PROGRAMME OVERVIEW FOR CONSULTATION
SEPTEMBER 2017

Overview and Consultation Period

This document provides an overview of the draft programme (including the underpinning unit standards) that has been developed to support the achievement of the New Zealand Certificate in Facility Operations (Level 4) [Ref: 3647].

The document provides information on the following:

- **Programme structure**: overview of how the draft unit standards align to the graduate profile outcomes of the qualification
- **Unit Standard detail**: the details of the proposed unit standards
- **Programme Guidance and Conditions**: overview of other requirements to support the quality delivery and assessment of the programme

We are now seeking feedback on the draft programme, unit standards and guidance. This consultation is an opportunity for you and your organisation to provide feedback on the relevance of the standards before they are finalised. Consultation details can be found [here](#).

**Consultation closes 5pm Monday 9 October 2017.**
NZ CERTIFICATE IN FACILITY OPERATIONS (LEVEL 4)

Programme Structure – alignment between draft standards and qualifications

Before looking at the detail of the draft unit standards, it is useful to understand how the unit standards align to each qualification outcome. The table below shows this breakdown:

<table>
<thead>
<tr>
<th>GPO 1 Credits</th>
<th>40</th>
<th>Operate and maintain facility resources and spaces to meet organisational requirements, plans and processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPO 2 Credits</td>
<td>30</td>
<td>Adapt and respond to the needs of different user groups to ensure active participation.</td>
</tr>
<tr>
<td>GPO 3 Credits</td>
<td>30</td>
<td>Plan and delegate tasks in a professional manner to achieve facility and organisational outcomes.</td>
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<tr>
<td>GPO 4 Credits</td>
<td>20</td>
<td>Respond to trends in facility use and operation to support facility operations.</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>FO Plant and Equip</td>
<td>Operate, maintain, and clean the plant and equipment of a facility</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>FO Legislation</td>
<td>Demonstrate knowledge of legislation, policies, bylaws, codes of practice, and standards for facility operations</td>
<td>5</td>
<td></td>
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<tr>
<td>FO O&amp;M</td>
<td>Operate and maintain facility resources and spaces to meet the needs of users</td>
<td>15</td>
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<tr>
<td>FO DKO User groups and barriers</td>
<td>Demonstrate knowledge of user groups and barriers to participation in a facility</td>
<td>15</td>
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<tr>
<td>25079</td>
<td>Demonstrate knowledge of recreation and sport in New Zealand, and the impact of trends and issues</td>
<td>12</td>
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<tr>
<td>8495</td>
<td>Develop self to improve own performance in an organisation</td>
<td>3</td>
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<tr>
<td>15190</td>
<td>Develop and implement a work team plan</td>
<td>10</td>
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<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
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<td>Code</td>
<td>Description</td>
<td>Level</td>
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<tr>
<td>21335</td>
<td>Lead a team to achieve an objective</td>
<td>Level 4</td>
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<tr>
<td>29847</td>
<td>Demonstrate knowledge of safe work procedures and practices in a recreation workplace</td>
<td>Level 3</td>
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<tr>
<td>29848</td>
<td>Demonstrate knowledge of safe work procedures and practices in a recreation workplace</td>
<td>Level 3</td>
</tr>
<tr>
<td>29849</td>
<td>Demonstrate knowledge of professional practice in a recreation workplace</td>
<td>Level 3</td>
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<tr>
<td>29850</td>
<td>Operate professionally in a recreation workplace</td>
<td>Level 3</td>
</tr>
<tr>
<td>29851</td>
<td>Apply safe work procedures and practices in a recreation workplace</td>
<td>Level 3</td>
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</tbody>
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Unit Standard Detail

FO Plant and Equip
Operate, maintain, and clean the plant and equipment of a facility
Level 4, Credits 15

Outcome 1
Operate plant and equipment to meet user needs.

1.1 Operate plant to meet safety and operational requirements.
   Range safety includes – emergency egress;
   safety may include but is not limited to – projections, moving parts, movement corridors, storage, securing of fixed racks and other fittings, visibility, floor surface; operational requirements may include but are not limited to – user comfort, sound isolation, personal space, user security.

1.2 Operate equipment to meet safety and operational requirements.
   Range operational requirements may include but are not limited to – supervision requirements, movement of equipment, grouping, sequencing, and orientation of equipment.

1.3 Complete documentation related to day-to-day operation of plant and equipment.
   Range includes documentation of – equipment movement in use, client treatment of portable equipment, addition or removal of equipment, in-situ repair, equipment condition and operation.

Outcome 2
Clean, maintain, and monitor plant and equipment.

2.1 Follow procedures and standards for cleaning equipment.
   Range procedures – timing, sequencing, staffing, security arrangements;
   standards – safety, frequency, visible cleanliness, odour, impact on client use.

