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# OCR ADVANCED SUBSIDIARY GCE IN LEISURE STUDIES (H128)

## OCR ADVANCED GCE IN LEISURE STUDIES (H528)

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Qualification Accreditation Numbers:

Advanced Subsidiary GCE: 100/4735/9

Advanced GCE: 100/4736/0

### KEY FEATURES

This is a new broad-based qualification in Leisure Studies which:

- places emphasis on vocationally related contexts;
- provides continuity from VCE Leisure and Recreation;
- offers candidates a number of learning opportunities which will provide a choice of assessment methods suitable for their needs;
- offers candidates a series of learning opportunities set within both an internal and external framework;
- offers candidates the chance to acquire a broad range of skills through the study of authentic Leisure contexts;
- offers candidates the flexibility to pursue a qualification which covers the key areas of the Leisure industry;
- provides units designed to provide a progression route to higher education and further training for employment.

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## **PART A: GENERAL SPECIFICATION**

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### **FOREWORD**

This booklet contains OCR Advanced Subsidiary GCE and Advanced GCE specifications in Leisure Studies for teaching from September 2005.

The Advanced Subsidiary GCE is assessed at a standard appropriate for candidates who have completed the first year of study of the corresponding two year Advanced GCE course, i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the AS award forms 50% of the assessment of the total Advanced GCE. However, the AS can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE.

The first year of certification of the OCR Advanced Subsidiary GCE in Leisure Studies is June 2006.

The first year of certification of the OCR Advanced GCE in Leisure Studies is June 2007.

These specifications meet the requirements of the Common Criteria as set out in the Arrangements for the statutory regulation of external qualifications in England, Wales and Northern Ireland (QCA, ACCAC and CCEA, 2000), the Advanced GCE Qualification Criteria (QCA, ACCAC and CCEA, 2002) and the relevant Subject Criteria (QCA 2002).

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## SECTION A: SPECIFICATION SUMMARY

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### 1 SCHEME OF ASSESSMENT

All specifications in this booklet are based on equally-weighted units of assessment, each requiring **60** guided-learning hours (glhs) of delivery.

The Advanced Subsidiary GCE forms 50% of the assessment weighting of the Advanced GCE.

The Advanced Subsidiary GCE can be taken as a stand-alone specification or as the first half of an Advanced GCE course.

Assessment is by means of **three** units of assessment for Advanced Subsidiary GCE (**180** glhs) and **six** units of assessment for Advanced GCE (**360** glhs).

#### **Relative Standards of Advanced Subsidiary GCE and Advanced GCE**

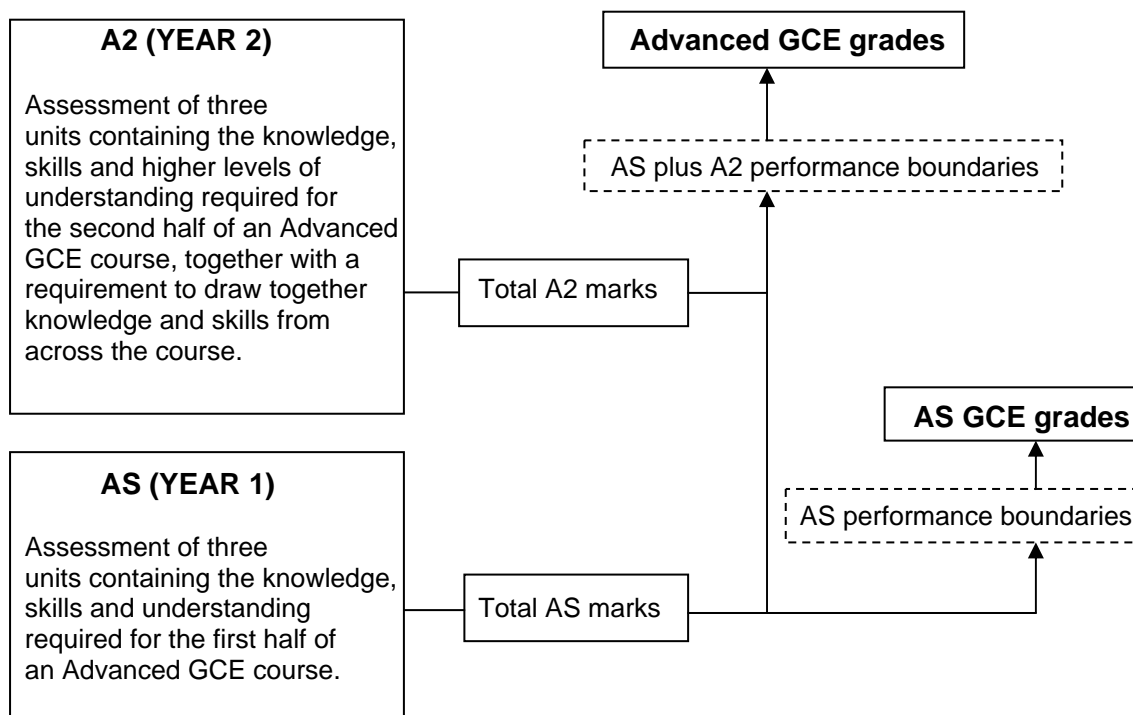
The skills, knowledge and understanding required for the first half of an Advanced GCE course are contained in the 'Advanced Subsidiary' (AS) units. The level of demand of the AS examination is that expected of candidates halfway through a full Advanced GCE course of study.

The skills, knowledge and understanding required for the second half of an Advanced GCE course are contained in the 'A2' units. The level of performance expected, therefore, reflects the more demanding Advanced GCE material, including the higher-level concepts and a requirement to draw together knowledge and skills from across the course. The precise pattern across AS and A2 reflects the nature of individual subjects.

The combination of candidates' attainments on the relatively less demanding AS units and relatively more demanding A2 units lead to an award at Advanced GCE standard.

The Advanced Subsidiary GCE units and qualification and the Advanced GCE units and qualification are graded A to E where A is the highest grade.

The diagram below summarises how the combined marks from AS and A2 units lead to graded Advanced Subsidiary GCE and Advanced GCE qualifications.



## 2 UNITS OF ASSESSMENT

Unit Code	Unit Number	Level	Title of Unit	Mode of Assessment
G180	1	AS	Exploring leisure	Portfolio
G181	2	AS	Customer service in the leisure industry	Portfolio
G182	3	AS	Leisure industry practice	<b>External</b>
G183	4	A2	Event management	Portfolio
G184	5	A2	Human resources in the leisure industry	<b>External</b>
G185	6	A2	Leisure in the outdoors	Portfolio

External assessments are 90 minutes with pre-released case-study material which will be available to centres approximately **six** weeks prior to the examination dates.

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## SECTION B: GENERAL INFORMATION

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### 1 Introduction

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#### 1.1 RATIONALE

GCEs in vocational subjects are broad-based vocational qualifications designed to widen participation in vocationally-related learning post-16. They have been designed to contribute to the quality and coherence of national provision and have a clear place in the Government's vision for secondary education.

The specifications build upon the broad educational framework supplied by the Qualification and Subject Criteria (QCA, ACCAC and CCEA, 2002) and employ an investigative and problem-solving approach to the study of the subject. In addition to providing a suitable route for progression for candidates completing GCSE Leisure and Tourism, the course of study prescribed by these specifications can also reasonably be undertaken by candidates beginning their formal education in the subject at post-16 level. Progression through the Advanced Subsidiary GCE and Advanced GCE may provide a suitable foundation for study of the subject, or related subjects, in further and higher education.

Key Skills are integral to the specifications and *the main* opportunities to provide evidence for the separate Key Skills qualification are indicated.

These specifications are supported by users and a range of professional institutes and Further and Higher Education Institutions. These include NTOs (National Training Organisations) which support training and development in many different sectors and have been consulted during the development of these specifications.

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

#### 1.2 SPECIFICATION AIMS

The scope of the leisure industry include: sport, play, formal and informal use of leisure time, sport providers, participants, spectators, health and fitness, home-based leisure, leisure shopping, the business infrastructure, countryside activities, popular entertainment facilities, lifelong learning, heritage and museums, team and individual sport activities. This list is illustrative, to indicate the broad range of activities and settings that are regarded as appropriate areas for exploration.



Both specifications in Leisure Studies aim to encourage candidates to develop broad skills, knowledge and understanding of the leisure industry. They are to prepare candidates for further study, or training in the leisure industry and related occupations. The aims of these specifications are to encourage candidates to:

- develop an understanding of the nature, structure, scale, range and importance of the leisure industry within the UK and Europe;
- develop skills and techniques related to participation, leadership and organisation within the leisure industry;
- develop an understanding of the current issues, working practices and procedures of the leisure industry;
- recognise the contribution and impact of technology on the leisure industry and its potential effect on the immediate future;
- develop an understanding and appreciation of the benefits of a healthy and active lifestyle;
- develop an interest in leisure in a vocational context.

In addition, the aims of the Advanced Subsidiary GCE specification in Leisure Studies is to focus on developing an understanding of the structure and skills of the leisure industry. The acquisition of knowledge and understanding is to relate to that required of an employee working directly with customers.

In addition, the aims of the Advanced GCE specification in Leisure Studies is to encourage candidates to develop a thorough understanding of the leisure industry, through sustained use of a range of research techniques, and apply this understanding in unfamiliar contexts.

Also, the Advanced GCE specification is to encourage a holistic view of the leisure industry and an understanding of its current issues. There is to be provision for an in-depth study of **one** or more issues and settings within the scope of the leisure industry. The specification is to encourage candidates to use a range of skills of analysis to prepare, develop, monitor and refine plans and identify significant outcomes in a vocational context.

### **1.3 ASSESSMENT OBJECTIVES**

Candidates for these qualifications will be expected to demonstrate the following in a range of vocationally-related contexts:

#### **AO1 – Knowledge, skills and understanding**

Candidates demonstrate knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.

## AO2 – Application of knowledge, skills and understanding

Candidates apply knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.

## AO3 – Research and analysis

Candidates use appropriate research methods to obtain information from a range of sources to analyse leisure industry vocationally related issues.

## AO4 – Evaluation

Candidates evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally-related contexts.

The assessment objectives are weighted as follows:

	AS Units	A2 Units	GCE
AO1	25-35%	15-25%	20-30%
AO2	25-35%	20-30%	22.5-32.5%
AO3	20-30%	20-30%	20-30%
AO4	10-20%	25-35%	17.5-27.5%

Weighting of the assessment objectives within individual units is given in Section 4.8.

## 1.4 NATURE OF ASSESSMENT

### 1.4.1 Structure of Assessment

For the Advanced Subsidiary GCE **two** units will be assessed internally, through a teacher-assessed portfolio (see Section 7) and **one** unit will be assessed externally with the assessment set and marked by OCR. These **three** units will be equally sized and equally weighted.

For the Advanced GCE **four** units will be assessed internally, through a teacher-assessed portfolio (see Section 7) and **two** units will be assessed externally with the assessment set and marked by OCR. These **six** units will be equally sized and equally weighted.

The assessment will be conducted in accordance with the GCE Code of Practice.

## 1.4.2 External Assessment

External assessment forms 33% of each qualification:

Advanced Subsidiary GCE:	Candidates take <b>one</b> unit of external assessment.
Advanced GCE:	Candidates take <b>two</b> units of external assessment.

External assessments are 90 minutes with pre-released case-study material which will be available to centres (once they have made their *provisional* candidate entries) approximately **six** weeks prior to the examination dates.

OCR has designed external assessments which allow candidates to apply the knowledge and understanding they have gained from teacher-designed activities and assignments based on the *What You Need To Learn* section of the units.

The externally assessed units will be marked by OCR. The maximum raw score will be stated on the front cover of the question paper.

## 1.4.3 Portfolio Assessment

Internal assessment forms 67% of each qualification. Internally assessed units take the form of a portfolio of work designed to enable the candidate to demonstrate understanding of the content of the unit. Each internal assessment is set by the centre to OCR guidelines, is internally marked and externally moderated by OCR.

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# 2 Administration and Entry

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## 2.1 ADMINISTRATIVE ARRANGEMENTS

### 2.1.1 The Role of the Examinations Officer

All administrative arrangements regarding entries, submission of marks, moderation, receipt of results documentation etc. are to be made **through the centre's Examinations Officer**. It is important that subject staff liaise with the Examinations Officer and are aware of key dates for examination entry and submission of marks. These dates are supplied to Examinations Officers well before the start of the teaching year.

## 2.1.2 Provisional Entries

OCR does not require *individual* candidates to be registered at the start of their course, but nevertheless, needs certain information in order to plan effectively.

Provisional entries are *your best guess* of the number of candidates you will be entering for particular units in that session. They are important because they form the basis for the despatch of early assessment materials to you and allow OCR to ensure sufficient examiners/moderators are recruited for a session.

Centres make provisional entries by mid September (for January) and early November (for June). There is no fee for provisional entries.

**If your centre does not make provisional entries you will *not* receive despatches of early examination materials**, for example, instructions for practical examinations and pre-release materials.

## 2.1.3 Unit and Certification Entries

Final entries for units (including internally assessed units) are made in October for January units and in March for June units. It is important that entries are received by the deadline date – late entries cause major problems for OCR and attract a substantial penalty fee to reflect this.

To enter for certification, candidates must have a valid combination of unencashed units for that qualification (see Section 2.3).

Note that entry for units will *not* generate a final certificate – a separate certification entry for the qualification code must be made as follows:

Qualification	Entry Code
Advanced Subsidiary GCE	H128
Advanced GCE	H528

Certification entry is usually made at the same time as the final unit entries. If made at this time, it does not attract a fee.

A candidate who has completed all the units required for a qualification may enter for certification at a later examination series. Again this does not attract a fee.

A candidate who has completed all the required units but who has not entered for certification may do so in the same examination series within a specified period after the publication of results. There is a fee for this late certification service.

## 2.1.4 Special Requirements

OCR can make special arrangements for candidates in examinations, provided OCR is given sufficient notice. These arrangements should be made through Examinations Officers.

Special arrangements applications must be made by:

- 30 September (for January sessions);
- 15 January (for special question papers required for June session);
- 21 February (for other special arrangements for June session).

If you have candidates who come into this category, you should inform your Examinations Officer well in advance of these dates.

## 2.1.5 Arrangements for the Assessment and Moderation of Portfolios

Portfolio entries may be made for both the January and June sessions.

Detailed arrangements for the assessment of portfolios are explained in Section 7. Examination Officers will be sent the appropriate forms for completion in November for the January session and in January for the June session, assuming that provisional entries have been received.

Centres wishing to receive earlier feedback or advice on portfolio assessment may arrange with OCR to contact a Portfolio Consultant.

**Centres must submit unit marks to OCR and to the moderator by the published OCR submission date. Failure to submit these marks on time can create serious problems for OCR and may jeopardise the issue of results on the published date.**

## 2.2 UNITS OF ASSESSMENT

Unit Code	Unit Number	Level	Title of Unit	Mode of Assessment
G180	1	AS	Exploring leisure	Portfolio
G181	2	AS	Customer service in the leisure industry	Portfolio
G182	3	AS	Leisure industry practice	<b>External</b>
G183	4	A2	Event management	Portfolio
G184	5	A2	Human resources in the leisure industry	<b>External</b>
G185	6	A2	Leisure in the outdoors	Portfolio

Both externally-assessed units have 90 minute examinations with pre-released case study material made available to centres approximately **six** weeks before the date of the examinations.

## 2.3 MAKING ENTRIES FOR CERTIFICATION

Candidates following a course over a number of examination sessions have a variety of options open to them that allow them to certificate part-way through their course. All three- and six-unit qualifications are automatically 'banked' by OCR to enable the candidate to use them towards larger qualifications at a later date. Once banked, however, candidates may not re-sit any units within that qualification.

Candidates may enter for:

- Advanced Subsidiary GCE aggregation;
- Advanced Subsidiary GCE aggregation, bank the result, and complete the A2 assessment at a later date for an Advanced GCE;
- Advanced GCE aggregation;

Individual unit results prior to certification of the qualification have a shelf life limited only by that of the qualification.

## 2.4 AVAILABILITY OF UNITS OF ASSESSMENT

First Availability of Units and Certificates (and then every January and June thereafter)	2006		2007	
	Jan	June	Jan	June
External assessment of AS units	✓	✓	✓	✓
Portfolio moderation for AS units*	✓	✓	✓	✓
External assessment of A2 units			✓	✓
Portfolio moderation for A2 units*			✓	✓
AS GCE certification		✓	✓	✓
GCE certification				✓

\*Centres wishing to receive earlier feedback or advice on portfolio assessment may arrange with OCR to contact a Portfolio Consultant.

### 2.4.1 Sequence of Units

AS units are designed to be taught and assessed in the first year of a **two** year course and A2 units are designed to be studied and assessed in the second year, although centres should use their own discretion to create a delivery pattern that suits their particular circumstances.

Centres should also ensure all authentication documentation for every candidate is completed and kept securely with the work until moderation takes place.

### 2.4.2 Synoptic Assessment

Synoptic assessment at Advanced GCE is designed to ensure that candidates have a good understanding of the subject as a whole and are able to address issues within the subject from a range of perspectives and in an integrated way. The emphasis is on strategic understanding and on the ability to draw evidence together from any relevant areas of the specifications. Assessment focuses on the breadth, depth and quality of candidates' analysis and evaluation. Synoptic assessment will be drawn from across the specifications and will involve candidates bringing together, and making connections between, the areas of knowledge, skills and understanding covered within the specifications and applying this when responding to the set requirements. Synoptic assessment is in Unit 4: *Event management* in these specifications.

## **2.5 RE-SIT RULES**

### **2.5.1 Re-sits of Units**

There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an Advanced Subsidiary (Single or Double Award) GCE or Advanced GCE.

### **2.5.2 Retaking a Qualification**

There is no restriction on the number of times a candidate may retake the whole qualification.

## **2.6 RESTRICTIONS ON CANDIDATE ENTRIES**

There are no restrictions on candidates who enter for these GCE specifications.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for these specifications is 0016.

