

## Leisure Studies

Advanced Subsidiary GCE **H128**

For first assessment in January 2010



January 2010  
additional  
support/guidance

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# Introduction to these Support Materials

The following support materials have been designed to assist centres with the delivery and assessment of the GCE in Leisure Studies AS units. These materials can be used as a teacher resource for individual study or as a basis for departmental INSET.

The support materials include specific guidance on the AS units only. Information is provided on how to deliver key skills within this qualification. For each unit, there is an overview and specific guidance on teaching.

It is hoped that the materials provided will give centres useful additional material to that provided in the specification, which will over time improve and enhance the delivery and approach to the specification within a centre.

It is also hoped that centres will devise additional materials of their own when planning for and delivering the AS specifications. OCR would welcome the opportunity to review these support materials. If centres have produced assignments, resource sheets or any other form of support they are invited to submit a sample of this material to OCR. Informal feedback can then be given on whether the material is 'fit for purpose' and the material, with the centre's permission, can also be circulated for use by other centres in the planning for and delivery of the AS specifications. Centres wishing to submit any such materials should contact the OCR Customer Contact Centre who will pass them on to the relevant Qualifications Manager.

Centres can also contact OCR if they require consultation in relation to the submission of portfolios. For further information on OCR's coursework consultancy service please do not hesitate to contact the Customer Contact Centre by telephone on 01223 553998 or by email at [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk).

# Key Skills Opportunities

The following table sets out how candidates' portfolio evidence for these qualifications can also meet various Key Skills criteria at Level 2. It should be read in conjunction with the assessment evidence grids (included within the unit specifications). Each row of the table sets out:

- a Level 2 Key Skills criterion in column 1;
- opportunities within the mandatory AS portfolio units to meet this Key Skills criterion in column 2;
- further comments expanding on these opportunities in column 3;
- potential pitfalls to consider in column 4;
- possible enhancements to the portfolio evidence for these qualifications which would potentially meet the Level 3 criterion for this Key Skill, in column 5.

Key Skill Detail for Communication Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.2 Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of <b>500</b> words long:</p> <ul style="list-style-type: none"> <li>• select and read relevant documents;</li> <li>• identify accurately the main points, ideas and lines of reasoning;</li> <li>• summarise the information to suit your purpose.</li> </ul>	<p>In Unit 1: <i>Exploring leisure</i>, evidence of your research and analysis in carrying out your investigation.</p>	<p>Candidates must show evidence that appropriate materials have been selected.</p>	<p>Documents must relate to the same subject. Candidates must work independently to select material. Candidates must be able to select relevant material and identify accurately lines of reasoning from text and images if used.</p>	<p>Each document must be at least <b>1000</b> words long. The subject matter must be challenging, offering a number of strands of thought or different approaches. At this level candidates must demonstrate the ability to ‘synthesise’ the information – this must go beyond a summary as required at Level 2. Lines of reasoning identified from text and images if used.</p>
<p>2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long:</p> <ul style="list-style-type: none"> <li>• present relevant information in a format that suits your purpose</li> <li>• use a structure and style of writing to suit your purpose</li> <li>• spell, punctuate and use grammar accurately make your meaning clear</li> </ul>	<p>In Unit 1: <i>Exploring leisure</i> a summary of the sectors and components of the leisure industry, to include how they are interrelated.</p>	<p>A summary can be used as a type of document.</p>	<p>Work must be accurately spelt, punctuated, and grammatically correct so the meaning is clear. Candidates should not be penalised for one or two errors providing the meaning is still clear and mistakes in one document are not repeated in another.</p>	<p>The document/summary must give information about complex subjects (those that deal with abstract or sensitive issues and lines of enquiry that are dependant on clear reasoning). Subject matter must be challenging with use made of specialised vocabulary where appropriate. This type of document would most likely not be 1000 words long. At Level 3 candidates should have responsibility for selecting and using ‘form and style’.</p>

Key Skill Detail for Communication Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case:</p> <ul style="list-style-type: none"> <li>• select information relevant to the tasks.</li> </ul>	<p>In Unit 1: <i>Exploring leisure</i>, evidence of your research and analysis in carrying out your investigation.</p>	<p>Multi-criteria searching required for ICT based information into the factors which influence participation levels in leisure activities.</p>	<p>ICT based and non ICT based information sources required. This unit could be used to search and select information. The relationship between the information selected and purpose should be clear.</p>	<p>It is unlikely that Level 3 criteria will be met through the banner requirements in this unit.</p>

# Unit 1: Exploring Leisure

## Introduction

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The '[Guidance for Teachers](#)' and the '[Amplification of Criteria](#)' sections of the unit specification should be read carefully and understood in preparing to deliver this unit.

This unit lays the foundations for study and as such should be delivered at the beginning of the course with moderation in either January or June of the first year.

An induction programme based on a general introduction and a group activity focused on local leisure provision could be used to ensure candidates are aware of the general structure and components of the industry. The induction should also cover course requirements and teaching and learning styles with emphasis on the candidate's responsibility to research a wide subject area using many techniques and sources of information.

In order to access the higher grades candidates need to be able to demonstrate that they can gather information independently from a wide range of sources, effectively analyse data and draw conclusions about vocationally related issues, which are supported by the evidence presented.

It is recommended that candidates are given an outline of the unit and are made fully aware of the assessment criteria and the requirements of the course.

## Overview of the Unit

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The aim of this unit is to provide candidates with an overview of the structure, scale and importance of the leisure industry in both the UK and Europe. Given the broad scope of the industry it would be unreasonable to expect candidates to cover this unit in depth. It is more important that candidates cover the breadth of the industry and concentrate on gaining an overview of all six components of the industry rather than concentrate in depth on only some components, thus for example too great an emphasis on components such as 'sports and physical recreation' to the detriment of the other components should be avoided.

As candidates need to be adequately equipped with a broad understanding of the structure, scale and importance of the industry in order to prepare them to study other units successfully, this unit could be the sole focus of delivery in the first term.