2.2 Follow systems and procedures for maintaining equipment.
   Range may include but is not limited to – preventative inspections, scheduled maintenance, signage, removal from use, reporting.

2.3 Monitor operation and condition of plant.
   Range may include but is not limited to – scheduled visual inspections additional plant needs, replacement needs.

2.4 Follow procedures for managing cleaning and maintenance supplies and equipment.
   Range procedures may include but are not limited to – maintaining inventory, purchasing procedures, safe storage, stocktaking.

2.5 Follow procedures that respond to staff feedback in relation to effective operation of plant and equipment.
   Range procedures may include but are not limited to – complaints handling, recording of feedback and action taken, reporting, signage.
### Outcome 3

**Follow safe practices and procedures for the use and movement of equipment.**

3.1 Establish signage giving instructions for safe use of equipment to meet HSW Act requirements and, where applicable, manufacturers’ instructions, that matches users’ needs for information.

Range safe proximity to equipment, adequate text, use of language, graphic representation, warning regarding unsafe use.

3.2 Follow procedures and techniques for moving equipment that satisfy manufacturers’ instructions, and meet safety needs users.

### FO Legislation

Demonstrate knowledge of legislation, policies, bylaws, codes of practice, and standards for facility operations  
Level 4, Credits 5

### Outcome 1

**Demonstrate knowledge of legislation, policies, bylaws, codes of practice, and standards for facility operations.**

1.1 Identify the legislation, policies, bylaws, codes of practice, and standards which relate to facility operations.

1.2 Explain the interpretations of the identified legislation, policies, bylaws, codes of practice, and standards in terms of facility operations.

1.3 Explain the application of the identified legislation, policies, bylaws, codes of practice, and standards within the policies and procedures of a facility.

1.4 Explain the enforcement provisions of the identified legislation, policies, bylaws, codes of practice, and standards as they relate to facility operations.

1.5 Explain the consequences of staff compliance and non-compliance with the identified legislation, policies, bylaws, codes of practice, and standards in terms of their effect on facility operations.

Range consequences may relate to – liability, risk management, market positioning, health, safety, employment, privacy, environmental sustainability, public accessibility, pricing, licence to operate.

### FO O&M

Operate and maintain facility resources and spaces to meet the needs of users  
Level 4, Credits 15

### Outcome 1

**Operate and maintain a facility to ensure it meets users’ needs and provides a quality experience for users.**

1.1 Contribute to the development and implementation of operational work plans to enhance the user experience.

Range includes but is not limited to – scheduling and planning for space and resource utilisation; opening, closing and security processes; public safety and supervision; facility inspections and compliance checks; audit and testing procedures; a system for customer feedback.

1.2 Adapt products, programmes, and services to meet the needs of users.

1.3 Meet facility objectives and expectations for promoting and providing a welcoming and positive culture and environment for users.
Outcome 2
Maintain the physical and environmental conditions within a facility to enhance the users’ experience.

Range:
may include but is not limited to – temperature, humidity, air currents, odours, adjustable noise levels, lighting, access.

2.1 Monitor and adjust facility temperature, sound, and humidity control systems to maintain conditions suitable for physical activity, client comfort and enjoyment, and optimum equipment operation and use.
2.2 Maintain and adapt physical access to the venue, equipment and other resources to meet user needs.
2.3 Take actions within a facility that minimise negative environmental effects and help to sustain and improve the environment.

Range includes but is not limited to actions relating to – energy conservation; may include actions relating to – air, noise, waste management, contamination.

Outcome 3
Monitor and respond to user experience.

3.1 Maintain a user feedback system to seek feedback using a variety of methods.
3.2 Respond to user feedback in an open and responsive manner, and within allocated timeframes.

Range includes but is not limited to – receiving and responding to feedback on the floor.
3.3 Make recommendations for action and improvement within facility in response to user feedback.

Outcome 4
Recommend acquisition of resources for a facility.

4.1 Identify the need for acquisition of resources.
4.2 Justify resource needs in terms of suitability for the facility operation in terms of quality, fitness for purpose, and cost.
4.3 Analyse sources of supply of resources for suitability.

Range suitability may include but is not limited to – quality, cost, availability, risk, reliability, contingencies, ongoing support.
4.4 Recommend acquisition of resources in line with facility procurement processes.
4.5 Recommend improvements to operational resource use to enhance customer experience.

FO DKO User groups and barriers
Demonstrate knowledge of user groups and barriers to participation in a facility
Level 4, Credits 15

Outcome 1
Describe how attitudes can influence user participation in a facility.

