

GCE

Edexcel Advanced Subsidiary GCE in Leisure Studies (Single Award) (8761)

Edexcel Advanced GCE in Leisure Studies (Single Award) (9761)

For first teaching in autumn 2005

Issue 2

August 2006

Teacher's guide

Edexcel, a Pearson company, is the UK's largest awarding body offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning here and in over 100 countries worldwide. We deliver 9.4 million exam scripts each year, with 3 million marked onscreen in 2005. Our qualifications include GCSE, AS and A Level, GNVQ, NVQ and the BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas and Foundation Degrees. We also manage the data collection, marking and distribution of the National Curriculum Tests at Key Stages 2 and 3, and the Year 7 Progress Tests.

This new issue contains student exemplar work for *Unit 6: Current Issues in Leisure*.

References to third party material made in this document are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard
Prepared by Dominic Sutton

Publications code UA017223

All the material in this publication is copyright
© Edexcel Limited 2006

Contents

Introduction	1
Specification summary	2
Specification structure	3
Planning a teaching programme	4
Example 1: Advanced Subsidiary GCE Single	4
Example 2: Advanced GCE Single	5
Delivery	6
Planning	6
Delivery	6
Assessment	7
Units	9
Unit 1: The Leisure Industry	11
Unit 2: Working Practices in Leisure	31
Unit 3: The Leisure Customer	49
Unit 4: Leisure in Action	93
Unit 5: Employment in Leisure	121
Unit 6: Current Issues in Leisure	169
Internal assessment procedures	187
Supervision of students and authentication of work submitted	187
Annotation	187
Standardisation within the centre	187
Internally assessed portfolios	188
Support and training	188
Additional resources	189
Recommended reading	189
Journals/publications/other reading	189
Websites	191
Videos	191
Applied GCE Portfolio Marking Guidance	193
Applying the Mark Bands	267

Appendices	269
Appendix A: Observation record	271
Appendix B: Witness testimony	273
Appendix C: Qualification tracking sheet	275
Appendix D: Mark Record Sheets	277
Appendix E: Guide to report writing	283
Appendix F: Induction session	289

Introduction

This teacher's guide accompanies the Edexcel GCE specification for Leisure Studies and has been designed to help teachers prepare their students for first teaching in 2005.

This guide should be used in conjunction with the specification. The first part of the document has sections to help with planning teaching programmes and managing the assessment requirements.

The second part of the document includes assessed items of student work. This will give further guidance on the application of the mark bands in the assessment grids and provide a first indication of the standards expected.

Specification summary

This suite of nine qualifications comprises General Certificates of Education in:

- Applied Art and Design
- Applied Business
- Applied ICT
- Engineering
- Health and Social Care
- Leisure Studies
- Media
- Performing Arts
- Travel and Tourism.

The qualifications are designed to provide a broad introduction to a vocational area in an applied context. They are available for first teaching as two-year courses from September 2005 and one-year courses from September 2006. First awarding of Advanced Subsidiary qualifications is in summer 2006 and Advanced GCE qualifications in summer 2007.

Edexcel GCE in Leisure studies

The Edexcel GCE in Leisure studies has been developed to provide a broad educational basis for further training, further education or for moving into appropriate employment within the Leisure sector. They have been designed to be delivered in a work-related context and to allow learners to develop an understanding of the Leisure sector.

Qualification codes

Each qualification title is allocated a QCA National Qualifications Framework (NQF) code.

QCA NQF codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the learner's final certification documentation.

The QANs for the qualifications in this publication are:

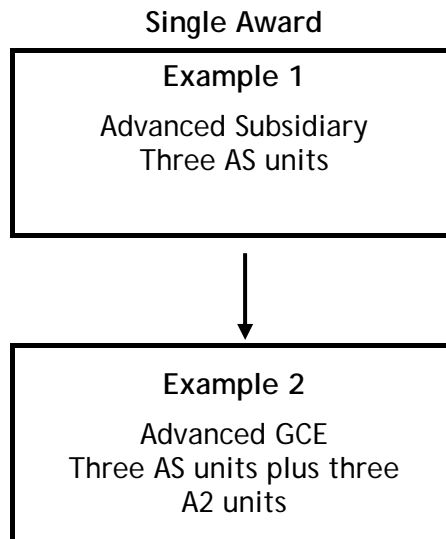
- Edexcel Advanced Subsidiary GCE in Leisure Studies: 100/4256/8
- Edexcel Advanced GCE in Leisure Studies: 100/4255/6.

Specification structure

Unit	Title	Code	Level	AS	GCE	Assessment mode	Assessment availability
1	The Leisure Industry	6966	AS	Compulsory	N/A	Internal	January/June
2	Working Practices in Leisure	6967	AS	Compulsory	N/A	External	January/June
3	The Leisure Customer	6968	AS	Compulsory	N/A	Internal	January/June
4	Leisure in Action	6969	A2	N/A	Compulsory	Internal	January/June
5	Employment in Leisure	6970	A2	N/A	Compulsory	External	January/June
6	Current Issues in Leisure	6971	A2	N/A	Compulsory	Internal	January/June

Planning a teaching programme

This section contains diagrammatic illustrations of possible ways the programme can be delivered.



Example 1: Advanced Subsidiary GCE Single

Three AS units

Unit title	Type of assessment	Date
Unit 1: The Leisure Industry	Internal	January/June
Unit 2: Working Practices in Leisure	External	January/June
Unit 3: The Leisure Customer	Internal	January/June

This can be taught as a one-year programme with an externally assessed unit available in January or June.

Example 2: Advanced GCE Single

Three AS units plus three A2 units

Unit title	Type of assessment	Date
Unit 1: The Leisure Industry	Internal	January/June
Unit 2: Working Practices in Leisure	External	January/June
Unit 3: The Leisure Customer	Internal	January/June
Unit 4: Leisure in Action	Internal	January/June
Unit 5: Employment in Leisure	External	January/June
Unit 6: Current Issues in Leisure	Internal	January/June

This can be taught as a fast-track one-year programme or more commonly a two-year programme. The AS units are taught in the first year and the A2 units in the second year.

Delivery

Planning

The internally assessed units each have four tasks that relate to the four assessment objectives for the qualification.

At AS level, these tasks are independent of each other. They are devised so that each section of the unit can be taught and assessed before moving on to the next topic. This enables the teacher to divide assessment into small bite-size chunks so that it is accessible to the student in their first year of study. For the holistic student, it may be useful to introduce them to the assessment task at the beginning of the delivery of the topic so that they can see it in the context of their learning. The amount of time available for assessment will depend on the curriculum model adopted. If the unit is delivered over a full academic year, more time could be given for each task than if delivered over a semester or term. For some tasks the research required is limited and these could be completed within a short period of time. This will give more time for tasks that require more research to be undertaken. This should be taken into account when planning an assessment schedule. Teachers should also take into account other units that the student is completing at the same time in order to avoid bunching of assessment deadlines. Teachers should also take into account the schedule of the external moderation they plan to access. They will need to ensure assessment deadlines are set that allow sufficient time for marking and internal standardisation.

Tasks in the A2 units are designed to show the interrelationships and connections that exist within the industry, in order to meet the aims of the qualification. As such, the tasks cannot be considered in isolation and students will need to draw on all of their learning for the unit. The A2 tasks require a greater degree of research and a greater degree of independence and assessments should be more holistic. It is likely that, following some initial input, the student will be working on assessment evidence over a period of time. For these A2 units, it would be useful for the student to have a series of tutorial sessions where formative assessment and feedback and guidance can be given on their progress. As with AS level units, teachers should take into account the schedule of the external moderation they plan to access and ensure that sufficient time is given to mark and internally standardise students' work.