In consideration of the specification the '[What you need to learn](#)' section can be broken down into the following key topics:

- defining leisure and recreation
- investigating the economic and social importance of the leisure industry to the UK and Europe
- investigating the structure of the industry in terms of sectors and components
- identifying factors that influence participation levels in leisure activities
- evaluating the role of the media in recent and current developments.

In the following section of this document these topics are further broken down into a delivery plan that can be used as a framework, to aid the delivery of this unit.

## Defining Leisure and Recreation

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Many textbooks contain definitions of leisure and recreation and other key terms in their introductory sections and although at the time of first teaching (2005) there are no AS/A2 Leisure Studies textbooks available, existing VCE Leisure and Recreation textbooks can continue to be used selectively.

## Investigating the economic and social importance of the leisure industry to the UK and Europe

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It is important that candidates appreciate the scale and importance of the leisure industry in both the UK and Europe, that they are able to estimate the value of the industry to the UK and European economies in terms of consumer spending, employment and participation trends, and that they are able to draw conclusions as to how participating in leisure activities can contribute to both an individual's well-being and the nation's health and well-being. Many sports studies and leisure-related publications contain useful information relating to the benefits of active participation in leisure activities, candidates should therefore be encouraged to consider text and publications from these related subjects when commenting on the potential benefits.

As UK data is readily available (through government websites and market research publications such as leisure forecasts) it is likely that candidates will base a significant portion of this section on UK data, however it is important that candidates have access to relevant European data and that they are able to comment appropriately. European data could relate to either a single European country or a number of countries as long as the candidate is able to use the data in order to demonstrate the social and economic importance of it to that country or countries. (See [resources section](#) for further details of sources.)

## Investigate the structure of the industry in terms of sectors and components

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The complexity of the industry and the need to group areas of the industry into components can be assessed from a range of available textbooks. Theory relating to the public, private and voluntary sectors is also easily accessible. This information can then be vocationally contextualised using a variety of strategies including visits, key speakers and published data on various web pages or through contacting marketing departments. The interrelationship between the sectors and components can also be accessed via available text and contextualised by considering local and national examples. Candidates should also show an awareness of current developments within particular components, for example the fact that the bulk of the UK cinema market is now in the hands of private financiers with chains Odeon and UCI being acquired by Terra Firma.

## Identifying factors that influence participation levels in leisure

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Candidates are required to have a thorough understanding of why people participate or do not participate in leisure activities. Candidates need to be aware that it is not simply a free choice and appreciate how certain factors can either allow or limit access depending on individuals' circumstances. Money, socio-economic status, accessibility, mobility and individual needs all need to be considered as well as a consideration as to how barriers might be overcome (e.g. enhanced PE within the curriculum, more investment in local facilities).

Candidates can refer to published data relating to this topic but should also be encouraged to survey local people and facilities in order to vocationally contextualise their findings. Key speakers from local facilities and relevant organisations could give a valuable insight into factors that aid or limit participation within their area. A local study could then be compared to nationally published data.



## Evaluating the role of the media in recent and current developments

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An awareness of technological developments within the industry is essential; such developments are well documented within textbooks and published articles.

Increased use of technology for leisure experiences such as the use of personal computers, interactive services and home entertainment should be appreciated.

Influence of media on the leisure industry such as advertising on TV, leisure focused TV programmes (e.g. *Changing Rooms*, *City Gardener* and *The Naked Chef* etc.), radio (Five Live) and the growth in specialist magazines relating to leisure activities.

Candidates are required to conduct thorough research using appropriate sources (such as Mintel reports) in order to assess the impact of the media in relation to developments within the leisure industry.

## Assignment

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Although there are a variety of possible approaches to the delivery of the Unit 1 specification, this unit lends itself to an activity/task-based approach. It is therefore worth considering the following before writing an assignment or activity-based task.

Consider the learning needed. Try to devise an interesting assignment/activity where candidates can see the point of the task.

Plan the teaching input. Consider whether all the input is required before the assignment begins or whether it will happen in stages throughout.

Identify any resources or information needed and then contact any organisations or individuals you are hoping will help with resources, teaching input or assignment work. Plan start, finish and review dates.

Although the main opportunities to provide evidence for Key Skills are signposted within the qualification working with key skills specialists on an initial idea for an assignment will help to ensure these opportunities are fully integrated.

## Suggested teaching and learning activities

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### Activity One

Working in pairs you are to define (in your own words):

- leisure
- recreation

Discuss your definitions with another pair and agree on an appropriate definition for each of the terms. Write your agreed definitions on the sugar paper provided ready to feedback to the rest of the group. Deadline: \_\_\_\_\_

### Activity Two

Investigate the leisure industry, identifying the three sectors and six components that make up the industry. For each:

- give a detailed description of the component
- identify local and national examples of facilities, products and services.

Try to ensure your range of examples for each component covers all **three** sectors of the industry.

Present the results of your investigation using the following format:

Countryside recreation: [*Description of the component*]

Examples of Facilities	Type of Organisation/ Sector	Description of main products and services offered	Map Ref.
Kingsway Adventure Centre	Private Limited Company Private Sector	Outward bound centre offering a wide range of activities from gorge walking to rafting. Offers residential and non-residential courses for up to 40 participants. Group accommodation is in dormitories sleeping between six and ten people. Indoor and outdoor facilities available. Activities take place both on site and within the Middleton area. Prices range from £21.00 for an activity day to £82.00 for a 5-day self-catering course with four activities.	Local (4)

Using examples from your grid to illustrate your points, for each component identify current developments and explain how the various sectors influence:

- objectives
- funding
- revenue generation
- shareholder/stakeholder expectation.

Conclude this section of your investigation by evaluating the industry in terms of its structure and the **interrelationship** between the sectors, components and partners.

Deadline: \_\_\_\_\_

### Activity Three

Working as a member of a group you are to carry out an initial investigation into **one** of the following in relation to the scale and significance of the leisure industry in the UK and Europe:

- consumer spending
- number of people employed
- participation trends
- how participation can contribute to both an individual's and a nation's health and well being.