## **2.7 SPECIAL ARRANGEMENTS**

Candidates with special requirements must cover the assessment objectives. There may be more suitable ways of doing this than those used by the centre with other candidates. Any centre wishing to start candidates with special requirements on the course who might not be able to meet the requirements of the assessment must consult the Special Requirements Unit before doing so (telephone 01223 552505). For these candidates, or those whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.



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## 3 Certification and Results

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### 3.1 ISSUE OF RESULTS

Individual unit Statements of Results will be issued in March for January entries and in August for June entries for all units (both portfolio units and external units). Statements of Results will include, for each unit, the unit title, the unit UMS mark, the grade and the date the unit was taken.

Certification is **not** an automatic process, since OCR is unable to determine at which point a candidate wishes to complete their course. Candidates **must** be entered for the appropriate certification code (see Section 2.1.3) to claim their overall grade.

**Entry for units will *not* generate a final certificate – a separate certification entry must be made at the appropriate time. If it is not, there will be a delay in issuing the candidate's final grade.**

### 3.2 AWARDING AND REPORTING ATTAINMENT

#### 3.2.1 General Principles

The qualifications will comply with the grading, awarding and certification requirements of the GCE section of the Code of Practice.

The Advanced Subsidiary GCE and the Advanced GCE qualifications are graded A to E where A is the highest grade.

All GCE units are graded a to e where a is the highest grade.

The OCR awarding committee will consider both externally assessed and portfolio based units and will determine the grade thresholds for each unit.

#### 3.2.2 Uniform Marks

In order that candidates' performance can be compared across units and across sessions, a Uniform Mark Scale (UMS) will be used to aggregate the results of individual assessment units to generate qualification grades.

Once the raw mark and raw mark boundaries for each unit have been established, the raw marks are converted to the UMS by OCR and reported to candidates as a *uniform mark* out of 100.

Uniform marks correspond to *unit* grades as follows:

Unit Grade	a	b	c	d	e
UMS (max 100)	80-100	70-79	60-69	50-59	40-49

Candidates who fail to achieve the standard for a grade e will be awarded a Uniform Mark in the range 0-39 and will be recorded as u (unclassified).

### 3.2.3 Overall Grade

The uniform marks awarded for each unit will be aggregated and compared to pre-set boundaries.

Uniform marks correspond to overall grades as follows.

Advanced Subsidiary GCE:

Overall Grade	A	B	C	D	E
UMS (max 300)	240-300	210-239	180-209	150-179	120-149

Advanced GCE:

Overall Grade	A	B	C	D	E
UMS (max 600)	480-600	420-479	360-419	300-359	240-299

Results for these qualifications will be awarded on a scale of A to E and will be recorded on the certificate as such.

Candidates who fail to achieve the standard for a grade E will be awarded a Uniform Mark in the range 0-119 for the Advanced Subsidiary GCE and 0-239 for the Advanced GCE and will be recorded as U (unclassified). This does not lead to a certificate.

## 3.3 RESULT ENQUIRIES AND APPEALS

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against the outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquiries on results and appeals, centres should consult the *Handbook for Centres* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Further copies of the most recent edition of this paper can be obtained from OCR or they can be accessed from the Joint Council website [www.jcgg.org.uk](http://www.jcgg.org.uk).

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## **4 Technical Information**

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### **4.1 CERTIFICATION TITLES**

These specifications will be shown on a certificate as:

OCR Advanced Subsidiary GCE in Leisure Studies.  
OCR Advanced GCE in Leisure Studies.

### **4.2 LEVEL OF QUALIFICATION**

These qualifications are approved by QCA at Level 3 of the National Qualifications Framework.

### **4.3 RECOMMENDED PRIOR LEARNING**

Candidates entering this course should have achieved a general educational level equivalent to Level 2 in the National Qualifications Framework, or Levels 7/8 of the National Curriculum. Skills in Numeracy/Mathematics, Literacy/English and Information and Communication Technology will be particularly relevant.

However, there is no prior knowledge required for this specification. Prior study of the GCSE in Leisure and Tourism may be of benefit to some candidates, but is not mandatory.

### **4.4 PROGRESSION**

#### **4.4.1 Progression into Employment**

These specifications are designed to give a broad introduction to this sector and aim to prepare candidates for further study in higher education or further training which might be whilst in employment. However, these qualifications are not designed for candidates' direct entry into employment.

#### **4.4.2 Progression to Further Qualifications**

Candidates who achieve these qualifications may be prepared to enter a variety of HND or degree level courses related to the leisure industry.

Candidates could progress to further training in NVQ areas such as Management, Accounting, Sport, Recreation and Allied Occupations, Facility Management, Sports Administration and many others.

## **4.5 RELATED QUALIFICATIONS**

### **4.5.1 Relationship to other GCEs**

The units of these qualifications have significant overlap of content with the OCR GCEs in Physical Education, Travel and Tourism and Applied Business, although it is expected that the teaching and assessment methods will be significantly different.

### **4.5.2 Relationship to NVQs**

These specifications broadly introduce the candidate to skills relevant to a range of leisure industry and business-related NVQs, though the assessment methods are not designed to guarantee occupational competence. However, this qualification will support candidates working towards National Occupational Standards, detailed guidance for which was issued by QCA in early 2002.

Some units broadly contribute knowledge, understanding and skills to a range of NVQs in Sport, Recreation and Allied Occupations: Coaching, Teaching and Instructing (offered in a variety of sports contexts) at Level 2.

Some units broadly contribute knowledge, understanding and skills for NVQs in Customer Service, Information Technology, Accounting, Hospitality-related NVQs and Sport and Recreation NVQs in Playwork at Levels 2 and 3.

Some units broadly contribute knowledge, understanding and skills for NVQs in Sports Administration, Outdoor Education, Development Training, Recreation, Operations and Development, Sports and Recreation Management at Level 3.

Some units broadly contribute knowledge, understanding and skills for NVQs in Sport and Recreation Management (including Facilities) at Level 4.

## **4.6 CODE OF PRACTICE REQUIREMENT**

The assessment will be conducted in accordance with the GCE Code of Practice.

## **4.7 STATUS IN WALES AND NORTHERN IRELAND**

This specification has been approved by ACCAC for use by centres in Wales and by CCEA for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation in English only and can accept candidate portfolios and examination scripts in English only. Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998)<sup>1</sup>.

#### 4.8 WEIGHTING OF ASSESSMENT OBJECTIVES

The full set of Assessment Objectives and their weightings within the qualification are listed in Section 1.3. The relationship between assessment objectives and the units of assessment is shown in the grids below.

Unit of Assessment	Mandatory or Optional	Level	Percentage of AS GCE				Total
			AO1	AO2	AO3	AO4	
1	m	AS	30	30	24	16	100
2	m	AS	30	30	24	16	100
3	m	AS	28	30	22	20	100
<b>Total</b>			<b>88</b>	<b>90</b>	<b>70</b>	<b>52</b>	<b>300</b>

Unit of Assessment	Mandatory or Optional	Level	Percentage of GCE				Total
			AO1	AO2	AO3	AO4	
1	m	AS	30	30	24	16	100
2	m	AS	30	30	24	16	100
3	m	AS	28	30	22	20	100
4	m	A2	20	24	26	30	100
5	m	A2	26	21	24	29	100
6	m	A2	20	24	26	30	100
<b>Total</b>			<b>154</b>	<b>159</b>	<b>146</b>	<b>141</b>	<b>600</b>

<sup>1</sup> The OCR Information Bureau is open to take your calls between 8.00am and 5.30pm. Please note that as part of our quality assurance programme your call may be recorded or monitored for training purposes.

## 4.9 QUALITY OF WRITTEN COMMUNICATION

*Quality of Written Communication* is assessed in all units where candidates are required to produce extended written material and credit may be restricted if communication is unclear.

Candidates will:

- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

## 4.10 DIFFERENTIATION

In the question papers, differentiation is achieved by setting questions which are designed to assess candidates at their appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

In portfolio work, differentiation is by task and by outcome. Candidates undertake assignments which enable them to display positive achievement.

## 4.11 GUIDED LEARNING HOURS

All units in these specifications require **60** guided learning hours (glhs) *each* of delivery time. Thus:

Advanced Subsidiary GCE awards require **180** glhs of delivery time;  
Advanced GCE awards require **360** glhs of delivery time;

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## 5 Structure of Units

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Please see Part B for the unit specifications. Units will have some or all of the following sections:

- About this unit** This includes a brief description for the candidate of the content, purpose and vocational relevance of the unit. It states whether the unit is assessed externally or through portfolio evidence.
- What you need to learn** This specifies the underpinning knowledge, skills and understanding candidates need to apply in order to meet the requirements of the portfolio evidence or external assessment.
- Assessment evidence** This specifies the evidence candidates need to produce in order to meet the requirements of each portfolio unit. It is divided into the following parts:
- *You need to produce* – this banner heading sets the context for providing the evidence, e.g. a report, an investigation, etc;
  - *Evidence Descriptors* – these describe the qualities of the work which will achieve each mark range specified.
- Guidance for teachers** This provides advice on teaching and assessment strategies.
- There is advice on:
- the provision of the vocational context of the unit;
  - accurate and consistent interpretation of national standards;
  - the use of appropriate internal assessments, taking into account the full range of grades to be covered.
- There may also be advice on:
- exploiting local opportunities (e.g. information sources, events, work experience);
  - resources.

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## SECTION C: PORTFOLIOS

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### 6 Delivery and Administration of Portfolios

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#### 6.1 SUPERVISION AND AUTHENTICATION OF PORTFOLIOS

##### 6.1.1 Supervision of Candidates

OCR expects teachers to supervise and guide candidates who are producing portfolios. The degree of teacher guidance in candidates' work will vary according to the kind of work being undertaken. However, it should be remembered that candidates are required to reach their own judgements and conclusions.

When supervising candidates, teachers are expected to:

- offer candidates advice about how best to approach their tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Work on portfolios may be undertaken outside the centre and in the course of normal curriculum time. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work. This does not prevent groups of candidates working together in the initial stages, but it is important to ensure that the individual work of a candidate is clearly identified separately from that of any group in which they work.

Throughout the course, the teacher should encourage the candidate to focus on achieving the criteria listed in the *Assessment Evidence Grids*.

Once the mark for the unit portfolio has been submitted to OCR, no further work may take place. However, the portfolio can be improved and resubmitted under the re-sit rule (Section 2.5).

##### 6.1.2 Authentication of Candidates' Work

Teachers may comment on a candidate's unit portfolio and return it for redrafting without limit until the deadline for the submission of marks to OCR.

Teachers must record details of any assistance given and this must be taken into account when assessing candidates' work.



Teachers must complete and sign the *Centre Authentication Form* to confirm that the work submitted for moderation was produced by the candidates concerned. Once completed this form must be sent to the moderator along with candidates' work.

### 6.1.3 Avoiding Plagiarism

Plagiarism in coursework is the equivalent of cheating in written examinations.

Candidates should be taught how to present material taken directly from other sources and must observe the following when producing portfolios:

- any copied material must be suitably acknowledged;
- quotations must be clearly marked and a reference provided wherever possible.

### 6.1.4 Late Work

Teachers may set internal deadlines for candidates submitting work to them. However, should candidates fail to meet this deadline, they may only be penalised if they fail to achieve one or more of the criteria in the *Assessment Evidence Grid* for that unit. A candidate whose work is submitted so late that the teacher is unable to meet OCR's deadline for receipt of marks should be warned by the teacher that failure to submit marks by this deadline may result in OCR failing to issue grades on the agreed date.

## 6.2 ADMINISTERING PORTFOLIO ASSESSMENT AND MODERATION

Portfolio units are internally assessed by centres and externally moderated by OCR. There are **three** key points in the administrative cycle that require action by the teacher:

- the centre enters candidates who wish to submit portfolios (October for January examinations, March for June examinations);
- the centre sends OCR and the moderator a set of provisional marks by a set deadline (to be determined – currently 10 January and 15 May);
- the moderator contacts the centre on receipt of marks and asks for a sample of work.

Further details of submission of marks and portfolio moderation are given in Sections 7.3 and 7.4.

OCR will conduct all administration of the GCE through the Examination Officer at the centre. Teachers are strongly advised to liaise with their Examination Officer to ensure that they are aware of key dates in the administrative cycle.

Assessment-recording materials and full details of administrative arrangements for portfolio assessment, will be forwarded to Examination Officers in centres in Autumn 2005, following receipt of provisional entries. At the same time the materials will be made available within *Portfolio Assessment Packs* and on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). The materials will include master copies of mandatory *Unit Recording Sheets* on which to transfer your assessments from each candidate's *Assessment Evidence Grids*. Forms may be photocopied and used as required.

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## 7 Assessment of Portfolios

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### 7.1 THE ASSESSMENT EVIDENCE GRIDS

Centres are required to carry out internal assessment of portfolios using the *Assessment Evidence Grids* in accordance with OCR procedures. The process of using these grids is described in Section 8.2. Candidates' marks are recorded on these grids. **One** grid should be completed for each candidate's **unit** portfolio. The information on each of these grids should eventually be transferred onto a *Unit Recording Sheet* and attached to the front of the candidate's portfolio for the unit for inspection by the Moderator when the moderation process takes place.

When candidates are given their assignments, they should also be issued with a reference copy of the appropriate *Assessment Evidence Grid*.

Candidates' portfolios should be clearly annotated to demonstrate where, and to what level, criteria have been achieved. This will help in the moderation process. If teachers do this well it will be very much in the interests of their candidates. On completion of a unit, the teacher must complete the *Assessment Evidence Grid* and award a mark out of **50** for the unit. Details of this process are described in Section 8.2.

### 7.2 INTERNAL STANDARDISATION

It is important that all teachers, working in the same subject area, work to common standards. Centres are required to ensure that internal standardisation of marks across teachers and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold a preliminary meeting of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 7.3 SUBMISSION OF MARKS TO OCR

The involvement of OCR begins on receipt of entries for a portfolio unit from a centre's Examinations Officer. Entries for units to be included in any assessment session must be made by the published entry date from OCR. Late entries attract a substantial penalty fee.

By an agreed internal deadline the teacher submits the marks for the unit to the Examinations Officer. Marks will need to be available by the portfolio mark submission dates published by OCR and internal deadlines will need to reflect this. OCR will supply centres with MS1 Internal Assessment Mark Sheets to record the marks and instructions for completion. It is essential that centres send the top copy of these completed forms to OCR, the second copy to the Moderator and keep the third copy for their own records.

## 7.4 PORTFOLIO MODERATION

### 7.4.1 Preparing for Moderation

Moderation for all units will be available in the January and June sessions and will take place by post.

After the unit portfolio is internally marked by the teacher and marking has been internally standardised, marks are submitted to OCR by a specified date, published in the Key Dates poster, after which moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

Shortly after receiving the marks, the moderator will contact the centre and inform them of the sample of candidates' work that will be required, as outlined in Section 7.4.2.

Work submitted for moderation must be marked with the:

- centre number;
- centre name;
- candidate number;
- candidate name;
- specification code and title;
- unit code.

For each (portfolio) unit, centres must complete the appropriate *Unit Recording Sheet* (see Section 6.2) sent out annually by OCR and downloadable from the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)) and attach it to each piece of work for moderation.

**It is essential that the rank order of marks supplied to a moderator is correct.** If centre assessment is inconsistent, work will be returned to the centre for re-assessment.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in the unit.

## 7.4.2 Principles of Moderation

The following principles, agreed by the Awarding Bodies and QCA, indicate, in broad terms, how portfolio units will be moderated. OCR has detailed procedures that moderators will follow to implement the moderation process:

- centres submit unit marks to OCR and to the moderator by the published OCR submission date;
- the moderator will select, from each unit, a sample of candidates' portfolios which cover a range of grades;
- if the work seen overall has been assessed accurately and consistently to agreed national standards, within agreed tolerances, all unit marks submitted by the centre are accepted with no adjustments;
- adjustments, where required, will be carried out by OCR using its normal procedure. Centres are not required to amend marks except if administrative issues, errors or order of merit problems are discovered.

Whilst moderators may seek clarification from a centre, they cannot negotiate portfolio marks in any way. OCR will inform centres of the outcome of the moderation process at the time of publication of results. This will include a written report on any significant issues that arose during this process.

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## 8 Instructions for Marking

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### 8.1 SOURCES OF GUIDANCE

The starting point in assessing portfolios is the *Assessment Evidence Grid* within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. The *Guidance for Teachers* within the unit expands on these criteria and clarifies the level of achievement the assessor should be looking for when awarding marks.

Before the start of the course OCR will produce a *Teacher Guide*. At INSET sessions OCR will provide exemplar material which is work that best illustrates a particular mark band description.

OCR will hold training meetings on portfolio assessment led by senior GCE moderators. Details of these are in the OCR INSET booklets which are sent to centres in the Summer term or they may be obtained from the Training and Customer Support Division (tel. 01223 552950). They are also published on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

OCR also operates a network of Portfolio Consultants. Centres can obtain advice on assessment of portfolios from an OCR Portfolio Consultant. These are both subject specialists and senior moderators. Details may be obtained from the OCR Subject Officer.

## 8.2 DETERMINING A CANDIDATE'S MARK

It must be stressed that teachers determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher grades.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with grades below their potential.

Each portfolio should be marked by the teacher according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (a sample of which follows).

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective, each row corresponding to an assessment objective descriptor in the banner (the top section of the *grid*).

The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

Teachers use their professional judgement to determine which descriptor in a strand best suits the candidate's work and from the range of marks available within that particular mark band, they circle the mark that best fits the work. They then record this mark in the column headed *Mark*.

Centres should use the full range of marks available to them. Centres must award full marks in any strand of work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS or A2 level.

Only **one** mark per strand/row will be entered. The final mark for the candidate is out of a total of **50** and is found by totalling the marks for each strand.

### **8.3 SAMPLE ASSESSMENT EVIDENCE GRID**

Please see over.