It is advisable that assessment activities are set in vocational contexts to stress the applied nature of these qualifications. Assessment could be vocational in terms of the scenario in which the tasks are set or the type of evidence that is required on completion of the task. Students may benefit from direct access to industry representatives to support their completion of the assessment activities. This may be through industry visits, guest speakers, industry set projects, e-communication groups and/or e-mentoring.

Delivery

All students should be given a copy of the unit specification. This could be in the introductory session for the unit or it could be broken down as relevant to the task(s) set. This should help with the planning and make students aware of the need to work as independently as possible to achieve the higher marks.

Assessment evidence can be presented in a variety of formats. Typically, the student can complete a task that forms evidence by producing a report. Alternatively, they may have completed tasks through role plays, presentations, meetings etc. Where this is the case, a witness statement or observation record should be available. Pro-formas for recording observation of performance and witness statements can be found in *Appendix A*. In addition, some units contain examples of pro-forma that have been adapted to a specific assessment outcome.

On completion of all the tasks for an internally assessed unit, the student's evidence will form the basis of a portfolio. One suggestion for the final format is to have a front page, a contents page, assignment evidence in appropriate sections (which may include a conclusion/analysis) and a bibliography. For ease of marking and moderation, the assignments should not be sleeved in plastic wallets. There is a *Guide to report writing* in *Appendix E*.

Assessment

Students should be given clear deadlines for submission of assignment tasks. There should be a centre policy to deal with late submission. On completion of a task, prompt feedback should be provided in terms of the student's performance against the assessment requirements. Guidance should be provided to provide opportunities for the student to improve their assignment before final marking. Re-submitted work should be clearly differentiated in the student's portfolio. Teachers may want to develop a policy to deal with re-submitted work.

Student work should be assessed on the basis of their ability to complete the tasks individually. The teacher is expected to confirm the authenticity of the student's work. Students are not expected to be given credit for evidence that is downloaded from the internet or taken directly from reference sources such as textbooks.

Student work should be marked strictly to the assessment evidence grid. Teachers should determine which mark band is 'best fit' as a descriptor for student work. Once the mark band has been determined, the teacher should allocate the marks available from within the range for that mark band, using the full range of marks available. Teacher annotation of where and how marks have been awarded is good practice.

Students can be awarded marks in different bands for each assessment criterion.

Units

Index of units

Unit 1: The Leisure Industry

Unit 2: Working Practices in Leisure

Unit 3: The Leisure Customer

Unit 4: Leisure in Action

Unit 5: Employment in Leisure

Unit 6: Current Issues in Leisure

Unit 1: The Leisure Industry

Unit aims

In this unit students will investigate the range, scale and importance of the leisure industry in the UK and Europe, as well as exploring the commercial and non-commercial sectors that provide leisure services.

They will also have the opportunity to look at the range of partnerships that are now commonplace within the industry, in addition to investigating the factors that affect peoples' participation in leisure, such as access to services and the barriers to participation.

The unit concludes with a look at many of the recent and current developments in the industry, including the ever-increasing role of the media in leisure provision and growth.

Unit topics

- 1 The range, scale and importance of the leisure industry in the UK and Europe.
- 2 Commercial and non-commercial sectors of the industry.
- 3 Customers of the leisure industry.
- 4 Current developments in the leisure industry.

This unit is internally assessed.

Section 1: The range, scale and importance of the leisure industry to the UK and Europe

Topic	Suggested delivery plan	Resources
The type of activities provided by the leisure industry	<ul style="list-style-type: none"> Activity 1a – ‘active leisure word search’ Activity 1b – ‘passive is best’ Activity 1c – ‘home is where the heart is’ 	Word search
The scale and importance of the leisure industry	<ul style="list-style-type: none"> Activity 1d – ‘how much’ Activity 1e – ‘participation rates and trends’ Activity 1f – ‘regional differences’ 	Mintel reports General Household Survey Sport England Publications Local Government Office

Section 2: Commercial and non-commercial sectors of the industry

Topic	Suggested delivery plan	Resources
Commercial sector organisations	<ul style="list-style-type: none"> Activity 2a – ‘money, money, money’ 	
Non-commercial sector organisations	<ul style="list-style-type: none"> Activity 2b – ‘service guaranteed’ 	
Aims and objectives Funding and marketing	<ul style="list-style-type: none"> Activity 2c – ‘the Full Monty’ 	Guest Speakers Visits Journals Annual reports Company Reports Club Handbooks

Section 3: Customers of the leisure industry

Topic	Suggested delivery plan	Resources
The increase in demand for leisure activities	<ul style="list-style-type: none">Activity 3a – ‘fact finding mission’	Questionnaires
Barriers to taking part in leisure activities	<ul style="list-style-type: none">Activity 3b – ‘barriers crossword’	Crossword

Section 4: Current developments in the leisure industry

Topic	Suggested delivery plan	Resources
Recent innovations in the leisure industry	<ul style="list-style-type: none">Activity 4a – ‘those were the days’	
Technological improvements in the leisure industry	<ul style="list-style-type: none">Activity 4b – ‘technology rules’	Visit Guest speaker
The influence of the media	<ul style="list-style-type: none">Activity 4c – ‘telly addict’	Worksheet

Activity 1a

Active leisure word search

See how many of the following active leisure activities in the word search grid; words can be vertical, horizontal, or diagonal, and can be spelt backwards or forwards.

BADMINTON GYM WORKOUT MOUNTAIN BIKING SWIMMING
CYCLING JOGGING ROLLER SKATING TENNIS
FOOTBALL KARATE SAILING THEME PARK
GOLF KITEFLYING SKIING WALKING

S	R	U	W	L	S	J	R	L	K	K	G	F	N	E	Z
A	I	O	X	A	O	I	L	T	I	G	Y	G	O	L	F
I	M	U	L	G	L	A	N	T	L	M	M	F	T	U	G
L	F	I	G	L	B	K	E	N	T	G	W	S	N	N	D
I	J	I	O	T	E	F	I	V	E	E	O	Q	I	V	U
N	N	Y	O	H	L	R	D	N	B	T	R	I	M	E	X
G	T	O	M	Y	B	D	S	T	G	U	K	Q	D	T	C
U	F	Z	I	F	A	H	T	K	L	S	O	E	A	A	R
N	G	N	I	L	C	Y	C	I	A	U	U	A	B	R	C
K	G	K	R	A	P	E	M	E	H	T	T	V	T	A	T
M	O	U	N	T	A	I	N	B	I	K	I	N	G	K	A
G	W	S	W	I	M	M	I	N	G	K	H	N	D	G	H
X	U	C	L	I	B	A	D	I	T	R	P	S	G	W	J
U	U	C	U	Q	G	E	J	K	L	C	D	S	Z	H	Q
K	R	E	H	S	D	C	Y	S	G	I	O	F	G	L	F
J	P	X	K	G	R	V	Q	A	E	B	B	V	D	P	M

Write a brief description of each activity, and explain why it can be considered an 'active' leisure activity.