You need to summarise your findings onto a two sided A4 fact sheet which you will present to the rest of the class – appropriate graphs, tables and statistical data should be used to illustrate your main points.

Using the group fact sheets, together with some additional independent research, you are to write a report, which highlights the **scale** and **significance** of the leisure industry in the UK and Europe.

Conclude your report by drawing appropriate conclusions as to the **economic** and **social** importance of the industry, and all of its components, to the UK and Europe.

Deadline: \_\_\_\_\_

## Activity Four

Working in small groups you are to survey 20 of your peers and identify the range and types of leisure activities undertaken. Categorise them under one of the following headings:

- Active
- Passive
- Home based
- Away from home.

You should also attempt to identify the factors, which influence their decision to participate.

Expand your survey to include representatives from all of the main groupings within the UK population – identify participation levels and the factors influencing their ability to participate.

Produce an **individual report** summarising the results of you group research.

Compare these results with an industry-based investigation using published data from a **range** of sources into the key factors which significantly affect participation levels in the leisure industry in relation to ease of access and the barriers which restrict it, with specific reference to how they impact on:

- the customer base in general
- customers with special needs.

Your investigation should be detailed and consider both internal and external factors. You should attempt to explain and justify any results which might be contradictory.

Deadline: \_\_\_\_\_

## Activity Five

Investigate the role of the media in relation to developments within the leisure industry. Use industry-based examples to illustrate your points. Conclude by evaluating the role the media has played in **several** significant, recent and current developments.

Consider both positive and negative impacts.

Deadline: \_\_\_\_\_

## Activity Six

Produce a bibliography and 'Sources of Information Sheet' which clearly shows the range of sources you have used to compile your project. All sources must be acknowledged.

Deadline: \_\_\_\_\_

# Resources

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## Websites

Sport England  
[www.sportengland.org](http://www.sportengland.org)

Government Statistics  
[www.statistics.gov.uk](http://www.statistics.gov.uk)  
[www.wales.gov.uk](http://www.wales.gov.uk)

Sports Council Wales  
[www.sports-council-wales.co.uk](http://www.sports-council-wales.co.uk)

Department of Culture, Media and Sport (DCMS)  
[www.culture.gov.uk](http://www.culture.gov.uk)

European Leisure and Recreation Association (ELRA)  
[www.elra.net](http://www.elra.net)

Eurostat  
[www.eustatistics.gov.uk](http://www.eustatistics.gov.uk)

Altis  
[www.altis.ac.uk](http://www.altis.ac.uk)

Leisure Industries Research Centre (LIRC)  
[www.lirc.org](http://www.lirc.org)

## Media

Articles relating to the leisure industry can be found in a variety of newspapers such as The Observer, The Independent, The Daily Telegraph and The Guardian as well as industry based publications such as Leisure Management and Sports Industry Magazine.

## Useful Texts

Although at the time of first teaching, no course specific text books relating to the new specification will be available, relevant chapters or sections can be found in the following text-books:

*Vocational A level Leisure and Recreation*, Julie Gibson *et al.*, Longman 2001, 0582432200

*Leisure and Recreation for Advanced GNVQ*, Sarah McQuade *et al.*, Hodder Arnold, 2000, 0340782196

*Leisure and Recreation for Advanced GNVQ*, Tony Outhart, Collins Educational, 2000, 0003291103

*Free Time and Leisure Participation: International Perspectives*, G. Cushman, Cabi Publishing, 2005, 0851996205

*Fitness and Health*, Fourth edition, Brian J. Sharkey, 0736039716

*Sport and PE: A Complete Guide to Advanced Level Study*, Second edition, Kevin Wesson *et al.* Hodder Arnold, 2000, 0340772433

# Unit 2: Customer Service in the Leisure Industry

## Introduction

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In order to complete the requirements of the assessment evidence, candidates should approach the unit in two parts. The majority of the unit requires evidence from researching leisure organisations that could be compiled as a scenario in which this part of the portfolio could be assembled; whilst the other section is based essentially on practical activity or role play situations (AO2).

It must be remembered that all the components of the evidence, as outlined in the Assessment Evidence Grid, must be evident (these are found in Appendix B of the specification).

The larger part of the unit could be coupled together to form a scenario which would include:

- how the needs of the external and internal customer are met;
- research and analysis of the ways in which leisure organisations assess the effectiveness of the customer service it provides to its customers;
- an evaluation of the customer service principles underlying the service provided to different types of customers.

### **Suggested Scenario**

The owner of the leisure complex where you work as a customer service manager has informed you of a number of complaints from staff and customers. He feels that the organisation is not looking after staff or their customers and has asked you to produce a comparison of how the needs of internal and external customers should be met within the organisation, emphasising the benefits to all concerned. Further investigation should show an evaluation of the customer service principles underlying the service provided to different types of customers.

To inform staff within your organisation how they should assess customer service, you have been asked to provide evidence, through research and analysis, to show how one leisure organisation assesses their effectiveness of customer service delivery.

**In addition**, the second section requires evidence based essentially on practical activity and/or role play situations. Consideration needs to be given to the ways in which this is to be recorded. A report of the various customer service situations should be recorded by the candidate, with a witness statement from a manager/lecturer who was present when the practical demonstration was carried out. An example of a witness statement form is provided in the appendix to this guide.

The collection of this evidence would be best undertaken during some form of work experience or observation situation. It is unlikely that the evidence will be collected to a satisfactory level during a one off visit to an organisation. Thus, in planning for the delivery of the unit, thought needs to be given to the planning of appropriate work experience. If a work placement is not available then an alternative strategy for the collection of the evidence needs to be considered. Teachers should refer to the assessment evidence grid to gain an understanding of the need for candidates to be given the opportunity to gain a clear insight into the customer service delivery in leisure organisations they may choose to study.

