemicals, lubricants.</li> </ul>
<b>K3.2</b>	Cleaning equipment	<ul style="list-style-type: none"> <li>• Understand the principle uses and suitability of a range of cleaning equipment: e.g. scrubber-dryers, deep cleaning extractors, wet/dry vacuums, floor burnishers, mop and bucket.</li> </ul>
<b>K3.3</b>	Safe systems of work	<ul style="list-style-type: none"> <li>• Understand standard operating procedures with regards to routine maintenance and cleaning, adhering to: manufacturer guidelines, control of substances hazardous to health (COSHH), manual handling techniques and security and safe storage of equipment.</li> </ul>
<b>K3.4</b>	Personal safety	<ul style="list-style-type: none"> <li>• Understand the role of personal protective equipment, risk assessments, normal operating plans (NOP) and emergency action plans (EAP) in protecting personal safety.</li> </ul>
<b>K3.5</b>	Hazards	<ul style="list-style-type: none"> <li>• Know how to identify hazards relating to: physical activity, people and pool operations and hazard reporting procedures.</li> </ul>
<b>K3.6</b>	Cleaning schedules	<ul style="list-style-type: none"> <li>• Know the cleaning routines and organisational standards for a range of areas: e.g. toilets, swimming pool, sports hall etc.</li> <li>• Know how to maintain the safety of themselves and others.</li> </ul>
<b>K3.7</b>	Waste management	<ul style="list-style-type: none"> <li>• Know the different types of waste: e.g. hazardous and non-hazardous and how to dispose of it in line with the organisation's environmental policy.</li> </ul>

<b>Ref</b>	<b>Skills:</b>	<b>A Recreation Assistant must be able to:</b>
<b>S3.1</b>	Preparing to clean	<ul style="list-style-type: none"> <li>• Plan and prepare own cleaning activities through the interpretation of the organisation's cleaning schedule.</li> </ul>
<b>S3.2</b>	Cleaning activities	<ul style="list-style-type: none"> <li>• Demonstrate suitable use of appropriate cleaning substances and equipment in line with the organisation's safe systems of work, cleaning schedules and organisational standards, whilst maintaining the safety of themselves and others.</li> </ul>
<b>S3.3</b>	Hazards	<ul style="list-style-type: none"> <li>• Demonstrate appropriate action to deal with identified hazards to include appropriate use of signage and reporting procedures.</li> </ul>
<b>S3.4</b>	Communication	<ul style="list-style-type: none"> <li>• Demonstrate effective communication to customers and colleagues whilst cleaning to ensure a positive customer experience.</li> </ul>

## 4. Safe equipment and activity areas

Ref	Knowledge and understanding:	A Recreation Assistant must:
K4.1	Specific equipment	<ul style="list-style-type: none"><li>Understand the different types of equipment: simple e.g. badminton nets, complex e.g. trampolines and powered e.g. inflatables.</li></ul>
K4.2	Safe systems of work	<ul style="list-style-type: none"><li>Understand standard operating procedures including safe assembly, dismantling and storage of equipment, adhering to: manufacturer and national governing body (NGB) guidelines, manual handling techniques, safe and serviceable equipment policies, environmental policies and maintenance inspection plans for specific equipment.</li></ul>
K4.3	Personal safety	<ul style="list-style-type: none"><li>Know about personal protective equipment, normal operating plans and emergency action plans.</li></ul>
K4.4	Hazards	<ul style="list-style-type: none"><li>Know how to identify hazards relating to; physical activity, people and pool operations and understand how to report a hazard.</li></ul>
Ref	Skills:	A Recreation Assistant must be able to:
S4.1	Prepare for activities	<ul style="list-style-type: none"><li>Plan and safely prepare personal work activities through the interpretation of the facility's daily work plan.</li></ul>
S4.2	Hazards	<ul style="list-style-type: none"><li>Demonstrate appropriate action to deal with identified hazards based on the level of risk.</li></ul>
S4.3	Assemble, dismantle and store equipment	<ul style="list-style-type: none"><li>Demonstrate the application of safe systems of work for a range of specific equipment.</li></ul>
S4.4	Teamwork	<ul style="list-style-type: none"><li>Demonstrate teamwork skills when setting up equipment with others.</li></ul>
S4.5	Communication	<ul style="list-style-type: none"><li>Demonstrate verbal and written communication whilst undertaking duties.</li></ul>

## 5. The Recreation Assistant's role within the organisation

Ref	Knowledge and understanding:	A Recreation Assistant must:
K5.1	Organisational structure and goals	<ul style="list-style-type: none"> <li>Understand the organisation's structure, lines of reporting, vision, mission and goals.</li> </ul>
K5.2	Roles and responsibilities	<ul style="list-style-type: none"> <li>Understand the roles and responsibilities of colleagues within the organisation.</li> </ul>
K5.3	Own role	<ul style="list-style-type: none"> <li>Understand professional boundaries, code of conduct, own role and personal responsibilities and contribution.</li> </ul>
K5.4	Organisational role	<ul style="list-style-type: none"> <li>Understand the Recreation Assistant's role as part of a team in supporting the smooth operation of the leisure facility, its activities and services in line with organisational policy and procedures: e.g. normal operating plans (NOP), emergency action plans (EAP), risk assessments, supervision, customer charter etc.</li> </ul>
K5.5	Training and development	<ul style="list-style-type: none"> <li>Understand the occupational requirements of the roles within a facility: e.g. lifeguard, fitness instructor etc.</li> <li>Understand the qualification and ongoing training requirements of the Recreation Assistant role.</li> </ul>
K5.6	Internal and external measures	<ul style="list-style-type: none"> <li>Understand internal and external performance measures: e.g. external quality assurance, internal verifications, external audits, key performance indicators (KPIs) etc.</li> </ul>
Ref	Skills:	A Recreation Assistant must be able to:
S5.1	Problem solving	<ul style="list-style-type: none"> <li>Demonstrate problem solving skills and use of own initiative to ensure the smooth running of the facility.</li> </ul>
S5.2	Time management	<ul style="list-style-type: none"> <li>Plan and prepare personal work activities through the interpretation of the facility's daily work plan and instructions.</li> </ul>
S5.3	Communication and teamwork	<ul style="list-style-type: none"> <li>Demonstrate different communication methods and referral to colleagues when outside own professional boundary.</li> <li>Demonstrate teamwork skills.</li> </ul>
S5.4	Interpreting information	<ul style="list-style-type: none"> <li>Demonstrate processing of information and how to follow instructions using professional judgement.</li> </ul>
S5.5	Working safely	<ul style="list-style-type: none"> <li>Demonstrate conscientious working practices to ensure the safe and smooth running of the facility.</li> </ul>
S5.6	Daily operations	<ul style="list-style-type: none"> <li>Adhere to operating procedures: e.g. opening, closing and daily operating procedures.</li> </ul>

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