Active leisure word search – solution

S	R	U	W	L	S	J	R	L	K	K	G	F	N	E	Z
A	I	Q	X	A	Q	I	L	T	I	G	Y	G	O	L	F
I	M	U	L	G	L	A	N	T	L	M	M	F	T	U	G
L	F	I	G	L	B	K	E	N	T	G	W	S	N	N	D
I	J	I	O	T	E	F	I	V	E	E	O	Q	I	V	U
N	N	Y	O	H	L	R	D	N	B	T	R	I	M	E	X
G	T	O	M	Y	B	D	S	T	G	U	K	Q	D	T	C
U	F	Z	I	F	A	H	T	K	L	S	O	E	A	A	R
N	G	N	I	L	C	Y	C	I	A	U	U	A	B	R	C
K	G	K	R	A	P	E	M	E	H	T	T	V	T	A	T
M	O	U	N	T	A	I	N	B	I	K	L	N	G	K	A
G	W	S	W	I	M	M	I	N	G	K	H	N	D	G	H
X	U	C	L	I	B	A	D	I	T	R	P	S	G	W	J
U	U	C	U	Q	G	E	J	K	L	C	D	S	Z	H	Q
K	R	E	H	S	D	C	Y	S	G	I	O	F	G	L	F
J	P	X	K	G	R	V	Q	A	E	B	B	V	D	P	M

Activity 1b

Passive is best!

We spend our leisure time in a variety of ways. Some of us take part in very active pursuits, while others prefer more passive activities.

Identify three passive leisure activities that you enjoy and for one of them prepare a one minute presentation that includes:

- the activity
- what it involves
- where you do it
- why you do it
- any costs that are involved.

Notes

Activity 1c

Home is where the heart is

There has been an increase recently in the home-based leisure market. Much of this has been fuelled by TV programmes that encourage people to take up activities such as DIY or improving their cooking skills.

In small groups see how many:

- TV programmes you can identify that cater for this market
- activities you can identify that can be done on the internet or with a computer
- other leisure activities you can identify that take place in the home.

TV programmes

Activities that can be done on the internet or with a computer

Other activities

Activity 1d

How much!!

The leisure industry generates a great deal of income for the UK and Europe. Accurate figures are very often difficult to come by, but many organisations produce reports or information sheets that indicate the value of the industry to the region or country where they are based.

On a much smaller scale, and to give you an insight into the importance of the leisure industry in your own area, look at the town or city where you live (or one near to you) and identify the following:

- the leisure facilities that exist such as cinemas, sport centres and bingo halls
- the numbers of people employed by each provider
- an estimate of the type of profit or income each provider generates in a year.

The final point may be more difficult to find out, so use sources such as your local Chamber of Commerce, Regional Sports Council, Local Government Office or Regional Development Agency to see if they can help.

If you are working in a group it would be a good idea to split the work up and look at different 'areas'.

Bringing all your ideas together will give an estimate as to the value of the leisure industry to your local area/region.

Activity 1e

Participation rates and trends

Many leisure activities enjoy a boost in popularity due to exposure on television, for example DIY, or through success, for example the England winning the Rugby World Cup. By contrast, others lose popularity because something more exciting or different comes along, for example CD sales decreasing as downloading music off the internet becomes more accessible.

Research the following activities and see how their participation rates have changed over the past 10 to 15 years.

Activity	Participation rate now	Participation rate 10-15 years ago	+/-
Swimming			
Playing football			
Watching football			
Music CD sales			
Fitness club membership			
Visits to National Parks (choose one only)			
Shopping on the internet			
Watching snooker on TV			
Book sales			
Mountain bike sales			

Activity 1f

Regional differences

The regions of the UK are varied, having different cultures, demographics and geographical features. These can affect the participation rates in leisure activities, for example the south-west of England is perhaps likely to attract more surfers than northern Scotland.

In sporting terms, the game of Rugby League is really popular in the north of England, whereas Rugby Union is predominantly played in the Midlands, the South and in South Wales.

Complete the table below, identifying the type of leisure activities you would expect to be popular in the different regions.

Share your ideas with the rest of the group, asking for an explanation if someone includes an activity you were not aware of.

You may also ask your tutor to provide a map if you think it would help.

Region/country	Type of leisure activities popular in the region
South-east	
South-west	
Midlands/East Anglia	
Wales	
North-west	
North-east	
Scotland	
Northern Ireland	

Activity 2a

Money, money, money

Commercial providers of leisure services would soon go out of business if they did not make a profit. Others, such as a sports club run by volunteers, still need to make sure they have enough funds to survive, but are not interested in generating a profit – apart from when they need new equipment or improved facilities.

In the grid below are a range of leisure providers. You need to cross out the ones that are NOT run by the commercial sector, in other words, only leave the ones that you think are run to make a profit in order to pay wages and make money for their owners, or shareholders.

Country park	Cinema	Swimming club	Theme park
Netball team	Library	Paintball company	Health club
Night-club	Kite flying club	Sports centre	Golf club
Health spa	Bowling alley	History society	Riding school

Activity 2b

Service guaranteed

The non-commercial sector of the leisure industry can be divided into two main providers – those within the public sector (funded through local government) or those run by volunteers or people with a common interest.

From the list below tick which sector you think each leisure provider is in. Once complete, check your answers with the rest of the group and see if you all agree.

The sectors are split into public and voluntary (non-commercial) and private (commercial).

Organisation	Public	Private	Voluntary
Local authority swimming pool			
Fast food restaurant			
Golf driving range			
Hockey team			
National Park			
Go-cart track			
Museum			
Scout group			
Indoor five-a-side football facility			
Local community centre			

Activity 2c

Researching organisations

Working in small groups, research a range of organisations that provide leisure services.

It is important that as a whole group you look at a mix of commercial and non-commercial organisations, ensuring that both public sector and voluntary sector organisations are covered in the latter.

For each organisation you need to identify:

- the aims and objectives of the organisation you are researching
- how they are funded – to include all their revenue options
- any partnership working they are involved in – especially where this relates to funding implications
- the marketing strategies they use.

The above information needs to be condensed onto no more than two sides of A4. Then, as a class, assemble the information you have prepared to form a display, information board or information pack.

Notes

Activity 3a

Fact-finding mission

Prepare a questionnaire that could be used to question a range of people who are using a variety of leisure provision.

What you are trying to find out are the reasons why they are able to take part in that activity.

The questions have to be skilfully prepared (and sensitively put). Remember you are trying to link their responses to some of the reasons below.