The delivery of the unit will also require a considerable amount of teaching in a practical situation with emphasis placed on discussing personal experiences of good and bad customer service, role-play, simulations and group discussion. For the collection of evidence in the practical customer

service situations, a variety of alternatives could be used. It must be said however, that whilst it is acceptable for experience and assessment to be gained through role play, there is no better way to secure customer service expertise than by actually serving customers! Candidates may therefore gain this experience either in their part-time jobs within the leisure industry or in a well organised work placement.

An induction session based on a general introduction and group activity could be used to ensure candidates are aware of topics to be studied. The induction should also cover course requirements and teaching and learning styles. Emphasis should be placed on each candidate's responsibility to research a wide subject area using many techniques and sources of information.

In order to access the higher grades available for the unit, candidates need to be able to demonstrate that they are able to gather information independently from a wide range of sources. Furthermore, candidates must demonstrate the ability to analyse the data they have accessed and draw appropriate conclusions.

Some outline of the course would be appropriate and an indication of the possibility of the timings and purpose of any placement could be suggested.

Guest speakers and visits to local leisure facilities and organisations will give candidates a good insight into the range of customers and customer service situations.

Some organisations are willing to lend copies of staff training videos and manuals.

Television also provides some useful programmes for discussion, such as "fly-on-the-wall" documentaries and consumer programmes which may deal with specific customer differences.

Where centres have access to Internet facilities, candidates will benefit from visiting websites of leisure organisations.

This unit is wide ranging and is designed to provide candidates with an overview of customer service in the leisure industry.

Some of the key focuses of the unit include the recent emergence of the customer as being the key business target, and the need for quality systems and ongoing improvement.

As outlined in the About This Unit section of the unit, the content of the What you need to learn is broken down into a number of topics, namely:

- the principles of customer service
- the needs of internal and external customers
- customer-service skills and personal presentation
- assessing the quality of customer service in the leisure industry

The separate scheme of work breaks these topics down further. These can be used as a framework from which the content of the unit can be delivered. Schemes of work are in a separate document and can be found at [www.ocr.org.uk](http://www.ocr.org.uk).

In preparation for the delivery of each section of the unit, careful consideration needs to be given to the range of resources needed and the requirements for the candidate to undertake various investigations in order to develop their understanding of customer service in the leisure industry.

## The principles of customer service

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Customers are the most important part of successful leisure organisations. Therefore organisations must devise ways to bring customers to their facilities; they must give these visiting customers an excellent experience whilst on the premises of the leisure organisation and most importantly, the

organisation must ensure that before the customer leaves, they feel they would want to return! This is obviously true for both internal and external customers of the organisation.

Candidates will learn that customer service is about putting the customer and their needs at the forefront of the organisation. Leisure organisations must ensure that customers are made to feel welcome and are offered a product or service that they want, in an environment that makes them feel valued and important to the organisation.

The efforts of the organisation can now be assessed through numerous performance indicators and this important monitoring system ensures that the right service is offered to the customer.

## The needs of internal and external customers

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### External customers

All visitors to the organisation are classed as the external customer and as such they are the lifeblood of the business. Candidates should use a variety of types of customer in their study. Customers are often classified into;

- individuals or groups
- age groups
- ethnic groups
- groups with specific physical or sensory needs.

Candidates should identify within their portfolio how the organisation caters for the different type of customer needs.

Candidates can be exposed to role-play situations over a period of time during which their skills in dealing with customers can be developed. Consideration should be given to the development of effective communication skills of candidates and the use of verbal and non-verbal methods of communication.

### Internal customers

All people working in various departments of a leisure organisation are providing service to each other in order to produce services for the visitor (i.e. to the external customer). Candidates should be helped to understand the workings of the leisure industry and in particular, the need for a human resources department. Information or research opportunity should also be made available to show how organisations ensure that staff are cared for, thus ensuring that there is a happy work force.

Candidates should be made aware of the factors that affect staff at work, including conditions, level of contentment, surroundings, opportunity for promotion as well as financial benefits.

## Customer-service skills

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Some candidates may have been involved in serving customers with their part-time job and often have experience of customer service training programmes. All candidates will have had experience of good and bad customer service and it is useful to use discussion times over a period within this unit in order that candidates may discuss individual experiences of this nature.

Clearly, candidates will benefit from inputs from people who are experienced in customer service delivery and training. The use of recognised customer service training courses should be considered as part of the teaching of the unit. This expertise may not necessarily be in the field of leisure. Customer service training and in particular selling skills are similar across a range of industries. Candidates need to appreciate exactly what is meant by the various terminologies within customer service and why the various aspects are vital to the industry.



It is always useful to look at bad customer service as well as good and this could be viewed from the comedy programmes such as Fawlty Towers, The Brittas Empire and Hi de Hi.

## Personal presentation

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First impressions do count and you don't get a second chance to make that first impression! Image, dress, presentation and surroundings, the welcome and the smile all contribute. The opening few minutes in a leisure facility or with a member of its staff have a lasting and permanent impact on both prospective internal and external customers. Candidates need to learn what is important and expected from customers. Providing excellent rather than average customer service is still not achieved by many organisations, but the reasons for the need to make every visit by every customer important cannot be emphasised enough.

## Assessing the quality of customer service in the leisure industry

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Most candidates will understand why they feel pleased or otherwise with the way they received a product or service. What they have to appreciate is that to improve on customer service there has to be a standard means of assessing both tangible and intangible aspects. They should therefore investigate the leisure industry through performance indicators used by a particular facility. They should understand how organisations assess effectiveness of the customer service through such indicators as sales, finance, reliability, health and safety, hygiene, provision for personal needs, "feel good factor", environment etc.

## Offering evidence of customer service with a variety of customers in a range of situations

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Candidates could, after discussion, act out a number of situations that they have had experience of at a leisure facility. For example, they can be asked to relay messages, dealing with lost clothing or handling complaints about the lack of hot water in the showers. It may well be possible to relate some of these to possible situations that could take place within a local leisure organisation. In small groups candidates should be given the opportunity to observe how customers are provided with assistance and how their complaints are handled in the real workplace through visits to local facilities.