<b>Unit 1: Exploring leisure</b>				
<b>What you need to do:</b>				
<p><b>You need to produce</b> evidence of your investigation into the leisure industry [50 marks]. Your evidence needs to include:</p> <p><b>AO1</b> a summary of the sectors and components of the leisure industry, to include how the sectors are interrelated [15];  <b>AO2</b> a study of the range and scale of the industry which illustrates its current social and economic importance [15];  <b>AO3</b> evidence of your research and analysis in carrying out your investigation into the factors which influence participation levels in leisure activities [12];  <b>AO4</b> an evaluation of the role of the media in leisure, examining its role in current developments in the industry [8].</p>				
<b>How you will be assessed:</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO1</b>	<p>You produce a brief summary of the sectors and components within the leisure industry; each definition contains few examples of organisations; You demonstrate a simple understanding of how leisure organisations operate in terms of how they are funded or generate revenue;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>you produce a summary of sectors and components within the industry that shows the key information and data; you show an understanding of how they operate in terms of meeting objectives, how they are funded or generate revenue, and how they interrelate with their shareholders or stockholders; you use appropriate examples;</p> <p style="text-align: right;"><b>[6 7 8 9 10]</b></p>	<p>you produce a comprehensive summary of the sectors and their components within the leisure industry, providing appropriate examples; you provide a detailed description of each component with evidence and examples to confirm your understanding of the ways in which they are different but interrelate; you give examples appropriate in terms of clarity and which help to demonstrate thorough understanding. <b>[11 12 13 14 15]</b></p>	<b>/15</b>
<b>AO2</b>	<p>You demonstrate knowledge and understanding of the importance and size of the leisure industry currently, with brief data and information of consumer spending, numbers employed, participation trends and the importance to health and well-being; your use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>you provide evidence of the importance and size of the leisure industry explaining the range and scale of the industry; the social and economic importance of the industry is explained relevant to current issues in the industry; data is used, but not comprehensively, with some inaccuracies/omissions; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; <b>[6 7 8 9 10]</b></p>	<p>you produce a study of the range and scale of the industry; you provide accurate data which reflect the importance of the industry, both social and economic, relevant to current issues in the industry and all its components; you present your work logically showing use of appropriate terminology and your meaning is clear and accurately conveyed. <b>[11 12 13 14 15]</b></p>	<b>/15</b>

<b>Unit 1: Exploring leisure (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO3</b>	<p>You provide some research from a limited number of sources;  you produce evidence that you can analyse the significant factors that have influenced participation trends but the analysis is not always accurate;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>you carry out research using a range of relevant sources;  you provide appropriate analysis of the information which shows depth and demonstrates an understanding of factors influencing participation in leisure activities;</p> <p style="text-align: right;"><b>[5 6 7 8]</b></p>	<p>you access and use a comprehensive range of appropriate sources;  you provide the reasons why the factors examined influence participation levels and you show that they have been fully analysed;  your analysis is thorough and demonstrates in-depth research.</p> <p style="text-align: right;"><b>[9 10 11 12]</b></p>	<b>/12</b>
<b>AO4</b>	<p>You provide an evaluation of the role of the media in leisure which may be limited to simple facts, comments or statements;  you provide simple conclusions as to the part the media has played in the current developments in the industry reflecting only a basic understanding;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>you include an evaluation of the role of the media in leisure, providing examples of several significant current developments in the industry;  you draw valid conclusions but not all aspects may be covered fully as to the part the media has played in current developments in the industry;</p> <p style="text-align: right;"><b>[5 6]</b></p>	<p>you include a comprehensive evaluation of the role of the media in leisure;  you provide well-considered conclusions as to the part the media has played in the current developments in the industry.</p> <p style="text-align: right;"><b>[7 8]</b></p>	<b>/8</b>
<b>Total mark awarded:</b>				<b>/50</b>



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## SECTION D: OPPORTUNITIES FOR TEACHING

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### 9 Spiritual, Moral, Ethical, Social and Cultural Issues

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Leisure Studies offers a wide range of opportunities for the exploration of spiritual, moral, ethical, social and cultural issues.

**Moral, Ethical and Cultural** issues may be specifically addressed in:

- Unit 1: *Exploring leisure*;
- Unit 3: *Leisure industry practice*;
- Unit 5: *Human resources in the leisure industry*
- Unit 6: *Leisure in the outdoors*.

**Social** issues may be specifically addressed in:

- Unit 2: *Customer service in the leisure industry*;
- Unit 4: *Event management*;
- Unit 6: *Leisure in the outdoors*.

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### 10 Citizenship

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This section offers guidance on opportunities for delivering knowledge, skills and understanding of citizenship issues during the course. Citizenship issues may be specifically addressed in the following units:

- Unit 2: *Customer service in the leisure industry*;
- Unit 3: *Leisure industry practice*;
- Unit 4: *Event Management*.

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## 11 Environmental Issues

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OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

Environmental issues may be specifically addressed in the following units:

- Unit 1: *Exploring leisure*;
- Unit 3: *Leisure industry practice*;
- Unit 6: *Leisure in the outdoors*.

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## 12 The European Dimension

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OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

Teachers are expected to take appropriate opportunities to consider issues in the European context.

European issues may be specifically addressed in the following units:

- Unit 1: *Exploring leisure*;
- Unit 3: *Leisure industry practice*;
- Unit 5: *Human resources in the leisure industry*.

## 13 Health and Safety

Candidates are introduced to health and safety issues in the context of this sector and should be made aware of the significance of safe working practices.

Health and safety issues may be specifically addressed in the following units:

- Unit 1: *Exploring leisure*;
- Unit 3: *Leisure industry practice*;
- Unit 4: *Event management*;
- Unit 6: *Leisure in the outdoors*.

## 14 Key Skills

These specifications provide opportunities for the development of the Key Skills of *Communication (C)*, *Application of Number (AoN)*, *Information and Communication Technology (ICT)*, *Working with Others (WwO)*, *Improving Own Learning and Performance (IoLP)* and/or *Problem Solving (PS)* as indicated in the table below. Please note that this table includes only the *main opportunities* in those units which are portfolio assessed. Further guidance on Key Skills opportunities is given in the Teachers' Guide accompanying these specifications.

Unit	C2				C3				AoN2			AoN3			ICT2			ICT3		
	.1a	.1b	.2	.3	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
1			F	P			F													
2				P				P												
4															F	F	F	F	F	F
6			F				F													
Unit	.1a	.1b	.2	.3	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
	C2				C3				AoN2			AoN3			ICT2			ICT3		

Unit	WwO2			WwO3			IoLP2			IoLP3			PS2			PS3		
	.1	.2	.3	.2a	.2b	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
1																		
2							F	F	F	F	F	F	F	F	F	F	F	F
4	F	F	F	F	F	F	P	P	P	P	P	P	F	F	F	F	F	F
6	P	P		P	P													
Unit	.1	.2	.3	.2a	.2b	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
	WwO2			WwO3			IoLP2			IoLP3			PS2			PS3		

F: full coverage of that criterion of the key skill possible;

P: partial coverage of that criterion of the key skill possible.

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## 15 Generic Resources

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The resources listed here are generic to the whole qualification.

See also Part B of this specification for specific unit resources.

<b>Organisations</b>	Case studies and visits to leisure facilities can help to provide up-to-date information.
<b>Websites</b>	Many will provide a wide range of information and data
<b>Textbooks</b>	GCE Leisure Studies texts will be available. GCE PE texts will be of use for the main practical units.
<b>Publications</b>	Specialist journals such as <i>Leisure Management</i> and <i>Leisure Manager</i> have the latest industry news and views. Government publications such as <i>Social Trends</i> , <i>General Household Survey</i> and the <i>Employment Gazette</i> provide a wide range of information and data.

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## 16 Further Information and Training for Teachers

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To support teachers using this specification, OCR will make the following materials and services available:

- a full programme of In-Service Training (INSET) meetings arranged by its Training and Customer Support Division (tel. 01223 552950);
- a website that will include materials to assist with delivery ([www.ocr.org.uk](http://www.ocr.org.uk));
- an e-list for teachers to share good practice/resources and to ask/answer questions and generally make contact with colleagues delivering these qualifications – to join, simply go to (<http://community.ocr.org.uk/lists/listinfo/leisureandtourism>);
- teacher support material;
- exemplar candidate work;
- specimen assessments;
- past external examinations;
- a report on the examination, compiled by senior examining personnel after each examination session;
- individual feedback to each centre on the moderation of portfolios;
- a portfolio consultancy service.

The Learning and Skills Development Agency, LSDA, has a website ([www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)) with a variety of subject-specific resources and information in their teachers' section, as well as more general material about planning/teaching vocational courses.

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## 17 Contacting OCR

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**Many straightforward enquiries** may be resolved by visiting the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). The website contains copies of the specification, example assessments, support materials and current information of relevance to centres.

**General administrative enquiries** should be made to the OCR Information Bureau:  
tel. 01223 553998  
e-mail: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk)

**The OCR Publications Catalogue** may be obtained from OCR's publications department:  
tel. 0870 870 6622  
fax 0870 870 6621  
e-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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## Appendix A: Performance Descriptions

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The performance descriptions for GCE Leisure Studies aim to describe learning outcomes and levels of attainment likely to be shown by a representative candidate performing at the A/B and E/U boundaries for the AS and A2. They illustrate the expectations at these boundaries for the AS and A2 as a whole; they have not been written at specification or unit level. Each performance description is aligned to **one** assessment objective. An alphabetical system has been used to denote each element of a performance description. There is no hierarchy of elements.

Performance descriptions are designed to assist examiners in exercising their professional judgement at awarding meetings where the grade A/B and E/U boundaries will be set by examiners using professional judgement. This judgement will reflect the quality of the candidates' work, informed by the available technical and statistical evidence. Performance descriptions will be reviewed continually and updated where necessary.

Teachers may find performance descriptions useful in understanding candidates' performance across qualifications as a whole but should use the marking criteria identified in the specification when assessing candidates' work.

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>	<b>Assessment Objective 4</b>	<b>Quality of Written Communication</b>
<b>Assessment Objectives for both AS GCE and Advanced GCE</b>	Candidates demonstrate knowledge, skills and understanding of the specified content in a range of vocationally-related contexts.	Candidates apply knowledge, skills and understanding of the specified content in a range of vocationally-related contexts.	Candidates use research techniques to obtain information from a range of sources to analyse leisure industry vocationally related issues.	Candidates evaluate evidence, draw conclusions and where relevant make recommendations for improvement in a range of vocationally-related contexts.	
<b>AS A/B boundary Performance Descriptions</b>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>demonstrate, with few omissions a depth of knowledge and understanding from across the specified AS content in a variety of vocationally-related contexts;</li> <li>demonstrate, with few omissions a range of skills from the specified AS content in a variety of vocationally-related contexts.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>apply effectively knowledge and understanding of the specified AS content in a range of vocationally-related contexts;</li> <li>apply effectively a range of skills from the specified AS content in a range of vocationally-related contexts.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>use effectively a range of research techniques to obtain relevant information from a range of sources;</li> <li>use this research to produce an analysis of vocationally related issues and problems.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>evaluate the appropriateness of evidence obtained through research;</li> <li>draw conclusions from this evidence;</li> <li>make realistic recommendations.</li> </ul>	<p>Candidates use written expression which:</p> <ul style="list-style-type: none"> <li>conveys appropriate meaning;</li> <li>uses appropriate specialist vocabulary.</li> </ul>
<b>AS E/U boundary Performance Descriptions</b>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>demonstrate basic knowledge and understanding of the specified AS content in selected vocationally-related contexts. There may be significant omissions;</li> <li>demonstrate a limited range of skills from the specified AS content in selected vocationally-related contexts with guidance.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>apply a basic knowledge and understanding of the specified AS content in familiar vocationally-related contexts;</li> <li>apply a limited range of skills successfully from the specified AS content in familiar vocationally-related contexts, with guidance.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>use with guidance research techniques to obtain relevant information;</li> <li>(b) use with guidance research to produce a basic analysis of vocationally related issues.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>evaluate evidence to draw basic conclusions about vocationally related issues and problems;</li> <li>make limited recommendations, with guidance.</li> </ul>	<p>Candidates use written expression which:</p> <ul style="list-style-type: none"> <li>is adequate to convey meaning;</li> <li>may be expressed in a non-specialist way.</li> </ul>

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>	<b>Assessment Objective 4</b>	<b>Quality of Written Communication</b>
<b>Assessment Objectives for both AS GCE and Advanced GCE</b>	Candidates demonstrate knowledge, skills and understanding of the specified content in a range of vocationally-related contexts.	Candidates apply knowledge, skills and understanding of the specified content in a range of vocationally-related contexts.	Candidates use research techniques to obtain information from a range of sources to analyse leisure industry vocationally related issues.	Candidates evaluate evidence, draw conclusions and where relevant make recommendations for improvement in a range of vocationally-related contexts.	
<b>A2 A/B boundary Performance Descriptions</b>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive knowledge and understanding of the specified A2 content in a broad range of vocationally-related contexts;</li> <li>• demonstrate a broad range of skills successfully from the specified A2 content in a broad range of vocationally-related contexts.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• apply effectively a comprehensive knowledge and understanding of the specified A2 content in a broad range of vocationally-related contexts;</li> <li>• apply effectively a broad range of skills from the specified A2 content in a broad range of vocationally-related contexts.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• independently select, use and justify a range of research techniques to obtain accurate and effective information;</li> <li>• use this research to produce a comprehensive analysis of vocationally related issues.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• independently evaluate evidence to draw valid conclusions;</li> <li>• make and justify realistic recommendations.</li> </ul>	<p>Candidates use written expression which:</p> <ul style="list-style-type: none"> <li>• conveys appropriate meaning;</li> <li>• uses appropriate specialist vocabulary.</li> </ul>
<b>A2 E/U boundary Performance Descriptions</b>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge and understanding of the specified A2 content in vocationally-related contexts. There may be significant omissions;</li> <li>• demonstrate a limited range of skills from the specified A2 content in vocationally-related contexts.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• apply a basic knowledge and understanding of the specified A2 content in vocationally-related contexts;</li> <li>• apply a limited range of skills successfully from the specified A2 content in vocationally-related contexts.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• use research techniques with guidance to obtain accurate and relevant information;</li> <li>• use this research to produce a straightforward analysis of vocationally related issues.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• evaluate evidence to draw conclusions about vocationally related issues and problems;</li> <li>• make limited recommendations from this evidence.</li> </ul>	<p>Candidates use written expression which:</p> <ul style="list-style-type: none"> <li>• is adequate to convey meaning;</li> <li>• may be expressed in a non-specialist way.</li> </ul>



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## **PART B: UNIT SPECIFICATIONS**

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### **Part B Contents**

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## STRUCTURE OF UNITS

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Units will have some or all of the following sections:

**About this unit** This includes a brief description of the content, purpose and vocational relevance of the unit.  
It states whether the unit is assessed externally or through portfolio evidence.

**What you need to learn** This specifies the underpinning knowledge, skills and understanding you need to apply in order to meet the requirements of the portfolio evidence or external assessment.

**Assessment evidence** This specifies the evidence you need to produce in order to meet the requirements of each portfolio unit. It is divided into the following parts:

- *You need to produce* – this banner heading sets the context for providing the evidence, e.g. a report, an investigation, etc;
- *Evidence Descriptors* – these describe the qualities of the work which will achieve each mark range specified.

**Guidance for teachers** This provides advice **to teachers** on teaching and assessment strategies.

There is advice on:

- the provision of the *vocational* context of the unit;
- accurate and consistent interpretation of the national standards;
- the use of appropriate internal assessments, taking into account the full range of grades to be covered.

There may also be advice on:

- exploiting local opportunities (e.g. information sources, events, work experience);
- resources.

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# 1 Unit 1: Exploring Leisure

## [AS level, mandatory, internally assessed]

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### 1.1 ABOUT THIS UNIT

*This AS level unit is mandatory and is internally assessed.*

Leisure is one of the fastest growing industries in the UK and Europe, and it impacts on everyone's life.

This unit will include a study of the range, scale and importance of the leisure industry within the UK and Europe. You need to investigate what is meant by leisure, the sectors and partners within the leisure industry, including the role the media plays within the industry. You also need to examine the key factors influencing access, participation and barriers in leisure.

The dynamic nature of the industry will be obvious throughout your period of study, although you will also specifically investigate the current developments and issues in the industry.

This unit will support more detailed studies of the industry, which you will carry out in other parts of your qualification, particularly Unit 3: *Leisure industry practice*.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will investigate the leisure industry within the UK and Europe and your evidence will include:

- a definition of the leisure industry, a summary of the sectors and components of the UK leisure industry, to include how the sectors are interrelated;
- a study of the range and scale of the industry which illustrates its current social and economic importance;
- evidence of your research and analysis in carrying out your investigation into the factors which have influenced participation levels in leisure activities since the 1960s;
- an evaluation of the role of the media in leisure, examining its role in current developments in the industry.

### 1.2 WHAT YOU NEED TO LEARN

You need to learn about:

- definitions within the leisure industry;
- range, scale and importance of the leisure industry in the UK and Europe;
- sectors within the leisure industry;
- key factors influencing access, participation and barriers in leisure;
- the role of the media in leisure.

### 1.2.1 Definitions within the Leisure Industry

You need to understand what is meant by the terms 'leisure' and 'recreation.' Although defining leisure is difficult, it can be said to refer to the time spent outside employment, carrying out chores and other essential activities such as sleeping. You need to review a variety of definitions of 'leisure' in order that you may appreciate the merits of such definitions and understand the difficulty of adopting one single definition.

Recreation, on the other hand, refers to the type of activities undertaken during leisure time. Using these definitions, the leisure industry can be described as covering the entire range of activities that individuals undertake in their free time, so the range of activities, products and services supplied by the UK leisure industry is vast. The main distinctions between the various types of leisure activity are:

- *active*, e.g. playing sport, walking, or *passive*, e.g. reading, watching television;
- *home-based*, e.g. listening to music in the home, or *away-from-home*, e.g. going to the pub, going to the cinema.