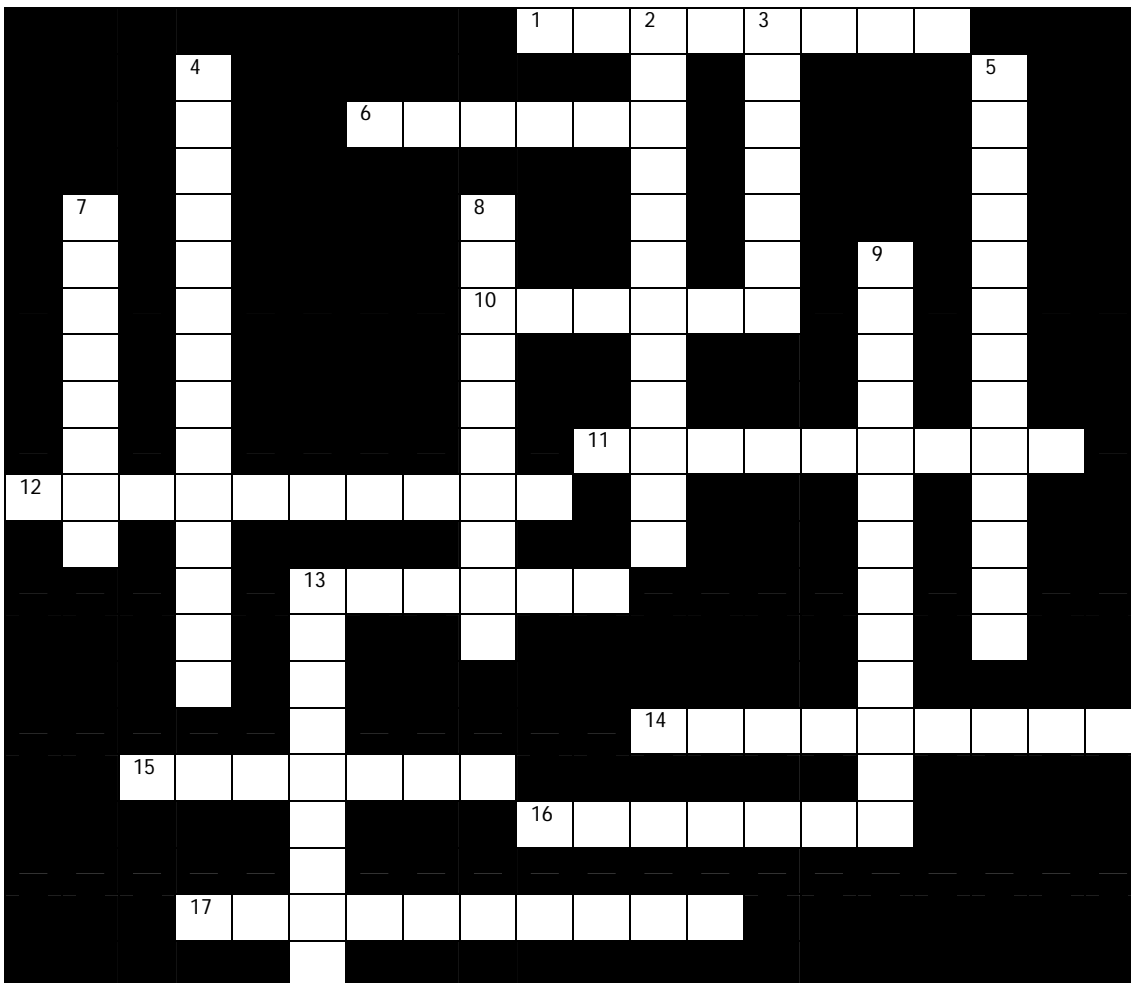
- Increase in time available, either through early retirement, shorter working week, less time spent on domestic chores.
- Increase in disposable income through being employed, earning higher wages, working part-time etc.
- Increased mobility through owning a car, better public transport.
- Increased health awareness, exercise referral or pressures of society to look good.

Once you have a range of responses, say from five people, share your findings with the rest of the group and see if there are similarities. Remember, don't just conduct your interviews in one place, make sure you use a range.

Notes

Activity 3b

Barriers crossword



Clues

Across	Down
1 Fairness or parity (8)	2 No job means... (12)
6 Options (6)	3 Not a high salary (3,4)
10 See 17 across	4 Bias or prejudice (14)
11 The money, equipment or people available (9)	5 Involving everyone, regardless of background or ability (13)
12 Could be physical, or related to learning (10)	7 Financial matters affecting people (8,7)
13 Admittance or right to use (6)	8 Issues that are most important (10)
14 Presence of facilities (9)	9 Chances (13)
15 The state of being poor (7)	13 Knowing what is available (9)
16 See 7 down	
17 What is left after essential household spending (10,6)	

Solution

Across	Down
1 equality	2 unemployment
6 choice	3 low wage
10 income	4 discrimination
11 resources	5 inclusiveness
12 disability	7 economic
13 access	8 priorities
14 provision	9 opportunities
15 poverty	13 awareness
16 factors	
17 disposable	

Activity 4a

Those were the days

Working in pairs, see how many leisure activities you can think of that were popular a few years ago but no longer seem to be popular.

Once you have done this see if you can now think of leisure activities that are relatively new, or appear to be 'coming round again'.

Set yourself a time limit of say a minute for each activity.

See which pair can identify the most in the allotted time!

Activities that were popular...

Activities that are relatively new...

Activity 4b

Technology rules

Visit a local leisure provider and ask how they utilise technology in their operations; good examples of facilities to visit include a:

- bowling alley
- health club
- bingo hall
- theme park.

Feed back your findings to the group. This way you will gain a greater understanding of the range of technology now widely used in the leisure industry.

Notes

Activity 4c

Telly addict

The media, especially television, plays a major role in influencing leisure choices.

Look at the table below and identify programmes that may have been responsible for the rise in popularity of the leisure activities listed.

Activity	Programme(s)
Gardening	
Cookery	
DIY	
Extreme sports	
Motoring	
Premier League football	
Ballroom dancing	
Foreign travel	

Unit 2: Working Practices in Leisure

Unit aims

This unit gives students the opportunity to investigate a range of working practices in the leisure industry, ranging from essential health and safety procedures through to the now commonplace quality systems focused around customer satisfaction.

The unit also offers an insight into the range of quality awards now available to the industry, as well as allowing for an in-depth look at leisure related systems, such as membership schemes.

Finally the students will have to undertake some simple financial exercises, appropriate to the leisure industry.

Unit topics

- 1 Safe working practices.
- 2 Quality systems.
- 3 Business systems.

This unit is externally assessed.

Teachers will need to use sample assessment materials and past papers effectively, and promote excellent exam technique, to raise achievement.

Section 1: Safe working practices

Topic	Suggested delivery plan	Resources
Key legislation	<ul style="list-style-type: none"> Activity 1a – ‘health and safety word search’ Activity 1b – ‘getting the facts’ Activity 1c – ‘health and safety in action’ 	Textbooks Legislation Visit Guest speaker
Applying legislation	<ul style="list-style-type: none"> Activity 1d – ‘an inspector calls’ Activity 1e – ‘staff training’ Activity 1f – ‘risk assessment’ 	Visit Guest speaker
Enforcement agencies	<ul style="list-style-type: none"> Activity 1g – ‘hello, hello, hello’ 	

Section 2: Quality systems

Topic	Suggested delivery plan	Resources
Quality standards available	<ul style="list-style-type: none"> Activity 2a – ‘the Quest for excellence’ Activity 2b – ‘club committee’ 	Quest and IIP information and resources Guest speaker Sport England Clubmark Pack National Governing Body Information

Section 3: Business systems

Topic	Suggested delivery plan	Resources
Financial accounting systems	<ul style="list-style-type: none"> Activity 3a – ‘safe as houses’ Activity 3b – ‘over to you’! 	Guest speakers Visits Textbooks Company reports
Membership and ticketing systems	<ul style="list-style-type: none"> Activity 3c – ‘members only’ Activity 3d – ‘the real thing’ 	Company sales literature Visits

Activity 1a

Health and safety word search

All the following words are associated with health and safety.

See how many you can find in the word search grid; words can be vertical, horizontal, or diagonal, and can be spelt backwards or forwards.

ASSESSMENT

FINE

INJURY

RISK

CHEMICAL

FIRE EXIT

INSPECTION

SECURITY

CLOSURE

HAZARD

LEGISLATION

TRIP

A	Q	N	M	K	M	I	R	C	C	S	G
S	I	Y	S	W	N	J	H	R	L	N	P
S	C	I	X	J	S	E	I	C	O	F	I
E	R	A	U	X	M	K	M	I	S	C	R
S	H	R	R	I	R	W	T	I	U	T	T
S	Y	J	C	H	S	A	E	R	R	L	Q
M	I	A	F	V	L	W	R	N	E	H	O
E	L	I	N	S	P	E	C	T	I	O	N
N	R	T	I	X	E	E	R	I	F	F	J
T	E	G	S	E	C	U	R	I	T	Y	G
F	E	D	R	A	Z	A	H	L	H	K	O
L	E	V	M	E	X	K	Y	P	K	T	M

Write a brief description of each word, and explain its relevance to health and safety in the leisure industry.