However, it is extremely helpful to offer candidates the opportunity of a work placement within a local leisure facility, to allow the candidate to hone his or her customer service skills with contact with actual customers.

It is important that candidates relate to a variety of customers in a range of customer service situations. One of these situations should be in dealing with a complaint.

This evidence must be recorded by the candidate in their portfolio and also by a manager or teacher who witnessed the event. This information must be a statement of the actual situation, the type of customer and how the candidate performed. This could take place in a leisure organisation (for instance when the candidate is in a leisure facility on work experience or in their part-time job) or within a controlled role-play situation.

## Internet sites

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Candidates are now familiar with accessing and gathering information from the Internet and should be encouraged to visit a number of very useful leisure-based sites. Useful sites include the Department for Culture, Media and Sport ([www.culture.gov.uk/text/index.html](http://www.culture.gov.uk/text/index.html)); National Statistics ([www.statistics.gov.uk](http://www.statistics.gov.uk)); Sport England ([www.english.sports.gov.uk](http://www.english.sports.gov.uk)); ([---

GCE in Leisure Studies Teacher Support Materials](http://www.the-environment-</a></p></div><div data-bbox=)

council.org.uk); ([www.britishsafetycouncil.co.uk](http://www.britishsafetycouncil.co.uk)); ([www.rospa.co.uk](http://www.rospa.co.uk)); ([www.hse.gov.uk](http://www.hse.gov.uk)); ([www.ilam.co.uk](http://www.ilam.co.uk)); ([www.hmso.gov.uk](http://www.hmso.gov.uk)); and many more.

## Guidance on Assessment

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It is imperative that the person teaching the unit is fully aware of the advice and guidance in the 'Guidance on Assessment' section of the unit specification, and that the philosophies of the approach to grading work are understood. For candidates attempting to obtain higher grades, evidence of independent learning and the initiative to gather additional information should be clearly visible in the completed portfolio.

In awarding points for the units, assessors and moderators will need to be satisfied that each component of the assessment evidence is clearly identifiable. Teachers are reminded that they determine only the mark for a candidate's portfolio evidence and not the grade, which will be determined by OCR.

Centres must also be reminded that they should use the full range of marks available to them and if in their judgment the candidate has offered work which fully meets the criteria for one strand then full marks should be awarded for that part of the portfolio.

Teachers must of course remember that the portfolio is an assessment based on four strands the marks for each must then be added together for a mark out of a possible 50.

Candidates will require careful advice and guidance in completing their first assessment evidence portfolio and those delivering the course will need to follow guidelines supplied by OCR relating to the nature of the support that can be offered. It would be good practice to assemble the portfolio during the time the unit is being delivered rather than allowing a block of time at the end of the teaching time to complete.

Whilst delivering the unit, teachers will need to begin to differentiate between those candidates who appear to be coping well with the demands and are likely to access a higher mark and those requiring support to produce a portfolio at around a pass mark.

## Appendix – Witness Testimony

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It is essential that teachers secure witness testimony for customer service situations that candidates are claiming within their portfolio. This testimony should be placed alongside the actual records or written explanation of each situation that the candidate secured.

An example of a witness testimony is included on the next page.

Teachers are asked to ensure the witness testimony is referenced directly to the criteria required within the unit and is relevant to the work produced.

## WITNESS STATEMENT

Witness to the situation or Assessor's Name _____ Candidate's Name _____ Date _____ Time _____ Location _____
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Did the Candidate identify the following service needs correctly?		
	YES	NO
<ul style="list-style-type: none"> <li>• Information <span style="float: right;"><input type="checkbox"/></span></li> <li>• Assistance <span style="float: right;"><input type="checkbox"/></span></li> <li>• Specific product or service <span style="float: right;"><input type="checkbox"/></span></li> <li>• Prompt service <span style="float: right;"><input type="checkbox"/></span></li> </ul>		
Notes:		

Did the Candidate:		
	YES	NO
<ul style="list-style-type: none"> <li>• Meet the customer's needs effectively? <span style="float: right;"><input type="checkbox"/></span></li> <li>• Ensure the health and safety of the customer, self and other staff? <span style="float: right;"><input type="checkbox"/></span></li> <li>• Ensure the security of the customers, self and other staff? <span style="float: right;"><input type="checkbox"/></span></li> </ul>		
Notes:		

How did the Candidate communicate with the customer?		
Notes:		
<ul style="list-style-type: none"> <li>• Face to face</li> <li>• On the telephone</li> <li>• In writing</li> </ul>		
If the communication was face to face or on the telephone, did the candidate:		
	YES	NO
<ul style="list-style-type: none"> <li>• Ensure the customer understood the message <span style="float: right;"><input type="checkbox"/></span></li> <li>• Clarify his or her own understanding of the customer's wishes? <span style="float: right;"><input type="checkbox"/></span></li> <li>• Communicate in a manner appropriate to the customer?. <span style="float: right;"><input type="checkbox"/></span></li> <li>• Communicate in a manner appropriate to the situation? <span style="float: right;"><input type="checkbox"/></span></li> </ul>		
Notes:		

Witness Statement: Name (please print) _____ Signature _____
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# Unit 3: Leisure Industry Practice

## Overview of the Unit

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This unit seeks to develop the candidate's knowledge and understanding of day to day operational practices within the leisure industry. Information about general operation can be drawn from the general context of business studies, however, the unit is set within the vocational context of the leisure industry, which like every other industry and business has its own characteristics. In this regard, within the context of teaching and learning, although some reliance can be made on a business based approach, many issues will be specific to leisure and particularly in the application of practices.

The unit should introduce the candidate to, and/or build on their knowledge and understanding of a range of business practices in the leisure industry to include: safe working practices, marketing, budgeting, measures of quality and key business systems. Clearly, this is a very broad area in scope, therefore particular topics have been identified within the specification for each area of business practice. It is these topics that will be assessed and though the teacher and candidate may wish to cover additional areas in order to deepen their understanding of the subject, it will only be the areas named within the specification that will be assessed.