### 1.2.2 Range, Scale and Importance of the Leisure Industry in the UK and Europe

The leisure industry is one of the largest industries in the UK and Europe. It includes a diverse range of activities which together contribute to both the economy and the way of life in the UK and Europe. You need to know about the importance of the industry, and you can achieve this by investigating key areas. Examples include:

- consumer spending in the UK and Europe on leisure products and services;
- the number of people employed in the industry in the UK and Europe and the types of jobs;
- the importance to the country (and the host town or city) of holding national and international events such as the London Marathon, the Great North Run, the Olympics;
- participation trends in the most popular leisure activities in the UK and Europe;
- how participating in leisure activities can contribute to both an individual's health and well-being and to the nation's health and well-being;
- local, national and European government strategies that affect participation in leisure activities.

### 1.2.3 Sectors within the Leisure Industry

The leisure industry is extremely diverse. It is important that you know about the variety of facilities within it and the range of products and services it offers. An important feature of the leisure industry is that it is organised into **three** distinct sectors:

- the *private sector* (made up of enterprises that are in business to make a profit, e.g. a private health club);
- the *public sector* (facilities and services provided by local authorities or central government, e.g. a local council leisure centre);
- the *voluntary/not-for-profit sector* (consisting of large and small organisations that aim to promote a 'good cause', e.g. the Youth Hostel Association).

You need to know in which sector an organisation operates, and how this affects its operation in terms of defining and meeting objectives, funding or revenue generation and stakeholder or shareholder expectations.

Because the industry is so diverse, you need to group the most significant areas of activity into key components. You need to know about the main components that make up the leisure industry and how they are interrelated, including:

- arts and entertainment;
- sports and physical recreation;
- heritage;
- catering;
- countryside recreation;
- home-based leisure.

You need to know about the main types of organisation, facilities, products and services within each of these components and any current developments in the leisure industry which affect these components.

### 1.2.4 Key Factors which Influence Access, Participation and Barriers in Leisure

You need to know and understand the many different factors that have led to the rapid growth of the leisure industry since the 1960s, including:

- increase in leisure time available for many individuals;
- increase in disposable income;
- demographic changes, e.g. ageing population;
- changing fashions and trends;
- technological changes;
- local and national government and EU strategies and legislation.

The ease of access, and the barriers which restrict it, significantly affect participation levels in the leisure industry. You need to know about and understand how the following influence participation in leisure:

- ease of access:
  - money;
  - socio-economic status;
  - accessibility to facilities;
  - mobility;
  - individual needs;
- barriers to access:
  - inability to afford access;
  - inequality of socio-economic status;
  - inability to secure transport to the facility;
  - poor transport systems;
  - poor access for the disabled;
  - sport not available at facility.

### 1.2.5 Role of the Media in Leisure

The media has had an increasing influence on the leisure industry over the years. Most people experience sport through media coverage, rather than participation or watching events live. The media includes:

- television (terrestrial, cable, satellite, video);
- radio;
- print (newspapers, magazines, books).

You need to evaluate the role the media plays, paying particular attention to:

- technological advances in the media and their subsequent impact on leisure patterns, examples include:
  - DVD and home cinema;
  - satellite TV;
- impact on participation, examples include:
  - increased participation in particular sports or events at certain times of the year due to increased media coverage, e.g. tennis around Wimbledon, ice skating and cycling after coverage of UK success at the Olympics;
  - raising awareness of minority sports such as mountain biking, skateboarding, surfing, triathlon;
- impacts on particular sporting events and sports, e.g. introduction of an extra official to review immediate television replays to make decisions in cricket and in both codes of rugby;
- how some sports have been adapted to suit the needs of television coverage or their structure changed to attract television coverage;
- how some sports/activities acquire massive funding through sponsorship and advertising because they can offer media coverage;
- any other current developments.

### 1.3 ASSESSMENT EVIDENCE GRID

Unit 1: Exploring leisure				
What you need to do:				
<p><b>You need to produce</b> evidence of your investigation into the leisure industry within the UK and Europe [50 marks]. Your evidence needs to include:</p> <p><b>AO1</b> a definition of the leisure industry, a summary of the sectors and components of the leisure industry, to include how the sectors are interrelated [15];  <b>AO2</b> a study of the range and scale of the industry which illustrates its current social and economic importance [15];  <b>AO3</b> evidence of your research and analysis in carrying out your investigation into the factors which have influenced participation levels in leisure activities since the 1960s [12];  <b>AO4</b> an evaluation of the role of the media in leisure, examining its role in current developments in the industry [8].</p>				
How you will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
<b>AO1</b>	<p>You produce a brief summary of the sectors and components within the leisure industry in the UK and Europe; each definition contains few examples of organisations; you demonstrate a simple understanding of how leisure organisations operate in terms of how they are funded or generate revenue;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>you produce a summary of sectors and components within the leisure industry in the UK and Europe that shows the key information and data; you show an understanding of how leisure organisations operate in terms of meeting objectives, how they are funded or generate revenue, and how they interrelate with their shareholders or stakeholders; you use appropriate examples;</p> <p style="text-align: right;"><b>[6 7 8 9 10]</b></p>	<p>you produce a comprehensive summary of the sectors and their components within the leisure industry in the UK and Europe, providing appropriate examples; you provide a detailed description of each component with evidence and examples to confirm your understanding of the ways in which they are different but interrelate; you give examples appropriate in terms of clarity and which help to demonstrate thorough understanding.</p> <p style="text-align: right;"><b>[11 12 13 14 15]</b></p>	<b>/15</b>
<b>AO2</b>	<p>You demonstrate knowledge and understanding of the importance and size of the leisure industry currently, with brief data and information on consumer spending, numbers employed, participation trends and the importance to health and well-being; your use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>you provide evidence of the importance and size of the leisure industry explaining the range and scale of the industry; the social and economic importance of the industry is explained with relevance to current issues in the industry; data is used, but not comprehensively, with some inaccuracies/omissions; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language;</p> <p style="text-align: right;"><b>[6 7 8 9 10]</b></p>	<p>you produce a study of the range and scale of the industry; you provide accurate data which reflect the importance of the industry, both social and economic, relevant to current issues in the industry and all its components; you present your work logically showing use of appropriate terminology and your meaning is clear and accurately conveyed.</p> <p style="text-align: right;"><b>[11 12 13 14 15]</b></p>	<b>/15</b>

<b>Unit 1: Exploring leisure (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO3</b>	You provide some research from a limited number of sources; you produce evidence that you can analyse the significant factors that have influenced the development of the leisure industry and participation trends, but the analysis is not always accurate; <b>[0 1 2 3 4]</b>	you carry out research using a range of relevant sources; you provide appropriate analysis of the information which shows depth and demonstrates an understanding of factors influencing the development of, and participation in, leisure activities; <b>[5 6 7 8]</b>	you access and use a comprehensive range of appropriate sources; you provide the reasons why the factors examined influence participation levels and you show that they have been fully analysed; your analysis is thorough and demonstrates in-depth research. <b>[9 10 11 12]</b>	<b>/12</b>
<b>AO4</b>	You provide an evaluation of the role of the media in leisure, which may be limited to simple facts, comments or statements; you provide simple conclusions as to the part the media has played in the current developments in the industry, reflecting only a basic understanding; <b>[0 1 2 3 4]</b>	you include an evaluation of the role of the media in leisure, providing examples of several significant current developments in the industry; you draw valid conclusions but not all aspects may be covered fully as to the part the media has played in current developments in the industry; <b>[5 6]</b>	you include a comprehensive evaluation of the role of the media in leisure; you provide well-considered conclusions as to the part the media has played in the current developments in the industry. <b>[7 8]</b>	<b>/8</b>
<b>Total mark awarded:</b>				<b>/50</b>



## 1.4 GUIDANCE FOR TEACHERS

### 1.4.1 Guidance on Delivery

As this unit lays the foundation for study in many other units in GCE Leisure Studies, it would be useful if it were studied at the beginning of the course.

This unit aims to provide candidates with an overview of the structure and scale of the UK leisure industry, though given the broad scope of the industry it would be unrealistic to require this unit content to be covered in great depth. It is more important to cover the breadth of the industry and to concentrate on giving candidates an overview of the industry, being careful **not** to emphasise *sport* at the expense of the other industry components.

There are many opportunities within this unit for candidates to access learning opportunities through both primary- and secondary-research methods. Much of the required data can be obtained from text books, although more up to date information can be found through the Internet, newspapers, magazines and appropriate periodicals.

#### Definitions within the leisure industry

As an introduction, candidates need to understand basic definitions of 'leisure' and 'recreation'. A useful starting point is a dictionary definition of the terms. From here they can expand on the wide range of activities that are undertaken by individuals and groups in their 'free time'. This investigation should make candidates aware of the vast range of activities, products and services that are supplied by the UK leisure industry and how the European dimension is impacting on it.

#### Range, scale and importance of the leisure industry in the UK and Europe

Candidates need to know and understand how socio-economic and technological developments, together with changing consumer need, impact on the rapid changes in the leisure industry. The dynamic nature of the industry can be highlighted effectively by using data showing trends in participation, amounts of disposable income, amount of 'free time', demographics and so on. This data is readily available in various Government publications such as *Social Trends* and *General Household Surveys*.

The impact of changing fashions and consumer expectations on the development of the industry should be highlighted. This could be emphasised by using relevant examples of activities or products that have increased or decreased in popularity due to these changes in fashion and in customer expectations.

## Sectors within the leisure industry

Candidates need to understand that the UK leisure industry is organised into three distinct sectors: public, private and voluntary/not-for-profit. They need to give examples of leisure organisations and facilities from each of these sectors. These examples should be both national and local and cover the breadth of the industry.

It is important to highlight which sector an organisation belongs to, and what affects its business operations, objectives and funding. This can be achieved by using case studies of well-known organisations from each sector.

Because of the diversity of the industry, candidates need to group the most significant areas of activity into key components. You will need to highlight the main types of organisations, facilities, products and services within each of these components. Candidates can gather information about the components from visits to local facilities, from guides or from the Internet.

The media has influenced the development of the industry and this should be explored in detail. Candidates should be encouraged to look at this influence across the range of the industry and not be too specific in how it has influenced sport. Conclusions on this influence need to be explored.

### 1.4.2 Guidance on Assessment

It needs to be stressed that you determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 1.3).

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective, each row corresponding to an assessment objective descriptor in the banner (the top section of the *grid*).

The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

You use your professional judgement to determine which descriptor in a strand best suits the individual candidate's work and from the range of marks available within that particular mark band, you circle the mark that best fits the work. You then record this mark in the column headed *Mark*.

You need to use the full range of marks available to you. You need to award full marks in any strand for work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS level.

Only **one** mark per strand/row will be entered. The final mark for the candidate is out of a total of **50** and is found by totalling the marks for each strand.

### 1.4.3 Resources

<b>Organisations</b>	As this unit is fairly generic, individual organisations will only be of limited help to candidates. Leisure centres may, for example, be able to inform candidates of other leisure organisations with which their services can be interrelated.
<b>Publications</b>	Newspapers, particularly the broadsheets, publish up-to-date statistics on the size and scale of the industry. Specialist journals such as <i>Leisure Management</i> and <i>The Leisure Manager</i> have the latest industry news and views. Government publications such as Social Trends and General Household Surveys, as well as Leisure Forecasts from the Leisure Industries Research Centre provide good detailed statistical information.
<b>Textbooks</b>	Most Advanced GCE textbooks have good general material on the leisure industry, which will cover much of the basic requirements of this unit.
<b>Websites</b>	The Internet is a source of both useful and inappropriate information. As a significant proportion of the marks available to candidates in this unit is for accessing and using a variety of information sources, examples are not listed here. By the use of a suitable search engine, candidates should be able access a variety of statistical information.



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## 2 Unit 2: Customer Service in the Leisure Industry [AS level, mandatory, internally assessed]

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### 2.1 ABOUT THIS UNIT

*This AS level unit is mandatory and is internally assessed.*

In the highly competitive leisure and recreation industry, there are many organisations providing similar products or services, and it is often the quality of customer service which distinguishes one from another. Customers expect to receive the highest standards of customer service. This is why it is so important that all staff are aware of the part they play in providing customers with what they need. Providing excellent customer service plays an important part in helping organisations to keep existing customers and attract new ones, and is critical to commercial success.

In this unit, you will also learn about how internal and external customers contribute to the success of an organisation and why customer service is so important to leisure organisations.

You will identify the key principles of customer service and the significance of product knowledge in providing customer service in the leisure industry. You will also develop an understanding of the different methods used to evaluate standards of customer service. You will appreciate that not all customers are the same, and that they have differing needs, ranging from such things as requests for information, to complaints about an aspect of customer service which is not being fulfilled.

You will also be expected to undertake a variety of customer-service activities to demonstrate your understanding of customer-service practices and procedures.

This unit links with Unit 1: *Exploring leisure* and also Unit 4: *Event management*.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will review customer service for a chosen leisure organisation and provide customer service in a variety of situations, including handling a complaint or problem. Your evidence will include:

- a summary of how the needs of internal and external customers are met in your chosen leisure organisation;
- evidence of your application of customer-service skills with a variety of customers in a variety of situations, including evidence of you handling a complaint or problem (minimum **four** situations);
- evidence of your research and analysis of the ways in which your chosen leisure organisation assesses the effectiveness of the customer service it provides to its customers;
- an evaluation of the customer-service principles in your chosen leisure organisation with recommendations to improve the customer service.

## 2.2 WHAT YOU NEED TO LEARN

You need to learn about:

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

### 2.2.1 Principles of Customer Service

In this unit you need to develop an understanding of the reasons why customers are the most important part of successful leisure organisations. You need to understand that customers expect, and need to receive, the highest standards of service if they are to return. Those who *do* return are also likely to tell others of their satisfaction. Customers who feel they have received service below expected standards are less likely to return but will still tell others of their dissatisfaction, often in more detail and to more people.

This delivery of *good* customer service can bring a number of benefits to the organisation. These can include:

- increased sales;
- more customers;
- improved public image and an edge over the competition.

By providing *excellent* customer service, the organisation can ensure it has:

- a happy and efficient workforce;
- satisfied customers;
- customer loyalty and repeat business.

You also need to know about the consequences the organisation faces if standards of customer service are *below* acceptable standards; these may include:

- loss of customers;
- poor public image;
- unhappy and less efficient workforce;
- reduced repeat business;
- loss of customer loyalty;
- dissatisfied customers;
- loss of market share;
- decrease in sales.

## 2.2.2 Needs of External and Internal Customers

You need to identify the customers in a range of different leisure organisations and explain the importance of customer service to both *external* and *internal* customers.

You need to research and analyse the different needs of *external* and *internal* customers within different leisure organisations and evaluate the service provided to both categories of customers.

### External customers

External customers are people who use the products and services of the organisation. They usually pay for products and/or services and deserve to be treated in an acceptable way. Different types of external customers have different needs and will expect these individual needs to be met. There are many ways of categorising external customers. Types of external customers could be:

- individuals;
- groups;
- age groups;
- ethnic groups;
- people with young children;
- groups with specific physical/sensory needs;
- members;
- non-members.

Individual organisations may categorise external customers in many different ways, examples include:

- theatres may call their customers 'friends';
- football clubs may call their customers 'fans';
- horse-race followers may call their customers 'punters';
- country parks may call their customers 'visitors'.

It is extremely important that leisure organisations are aware of, and attempt to meet the needs of, their specific customers, and that not all organisations have the same categories of customers, e.g. a leisure-centre member may need information on squash-league membership whereas a community-centre visitor may be upset with the quality of food at a function. How each organisation deals with these individual situations will be different.

## Internal customers

Internal customers could be members of staff within an organisation, or outside suppliers, who contribute towards the service provided to external customers.

Customer types include:

- part-time/full-time employees (*direct* employees);
- managers and supervisors;
- employees of other organisations, e.g. caterers or equipment suppliers (*indirect* employees).

You need to understand and explain why organisations need to provide effective customer service to internal customers in order to establish good working relationships between colleagues, managers and staff, and that this will result in:

- delivery of high levels of customer service to external customers;
- good levels of communication between departments;
- smooth operation of the organisation;
- a happy and efficient workforce;
- employee loyalty.

You need to consider a variety of leisure organisations, both local and national, in order to get an overview of the needs of the range of internal customers.

### 2.2.3 Customer-Service Skills and Personal Presentation

You need to understand and explain the reasons why it is vitally important for leisure organisations to provide *excellent* customer service.

To provide excellent customer service, employees of leisure organisations need to demonstrate a range of personal skills when dealing with customers in a variety of situations. You need to understand that when employees are dealing with customers, tact and diplomacy are required.

Personal skills required include:

- appropriate language;
- positive body language;
- listening skills;
- clear telephone skills;
- written-communication skills (letter *and* e-mail);
- selling skills;
- self confidence;
- diplomacy;
- sensitivity.



You need to demonstrate a variety of your own customer-service skills in real or simulated customer-service activities with a variety of customers in a variety of situations, including handling a complaint or problem, perhaps dispelling the misconception that the customer 'is always right' by using tact and diplomacy.

'Product' knowledge required by employees may include:

- a thorough knowledge of products and services;
- a knowledge of the business;
- how complaints are dealt with;
- booking systems;
- reasons for recording information;
- how problems are dealt with;
- effective ICT skills for use within the business;
- awareness of developments in ICT, e.g. booking systems, new machines for fitness and membership tracking.

You may need to demonstrate selling skills through product knowledge, enthusiasm, honesty and initiative. There may also be instances where you need to display sensitivity, e.g. when a death or accident has occurred, you need to show that you have sufficient personal customer-service skills to deal with such customers appropriately.

You also need to learn that better customer service is provided when customer-service staff appreciate the importance of personal presentation and how this has a direct influence on both the level of customer satisfaction as well as on the image of the organisation. You need to understand that the way customer-service staff present themselves to customers has a direct influence on their own job satisfaction and the future success of the organisation that employs them. In particular, you need to consider the importance of the following when customer-service staff are dealing with customers:

- dress;
- personal hygiene;
- personality;
- attitude.