Solution

A	Q	N	M	K	M	J	R	C	C	S	G
S	I	Y	S	W	N	J	H	R	L	N	P
S	C	I	X	J	S	E	I	C	O	F	I
E	R	A	U	X	M	K	M	I	S	C	R
S	H	R	R	I	R	W	T	I	U	T	T
S	Y	J	C	H	S	A	E	R	R	L	Q
M	I	A	F	V	L	W	R	N	E	H	O
E	L	I	N	S	P	F	C	T	I	O	N
N	R	T	I	X	E	E	R	I	F	F	J
T	E	G	S	E	C	U	R	I	T	Y	G
F	E	D	R	A	Z	A	H	L	H	K	O
L	E	V	M	E	X	K	Y	P	K	T	M

Activity 1b

Getting the facts

There are numerous pieces of legislation that the leisure industry needs to adhere to.

Working in pairs, research one piece of legislation from the list below and prepare a one page summary of key requirements of the legislation. Limit the requirements to five bullet points and then add an example of the impact of this legislation on the leisure industry.

As a group, put all your fact sheets together to form a handy revision tool.

- Health and Safety at Work Act 1974
- The European Directives 1992
- COSHH Regulations 1992
- RIDDOR 1995
- Health and Safety (First Aid) Regulations 1981
- Fire Safety and Safety of Places of Sport Act 1987
- Food Safety Act 1990
- Children Act 1989
- Data Protection Act 1998
- Working Time Regulations 1998

Notes

Activity 1c

Health and safety in action

By now you should have a good understanding of the aims of key health and safety legislation and how they could affect organisations within the leisure industry.

For this activity you need to visit a local leisure facility and ask what measures exist to ensure they comply with the health and safety legislation applicable to them.

Note down the responses. These will give you a good insight into how health and safety is addressed within the industry.

Notes

Compare the impact of the legislation with the findings of other members of the group, who have investigated different facilities or organisations.

It may be helpful to produce a display/presentation that the class can use for revision.

Activity 1d

An inspector calls...

Most leisure facilities will have a comprehensive inspection programme (usually completed daily) of areas connected to public and staff safety such as fire alarms and fire exits, machinery, swimming pool water, and other aspects like security lighting.

Make a list of the things you would expect to be checked on a daily basis in the three following facilities. Once complete, compare your answers with others in your group to see if you (or they) have any major omissions.

Theme park	Health and fitness club (with a swimming pool)	Bowling alley

Activity 1e

Staff training

Choose a 'live' leisure facility, and obtain a copy of their health and safety induction pack or training programme, that new employees receive when they start working there.

See if you can see any gaps. Is there anything you think you would need to know (relating to health and safety) if you were going to start working there?

Facility	
----------	--

Notes

Activity 1f

Risk assessment

Preparing a risk assessment is now a fundamental element of health and safety management. Although only competent personnel are allowed to produce risk assessments it is important that you know their fundamentals, and can prepare a simple risk assessment – relevant to the type of hazards you may face in the industry.

In simple terms a risk assessment tries to predict potential hazards (things that can cause harm), the likelihood of these occurring, who they might affect, the severity if they do and most importantly how they can be removed or minimised.

Many organisations (such as the Health and Safety Executive) produce risk assessment 'pro-formas' so there is no need to design your own. Your school or college will have their own risk assessment records. They also have mechanisms for determining likelihood and severity.

Your task is to get hold of a blank form, photocopy it three times, and then conduct a simple risk assessment for the following three hazards:

- a swimmer getting into difficulty in the deep end of a swimming pool
- a child getting lost in a theme park
- somebody crashing a go-kart at a go-kart track.

Once complete, compare your answers with the rest of your group. See how similar your assessments are – especially the measures you have implemented to remove or reduce the risk.

Hazard					
Brief description of hazard	Who might be affected	Likelihood of hazard occurring	Severity of hazard	Risk rating	Measures to minimise risk

Scale used for likelihood	Scale used for severity

Activity 1g

Hello, hello, hello ...

Health and safety inspectors can enter a facility at any time to inspect the premises for breaches of health and safety.

If they find any issues they have the following three powers:

- 1 to issue an improvement notice, meaning that the required action must be carried out by a certain time
- 2 to issue a prohibition notice, meaning an area (or the whole facility if appropriate) is closed until satisfactory changes are made
- 3 to prosecute.

For each of the following scenarios (based in a bowling alley) you need to suggest one of the above measures and explain why you have made that decision.

Situation	Action(s)	Why?
A new member of staff has not received any health and safety training.		
One of the ball return machines has exposed wiring.		
Three customers were seriously injured when a fire broke out and some of the fire escapes were locked (to prevent any break ins).		

Activity 2a

The Quest for excellence

Quest is an important quality standard for the leisure industry, as it is written by the industry for the industry.

Imagine you are working for a leisure provider who as yet, does not have the Quest standard.

Task A

Your manager has asked you to look into the requirements of Quest and summarise its key points, in no more than two pages.

Task B

Your manager has also asked your work partner to repeat the exercise for the Investors in People (IIP) Award.

Working in pairs, prepare the summary sheets as requested, ensuring you include:

- how each are managed throughout the UK
- which organisations are eligible for both
- how organisations can achieve both
- the key criteria contained within each award
- what the assessor will do
- the potential benefits to organisations that achieve either Quest or IIP.

Notes

Activity 2b

Club committee

The sports club* where you are a member has recently applied to your local Sport Development Unit for a grant to expand the clubhouse.

The Sport Development Unit have agreed in principle, but when they find out the club does not have 'Clubmark' the answer is unfortunately no!

The club committee agrees that gaining Clubmark is therefore essential and has asked you to prepare a short presentation on the award at the next committee meeting.

The meetings are always pushed for time so you have to prepare a presentation that is relatively short but covers all the important points.

* choose any sport that has implemented the Clubmark criteria.

Notes

If you use PowerPoint, or prepare handouts you will be able to keep these as a revision aid.

Activity 3a

Safe as houses

All leisure providers, whether they are in the commercial or non-commercial sector, have to keep accurate accounts. The complexity of the system(s) they use will differ with the scale of their operation but it is likely that whatever system is used will allow the organisation to:

- monitor the flow of money into and out of the organisation
- review the financial success (or otherwise) of their operation
- assist with financial planning for the next financial year(s).

To gain a greater understanding of the different type of financial systems available, you need to research a range of organisations who may use differing accounting methods. Ideally you need to look at:

- an organisation within local government – such as a leisure centre
- an organisation within the private sector – such as a health club
- an organisation within the voluntary sector – such as a sports club.

Remember, you are not trying to find out any specific financial information (this will be difficult to come by) but are trying to get a greater understanding of the system(s) each organisation uses.

During your research it would also be a good idea to ask how the organisation monitors their stock levels.

Make some detailed notes during your research and keep them safe in your course file. They will come in handy when preparing for your external assessment!

Activity 3b

Over to you!

There will be many occasions when you are required to conduct financial exercises when you are working in the leisure industry, for example if you are planning a series of coaching sessions, or planning for a group trip to a theme park.

Now is the time to get some practise!

This is your opportunity to play around with figures to familiarise yourself with basic addition, multiplication and percentages. Don't be afraid to make mistakes. It is better to do it now than in your exam!

Task A

Pick two activities and prepare some simple financial facts and figures.