## Safe Working Practices

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The legislation included that covers safe working practice attempts to focus on those areas of legislation and regulation that will have a direct impact on the leisure industry. So for example, because the leisure industry often carries out and organises events in which the public and customers are 'active', it is important that the candidate is aware of the management of health and safety in these circumstances and understands the applicability of a risk assessment or the Children Act. Equally, because equipment may be used in these activities, or chemicals used in the preparation of areas for the activity, it is important the candidate is aware of the applicability of manual handling, use of protective equipment or the procedures relating to control of chemicals.

## Marketing

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The area of the unit covering marketing does focus on contextualising the business of leisure. Therefore, the specification first covers the marketing mix: What exactly is the product? Where is the place that we find it? What determines the price? And how is it promoted? In most conditions the leisure product will be unique in that it is purchased after other more necessary products, yet it can be the leisure product that determines, or gives most enjoyment to the individual's lifestyle. Additionally, each geographical area will have developed leisure facilities and products for reasons often unique to that area in terms of the demands of individuals and the needs of the community. Therefore, the unit specification within marketing, secondly looks at business (marketing) planning to develop an understanding of the leisure business through examining the business itself, looking at the strengths and weaknesses of the business, identifying its opportunities and threats and the environment the business operates within looking at the influence of the political, economic, social and technological factors. Finally, the candidate is asked to consider how a leisure business can identify the needs of its customers through market research.

## Budgeting

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Within the context of financial operation in leisure, the specification places particular focus on budgeting. Here the focus is on organisations' operational practices of finance, on how leisure organisations plan and monitor budgets, how this supports decision making and planning, and

finally how this fits into the overall financial performance of the organisation. Candidates are encouraged to review existing published documentation and again examine specific leisure organisations.

## Business and Quality Systems

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The final subject area within the specification covers operational practices that relate to business systems. Looking at how leisure organisations may use quality systems in their operations and how they use systems on a day-to-day basis. The focus here does relate to financial operation within a leisure context. So, the emphasis on stock control will have particular leisure product and service implications, as will the methods of charging and the type of systems that are used. Similarly the type of information extracted and the use of that information will also have an impact.

## Timing: When to take the External Assessment

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Although Unit 3: *Leisure industry practice* can be delivered separately, it may benefit the candidate to complete this unit after, or in conjunction with, Unit 1: *Exploring leisure* and Unit 2: *Customer service in the leisure industry*.

The external assessments are available during the normal assessment periods of January and June. The external assessment draws from each area of the unit specification and it is important that the candidate fully covers the unit specification before attempting the external assessment. Each part of the assessment is written to be accessible to the candidate to allow them to demonstrate their knowledge and understanding, therefore, there should be no part of the assessment in which the candidate should not make an attempt at a response. It is sometimes thought that it is useful in external assessments to allow the candidates to 'have a go' in order to gain experience, or in the hope that the right questions crop up. On balance, this is not recommended in the context of this unit.

The unit is set at AS level and therefore greater emphasis is placed on knowledge and understanding and on the candidate demonstrating research they have carried out rather than on evaluation – though marks within the external assessment are awarded for this. Opportunities will be presented within the external assessment for candidates to demonstrate research they have carried out. Therefore, in terms of the timing of the external assessment, appropriate time should be allowed for the candidate to embed their knowledge and understanding through research and through reflection on actual operational practices within the leisure industry.

## Delivery of the Unit and Teaching Strategies

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Because this is an external assessment there will inevitably be a tendency to teach to the date or the assessment. Although this cannot be excluded from teaching strategy, it should be remembered that this is a vocational assessment and therefore the delivery of the unit within a practical and realistic context will benefit the candidate in both the long and short term; in their success in this unit and their ability to tackle the GCE as a whole. Also, within the external assessment candidates will be assessed on their ability not only to show their knowledge and understanding, but to apply that knowledge and understanding and to demonstrate that they have carried out research into the leisure industry in practice.

The use of case study material, visits to leisure facilities and guest speakers will all help in providing practical emphasis and developing an understanding of day to day operational activities in the leisure industry by the candidate. The candidates themselves can carry out research and project work on particular aspects of the leisure industry and the development of a resource base by them would allow peer learning and group work.

Past experience has shown that candidates benefit from work experience and though this may be difficult to organise on a formal basis, where candidates for example organise their own activities or events, they will have opportunities to apply many parts of the specification such as safe working practices, marketing or budgeting. Many centres will have leisure facilities on site and these should be viewed as an invaluable source of information and access to learning opportunities.

Individual teachers and candidates will have their own approach to learning and this should be encouraged, but because this is an external assessment certain aspects should be addressed. The candidate cannot take any notes or pre-prepared information into the assessment. It is therefore important that the candidate is able to retain and to articulate their core knowledge and understanding appropriately. Each area of the specification will be assessed and though not with equal parity and depth in each session, the aim is that this will be achieved over a number of sessions. The candidate should therefore be prepared to answer questions from each part of the specification. Obviously, where the candidate does not offer a response, it is impossible to award a mark in the assessment.

Within the assessment itself, candidates should be encouraged to read the question and particularly pay attention to what is asked. Their ability to understand particular directional words or phrases such as 'explain', 'describe', 'compare' or 'using a leisure facility that you have studied...', will help the candidate better form their response in the required way. Candidates should also be encouraged to look at the mark allocation for each question as this will give an indication as to the length/depth of response required. Teachers may be able to interpret their own candidates comments, and 'know what they mean', but the meaning must be clear to an examiner who does not know the candidate. Candidates who are able to structure their answers well, particularly for questions with greater mark allocation, are more likely to be able to access all available marks.