You need to be aware that personal-presentation requirements will vary according to the type of leisure organisation and the products and services they offer.

You could demonstrate your understanding by evaluating the presentation of staff you have had contact with in service situations. You could also compare and evaluate the personal presentation of staff in a range of leisure contexts, such as staff employed at:

- a privately run health-and-fitness centre;
- a country park;
- an outdoor activity centre.

In these varied leisure organisations a variety of staff with different roles work within the same organisation:

- receptionist, personal trainer, pool lifeguards, restaurant workers, and maintenance workers at the health-and-fitness centre;
- park rangers, shop sales assistants, publicity staff, various machine operators, education officers (to support school groups etc.) at a country park;
- chef, manager, instructors for the various activities, housekeepers and cleaners at an outdoor activity centre.

You need to evaluate your evidence and make reasoned judgements about customer service in leisure.

#### **2.2.4 Assessing the Quality of Customer Service in Leisure**

Many leisure organisations continually assess and monitor the quality of the customer service they provide. This is because organisations need to ensure they are meeting the needs and expectations of their customers. You need to understand how an organisation can set and assess its quality standards. Some leisure organisations use a system of benchmarking, where they set standards of quality, and then assess their overall performance against these standards.

When using such systems, organisations need to be aware of the most important aspects of service delivery for their particular organisation. Staff responsible for monitoring will then use this system to identify where service could be improved.

Quality criteria commonly applied in the leisure industry include:

- price/value for money;
- consistency/accuracy;
- reliability;
- staffing levels;
- enjoyment of experience;
- health and safety;
- cleanliness/hygiene;
- accessibility and availability;
- provision for individual needs.

You need to know, and explain, how leisure organisations use quality criteria to assess the quality of their customer service, and make recommendations for improvements if required.

By monitoring feedback from both customers and staff, an organisation is able to adapt its products and/or services to changing customer needs. This allows the organisation to remain competitive. Leisure organisations use a variety of feedback methods to find out if customers are happy with the standards of customer service they receive. These include:

- informal feedback from customers/staff;
- surveys of customers, staff and non-users;
- suggestion boxes;
- focus groups;
- mystery shoppers;
- observation.

You need to understand how these techniques are used by leisure organisations in order to develop their customer-service provision.

### **2.3 ASSESSMENT EVIDENCE GRID**

Please see over.

**Unit 2: Customer service in the leisure industry**

**What you need to do:**

**You need to produce** a review of customer service for a chosen leisure organisation and provide evidence of your ability to provide customer service in a variety of situations, including handling a complaint or problem [50 marks].

Your evidence needs to include:

**AO1** a summary of how the needs of internal and external customers are met in your chosen leisure organisation [15];

**AO2** evidence of your application of customer-service skills with a variety of customers in a variety of situations including evidence of you handling a complaint or problem (minimum **four** situations) [15];

**AO3** evidence of your research and analysis of the ways in which your chosen leisure organisation assesses the effectiveness of the customer service it provides to its customers [12];

**AO4** an evaluation of the customer-service principles in your chosen leisure organisation with recommendations to improve the customer service [8].

**How you will be assessed:**

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
<b>AO1</b>	You show some understanding of how the differing needs of internal and external customers are met; these needs may <b>not</b> be specifically applied to the chosen leisure organisation; there may be some omissions or inaccuracies, showing a lack of full understanding; [0 1 2 3 4 5]	you provide a summary of how the needs of internal and external customers are met by the chosen leisure organisation, with few omissions, showing clear understanding of customer-service principles; [6 7 8 9 10]	you provide a detailed summary of how the needs of internal and external customers are met by the chosen leisure organisation and you draw reasoned conclusions about how the organisation may benefit as a result. [11 12 13 14 15]	/15
<b>AO2</b>	You provide evidence of communication with a variety of customers in a variety of situations whereby customer-service skills have been applied (minimum <b>four</b> situations); your evidence of handling a customer problem is weak and shows lack of customer-service skills and supporting evidence may be lacking in depth and detail; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; [0 1 2 3 4 5]	you provide evidence of effective communication and customer-service skills being applied to a variety of customers in a variety of situations (minimum <b>four</b> situations), <b>one</b> of these situations must be a complaint or problem; you produce work with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; [6 7 8 9 10]	you provide evidence of successful communication with a variety of customers, in a variety of situations (minimum <b>four</b> situations), <b>one</b> of these situations must be an example of dealing confidently with customer complaints or problems; your evidence of customer-service activities is thorough and appropriate and you produce your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed. [11 12 13 14 15]	/15

<b>Unit 2: Customer service in the leisure industry (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO3</b>	You provide evidence of some research from limited sources used to give an outline of the ways in which leisure organisations assess the effectiveness of the customer service provided to their customers; the sources may not be named, your research may not always be relevant to your chosen organisation and your findings are not always used effectively; <b>[0 1 2 3 4]</b>	you provide evidence of research from a number of different sources used to give an analysis of the methods by which your chosen leisure organisation assesses the effectiveness of the customer service it provides to its customers; your research is mostly relevant and most of your findings are used in the analysis; <b>[5 6 7 8]</b>	you provide evidence of thorough research using a range of techniques to analyse critically the ways in which your chosen leisure organisation assesses the effectiveness of the customer service it provides to its customers and the measures it takes to make improvements; your research is relevant and used effectively to inform your analysis. <b>[9 10 11 12]</b>	<b>/12</b>
<b>AO4</b>	You attempt an evaluation of the customer-service principles in your chosen leisure organisation; you identify only the main strengths and weaknesses of the service provided and make only basic recommendations for improvement, which may not be realistic; <b>[0 1 2 3 4]</b>	you provide an evaluation of the customer-service principles in your chosen leisure organisation; you draw sound conclusions and make judgements about the service provided to make limited but realistic recommendations for improvement; <b>[5 6]</b>	you provide an evaluation of the customer-service principles in your chosen leisure organisation; you draw valid and substantiated conclusions and make well-reasoned judgements about the service provided, to make valid recommendations for improvements to the organisation's customer service. <b>[7 8]</b>	<b>/8</b>
<b>Total mark awarded:</b>				<b>/50</b>

## **2.4 GUIDANCE FOR TEACHERS**

### **2.4.1 Guidance on Delivery**

This unit aims to ensure that candidates understand and appreciate how organisations within the leisure industry deliver customer service. This unit aims to develop candidates' knowledge and understanding of the wider aspects of customer service. They need to be aware that providers within the industry make customer service a prime focus for the products and/or services they offer to ensure an increase in customers and sales and to achieve a competitive advantage over other providers.

'Excellent' customer service needs to be reinforced continuously to ensure that candidates realise that the service offered needs to meet, and often exceed, customers' expectations. Candidates need to understand that the provision of excellent customer service is the responsibility of everyone connected with the organisation and extends to internal and external customers.

Candidates need to know about both the management and the delivery of customer service and also the value that leisure organisations place on the monitoring and evaluation of standards of customer service they provide.

The range of methods that leisure organisations use to monitor the standards of customer service they provide need to be investigated for contrasting organisations. Candidates also need to be encouraged to participate in observation/shadowing/work experience within a leisure-industry context, in order to gain real evidence of customer-service delivery, and to assess and evaluate effectively.

The provision of customer service in sensitive situations requires particular skills and qualities and could be explored through role plays. Role plays and work experience need to be recorded by detailed individual observation records in candidates' portfolios. Audio or video evidence may also be submitted in addition to written evidence. Witness statements (from you the teacher) should also be used to provide evidence that the candidate report is accurate and the work placement and/or role play took place as recorded.

#### **Principles of customer service**

A good starting point would be with candidates' own experience of customer service, both good and bad. Group discussions are a useful way of encouraging candidates to share ideas and identify important aspects.

Delivery needs to focus on the benefits to organisations of providing good customer service, but reference also needs to be made to the evaluation of the effects of both good and bad customer service and the ways service could be improved.

### **Needs of external and internal customers**

Candidates need to understand and appreciate that the needs and expectations of customers vary according to the type of customer and the situation. Within the leisure industry, there are many different types of customers with specific needs and these may include spiritual and/or cultural. The need for sensitivity in these situations must be understood.

This sub-section lends itself to visits from guest speakers and also well-planned visits to industry, where candidates will observe the different types of customers, *external* and *internal*, and their differing needs. Work placements would also be invaluable for this unit.

### **Customer-service skills and personal presentation**

This sub-section requires candidates to apply knowledge and understanding of customer service in a range of vocationally-relevant situations. They need to have the opportunity to gain practical skills through research and analysis of a variety of customer-service situations where customer-service skills are put into practice. Such evidence can be provided in more than one way, but, wherever possible, candidates need to be given the opportunity to observe and practise real skills by undertaking work experience in a suitable leisure organisation. Building good industry links is essential in order for this to happen, and it may be beneficial to enlist the help of careers advisers where applicable.

Role-play situations are acceptable if work experience is not possible, but again consideration needs to be given to the types of scenario, ensuring they are vocationally relevant. It also needs to be stressed that witness testimonies are required as evidence in support of such activities.

Candidates may use role play in order to provide evidence, but opportunities to experience real situations would enhance their vocationally-related understanding and should be encouraged. You need to support all candidate evidence by completing detailed witness statements.

Candidates need to consider customer service in *contrasting* leisure organisations to understand why customer service is valued so highly within the industry. It would be beneficial to invite speakers from a variety of organisations to demonstrate customer-service activities performed, and to discuss and analyse similarities and differences. This would enable candidates to gain knowledge and understanding of vocationally-related situations.

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

Candidates need to visit a range of providers to assess for themselves the range of customer service provided. These visits need to be planned in order that information obtained is relevant and meets the requirements of this unit. Such activities could include mystery shopper or observations.

It is useful if candidates can access copies of an organisation's procedure manual, customer-comment cards, customer-satisfaction questionnaires, etc. to demonstrate how organisations assess the quality of the service they offer.

## 2.4.2 Guidance on Assessment

It needs to be stressed that you determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 2.3).

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective, each row corresponding to an assessment objective descriptor in the banner (the top section of the *grid*).

The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

You use your professional judgement to determine which descriptor in a strand best suits the individual candidate's work and from the range of marks available within that particular mark band, you circle the mark that best fits the work. You then record this mark in the column headed *Mark*.

You need to use the full range of marks available to you. You need to award full marks in any strand for work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS level.

Only **one** mark per strand/row will be entered. The final mark for the candidate is out of a total of **50** and is found by totalling the marks for each strand.



### 2.4.3 Resources

<p><b>Organisations</b></p>	<p>Visits to contrasting leisure facilities such as health clubs, leisure centres and community centres will prove useful. Candidates could also be directed to investigate organisations specialising in a variety of leisure activities, e.g. a local authority sailing centre, a private health club and a national park.</p> <p>Managers and a variety of staff from local leisure organisations can be extremely helpful in explaining customer service within their organisation. These ‘talks’ can be offered in your centre or, preferably, in the industry facility.</p> <p>Some organisations are also willing to lend copies of staff-training videos.</p>
<p><b>Publications</b></p>	<p>There are many magazines, journals and periodicals that are useful to the candidate. For example:</p> <ul style="list-style-type: none"> <li>Attractions Management;</li> <li>Health Club Management;</li> <li>Leisure Management;</li> <li>Leisure Opportunities;</li> <li>Leisure Week;</li> <li>Sports Management.</li> </ul>
<p><b>Textbooks</b></p>	<p>There are several GCE text books available, some with specific reference to leisure, some with more general information.</p>
<p><b>Websites</b></p>	<p>Most major organisations have websites and these are also generally accessible. Useful industry websites include:</p> <ul style="list-style-type: none"> <li><a href="http://www.ilam.co.uk">www.ilam.co.uk</a></li> <li><a href="http://www.isrm.co.uk">www.isrm.co.uk</a></li> <li><a href="http://www.npa.gov.uk">www.npa.gov.uk</a></li> <li><a href="http://www.rank.com">www.rank.com</a></li> <li><a href="http://www.sprito.org.uk">www.sprito.org.uk</a></li> </ul> <p>Many leisure organisations have their own websites and often provide detailed information outlining how important their customers are.</p>



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## 3 Unit 3: Leisure Industry Practice [AS level, mandatory, externally assessed]

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### 3.1 ABOUT THIS UNIT

*This AS level unit is mandatory and is externally assessed.*

All organisations, whether commercial or within the public or voluntary sector, rely on a variety of practices and procedures to ensure they operate effectively and efficiently. The law, both UK and European, may require these practices and procedures, whilst they are in place to ensure that essential commercial sense prevails.

You need to understand that, within the leisure industry, certain practices and procedures are in place to ensure systems run smoothly and each organisation plans, practices, evaluates and records all aspects of the business.

It is important that you keep up to date with developments in the day-to-day practices and procedures in the leisure industry. Although this unit is externally assessed, it will be important for you to demonstrate your knowledge of what is happening currently in terms of leisure industry practice.

Anyone who wants to work in the leisure industry needs to understand how these systems, and the day-to-day procedures that exist in the industry, work and how important laws and directives are, since they form a large part of their responsibilities.

This unit builds on Unit 1: *Exploring leisure*; and Unit 2: *Customer service in the leisure industry*.

This unit is assessed through an external assessment. The mark on that assessment will be your mark for the unit.

### 3.2 WHAT YOU NEED TO LEARN

You need to learn about:

- safe working practices in the leisure industry;
- key aspects of marketing used in the leisure industry;
- budgeting in leisure organisations;
- measuring quality in leisure organisations;
- key business systems used in leisure organisations.

### 3.2.1 Safe Working Practices in the Leisure Industry

#### Health and safety legislation and regulations

There are a number of laws governing what leisure organisations need to do to ensure a safe environment for staff and customers. You are not expected to know precise details of all the relevant legislation, but you need to know about the key intentions and requirements of the most important laws affecting the industry. These include:

- Health and Safety at Work Act 1974;
- European Union directives on health and safety 1992 (covering health and safety management, work equipment safety, manual handling of loads, workplace conditions, personal protective equipment, display-screen equipment);
- Control of Substances Hazardous to Health Regulations 2002 (COSHH);
- Working Time regulations 1998;
- Health and Safety (First Aid) Regulations 1981;
- Disability Discrimination Act 1995/2004;
- Children Act 1989;
- Data Protection Act 1998.

You need to understand the role of voluntary codes of practice in the leisure industry. You also need to know of the agencies that enforce legislation, e.g. Health and Safety Commission, Health and Safety Executive and local authorities.

#### Ensuring a safe and secure working environment.

Managers and owners of all leisure facilities have a duty to provide a safe and secure environment for their staff and customers. You need to know how to apply the correct procedures for carrying out a risk assessment and know about common hazards found in a range of leisure facilities. You need to understand the risk assessment process and the key stages, including:

- regularly inspecting facilities;
- how employers assess health and safety and risks, and then take appropriate measures to remove or control them;
- training staff;
- implementing health and safety legislation and codes of practice.

It is important to remember that ensuring health and safety in the leisure workplace is a continuous process, needing the support and commitment of all those working for the organisation. Ensuring that the working environment is safe and secure also has impacts on other aspects of the organisation in terms of the resources available for expansion, re-investment, etc.

### 3.2.2 Key Aspects of Marketing used in the Leisure Industry

The term *marketing mix* is used to describe the key elements that an organisation offers to meet its customers' needs and expectations. You need to learn about the **four** elements of the marketing mix: price, place, product, and promotion, and how they are used in the leisure industry:

- **product:**
  - types;
  - characteristics;
  - branding;
  - life cycle;
- **place:**
  - location;
  - chain of distribution;
- **price:**
  - price determination;
  - pricing policies;
- **promotion:**
  - advertising;
  - direct marketing;
  - public relations (PR);
  - personal selling;
  - promotions/stunts;
  - sponsorships.

You need to learn that marketing is a continuous process that embraces everything an organisation does to identify, anticipate and satisfy customer needs and expectations. The marketing process is particularly important to the leisure industry as it is characterised by competition and constantly-changing customer needs and expectations. You need to know how the use of the Internet in recent years has made the competition for retaining existing customers and finding new ones even more intense.

It is important to understand how leisure enterprises apply the marketing process to their business. You need to understand how and why organisations:

- analyse influences on the business environment:
  - SWOT analysis – **s**trengths, **w**eaknesses, **o**pportunities, **t**hreats;
  - PEST analysis – **p**olitical, **e**conomic, **s**ocial, **t**echnical factors;
- identify and analyse the needs and expectations of customers through market research using both quantitative and qualitative methods.

### 3.2.3 Budgeting in Leisure Organisations

All organisations need to have effective systems for financial management. Budgeting is one method of ensuring that financial control is maintained. You need to understand how leisure organisations control their finances.

## **Financial control and budgeting**

You need to know about different types of budgets that are used for financial monitoring. These include:

- master;
- divisional.

To understand how budgets operate you need to know how budgets are structured. Normal headings in a budget include:

- expense headings;
- sub-headings within the main headings;
- budget period.

## **Monitoring finance and using budgets**

Budgets fulfil a number of requirements within an organisation. You need to understand how budgets can be used for:

- monitoring financial performance – this helps the organisation to maintain control of its finance;
- forecasting – this allows the organisation to identify potential profits and losses.

Within the budgeting process, leisure organisations use information from a range of documents. You need to know the content of, and how, the following financial documents are used:

- company annual report;
- balance sheet;
- cash-flow forecast;
- profit and loss account.

### **3.2.4 Measurement of Quality in Leisure Organisations**

You need to understand that organisations need to evaluate and monitor the effectiveness of their systems. By developing an understanding of quality systems, you will appreciate why records are kept, procedures followed and business systems established.

It is important to remember that quality standards apply across the whole of the leisure industry, regardless of the size of operation.

Some quality systems that are used in leisure are concerned with the whole organisation. Examples include:

- Investors in People (IIP);
- BS5750/ISO9000.

Other quality systems operate in specific sectors of the leisure industry. Examples include:

- leisure centre schemes, e.g. QUEST;
- Charter Mark;
- Customer Charter.

You need to investigate how the systems outlined are applied by a range of leisure organisations.