Make sure you include everything that will have a cost associated with it, such as:

- cost of transport
- cost of staff (direct or indirect)
- cost of equipment
- hire cost for facility
- cost of prizes.

Activity 1

Activity 2

Once you have done this, check with your to make sure you haven't made any key omissions and that your figures are accurate.

Task B

Once you are sure your figures are correct, try costing in such things as:

- inflation
- discounts (for group bookings)
- free places
- returnable deposits.



Activity 3c

Members only...

Many leisure providers operate membership schemes, not only as a way of generating more income but also as a way of finding out more about their customers, and in order to offer them special deals, tempt them with 'un-missable offers' or just to keep them up to date with products and services developments.

For this activity you need to contact a company that specialises in membership packages (for example IT or networking) and ask them to send you some information on the programme/package.

Then summarise the key features of the programme/package and present the information to the rest of your group.

This can be done in the form of one of the following:

- a formal presentation
- a fact sheet
- a display.

If the rest of your group repeat the activity you should, as a group, build up an excellent resource of existing membership programmes. Using this resource, and focusing in on three programmes only, complete the following table:

Programme/package	Advantages	Disadvantages

Activity 3d

The real thing

Having now gained an understanding of different membership programmes, and armed with your perceptions of their respective advantages and disadvantages, you need to find leisure providers who actually use the programmes.

Once you have done this ask if you can visit them to ask them some questions on the programme(s) they use.

Suggested questions include the following.

- Does the programme come up to expectations (ie does it do what it says it can do)!
- How do they use it (ie do they use all its features or just selected ones)?
- Do they think it is value for money?
- What are the training implications for staff using the programme?
- Have they any back-up systems in case something goes wrong?

Notes

Keep responses them in your file, they will be useful when preparing for assessment.

Unit 3: The Leisure Customer

Unit aims

This unit gives students an understanding of how the leisure industry has identified the customer as being vital to its ongoing success and how the industry attracts customers and attempts to meet its needs.

The unit requires students to complete theoretical and practical activities, using skills gained in the classroom.

Students will also be required to analyse and interpret how organisations attract and keep customers, leading to an understanding that a customer who receives a high standard of service will make a return visit, and may encourage friends and colleagues to use the service too.

Unit topics

- 1 The leisure customer.
- 2 Operational aspects related to the leisure customer.
- 3 Marketing activities and the leisure customer.
- 4 Dealing with leisure customers.

This unit is internally assessed.

Section 1: The leisure customer

Topic	Suggested delivery plan	Resources
Defining customer groups and service	<ul style="list-style-type: none"> Activity 1a – ‘Defining customer service’ Activity 1b – ‘Different customers’ 	
The benefits and application of service	<ul style="list-style-type: none"> Activity 1c – ‘Benefits of customer service’ 	
Internal and external customers	<ul style="list-style-type: none"> Activity 1d – ‘Internal and external customers’ 	
Needs and requirements of customers Response to requirements	<ul style="list-style-type: none"> Activity 1e – ‘Customer needs and requirements’ 	

Section 2: Operational aspects related to the leisure consumer

Topic	Suggested delivery plan	Resources
Introduction to mission/vision statements Exploring statements Assessing use	<ul style="list-style-type: none"> Activity 2a – ‘Mission and vision statements’ 	Research on local organisations
Policies and procedures introduction Codes of practice Procedures Policies and procedures in practice	<ul style="list-style-type: none"> Activity 2b – ‘Policies and procedures’ 	Examples of policies/procedures
What is customer service training?	<ul style="list-style-type: none"> Activity 2c – ‘Customer service training’ 	Interview employee Internet Library
Why standards are measured How standards are measured	<ul style="list-style-type: none"> Activity 2d – ‘Standards of customer service’ 	Survey checklists

Section 3: Marketing activities and the leisure consumer

Topic	Suggested delivery plan	Resources
Market research introduction Market research and change Product knowledge	<ul style="list-style-type: none"> Activity 3a – ‘Market research’ 	Internet/leisure journals
Introduction to promotion Methods of promotion	<ul style="list-style-type: none"> Activity 3b – ‘Introduction to promotional methods’ 	Visit organisation
Multi-media methods	<ul style="list-style-type: none"> Activity 3c – ‘Multi-media methods’ 	Possible coordination with media courses Multi-media recording equipment
Appearance Terminology Gestures	<ul style="list-style-type: none"> Activity 3d – ‘Appearance terminology and local knowledge’ 	Whiteboard

Section 4: Dealing with leisure customers

Topic	Suggested delivery plan	Resources
Dealing with telephone enquiries	<ul style="list-style-type: none"> Activity 4a – ‘Using the telephone’ 	
Face-to-face communication	<ul style="list-style-type: none"> Activity 4b – ‘Face-to-face communication’ 	
Skills practice	<ul style="list-style-type: none"> Activity 4c – ‘Role play situations’ 	

Activity 1a

Defining customer service

There are many possible ways of defining customer service, both in general and in relation to specific groups of people.

As a group, discuss the following as definitions of customer service in different situations:

- customer service is about ensuring that customers leave happier than they arrived
- customer service is about seeing a problem from a customer's point of view before the customer sees it
- customer service is about providing the same level of service for each individual in a group as for each group of individuals
- customer service is about making special needs seem ordinary.

As a group make up your own definitions and collate and display them.

Notes

Leisure organisations are used by a wide variety of people, including those with specific needs such as people with young children or those from a particular cultural background.

Identifying specific needs will help you to define customer service.

Activity 1b

Different customers

Define each of the following distinct groups, then identify and list the needs of each of them.

- Individuals
- Groups
- People of different ages
- People from different cultures
- Non-English speakers
- People with specific needs (eg impaired sight or hearing, wheelchair access, young children)
- Business people.

Notes

What constitutes effective customer service will vary according to individual and specific needs.

It may take a minute or a significant amount of time but in the end the customer will clearly say if they feel satisfied.

- Customer service can then be defined as a 'process'.
- Customer service is important because without customers there would not be a business.
- Each leisure organisation will have a process to ensure that whoever interacts with a customer meets their needs or can direct them to someone else who can.

Activity 1c

Benefits of customer service

Excellent customer service may bring a number of benefits for leisure organisations, including:

- higher visitor numbers
- increased sales or more potential sales
- enhanced public image
- survival in terms of competition
- satisfied customers
- repeat business and customer loyalty
- job satisfaction for employees.

Task A

Working in groups, apply the above statements to local leisure organisations.

Notes

Task B

Using the grid below, provide relevant examples from the leisure industry.

Aspects of quality	Examples
Personalised attention	eg receptionist at the gym makes a point of greeting you by name (even if this is after it has come up on their screen from your card)
Positive attitude	
Accommodating special needs	
Quick and effective responses	
Effective signage	
Specialised knowledge	
Accuracy in service provided	
General operating procedures	

Activity 1d

Internal and external customers

Organisations view customers as distinct groups of people that have specific needs. In addition to the major group categories, organisations define external and internal customers.

External customers are an organisation's consumers or visitors, they often pay for products and expect to be treated well.

External customers are a critical part of a leisure organisation as without them there would be no business. They must be given the highest standards of service so that they return and also speak positively about the experience that they have had.