## Order of Delivery

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There is no clear order of delivery that can be recommended. There are the five distinctive specification areas of: safe working practices, marketing, budgeting, quality and business systems, which can be delivered as distinct parts or units, but there is no particular priority between the parts. As an introduction to the unit, it may be useful to cover the marketing area first, as this can be used to give an overview and contextualisation to leisure facilities. The delivery of each part in turn may well aid the candidate in embedding the core knowledge. An integrated approach, especially a very practical one, cannot be dismissed. Alternatively, a formal approach might be taken to follow each area in turn, while the candidate is also following a broader investigation into specific facilities.

Access to facilities, opportunities to carry out visits, or guest speakers may determine the order of delivery. So, if the guest speaker is asked to focus on safe working practices, or a case study that the teacher is able to draw on within teaching and learning has particular emphasis on marketing, or a visit is intended to cover business systems, it will be appropriate to cover that topic to allow a more beneficial learning experience. This may well allow the candidate to work towards and prepare for the visit or talk. Equally, if a topic or research approach is taken to teaching and learning, the nature and organisation that the topic follows may influence the order of delivery.

Another factor which may influence order of delivery is delivery in conjunction with other units. So, for example, if this unit was being taught with Unit 1: *Exploring leisure* and the social and economic importance of leisure was being covered, it may well be useful to cover the similar areas in this unit in order to develop a more applied and detailed/micro understanding of a specific leisure facility.

## Links To Assessment Objectives

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As this unit is at AS level, greater emphasis and weighting is given to AO1 (Knowledge, skills and understanding), AO2 (Application of knowledge, skills and understanding) and AO3 (Research and analysis) than to AO4 (Evaluation). Having said this, there is slightly more emphasis on AO4 in this unit, than in the other two AS units.

Within the external assessment the candidate should therefore demonstrate their knowledge and understanding and be able apply that to a given situation. They should show that they are able to draw on their own research and have skills of analysis. Finally, they should be able to evaluate issues – in this instance to more of an extent than other AS units, which are portfolio based.

For the candidate to be successful they must be able to hold knowledge of a range of vocationally relevant information and be able to understand and demonstrate its application. This means that the candidate would benefit from practice in carrying out analysis within a vocational context. Past experience of similar external assessments has shown that candidates are able to carry out the application aspect in a broad general context, what they often experience difficulty with is setting this within a vocational context and in drawing on their knowledge appropriately. A good example of this has been within the areas such as safe working practices, where candidates were able to carry out a risk assessment, but not be able to demonstrate their understanding of the difference between a 'risk' and a 'hazard', or within marketing be able to suggest examples of what the marketing mix may be, but not be able to explain what the element of the mix actually meant.

Candidates may be asked within the external assessment to demonstrate that they have carried out research into leisure and leisure facilities within the specification areas of: safe working practices, marketing, budgeting, measures of quality, and key business systems. They may also be asked to demonstrate some analytical skills – a suggested definition of 'analyse' being "...to examine in detail in order to discover meaning, essential features, etc.". This implies that the



candidate should be able to demonstrate research and/or explain meaning in practice for each broad area of the specification, if they are to access all marks.

All of this may seem daunting, but the questions in similar units within proceeding qualifications are often asked in the form of “Using a leisure facility that you have carried out research into...” giving the candidate quite a great deal of freedom in drawing on their research. Past experience in similar papers shows that where candidates have the flexibility to transfer analytical skills between situations, of which an example could be in distinguishing between issues relating to a risk assessment for safety and one that was to deal with security, or a risk assessment for an activity for adults as compared with one for children, they are far better placed to access the question and to develop appropriate responses.

Additionally, candidates will have access to, and experience of, different leisure facilities within their area or on a broader national and even international area. This should not pose an issue in the external assessment. Having experience and a more detailed understanding of the functioning and operation of leisure facilities with which the candidate may have as a customer and/or comparative operational practices between different facilities will no doubt generate a greater understanding by the candidate. Only a minor point, but one that does have relevance, is that examiners will be unable to know the details of every leisure facility the candidate may have carried out research into, and though much of the research is often implied in the substance of the response in the external assessment, candidates may need to provide some detail to the examiner. So, for example if the candidate was explaining the location of a facility, “...first left off Compton Rd...” would give little help to the examiner.

Finally ‘evaluation’ may be defined as “...to ascertain or set the amount or value of... and/or...to judge or assess the worth of; appraise”. An important point to emphasise is that all marks are available to the candidate. Past experience has shown that in similar papers candidates often achieve marks for evaluation. Where they do not achieve full marks this is often for two reasons: firstly, candidates appear to draw from a limited base of understanding in supporting their answer, and secondly they do not develop their response to access all available marks. Evaluation skills will no doubt be developed by the candidate through research and analysis of a range of leisure facilities and when they are encouraged to assess reasons for carrying out operational procedure and appraise their (for example) effectiveness and/or effectiveness in different facilities or leisure activities.

## Resources

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### Textbooks

There are many existing textbooks that have relevance to the unit. For example,

Gibson, Ferguson, & Walton *VCE Leisure and Recreation – Options*, ISBN 0-58243220-0 has relevant chapters on operational practice.

Additionally there are many texts that will cover areas of safe working practices and marketing such as:

Outhart, Taylor and Barker *VCE Leisure and Recreation for advanced GNVQ*, ISBN 000329110-3

Roberts *AVCE Leisure and Recreation*, ISBN: 043545594X

### Publications/organisations

The two professional organisations in leisure management are the Institute of Sport and Recreation Management and the Institute of Leisure and Amenity Management both produce a range of publications including a monthly magazine, *Recreation* and *Leisure Management* respectively. Information can be obtained from their websites, given below.

The Health and Safety Executive produces materials relevant to safe working practices. The four sports councils also produce publications on a regular basis that have relevance to leisure activities. An important source of information is locally based leisure facilities, including local authorities, clubs and societies. Local authorities often take a development role in leisure and are therefore important leisure leaders in local areas.

### **On the web**

A good starting point will be:

[www.vts.rdn.ac.uk](http://www.vts.rdn.ac.uk)

RDN Virtual Training Suite – a set of free online tutorials designed to help candidates. The tutorials, one of which covers leisure, directs candidates in their use of the web in their study of the subject. The user is directed towards directories and appropriate websites and is shown how to bookmark these sites.