### 3.2.5 Key Business Systems Used in Leisure Organisations

All organisations rely on business systems to operate effectively and efficiently. You need to investigate and learn how the following business systems operate within different leisure organisations:

- systems for financial accounting:
  - stock control;
  - handling payments;
  - information systems to support decision-making;
- membership schemes and ticketing systems:
  - range available;
  - key features of each system.

Organisations need to consider a range of factors which will influence decisions about which business systems are most appropriate for their own and their customers' needs, including:

- value for money;
- fitness for purpose;
- accuracy;
- efficiency;
- ease of use (for both customer *and* staff);
- security;
- legal requirements, including:
  - employment legislation;
  - Data Protection Act;
  - health and safety regulations;
  - other legislation relevant to a specific provider.

### **3.3 GUIDANCE FOR TEACHERS**

#### **3.3.1 Guidance on Delivery**

This unit covers a wide range of information that candidates need to know about if they are to work within the leisure industry. The topics are vital to the industry and candidates need to be encouraged to understand the importance of all areas covered.

Visits to facilities, discussions with practitioners and work experience within the industry would help with the vocational application of the content of this unit.

#### **Safe working practices in the leisure industry**

The focus of this sub-section needs to be on how the legislation is applied in the leisure industry rather than on the fine details of the legislation. Fatal events such as those at Heyssel, Hillsborough, Bradford and Lyme Bay, can be used to help candidates understand the scope and importance of the topic and the potential impact of health and safety failings on the industry.

Wherever possible, candidates need to be encouraged to use direct contact with a range of leisure organisations to find out how these organisations comply with the various health and safety legislation, regulations and codes of practice.

#### **Key aspects of marketing used in the leisure industry**

This sub-section attempts to develop candidates' understanding of the importance of, and use of, marketing within the leisure industry. Candidates need to know that marketing is more than simply advertising or research. They need to know about the whole range of marketing principles and practices carried out by the overall marketing function in an organisation. They need to demonstrate that they have some knowledge of *current* marketing activities within a leisure organisation.

#### **Budgeting in leisure organisations**

Within this sub-section, candidates need to learn that all businesses, large or small, must ensure that they have sufficient funds to pay all bills when they become due. Hence, understanding and setting budgets is a major part of management decision-making within the leisure industry, as in all areas of business.

#### **Business and quality systems used in leisure organisations**

Candidates are introduced to business systems and how they are used to improve the working of the industry – both for staff who work there and for customers. This unit focuses on some of the main systems used, the methods to support these systems, ways of determining suitability of use and some methods of evaluating them.



Systems used in day-to-day management within the leisure industry for handling information and methods of keeping records, producing tickets and dealing with complaints are covered to enable candidates to gain valuable vocational knowledge.

Candidates need to be encouraged to use direct contact with a range of leisure organisations to, wherever possible, find out how these organisations apply the practice outlined in this unit. You need to be aware that some organisations are understandably reluctant to provide information about their management. Long-term relationships need to be developed to overcome these problems. If it is not possible for candidates to investigate real organisations, they need to be encouraged to use their experiences as customers and employees of the leisure industry. Case studies on suitable organisations can provide useful preparation for the external assessment.

### 3.3.2 Guidance on Assessment

This unit is externally assessed. However, unit delivery should not be so focused on preparing candidates for the external assessment that wider learning opportunities are missed.

Regular, early and constructive feedback to candidates on their performance is essential and crucial, as is their working within an appropriate vocational context. Help with planning and structuring their work in a logical and applied manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

### 3.3.3 Resources

<b>Organisations</b>	HSE The Institute of Leisure and Amenity Management The Institute of Sport and Recreation Management Skills Active
<b>Publications</b>	HSE and local authority publications; Leisure Management; Recreation.
<b>Textbooks</b>	A range of GCE/VCE Leisure and Recreation textbooks is available to support this unit. Some aspects of the unit content is addressed in GCE/VCE Business textbooks.
<b>Websites</b>	HSE; Marketing – there are many for teachers; Quality – specifically IIP and Quest; Nearly all leisure organisations now have their own websites and the use of these will be reflected in the teaching approach; The National Learning Network <a href="http://www.nln.ac.uk">www.nln.ac.uk</a> is a particularly useful source for ILT activities.



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## 4 Unit 4: Event Management [A2 level, mandatory, internally assessed]

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### 4.1 ABOUT THIS UNIT

*This A2 level unit is mandatory and is internally assessed.*

This unit will consolidate work undertaken throughout the course and will give you the opportunity to work as part of a team to plan, carry out and evaluate a real leisure event that is of interest to you. There are many events you can choose, e.g. a sporting event, an exhibition or a business event, but it **must** be related to leisure. Your teacher will give you advice and ideas about what you and your team could do. To complete this unit successfully, you will need to use what you have learnt in other units, making this the synoptic unit. This unit offers you the opportunity to develop essential skills that are needed in the industry.

Depending on the type of event you choose, this unit will link with other units in this qualification, particularly Unit 2: *Customer service in the leisure industry*, Unit 3: *Leisure industry practice* and Unit 5: *Human resources in the leisure industry*.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will produce a feasibility study for a leisure event and evidence of your involvement in carrying out this event. Your evidence will include:

- a feasibility study for the leisure event that you undertake *as part of a group* and for which you produce an *individual* report;
- evidence of your involvement in the running of the event and a detailed record of your contribution;
- evidence of relevant research and analysis when assessing the feasibility of, and managing, the event;
- your evaluation of your own performance, and the team's performance, during and after the event, including your recommendations for improvement.

### 4.2 WHAT YOU NEED TO LEARN

You need to learn about:

- event feasibility;
- teamwork;
- marketing the event;
- financing the event;
- occasion management;
- carrying out the event;
- evaluating the event.

### 4.2.1 Event Feasibility

In preparing your chosen event, you need to undertake a feasibility study and present this in the form of a report. You need to explain a number of important points about the event in the feasibility study, including:

- aims and objectives of the event;
- your customers, their needs and how these will be met;
- how the event will be marketed and communicated to your prospective customers;
- physical resources you need to carry out your event, examples include:
  - equipment;
  - venue/premises;
  - materials;
- financial aspects of your event, examples include:
  - budgeting;
  - start-up costs;
  - income;
  - handling payments;
- staffing for your event and identification of additional staffing requirements, including:
  - your team members;
  - their strengths and weaknesses;
  - their roles;
  - whether you require adults to be present (specifically for legal reasons);
  - whether you require more student help for the event;
- the working practices of your event, examples include:
  - bookings;
  - record keeping;
  - meetings;
- event timescales and milestones;
- legal aspects of the event and how these influence the working of the event, examples include:
  - health and safety;
  - security;
  - insurance;
  - data protection;
  - child protection;
- contingency plans if your event does not go as planned;
- how the event will be reviewed and evaluated;
- current issues in the leisure industry which could affect your event.

When discussing aims and objectives, you need to understand the need for 'SMART' criteria so that you can undertake effective evaluation. You also need to identify a *range* of different objectives, such as to raise money, to enhance PR opportunities, to provide information, to enhance community benefit. These objectives need to be related to *specific* customer groups which you have clearly identified through market research.

#### 4.2.2 Teamwork

Events rely on developing and using effective teamwork, and these skills are an important part of this unit. You need to consider a number of points about teamwork, including:

- the purpose of your team;
- team structure;
- roles and responsibilities of team members;
- how the team communicates;
- team work and problem solving;
- team building and interaction;
- other factors that may influence how well the team works, examples include:
  - communication;
  - leadership;
  - dealing with personality clashes/differences of opinion;
  - access to resources;
  - the working environment.

You need to evaluate and compare different types of team structure, such as:

- formal;
- informal;
- ad hoc;
- sub-committees.

You need to consider current teamwork models, including:

- Belbin's team types;
- Tuckman's 'forming, storming, norming and performing' theory;
- Adair's leadership of groups.

You also need to understand how the concept of *synergy* is applied to teamwork.

The success, or otherwise, of your event will be linked closely to your ability to work effectively as part of a team. You need to consider the selection of specific people to roles within the team, how this was undertaken and whether the choices were appropriate when you evaluate the outcomes of the event.

### 4.2.3 Marketing the Event

You need to consider, and decide upon, appropriate marketing strategies (both techniques and materials) to be used for the event, bearing in mind the chosen target market. You need to produce appropriate marketing materials for your event which show appropriateness for purpose and inclusion of all relevant information. You need to consider and demonstrate a number of marketing techniques when planning the event. You need to:

- identify the type of customer that might be interested in your event;
- assess the needs of that customer;
- find out how much the customer will be willing/able to pay;
- research to find the best method of promotion that would reach that customer;
- produce effective promotional material to market the event and ensure the material reaches the prospective customers.

Marketing techniques might include:

- advertising;
- publicity materials;
- public relations (including the use of press releases);
- direct mail;
- posters.

The promotional material may be completed as a group task, recorded by each of you, ensuring that it is produced in line with the planning timescale.

Any sponsorship or means of financing that your group obtained for the event needs to be fully recorded. You need to explain how the ideas were formed and how the finance was acquired.

### 4.2.4 Financing the Event

Any event will require careful monitoring of its finance in order to ensure expenditure can be controlled and accounted for. There needs to be a budget for the event, which shows:

- initial source and amount at start-up;
- anticipated items of expenditure over the period of planning and development of the event;
- clear allocation of funds to specific components of the event;
- contingency funds for unexpected outcomes;
- anticipated profit/loss for the event.

This budget will require close monitoring throughout to ensure expenditure does **not** exceed income at any time. The budget must be presented in a format which is appropriate to the timescale of the event, such as an anticipated cash-flow statement. You need to produce such a document using ICT and demonstrate your understanding of financial management.

You need to produce cash-flow statements and budgets which reflect the ongoing situation during the development of the event. It will be necessary to decide how income will be generated and recorded and how expenditure will be controlled to remain within the set budget. However, there needs to be some allowance made for contingencies or interim deposits for goods/services which may be required during the planning process. You need to maintain an accurate income/expenditure account even if applying a simple format, preferably using ICT.

You need to demonstrate your understanding of the importance of accurate financial records when considering the organisation of the event and how these can affect the final outcome of the event. You need to produce financial documents, appropriate to your event, preferably using appropriate ICT packages. Examples include:

- budget;
- cash-flow statement;
- final-balance sheet;
- documents used to acknowledge or claim payments:
  - receipts;
  - invoices.

#### 4.2.5 Occasion Management

When planning and staging your event, you need to understand the requirement to consider the impact of setting and meeting deadlines and targets for interim activities. This is often achieved by the preparation of a schedule of activities to be undertaken in order to stage an event, and identification of areas of responsibility for the different components of the event. This enables closer monitoring of the preparation stages and helps the progress towards a successful outcome. You need to consider the importance of individuals working to clear deadlines and you also need to make decisions as to actions to be taken if these are **not** achieved, need to be amended or other problems arise.

Depending on the type of event you have chosen to organise, the key processes may include:

- venue selection, after considering:
  - suitability;
  - availability;
  - cost;
  - location;

- allocation of staff – whether there are sufficient in the team or whether additional staff will be required;
- health and safety planning for the event, including a risk assessment, and legal aspects such as security and insurance;
- hospitality issues, examples include:
  - catering;
  - refreshments;
  - uniforms;
  - badges;
  - labels;
- type of evaluation to be undertaken, and methods to undertake this, which are suitable for analysis.

### **Staffing**

You need to have a *realistic* appreciation of staffing requirements in event management. You need to be aware of the job roles and responsibilities of staff such as:

- conference organisers;
- event managers;
- catering managers;
- facilities managers.

You need to select appropriate group members to specific roles within the management of the event and so need to consider the skills and abilities of members of the group in relation to the skills and abilities of people who carry out those functions in the real workplace when an event is being organised.

### **Administrative systems**

You need to understand, and use, effective administration systems. Where possible, you need to design and use paper-based records as well as electronic systems, e.g. you could design, and use, a paper-based booking form and then enter the details onto a simple computer database.

You may also need to design suitable templates for use for letters and press releases, invoices and receipts. You may use a spreadsheet for the presentation of a time schedule or for financial documents.



## Legal aspects

You need to know about the range of legislation that can affect the planning and implementation of an event. You need to understand that legal considerations vary according to the nature of the event and understand the legal implications of issues such as:

- providing catering services;
- security of customers' possessions;
- maintaining confidentiality of customers' information;
- non-discriminatory practice;
- fire regulations;
- capacity of venues;
- equipment use.

You also need to consider the requirements of the Disability Discrimination Act (2004).

## Contingency plans

Events often give rise to problems and you need to appreciate that anticipating potential problems is the key to contingency planning. You could consider a 'what if' scenario. For example, what if...

- ...the keynote speaker cancels at the last minute?
- ...the local newspaper photographer cannot be present on the day requested?
- ...it rains?

### 4.2.6 Carrying out the Event

Having investigated and assessed the feasibility of your chosen event, you will carry it out to the agreed plan, working as a member of a team. You need to take on your agreed role(s) positively and work with the whole team. In particular, you need to:

- complete the task(s) you have been allocated;
- deal politely and responsibly with customers, other members of your team and any other people involved with the event;
- support other team members while the event is being carried out;
- communicate effectively with team members, including using correct procedures for writing, and distributing, minutes of team meetings;
- react quickly and confidently to any problems that may arise;
- keep to any agreed time deadlines;
- know when to get help and advice from others.

By doing these, you will show that you have played an important part in carrying out the feasibility plan for the event agreed by the whole team.

#### 4.2.7 Evaluation of the Event

Once the event is over, it is important to evaluate what happened to decide if the objectives set by your team at the outset have been achieved. You need to regard the evaluation process as an essential way of improving both individual and team performance.

You need to gather feedback on performance throughout the event, not just at the end. A good way of evaluating performance is for all team members to discuss interim issues:

- Are we meeting our objectives?
- Are we meeting key deadlines?
- Is our planning promoting effective performance?
- Are we meeting our key targets?
- Is our marketing effective and appropriate?
- Is the team working effectively?

At the end of the event you need to collect data on the success, or otherwise, of the event, whether from participants or customers and from facility/venue providers and you will need to analyse this in order to produce an effective *individual* evaluation report which should address issues including:

- Did we meet our objectives?
- Were the key deadlines met, and if not, what were the consequences?
- Did our planning promote effective performance?
- Was the event effective/successful?
- Were the promotional techniques and materials used satisfactory in meeting our target market?
- What went well and what went badly for me individually?
- How well did the team work as a whole throughout the event?
- How did working as part of a team help or hinder me or change my values and attitudes?

In doing this, you are expected to give helpful feedback on how others performed, as well as receiving comments on your own performance.

You need to regard the evaluation process as an essential way of improving both individual and team performance. From this process you can then make recommendations for improvement to avoid mistakes being repeated in the future.

You need to understand how the success of events is reviewed and evaluated against the *original* event objectives. This needs to include how to write and structure a basic evaluation report to include sections, numbering, referencing and the use of appendices. You need to understand the methods of obtaining information suitable for review of the success, or otherwise, of the event and consider the relative advantages of a range of evaluation techniques, for example:

- a group debrief;
- individual appraisal;
- peer and teacher feedback;
- customer feedback;
- feedback from suppliers.

You need to decide the format in which this information will be gathered, for example:

- do you devise a questionnaire suitable for all participants, delegates, customers, etc.?
- do you produce different questionnaires or proformas for different categories of participants?

You need to design suitable evaluation forms *before* starting your event. It is important to understand that reviewing the *effectiveness of your evaluation techniques* also needs to be part of your *overall* evaluation.

You need to consider the performance of the group organising the event, as well as whether the event met its objectives, whether all categories of participants were satisfied with the arrangements made for them and how performance could be improved in future.

### **4.3 ASSESSMENT EVIDENCE GRID**

Please see over.