Task A

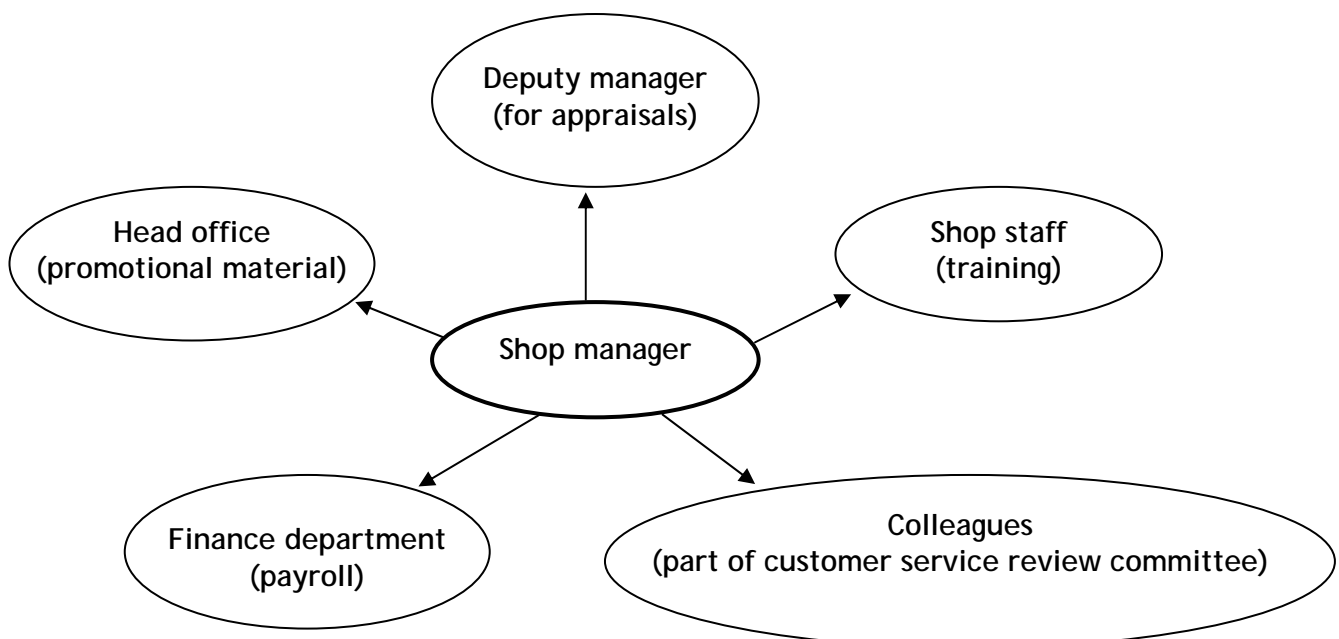
Explore the role of internal customers for the following leisure providers:

- a sports centre
- a multi-screen cinema
- a museum
- a shopping outlet
- a bingo hall
- a nature trail
- an ice complex.

Identify who the internal customers are and how they are linked, perhaps taking it from the point of view of one person or department in the leisure provider.

This could be done using a basic organisational chart with the reason for them being customers annotated.

A simple example might be from the point of view of the shop manager in a museum:



Task B

Using the headings below explain how the needs of external and internal customers may be different.

Need	
Access to facilities	
Price discounts	
Special promotions	
Use of equipment	
Opening times	

Activity 1e

Customer needs and requirements

What customers want and what they get can often lead to misunderstandings and possible issues.

Dealing with the public is often not straightforward as they have opinions, moods and emotions. Customer service providers often have to anticipate problems then adapt and respond in order to provide the expected outcome from the customer's perspective.

Task A

For a selection of the issues below:

- explain how it could be a problem for customers
- explain how you would respond as the member of staff who has to deal with the complaint.

No parking places	Poor lighting	Blocked doorways
A change in an advertised programme	Staff looking bored	Broken lockers
Long queues	Double bookings	Cafes running out of food
People sitting in the wrong seats	Lack of seating	No room for buggies
Children unsupervised	Chewing gum on seats	Noisy visitors
Film crews	Theft	Floods
No spaces left to secure cycles	An attraction closed for cleaning	A school party getting preferential access

Task B

For each of the following groups suggest two problems looked at in Task A that might cause particular difficulty.

- A group of pensioners
- A family with children under 2 years old
- A potential new member for a club.

	Problem 1	Problem 2
A group of pensioners		
A family with children under 2 years old		
A potential new member for a club		

Task C

Suggest a customer group that might be inconvenienced by each of the remaining problems.

Problem	Customer group

Leisure organisations begin to formalise policies, procedures and training programmes using assessments of this type.

Task D

Identify specific policies that exist in leisure organisations in which you have worked, or experienced these types of situations either as customers or employees.

Notes

Activity 2a

Mission and vision statements

Task A

Collect examples of mission or vision statements produced and displayed by leisure organisations.

Task B

Review the following statements and suggest which you think are the most effective for customers, bearing in mind that the statements:

- should represent the views of the organisation in the provision of customer service
- set a standard
- are a promise that can be regarded as a legal contract.

'Like our Lions we take pride in our service.'

'We continually care for our customers.'

'We endeavour to provide a quality service by supplying a varied programme of activities in a clean, comfortable and safe environment.'

'Delivering a best value service in a professional consistent manner whilst promoting service improvement, which exceed the changing expectations of the customer.'

'We aim to provide our customers with the highest quality of service.'

'We are committed to the provision of leisure at affordable prices.'

'We aim to provide top quality food and friendly service at all times.'

Mission or vision statements vary in purpose and quality:

- list how and when statements could be used
- suggest what types of organisation might produce each of those above
- explain reasons why they vary in purpose and quality.

Task C

Working in small groups, write a brief description of a leisure organisation in which you might like to be employed, and then produce a mission or vision statement for it.

It could be a real organisation or a hypothetical one.

Notes

Activity 2b

Policies and procedures

Task A

Identify the difference between a policy and a procedure. Remember all organisations will have their own distinct policies and procedures.

Notes

Task B

Working in small groups, list reasons why such information exists.

Examples might include:

- information handling
- complaints
- problems
- risk assessment
- fire drills
- equity
- health and safety
- personal appearance
- use of equipment.

Notes

Consider why it is important for staff not only to be aware of such information but also to know how to use it.

Task C

Working in small groups, collect examples of codes of practice; the internet is a useful source of such information.

Present your findings, as a group, and display relevant materials. Try to give both good and poor examples where possible.

Notes

Task D

The following is an example of a 'listening procedure' that could be used when dealing with a difficult customer.

- Give the customer your full attention.
- Focus your mind on what is being said.
- Let them finish before you talk.
- Let yourself finish listening.
- Ask questions to clarify.
- Think fast – remember thoughts are about four times faster than speech.
- Understand the conversation.
- Record in writing if necessary.
- Follow company policy for the issue.
- Ask for additional support if necessary.
- Thank the customer.
- Close the conversation.

Consider these points, and the order in which they are given. Suggest any items you think are missing, or an alternative order.

Notes

Role plays can be used to work through this 'procedure'.

Task E

Working in small groups collect examples of other policies and procedures that might be found in the leisure industry; for example:

- risk assessments
- daily checklists
- routine cleaning procedures
- accident reporting, lost and found procedures
- new systems
- staff induction.

Investigate where such information is stored and how organisations relay the content to their employees and customers.

Notes

Activity 2c

Customer service training

In order for organisations to have standards they may have a range of training programmes that some or all employees have to take part in.

Task A

Working in groups identify training that you have experienced. Assess whether any of this training relates to customer service.

Notes

Task B

Interview a leisure employee to find out what training has been provided by their employers to do with customer service.

If access to employers is not possible use a literature search or review web resources to gain the information.

Notes

If possible try to collect examples that can be shared with the rest of the group; this could be done through a short presentation.