<http://www.altis.ac.uk/>

Altis is a gateway directory of websites dealing specifically with leisure. This is a site that is more appropriate for teachers, as many of the sites identified are for higher education.

[www.nln.ac.uk/materials](http://www.nln.ac.uk/materials)

A set of interactive resources dealing with practical aspects of leisure operation and procedures. The site has been developed particularly for post-16 vocational education in further education. The resources can be used to provide practical understanding of operational practices within leisure facilities.

[www.bized.ac.uk](http://www.bized.ac.uk)

This site has been specifically developed for business studies, but the resources available are equally useful to the study of the leisure business.

[www.bbc.co.uk](http://www.bbc.co.uk)

Also useful:

[www.cim.co.uk/cim/index.cfm](http://www.cim.co.uk/cim/index.cfm) (Chartered Institute of Marketing)

[www.carol.co.uk](http://www.carol.co.uk) (Company reports - a good search facility)

[www.ilam.co.uk/](http://www.ilam.co.uk/) (ILAM)

[www.leisureopportunities.co.uk/](http://www.leisureopportunities.co.uk/)

[www.isrm.co.uk/](http://www.isrm.co.uk/) (ISRM)

[www.marketingteacher.com](http://www.marketingteacher.com) (Some useful resources including quizzes)

[www.tutor2u.net/default.asp](http://www.tutor2u.net/default.asp) (A range of resources including case studies)

[www.thetimes100.co.uk/index.php](http://www.thetimes100.co.uk/index.php) (A good source of case studies)

## **Preparation for Pre-Released Materials**

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Before the external assessment pre-released materials will be forwarded to centres. This approach is used for a number of reasons in the external assessment, these are various but include:

- It will provide a frame of reference and to set a context for the assessment itself.

- It will act as an information source for some questions.
- It will provide a vehicle for the candidate to compare or contrast their responses.

The pre-released material must form a general reference as it may detail a type of facility that the candidate has not studied, or may not be familiar with. Different types of facilities will be used in the pre-released material in different sessions, but, too specific or technical questions as to the operation of a particular type of facility would be unfair to candidates. Equally, the subject is 'leisure studies' and not 'swimming pool operations'.

The pre-released material can be used as a normal case study to allow the candidate to apply their knowledge and understanding. It may be used to draw out information on the different areas of the specification and examine and analyse how the areas may apply in practice. It is important that the candidate becomes familiar with the pre-released material as the external assessment will make reference to it and there is limited time to complete the assessment.

If the candidate is used to looking at existing case studies, then this will no doubt be straight forward. If the candidate has been examining their own case studies through their research, they can use the pre-released material for the external assessment as a resource for comparison.

What the candidate should not do is to use the pre-released material to try and guess what questions will be asked during the external assessment. The external assessment is not set to test the candidate's rote learning of the pre-released material.

## The Language of Testing

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The issue of language is twofold. One aspect has already been mentioned above, i.e. words within questions that direct a candidate as to the form of response expected. The other is the use of language that has specific meaning within leisure studies and this unit's curriculum area.

As stated above, candidates will be asked within the external assessment to explain, describe, compare, evaluate and so on. It is important that the candidate is able to reflect at the point of assessment what these directional words mean in terms of the response required. One phrase that will no doubt crop up in this assessment "Using a leisure facility that you have studied...". This is an obvious vehicle for allowing the candidate to bring forward their knowledge of particular facilities. It is also usually framed to assess a particular part of the specification. One problem that candidates have is that they start their response using the example of a particular area of a leisure facility, only to realise it does not fit the required response, so a thorough reading of the question is always a good idea before a response is begun.

The majority of subject areas have their own language; leisure studies, and the business of leisure, is no different. Certain terms are used that are unique to leisure, or when used within a leisure context have a particular meaning. The language is obviously one that is not intended to be exclusive – the leisure industry functions to involve people and therefore cannot afford to be exclusive. Candidates will no doubt become familiar with the type of language both in their formal learning of the specification and through researching into leisure facilities and in meeting and talking with individuals working within leisure.

# Appendix: Witness Statement

Witness to the situation or Assessors Name \_\_\_\_\_

Candidates Name \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

Did the Candidate identify the following service needs correctly?

	YES	NO
• Information	<input type="checkbox"/>	<input type="checkbox"/>
• Assistance	<input type="checkbox"/>	<input type="checkbox"/>
• Specific product or service	<input type="checkbox"/>	<input type="checkbox"/>
• Prompt service	<input type="checkbox"/>	<input type="checkbox"/>

Notes :

Did the Candidate:

	YES	NO
• Meet the customer's needs effectively?	<input type="checkbox"/>	<input type="checkbox"/>
• Ensure the health and safety of the customer, self and other staff?	<input type="checkbox"/>	<input type="checkbox"/>
• Ensure the security of the customers, self and other staff?	<input type="checkbox"/>	<input type="checkbox"/>

Notes :

How did the Candidate communicate with the customer?

- Face to face
- On the telephone
- In writing

Notes:

If the communication was face to face or on the telephone, did the candidate:

	YES	NO
• Ensure the customer understood the message?	<input type="checkbox"/>	<input type="checkbox"/>
• Clarify his or her understanding of the customer's wishes?	<input type="checkbox"/>	<input type="checkbox"/>
• Communicate in a manner appropriate to the customer?	<input type="checkbox"/>	<input type="checkbox"/>
• Communicate in a manner appropriate to the situation?	<input type="checkbox"/>	<input type="checkbox"/>

Notes :

Witness statement

Name (please print) \_\_\_\_\_ Signature \_\_\_\_\_

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**[www.ocr.org.uk](http://www.ocr.org.uk)**

OCR customer contact centre

**Vocational qualifications**

Telephone 024 76 851509

Facsimile 024 76 851633

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**General qualifications**

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)



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