Unit 4: Event management				
What you need to do:				
<p><b>You need to produce</b> a feasibility study for a leisure event and evidence of your involvement in carrying out this event [50 marks]</p> <p>Your evidence needs to include:</p> <p><b>AO1</b> a feasibility study for the leisure event that you undertake <i>as part of a group</i> and for which you produce an <i>individual</i> report [10];</p> <p><b>AO2</b> evidence of your involvement in the running of the event and a detailed record of your contribution [12];</p> <p><b>AO3</b> evidence of relevant research and analysis when assessing the feasibility of, and managing, the event [13];</p> <p><b>AO4</b> your evaluation of your own performance, and the team's performance, during and after the event, including production of your recommendations for improvement [15].</p>				
How you will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
<b>AO1</b>	<p>You attempt an individually produced feasibility study of your selected event, with an explanation of the aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales, contingency plan, legal requirements and current issues;</p> <p>your study has omissions and may be unrealistic;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>you produce, individually, a feasibility study of your selected event which gives details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales, contingency plan, legal requirements and current issues;</p> <p>your study has some omissions but is realistic in terms of events management showing understanding of purpose;</p> <p style="text-align: right;"><b>[5 6 7]</b></p>	<p>you produce, individually, a feasibility study of your selected event, giving clear details of the aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales, contingency plan, legal requirements and current issues;</p> <p>your work reflects consideration of all aspects of the event's management and shows understanding of purpose, application of relevant skills – financial, legal, marketing, risk assessment, customer services and understanding of team roles and functions;</p> <p>timescales are logical and achievable. <b>[8 9 10]</b></p>	<b>/10</b>
<b>AO2</b>	<p>You show an ability to contribute to the planning, preparation and running of the event with a display of some skills acquired in this unit, and other units, in this specification;</p> <p>your performance, as part of the team, is minimal and only just sufficient to show participation in planning and performance;</p> <p>your use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>you show an ability to contribute to the effective planning, preparation and running of the event, demonstrating the skills acquired in this unit, and other units, in this specification;</p> <p>your record of contribution shows your consistent involvement in the selected event and your ability to work as a team member, with any problems experienced during preparation or management dealt with, even if not always effectively, perhaps showing a lack of consideration to the rest of the group or individuals;</p> <p>you produce work with appropriate use of some terminology and your understanding is conveyed through use of appropriate language;</p> <p style="text-align: right;"><b>[5 6 7 8]</b></p>	<p>you contribute to the planning, preparation and running of the event constructively and competently, reflecting your ability to perform under pressure, co-operate with others and meet aims and objectives;</p> <p>you demonstrate the skills acquired in this unit, and other units, in this specification;</p> <p>your record of contribution shows that you played a full and valuable role in the event;</p> <p>you dealt effectively and sympathetically with problems and/or complaints, showing good interpersonal skills;</p> <p>you produce your work logically showing use of appropriate terminology and your meaning is clear and accurately conveyed. <b>[9 10 11 12]</b></p>	<b>/12</b>

<b>Unit 4: Event management (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO3</b>	You carry out some research from limited sources when assessing the feasibility of your selected event, and when managing the event; your research is not always relevant and you do not always use the findings of your research effectively, but it is just sufficient to enable the event to occur; <b>[0 1 2 3 4]</b>	you carry out research from different sources when assessing the feasibility of your selected event, and when managing the event; your research is mostly relevant and you use most of the findings of your research to inform appropriately the running of the event; <b>[5 6 7 8 9]</b>	you carry out research from a broad range of sources, which are clearly indexed, when assessing the feasibility of your selected event and in management of the event; your research is relevant and you use the findings to inform the running of the event effectively. <b>[10 11 12 13]</b>	<b>/13</b>
<b>AO4</b>	You evaluate your own, and the team's, performance at all stages of the event, which may be limited to simple facts, comments or statements; you make limited recommendations for improvement, which may be unrealistic; <b>[0 1 2 3 4 5]</b>	you include an evaluation of your own, and the team's, performance at all stages of the event, making limited but realistic recommendations for improvement; <b>[6 7 8 9 10]</b>	you include a comprehensive evaluation of your own, and the team's, performance at all stages of the event, making detailed and realistic recommendations for improvement which are well considered and confirm ability to analyse and reflect on areas for future development. <b>[11 12 13 14 15]</b>	<b>/15</b>
<b>Total mark awarded:</b>				<b>/50</b>

## 4.4 GUIDANCE FOR TEACHERS

### 4.4.1 Guidance on Delivery

This unit gives candidates the opportunity to be involved in the organisation of a realistic leisure event. It provides scope for incorporating much of the learning from other units within this specification. The event **must** take place, rather than be presented as a theoretical study of event management. When delivering this unit, you need to ensure that candidates are provided with opportunities to develop the following *practical* skills:

- working in teams;
- problem solving.

All skills need to be developed with due regard to health and safety.

Most candidates will see this unit as the culmination of their studies, allowing them to 'have a go at', and put into practice, much of what they have learned in other units. It needs to be stressed that, while the assessment is practically based, candidates need background theory to plan their event effectively and efficiently and to evaluate it. They will also need to provide evidence of their reasoning whilst considering promotional materials, financial documents and evaluation systems.

There are numerous potential options for the event and you could direct candidates to a particular event that is meaningful to your centre or locality, or allow them to choose their own, but they need to show commitment, planning, action and evaluation. It is important, however, that the event is within the leisure sector.

#### Event feasibility

Candidates need to know about the stages of a feasibility plan and what each stage entails. You could use case studies to show them the considerations in a feasibility plan for a number of differing events. On the other hand, you may wish to enlist the services of a leisure manager or event organiser to assist with the development of the plan to ensure all the relevant sectors are fully considered.

Candidates need to undertake some market research in order to establish the feasibility of their event so they will need to have an understanding of market research techniques and to carry them out.

#### Teamwork

Candidates could discuss in groups current teamwork models. They could draw on their own experiences of working in teams and discuss issues that hindered, or enhanced, the overall success of those teams and how they dealt with personality clashes.

### **Financing the event**

Candidates need to have a realistic understanding of the costs involved in implementing an event. Where services, such as venue, equipment, catering, printing, staffing, etc., are being provided by a centre at no cost to the candidates, they need to appreciate what the costs would be, if they were charged.

Candidates need to understand the format and presentation of various financial documents, and the relevance and purpose of these. Exercises need to be undertaken using textbook or hypothetical examples so that candidates feel confident using these documents prior to undertaking their event and confident in their ICT skills for producing interim and final documents.

### **Occasion management**

You could use case studies to illustrate theories, such as *critical path analysis*, to help candidates understand the importance of timescales.

It may be necessary for candidates to undertake a simple risk-assessment analysis for their event to ensure all legal requirements are considered and taken into account.

### **Carrying out the event**

Candidates need to have a sound understanding of the skills they need when carrying out their event. The knowledge they gain in Unit 2: *Customer service in the leisure industry* will be a useful basis for exploring many of the issues in this sub-section. Equal emphasis needs to be given to *external* and *internal* customer service.

You may choose to deliver this sub-section by using a series of case studies for candidates to evaluate and identify solutions to problems that can arise.

### **Evaluation of the event**

It is expected that time will be given to discussing the event evaluation *before* candidates start the assessment activity. They need to look at the event objectives and discuss the various evaluation criteria they could use.

As this unit is very practical, significant teaching and learning time will relate to the preparation and management of the event, although the actual event may well occur outside this time.

#### 4.4.2 Guidance on Assessment

It needs to be stressed that you determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 4.3).

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective, each row corresponding to an assessment objective descriptor in the banner (the top section of the *grid*).

The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

You use your professional judgement to determine which descriptor in a strand best suits the individual candidate's work and from the range of marks available within that particular mark band, you circle the mark that best fits the work. You then record this mark in the column headed *Mark*.

You need to use the full range of marks available to you. You need to award full marks in any strand for work which fully meets the criteria. This is work which is the best one could expect from candidates working at A2 level.

Only **one** mark per strand/row will be entered. The final mark for the candidate is out of a total of **50** and is found by totalling the marks for each strand.



### 4.4.3 Resources

<b>Organisations</b>	BBC Learning Zone; Corporate Hospitality and Event Association; ILAM; ISRM; Local authorities.		
<b>Publications</b>	Leisure Management; Leisure Opportunities.		
<b>Textbooks</b>	Betteridge D & Edmonds J	<i>Event Management in Leisure and Tourism</i>	Hodder & Stoughton
	Bourdin, McDonnell, Allen & O'Toole	<i>Events Management</i>	Heinemann
	Brookson S	<i>Putting Customers First</i>	Dorling Kindersley
	Catherwood DW & Van Kirk RL	<i>The Complete Guide to Special Event Management: Business Insights, Financial Advice and Successful Strategies from Ernst and Young</i>	
	Craven RE & Johnson L	<i>The Complete Idiot's Guide to Meeting and Event Planning</i>	
	Goldblatt JJ	<i>Special Events: Best Practices in Modern Event Management</i>	
	Tarlow	<i>Event Risk Management and Safety</i>	
	Watt D	<i>Event Management in Leisure and Tourism</i>	
<b>Websites</b>	<a href="http://www.bha-online.com">www.bha-online.com</a> <a href="http://www.eventmanagement.gb.com">www.eventmanagement.gb.com</a> <a href="http://www.ilam.co.uk/">http://www.ilam.co.uk/</a> <a href="http://www.isrm.co.uk/">www.isrm.co.uk/</a> <a href="http://www.passport2sport.co.uk">www.passport2sport.co.uk</a> <a href="http://www.staruk">www.staruk</a>		



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## 5 Unit 5: Human Resources in the Leisure Industry [A2 level, mandatory, externally assessed]

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### 5.1 ABOUT THIS UNIT

*This A2 level unit is mandatory and is externally assessed.*

In this unit you gain an insight into how leisure organisations recruit, manage and retain their staff. However, whatever type of employment you enter on completion of your studies, you will need to work with many different people and, at some stage, you may be expected to manage them.

Staff are frequently referred to as 'human resources' and are an integral part of any organisation. If an organisation is to be successful in the competitive leisure industry, its management needs to plan carefully how its human resources are managed. It needs to ensure it has the correct numbers of appropriately-qualified and trained staff to meet the organisation's objectives.

In order to meet their objectives, it is essential that organisations keep staff motivated, monitor their performance and help them to develop through additional training. You may already have experience of work, either through a part-time job or through work placement; and it is hoped you will use this experience to help you with this unit.

In this unit you will learn about the range of employment opportunities in the leisure industry, whether full-time, part-time or seasonal, and also methods of employment including training programmes, self-employment and volunteering.

You will also learn about the various aspects of recruitment and selection focusing on how to apply and prepare for suitable employment in the industry.

Legal and ethical considerations are very important and you will be made aware of these through a study of employment practices and procedures in leisure.

This unit links with Unit 1: *Exploring leisure* and Unit 3: *Leisure industry practice*.

This unit is assessed through an external assessment. The mark on that assessment will be your mark for the unit.

## 5.2 WHAT YOU NEED TO LEARN

You will learn about:

- employment opportunities in the leisure industry;
- human resource planning;
- recruitment and selection;
- induction, training and development;
- staff motivation;
- performance management and termination of employment;
- influence of technology on HR and on training needs within the leisure industry.

### 5.2.1 Employment Opportunities in the Leisure Industry

The leisure industry is extremely diverse. It is important for you to know about the range of facilities as listed below and the employment opportunities within them:

- private, commercially owned by companies;
- public, local authority owned;
- voluntary, wholly organised by volunteers.

You also need to know of examples of organisations which are from the different components of the industry, which are:

- arts and entertainment;
- sports and physical recreation;
- heritage;
- catering;
- countryside recreation;
- home-based leisure.

You need to understand how the size and nature of the organisation has a bearing on the type and method of employment opportunities available which include:

- full-time;
- part-time;
- seasonal;
- voluntary;
- self-employed;
- volunteers;
- work-based training.

You need to identify for each type of ownership the types of employment available and the advantages and disadvantages of these types of employment, e.g. job security and freedom, or insecurity and limited income.

For instance, the *private* sector consists of businesses that aim to make a profit, such as a private health club; the *public* sector has facilities provided by local authorities or central government, such as a local authority leisure centre. Both employ paid staff, some on full-time contracts and, probably, some on part-time contracts. Some organisations, e.g. ski resorts, may even employ seasonal employees. In the *voluntary* sector, although these facilities are generally run by volunteers, there may be both full- and part-time paid employment opportunities at a supervisory level.

## 5.2.2 Human Resource Planning

Organisations within the leisure industry have to plan carefully to ensure they have the right number of suitable employees for their needs. You need to know about the current issues affecting the leisure industry and how these can affect the employment market.

*External* issues can be national or local and include:

- the economy in terms of interest rates, inflation and employment levels;
- employment trends in term of the range and nature of employment opportunities in leisure;
- shortages and surpluses of skills, e.g. impact of ICT, languages, customer service;
- competition for job seekers;
- market demand;
- location issues in term of catchment areas of facilities;
- seasonality, tangibility and perishability of the products/services of organisations.

*Internal* issues are more controllable by the organisation and include:

- different organisational structures, staff roles and responsibilities;
- response to customer trends in terms of products/services;
- levels of motivation;
- staff turnover;
- sickness rates and absenteeism.

You should use 'needs analysis' in order to identify the roles and functions of various jobs within organisations in order to establish the skills and personal qualities required by employees in particular job roles within the industry. You need to study the employment market in order to identify characteristics of the industry.

### 5.2.3 Recruitment and Selection

This involves recruiting and selecting the right people for the right job at the right time. The needs analysis should be an on-going process.

You need to know *why* decisions to recruit staff are made. These decisions may be due to the changing needs of the organisation – these could be as a result of:

- growth;
- seasonality;
- changing job roles;
- natural wastage:
  - internal promotion;
  - resignation;
  - retirement;
  - dismissal.

You also need to know *how* decisions to recruit staff are made. These decisions may be based on the:

- use of documents to aid the recruitment and selection process – these could include:
  - job descriptions;
  - person/job specifications;
  - job advertisements;
  - psychometric and aptitude tests;
- identification of strengths and weaknesses of:
  - job applications;
  - curriculum vitae;
  - letters of application;
  - performance in interviews;
  - performance in tests;
- skills and qualities required to work effectively in the leisure industry;
- criteria used to select the best candidate for the job.

You also need to demonstrate knowledge of the following legal and ethical responsibilities relating to equal opportunities – in particular, the key implications for recruitment of the following legislation:

- Race Relations Act 1976;
- Equal Pay Act 1970;
- Sex Discrimination Act 1975;
- Disability Discrimination Act 1995/2004;
- Working Time Directive 1998.

Legal considerations are constantly changing and, therefore, it is crucial for you to keep up-to-date with current developments and issues in:

- employment rights in terms of:
  - contracts of employment (to include notice periods, hours of work, annual leave);
  - disciplinary and grievance procedures;
  - redundancy and dismissal;
  - health and safety;
  - maternity, paternity and sickness benefits;
- effective advertising, interview, testing and selection techniques.

You need to understand the importance of recruiting and maintaining a *flexible* workforce by means of different terms and conditions for employees, core employees and part-time, temporary and contract labour, as well as considering the use of homeworkers and teleworkers in the leisure industry.

In addition, you need to understand that the recruitment process can be costly in terms of time and money. The appointment of poorly-performing staff adds to the cost of recruitment. It is important for leisure organisations to select suitable people for jobs and to be clear about the requirements of different jobs. You need to consider these issues when you are preparing a selection process for a job role in a leisure organisation.

#### **5.2.4 Induction, Training and Development**

Continued investment in people in leisure organisations will encourage a motivated workforce geared towards the objectives of the organisation. You need to understand the meaning and use of:

- induction training;
- mentoring;
- coaching;
- apprenticeships (to include modern apprenticeships);
- in-house and on-the-job training;
- external and off-the-job training;
- transferable and non-transferable skills arising from training programmes.

You need to understand the benefits and drawbacks of both in-house and external job training.

You need to understand how recognised training structures, such as Investors in People (IIP), and nationally recognised qualifications, including NVQs and GCEs, can contribute to a training and development programme within leisure organisations.

### 5.2.5 Staff Motivation

Successful motivation of staff will result in reduced staff turnover and absenteeism. This, in turn, will help the organisation achieve its corporate objectives.

You need to explain the range of approaches and techniques used to motivate staff in leisure organisations:

- management styles, to include the communication of clear objectives and target setting;
- financial and non-financial rewards;
- job enlargement, job rotation and job enrichment;
- working in teams, multi-skilling, quality circles and empowerment;
- goal setting and management by objectives.

You also need to know about aspects that can be considered *harmful* to staff motivation.

### 5.2.6 Performance Management and Termination of Employment

Leisure organisations need to manage the performance of their employees effectively in order to remain competitive. When investigating staff motivation you will have observed the benefits of non-financial rewards in terms of incentives to motivation. You need to explain, and give examples of, the following methods used by organisations to manage the performance of their employees:

- performance reviews and appraisals;
- personal evaluation of own knowledge, skills and experience to develop a plan for a successful career in the leisure industry;
- individual and group target-setting;
- self, peer and organisation evaluation;
- wage and salary structures.

You need to investigate the range of appraisal techniques used in leisure organisations, their frequency, and how they complement training and development and support staff motivation. You need to understand the following different methods of appraisal:

- supervisor appraisal;
- self appraisal;
- peer appraisal;
- 360° appraisal;
- performance reviews.



You need to consider termination of employment and how and why this may occur:

- changes in demand for the product;
- inappropriate performance by staff members;
- length of the original contract of employment;
- changing needs of the organisation.

You also need to consider *why* an individual's contract of employment might come to an end including:

- changing jobs and promotion;
- dismissal;
- end of contract;
- redundancy;
- illness;
- retirement and early retirement.

### **5.2.7 Influence of Technology on HR and on Training Needs within the Leisure Industry**

You need to be fully aware of the influence technology continues to have on both HR and on the training needs of staff within the leisure industry.

In recent years technology has made a huge difference to the leisure industry – consequently it is important to recruit and maintain a flexible workforce and essential that staff recruited are able to use modern technology, specifically within the communication process.

Staff need to have the opportunity to improve their skills once appointed and courses need to be available to them. It is imperative for an organisation that staff have ample opportunity to keep up with ever-changing ICT technology and software.

## **5.3 GUIDANCE FOR TEACHERS**

### **5.3.1 Guidance on Delivery**

Candidates need to appreciate that effective management of staff is a very important issue in terms of organisations' success. Candidates therefore need to understand potential effects of both good and poor human-resource management practices.

It is important that delivery opportunities are identified and used to make the unit as practical and vocational as possible. Candidates should not simply be given human-resource management theory but should practise using and evaluating it. This needs to be in a leisure environment in order for candidates to have a good understanding of current professional practices.

Candidates would be helped considerably by listening to visiting speakers from local leisure organisations or interviewing them at their facility. You should ensure that these local managers are primed beforehand to discuss relevant HR issues with the candidates.

### **Employment opportunities in the leisure industry**

A good starting point would be with candidates' own experiences of leisure organisations, either as customers or as employees (hence the importance of a work placement within the course).

Delivery needs to focus on the diversity of the industry, highlighting differences and similarities in employment opportunities across sectors and components. Candidates can present initial ideas to each other concerning their own experiences within the industry and therefore balance the practical situations and theoretical ideals; thus debate may lead to an understanding of the practical application of HR and any issues which are currently relevant.

Candidates need to understand that the leisure industry consists of more than local leisure centres and health clubs, but includes diverse types of organisations such as country parks and cinemas. Here, the initial information gathered for Unit 1: *Exploring leisure* will be invaluable in reviewing local leisure facilities.

In delivering this sub-section it also needs to be stressed that the nature of the industry will mean working unsociable hours, evenings and weekends to provide a balanced work force and to cover busy periods. A visit to a busy leisure facility would be helpful for this sub-section, to look in particular at the work roster to establish typical work schedules for a variety of staff.

Also, a visit to an area office of the *National Trust* will emphasise both the full- and part-time *paid* employment opportunities at a supervisory level which may be available in the *voluntary* sector, although these facilities are generally run by volunteers.

Industry links will provide opportunities for 'real' evidence by way of guest speakers from a variety of organisations.