1.1 Describe three individual attitudes that may influence user participation in a facility.
1.2 Describe three organisational attitudes within a facility that may influence user participation in a facility.
Outcome 2

Describe barriers to participation in a facility.

2.1 Describe three physical barriers to participation in a facility.

Range may include – equipment, building design, environment, funding, support services, transport, services, products.

2.2 Describe three communication barriers to participation in a facility.

Range may include but is not limited to – verbal and non-verbal communication, physical, attitudes.

Outcome 3

Demonstrate knowledge of the recreation needs of people within three user groups and the barriers to their participation in a facility.

3.1 Identify the common characteristics within the user group.

3.2 Identify and explain the recreation needs of the user group.

3.3 Explain the benefits of participation in recreation for people within the user group in relation to meeting their identified needs.

3.4 Explain the barriers to participation in a facility for people within the user group in relation to meeting their identified needs.

Outcome 4

Evaluate strategies to overcome barriers to participation in a facility.

Range evidence is required for overcoming barriers for three user groups.

4.1 Evaluate three possible modifications to address physical barriers in a facility.

Range may include but is not limited to – environment, building design, equipment, rules, policies and procedures, universal design principles.

4.2 Evaluate three strategies to address attitudinal barriers in a facility.

Range may include but is not limited to – organisational culture, staff training, staff discussions, promoting advocates, education around support services, assessing teaching styles, encouraging user groups to attend the facility.

4.3 Evaluate two communication strategies to address barriers to participation in a facility.

Range may include but is not limited to – accessible communication formats to cater to user groups, networking, aids, attracting and retaining membership of user groups.

Outcome 1

Explain the characteristics and role of recreation and sport in New Zealand at individual, community, and national levels.

1.1 Explain recreation and sport in New Zealand in terms of its characteristics.

Range characteristics may include – participation patterns, range of opportunities, economic impact, ritual, nationalism, environment, geographic characteristics, culture.

1.2 Explain the social and cultural role of recreation and sport in New Zealand consistent with current industry thinking and relevant legislation.

1.3 Explain the health and wellbeing role of recreation and sport in New Zealand consistent with current industry thinking and relevant legislation.
1.4 Explain the economic role of recreation and sport in New Zealand consistent with current industry thinking and relevant legislation.

**Outcome 2**

*Describe trends and explain their impact on recreation and sport.*

2.1 Describe two societal trends consistent with current industry thinking.

Ranges societal trends may include – cultural, economic, demographic, immigration, migration, educational, work, lifestyle, tourism, life stages.

2.2 Describe two technological trends consistent with current industry thinking.

Ranges technological trends may include – communication, information, transport, materials, equipment, lifestyle, tourism, medical.

2.3 Describe two environmental trends consistent with current industry thinking.

Ranges environmental trends may include – natural and built resources, ecology, resource conservation, urban design, climate, environmental impact, lifestyle, tourism.

2.4 Explain the impact of trends on recreation and sport consistent with current industry thinking.

Ranges two each of – societal, technological, and environmental.

2.5 Explore the identified trends in terms of their impact on the provision of recreation and sport activities and the experience of the participant.

Ranges provision includes but is not limited to – delivery of products, programmes, and services.

**Outcome 3**

*Explain four contemporary issues that impact on recreation and sport in New Zealand.*

Ranges:

*Issues may include – affordability, social and anti-social behaviours, commercialism, media, gambling, legislation, technology, life stages, gender, ethnicity, disability equity, social mobility, fads, professionalisation, biculturalism, environmentalism;*

*Impacts may include – participation patterns, policy, provision, strategic planning, politics, service delivery.*

3.1 Identify and explain contemporary issues that relate to recreation and sport consistent with current industry thinking.

3.2 Explain the impact of identified issues on recreation and sport consistent with current industry thinking.
Programme Guidance and Conditions

Programmes leading to the award of this qualification must fully recognise all aspects of these programme specifications to support the quality delivery and assessment of the programme.

These have been developed alongside the qualification and unit standard development process and reflect the industry’s expectations for quality graduates seeking employment, or already employed or volunteering in the industry.

General Conditions

All learning and assessment within a programme leading to this qualification must be carried out in accordance with the following:

− relevant industry Codes and publications
− organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs), and the use of personal protective equipment (PPE).

Assessor Requirements

All personnel assessing programmes leading to this qualification will need to meet the requirements to register as an Assessor for this qualification on the New Zealand Register of Recreation Professionals (NZRRP). The requirements to register are likely to include the following:

− Hold the New Zealand Diploma in Facility Management (Level 6) [Ref: 3648] or be able to demonstrate equivalent knowledge and skills;
− Demonstrate current good practice assessment skills through achievement of relevant Adult Education unit standards.
− Endorsement by a relevant Senior Assessor Mentor (SAM) and appropriate referees.