### **Human resource planning**

Candidates could undertake exercises to identify skills shortages and surpluses or market demand by studying national and regional newspapers.

Issues of organisational structures, how these affect job roles and responsibilities and how organisations change their staffing structures to meet changes in customer trends for their products/services are best discussed with a visiting speaker from a specific organisation along with how that organisation is affected by staff turnover, sickness rates and absenteeism and the costs to the organisation that might arise from this.

## **Recruitment and selection**

Group discussion can be a starting point for this sub-section with different candidates discussing how they were selected for their part-time jobs or work experience and seeing if there are any features or issues which are common. Candidates will need to study job advertisements within the industry to compare different approaches used to attract candidates for specific jobs. They could then undertake a personal skills analysis and try and match this to any advertisement or job role which they think may suit their current skills or aspirations. Whilst studying this, candidates need to know about the legal and ethical responsibilities in respect of equal opportunities and employment rights.

The work could then progress naturally into the preparation of a recruitment and selection procedure, including all the relevant documents used within the process and consideration of how these are used by prospective employers in the shortlisting and selection process.

This work will lead to an interview situation. It would be advisable for candidates to undergo a form of interview. They could also consider the types of questions a prospective employer may raise during an interview, and discuss possible answers to these questions. They could also consider other questions a candidate for a job may raise during an interview.

## **Induction, training and development**

Most candidates will be able to discuss their experiences and thoughts on the importance of a good induction session and will therefore understand how it could work for new employees within the work place. Obviously all new employees should be 'shown the ropes' when they are first employed, including use of the computer systems of the organisation. An organisation with a good HR system will often use a mentoring process to help new employees as they begin their career with the company. The advantages and disadvantages of this arrangement should be explored.

## **Performance management and termination of employment**

Group discussions or visiting speakers can lead to various methods of performance management being discussed along with how and why these are used by organisations. Some candidates may have undergone appraisal methods in their part-time jobs and this can lead to discussions of other approaches which organisations may use.

### 5.3.2 Resources

<b>Organisations</b>	Many leisure organisations are willing to provide examples of their HRM procedures such as application forms, interviewing schedules, job specifications and training and induction manuals IIP ACAS The Institute of Personnel Managers
<b>Publications</b>	Newspapers and the trade press contain useful articles on HR issues. These are also good sources for candidates to collect examples of job advertisements which they can 'apply' for as a realistic exercise. ACAS leaflets and brochures are easy to understand papers on the HR process.
<b>Textbooks</b>	There are a number of textbooks, including GCE/VCE Business texts, available that deal with HR issues but as the industry is evolving rapidly, you need to ensure that information provided is current, particularly in respect of legislation.
<b>Websites</b>	The Internet provides many on-line job-search facilities that allow candidates to evaluate specific requirements for a range of jobs. Others that may be also of interest are: <a href="http://www.acas.org.uk">www.acas.org.uk</a> <a href="http://www.cipd-training.co.uk">www.cipd-training.co.uk</a>

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## 6 Unit 6: Leisure in the Outdoors

[A2 level, mandatory, internally assessed]

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### 6.1 ABOUT THIS UNIT

*This A2 level unit is mandatory and is internally assessed.*

The British outdoors is a major resource for leisure. Each year, millions of people visit the countryside for exercise, enjoyment and relaxation, taking part in a wide range of leisure activities. This unit will help you investigate a range of popular countryside leisure activities and locations around the UK. It will review the considerable and lasting popularity of the use of the countryside for outdoor adventurous activities. As a consequence of this investigation, you will secure knowledge of the tremendous range of employment opportunities with organisations set up to manage and promote the continuing use of the countryside for leisure activities, for example:

- conservation;
- ranger services, in both country parks and national parks;
- outdoor activity centres;
- local-authority providers of leisure in the countryside;
- national providers of leisure in the countryside.

This unit gives you the opportunity to gain vital knowledge of the countryside, to establish how the countryside recreation industry has developed within the past century and how current issues in leisure are affecting leisure in the outdoors. You will develop skills and knowledge which will help to prepare you for the many career opportunities in this extremely wide area of leisure.

This unit links to Unit 1: *Exploring leisure* by developing your knowledge and understanding of the countryside as a resource for leisure. It also provides useful background information if you intend to take NVQs in Outdoor Education or Sport and Recreation or further study in higher education.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will investigate the outdoors as a facility for leisure. Your evidence will include:

- an account of the development of the outdoors as a leisure resource and how current issues in leisure may affect its further development;
- your plan for, and evidence of your participation in, an outdoor leisure project within your local area or an area of your choice – this may be a group or individual project;
- your research, with evidence of appropriate research methodology, and your analysis of the range and scale of outdoor leisure facilities in an area of your choice, with particular attention paid to any current issues affecting the provision of these facilities;

- your evaluation of the positive and negative impacts of outdoor leisure in an area of your choice with your recommendations as to how these impacts can be managed.

## 6.2 WHAT YOU NEED TO LEARN

You need to learn about:

- development of leisure in the outdoors;
- types of leisure in the outdoors;
- organisations involved in leisure in the outdoors;
- choosing, planning and participating in a project in the outdoors;
- managing the impacts of leisure in the outdoors.

### 6.2.1 Development of Leisure in the Outdoors

The outdoors is a 'living' resource, where many people live and work. You need to understand that leisure is just one of many competing claims on the limited outdoor resource; others include:

- agriculture;
- forestry;
- mining;
- housing;
- water supply;
- industrial development;
- transport infrastructure;
- Ministry of Defence activities;
- wind farms.

In order to appreciate how today's outdoors is used for leisure, you need to know about the important events that have taken place in the twentieth century. You need to know about the impact that the following events have had on leisure in the outdoors:

- the establishment of the national parks in England and Wales;
- the establishment of areas of outstanding natural beauty (AONBs) and local-authority country parks;
- the development of long-distance footpaths and heritage coasts;
- the creation of organisations charged with conserving natural areas and promoting access, for example:
  - National Trust;
  - Royal Society for the Protection of Birds;
  - Ramblers' Association;
  - Cyclists' Touring Club;

- the major changes in social factors, for example:
  - increased car ownership;
  - more leisure time;
  - higher disposable income;
  - ageing population;
  - longer holiday entitlement;
  - greater awareness of health and fitness;
  - increased awareness of environmental issues;
- the increased interest in outdoor adventurous activities and the variety of opportunity within all sectors, through a wide choice of activities;
- the different values and attitudes of different organisations involved in outdoor leisure use, specifically in the different sectors (private, public, voluntary) and their funding issues.

You need to understand how each of the above has influenced the way the outdoors is used for leisure today and how current issues in leisure may affect its further development.

## 6.2.2 Types of Leisure in the Outdoors

Using the outdoors for leisure appeals to a very wide range of people of all ages and backgrounds. The types of leisure activities they undertake are equally broad and can be classified as either formal or informal. Activities within each category include:

- formal – organised activities, examples include:
  - orienteering;
  - mountain biking;
  - riding;
  - rock climbing;
  - angling;
- informal – activities that people do with little prior organisation, examples include:
  - walking;
  - sightseeing;
  - pleasure driving.

You need to develop an understanding of the relative popularity of formal and informal activities that take place in the outdoors and appreciate the pressures they can exert on environments and local communities. For example, in some instances, such activities have resulted in increased traffic congestion, more noise and damage to habitats and there is a danger of destroying the very peace and tranquillity sought by the user of outdoor leisure.

You also need to understand the reasons why people choose to visit the outdoors in increasing numbers. These include:

- the need to escape from the pressures of everyday life;
- to improve fitness;
- to learn new skills.

### 6.2.3 Organisations Involved in Leisure in the Outdoors

There is a wide range of individuals and organisations involved with providing facilities for leisure in the outdoors and managing the countryside environment for visitors.

These can be classified as follows:

- *private* sector, examples include:
  - stately homes;
  - accommodation providers;
  - catering outlets;
  - retail outlets;
  - tourist attractions;
- *public* sector, examples include:
  - central government;
  - local authorities;
  - The Countryside Agency;
  - the Association of National Park Authorities;
  - the Department for the Environment, Food and Rural Affairs;
- *voluntary* sector, examples include:
  - Wildlife Trusts;
  - National Trust;
  - bird watching associations;
  - Council for the Protection of Rural England;
  - Campaign for the Protection of Rural Wales;
  - ramblers' groups;
  - youth groups;
  - YHA.

You need to understand the roles, functions and motivations of a selection of organisations from each of these three sectors in respect of today's leisure in the outdoors and be aware of any current issues affecting the provision of these facilities within an area of your choice.

### 6.2.4 Choosing, Planning and Participating in a Project in the Outdoors

You need to select a project that involves the outdoors and plan an activity in which you can participate. Your project could, for instance, involve you planning to take your group on an outdoor adventurous activity for a day, or could, through your investigations, involve you in a task for which the rangers at your local country park require volunteer assistance. Such projects may include:

- restoring a well-used footpath at the local country park;
- planting flowers/shrubs in a local play area or parkland;
- clearing a stream of litter/rubbish in your immediate area;
- taking a group of students with disabilities on a visit to, or activity in, the countryside;
- organising an anti-litter campaign in the countryside near to your centre.



You need to present a plan which will identify the:

- objectives of your (or your group's) participation and the evaluation criteria for the activity;
- physical- and human-resource needs in the light of capabilities of participants, e.g. equipment, instructor, other resources;
- date, time and duration of the activity;
- booking arrangements;
- transport arrangements;
- costs involved and how payment will be made.

You need to understand the legal requirements relating to your activity, focusing on health, safety and security, consumer-protection legislation, regulations and industry codes of practice, and how these can affect the planning of your activity. In your risk assessment, you need to have established procedures that minimise the risk of any hazard occurring and you will need to put into place measures that can minimise the damage in the event of a hazard.

These may include:

- accident and first-aid procedures;
- principles of group safety, e.g. how to recognise personal difficulties such as hypothermia, low motivation;
- the range of safety equipment to be taken;
- team work and methods of communication.

### **6.2.5 Managing the Impacts of Leisure in the Outdoors**

The outdoors is a 'living' resource, where many people live and work. The large numbers of people who use the outdoors for leisure can have major impacts on the environment and the communities they visit. These pressures are often felt in many of Britain's National Parks, and in the countryside areas close to main centres of population. It is important to remember, however, that not all impacts are negative; indeed, the revenue for visitors to a country area can often bring real benefits, e.g. creating employment and helping to make local communities more viable.

You need to know and understand the main positive and negative impacts associated with leisure in the outdoors, including:

- economic impacts:
  - income generation;
  - job creation;
  - economic development;
  - local authority funding of visitor facilities in the area;

- environmental impacts:
  - erosion;
  - pollution;
  - trespass;
  - loss of habitats;
  - litter;
  - water contamination;
  - increase in environmental awareness;
  - improvements to infrastructure of area;
- socio-cultural impacts:
  - traffic and visitor congestion;
  - loss of privacy;
  - noise;
  - new jobs bringing new people to the area;

As well as being able to identify the many impacts that leisure can have on the outdoors, you also need to understand how these impacts can be managed for the long-term benefit of the environment and local people, for example, investigating how:

- the *positive* impacts can be maximised, examples include:
  - revenue maximisation;
  - staff training and development;
  - community education initiatives;
- the *negative* impacts can be minimised, examples include:
  - using the principles of sustainability;
  - visitor and traffic management;
  - traffic calming measures;
  - pricing mechanisms;
  - signposting;
  - promotion of public transport.

You need to understand that careful and sensitive management is crucial in helping to ensure the long-term sustainability of countryside areas.

### 6.3 ASSESSMENT EVIDENCE GRID

Please see over.

<b>Unit 6: Leisure in the outdoors</b>				
<b>What you need to do:</b>				
<p><b>You need to produce</b> evidence of your investigation into the outdoors as a facility for leisure [50 marks]. Your evidence needs to include:</p> <p><b>AO1</b> an account of the development of the outdoors as a leisure resource and how current issues in leisure may affect its further development [10];  <b>AO2</b> your plan for, and evidence of your participation in, an outdoor leisure project within your local area or an area of your choice – this may be a group or individual project [12];  <b>AO3</b> your research, with evidence of appropriate research methodology, and your analysis of the range and scale of outdoor leisure facilities in an area of your choice, with particular attention paid to any current issues affecting the provision of these facilities [13];  <b>AO4</b> your evaluation of the positive and negative impacts of outdoor leisure in an area of your choice with your recommendations as to how these impacts can be managed [15].</p>				
<b>How you will be assessed:</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO1</b>	You provide a summary of the development of the outdoors as a leisure resource; there will be some examples of current issues but these may not always be clearly linked to how they affect further development and are not always relevant; [0 1 2 3 4]	you provide an account of the development of the outdoors as a leisure resource, with relevant examples of current issues affecting further development; [5 6 7]	you provide a thorough account of the development of the outdoors as a leisure resource, with detailed and relevant examples of current issues affecting further development. [8 9 10]	<b>/10</b>
<b>AO2</b>	You provide some evidence of planning an outdoor leisure project with evidence of only minimal participation on your part; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; [0 1 2 3 4]	you provide a plan of an outdoor leisure project with evidence of your active participation in the project; you produce work with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; [5 6 7 8]	you provide a detailed plan of an outdoor leisure project with evidence of your active participation, leading to a successful and completed project. you produce your work logically showing use of appropriate terminology and your meaning is clear and accurately conveyed. [9 10 11 12]	<b>/12</b>
<b>AO3</b>	You provide an explanation of the range and scale of outdoor leisure facilities in an area of your choice with some current issues identified; [0 1 2 3 4 5]	you provide some analysis of the range and scale of outdoor leisure facilities in an area of your choice with limited analysis of current issues; [6 7 8 9]	you provide a detailed analysis of the range and scale of outdoor leisure facilities in an area of your choice with detailed analysis of current issues; [10 11 12 13]	<b>/13</b>
<b>AO4</b>	You provide an evaluation of the positive or negative impacts that outdoor leisure has had on an area of your choice, with few recommendations as to how these impacts are managed and your examples may not be comprehensive; [0 1 2 3 4 5]	you provide an evaluation of the positive and negative impacts that outdoor leisure has had on an area of your choice, with some recommendations as to how these impacts are managed and you draw conclusions as to the major positive and negative impacts; [6 7 8 9 10]	you provide a thorough evaluation of the positive and negative impacts that outdoor leisure has had on an area of your choice, with realistic recommendations as to how these impacts can be managed and you reach in-depth conclusions as to the impacts on the area by outdoor leisure. [11 12 13 14 15]	<b>/15</b>
<b>Total mark awarded:</b>				<b>/50</b>

## 6.4 GUIDANCE FOR TEACHERS

### 6.4.1 Guidance on Delivery

There are many opportunities within this unit for candidates to access a number of learning opportunities through both primary- and secondary-research methods. Much of the information required can be obtained from local knowledge of countryside personnel, or from textbooks. Up to date information and data can be found from visits to outdoor leisure facilities, newspapers, magazines, appropriate periodicals and the Internet.

As this unit is fairly generic, candidates should research their own locality for outdoor use or, if they prefer, they may select another area within the UK. National Parks or Country Parks may, for example, be able to inform candidates of the other countryside facilities to which their services can be interrelated, within the area of choice. Relevant local authorities may also be invaluable.

#### Development of leisure in the outdoors

Given the broad scope of this sub-section, it would be unreasonable to expect it to be covered in great *depth* – it is more important to cover the *breadth* of countryside use within the selected area and to concentrate on giving candidates an overview of job opportunities.

#### Choosing, planning and participating in a project in the outdoors

This sub-section allows candidates the opportunity to be actually involved in leisure within the outdoors. The project should be left to the candidates to determine, although they may require direction in order to produce a meaningful project that can be achieved.

### 6.4.2 Guidance on Assessment

It needs to be stressed that you determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 6.3).

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective, each row corresponding to an assessment objective descriptor in the banner (the top section of the *grid*).

The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

You use your professional judgement to determine which descriptor in a strand best suits the individual candidate's work and from the range of marks available within that particular mark band, you circle the mark that best fits the work. You then record this mark in the column headed *Mark*.

You need to use the full range of marks available to you. You need to award full marks in any strand for work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS level.

Only **one** mark per strand/row will be entered. The final mark for the candidate is out of a total of **50** and is found by totalling the marks for each strand.

### 6.4.3 Resources

<b>Organisations</b>	Adventure Activities Licensing Authority British Canoe Union Countryside Agency DEFRA English Nature Forest Authority Heritage Coast National Parks Authorities National Trust The Mountain Leader Training Board The Ramblers Association Rivers Authority Royal Yachting Association RSBP
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<b>Publications</b>	Newspapers, particularly the broadsheets, publish up-to-date statistics on the size and scale of the industry. Specialist journals specific to the countryside will be of use as will other leisure- and outdoor-activities magazines. Government publications such as <i>Social Trends</i> and <i>General Household Surveys</i> as well as <i>Leisure Forecasts from the Leisure Industries Research Centre</i> provide good detailed statistical information.
<b>Textbooks</b>	Most GCE/VCE textbooks have good general material on the leisure industry, which cover much of the basic requirements of this unit.
<b>Websites</b>	<p>The Internet is a source of both useful and inappropriate information. As much of the credit given to candidates in this unit is for accessing, and using, a variety of information sources, candidates should access a variety of statistical information. Some examples are listed below:</p> <p><a href="http://www.aala.org.uk">www.aala.org.uk</a>  <a href="http://www.bcu.org.uk">www.bcu.org.uk</a>  <a href="http://www.english-heritage.org.uk">www.english-heritage.org.uk</a>  <a href="http://www.ibike.com.uk">www.ibike.com.uk</a>  <a href="http://www.nationaltrust.org.uk">www.nationaltrust.org.uk</a>  <a href="http://www.npa.org.uk">www.npa.org.uk</a>  <a href="http://www.rya.org.uk">www.rya.org.uk</a>  <a href="http://www.skillsactive.org.uk">www.skillsactive.org.uk</a>  <a href="http://www.thebmc.co.uk">www.thebmc.co.uk</a></p>