Task C

You have been appointed to a junior position in a leisure organisation. From the following list, which training programmes would you expect to be involved in during your first month there?

Training programme	Would you expect to be involved in your first month?
Health and safety	
Risk assessment	
Child protection	
Equity	
Specialist equipment	
Complaint handling	
Interpersonal skills	
Product knowledge	
First aid	
Water safety	
Use of cleaning materials	
Communication with special populations	
Personal presentation	
NVQ in Customer Service	

Identify which of these programmes would enable you to improve your customer service skills. For each one identified, explain how it would help.

Activity 2d

Standards of customer service

Organisations in leisure measure their own standards to make sure that customer needs are being met.

Task A

Discuss, as a group, the main reasons why organisations measure their own standards. Your discussions should include the following:

- any expression of dissatisfaction, however small and whether justified or not, can seriously damage an organisation
- by introducing systems to evaluate the effectiveness of customer service it is possible to reduce risk to reputation, improve confidence, satisfaction and customer loyalty and improve employee satisfaction and retention.

Notes

Task B

Take on the role of a mystery customer.

In order to prepare for this task you should organise a checklist with specific aspects to look for.

You are not expected to evaluate all aspects of a facility or organisation but experience the concept of 'looking for possible poor or satisfactory practice'.

Notes

Possible 'things to look for'

Do these exist? Are they working?			
Road directions		Clear signposting	
Information boards		Distinct parking for cars, cycles, coaches or those customers with specific needs	
A website		Online information/booking	
Clean accessible toilets		Baby changing facilities	
Alternative access		Welcome for assistance doggies	
Tours		A cloakroom	
Cafes		Vending machines	
Online activities		Visit planning facility	
Adjustable height reception desk		Lift ramps	
Picnic area		Gift shop	
Equipment hire/sales		Different language translations	
Touch guides/maps		Telephones	
Information loops		Large-print information guides	
Staff information boards		Staff	
Object labels		Displays	

Note the ways in which organisations collect feedback such as a suggestion box, exit surveys, websites, postal surveys etc.

Findings from both these exercises can be used in a presentation on 'customer service in my chosen organisation' after the visit.

Activity 3a

Market research

This unit is not a distinct marketing unit, however it is important to consider marketing as one of the basic principles of customer service.

Many organisations employ specialist companies to organise and carry out market research. You may have directly experienced methods such as the following:

- interviews or surveys while visiting a leisure provider
- by telephone
- postal surveys
- internet surveys
- exit surveys
- membership card information gathering.

Task A

For each of these, suggest a situation in which it could be regarded as an effective means of market research.

Interviews or surveys whilst visiting a leisure provider	
By telephone	
Postal surveys	
Internet surveys	
Exit surveys	
Membership card information gathering	

Task B

Carry out informal market research with your class colleagues.

The following topics are some ideas.

- What leisure organisations do you visit?
- What specific activities do you enjoy?
- Are there any other activities you would like to enjoy?

Notes

From this very basic questioning it should be possible to hold a discussion on the following points:

- market research will only provide data if the right questions are asked in the first place
- the results of market research have to be fully analysed to enable justified conclusions to be made.

Task C

Case study: How market research influences change in the leisure industry.

Sun Leisure, a major provider in the UK of a range of sport and leisure activities, asked all of its members what improvements could be made to the sauna area. Most of the replies were from new members who asked for a sports therapy treatment room. Existing members who wanted treatment used their GP or organised a private referral. They all thought the sauna was fine and did not respond to the research. As a result of the research a dry sauna was closed to make room for a treatment area. When these improvements were made none of the members were happy losing the dry sauna and felt the research was at fault.

Sun Leisure also asked all the under – 10 year olds what they would like added in the way of activities. Many replied they wanted a skateboard area. Further research was organised to determine the exact form of skateboarding and a small set of ramps and runs was built – much to the delight of the children.

Sun Leisure felt its uniform for staff was old fashioned and asked a company to find out what their employees would prefer to wear. All employees were asked and some helped choose the final new uniforms – all employees were delighted.

List and explain ways in which market research can be carried out and then used in the leisure industry.

Notes

'The product' is a term that refers to 'what' exactly different leisure organisations sell or provide. Having knowledge of the product is very important both for the employee and the customer.

Task D

Choose a local leisure organisation in which you are interested and:

- list the activities/products available
- identify one activity/product that will require the employee to have specialist product knowledge
- suggest further activities/products that could be sold or provided to improve the customer experience.

Organisation	
Activities/products available	
Specialist knowledge	
Further activities/products	

Example

Organisation	The Penguin Ice Dome
Activities/products available	Skiing, boarding, lessons, shopping
Specialist knowledge	Sport coach qualification for skiing/boarding Prices, opening times, payment
Further activities/products	Video/photograph service

Compare local and regional providers to explore the range of products and services available.

Repeat Task A, using secondary sources such as the internet if necessary, on regional leisure organisations such as:

- a self-contained resort
- theme parks
- retail shopping outlets
- water sports centres
- wildlife parks
- racecourses
- parks and gardens.

Organisation	
Activities/products available	
Specialist knowledge	
Further activities/products	

Task E

For the following products identify what knowledge a provider needs to have in order to optimise the experience for the customer.

Product	Knowledge needed
A wedding	
A conference	
A children's party	
A royal visit	
An educational visit	
A health promotion	

Activity 3b

Introduction to promotional methods

Task A

Complete the following 'case study'; this could be done on paper, as a discussion or on a whiteboard.

On arrival at work one day Jess is asked to leave normal duties at reception and dress up as a clown. The leisure provider is having a children's fun day and wants to make an impression.

How would this promote the centre as a child-friendly organisation?

Jess is quite happy dressing up but would like to have some promotional materials to display.

What could be used to create a colourful display?

Jess also asks for some more 'freebies' to give to the children.

What could be supplied?

Jess is joined by other staff, who are also dressed up.

Suggest other characters that would appeal to children.

Task B

Describe, and find examples of, the following promotional techniques, either through visiting local organisations or through secondary research:

- advertising
- public relations
- demonstrations
- sales
- sponsorship
- direct marketing
- displays.

From the examples, further identify the precise methods used eg posters, free samples, brochures, leaflets, books, strap lines, banners, badges, pens/other merchandising material, displays, sandwich boards.

If feasible display any examples/information collected.

Activity 3c

Multi-media methods

Promotion can take other forms. Prepare a short presentation, relating to some of the information already collected, suitable for one of the following mediums:

- television
- video/DVD
- computer
- radio
- mobile phone.

Notes

Activity 3d

Appearance, terminology and local knowledge

In preparation for the 'doing' part of this you should be familiar with the following concepts that relate to customer service:

- appearance
- body language
- voice
- manners
- terminology.

Task A

The good and bad check list

For each item of the checklist consider each of the points and:

- make a comment related to your own personal standards
- suggest whether it is good, bad or possibly either
- suggest which of the above five areas it falls into.

Point	Comment	Area
Clean, ironed uniform		
Muddy shoes		
Polite manner		
Disrespectful to customers		
Lying		
Good eye contact with customers		
Listens to customers		
Tired, yawns, always sits down		
Heavy makeup		
Patient with customers		
Over familiar with colleagues		
Identifies customer needs		
Expert presumes the last word		

Task B

In the boxes below, one example of professional presentation for each of the aspects is given. Try to add at least two more for each aspect.

Appearance	Body language
1 Clean, tidy, meets organisational guidelines 2 3	1 The body is controlled, shoulders do not sag, and the hands are used appropriately 2 3
Voice	Manners
1 The voice is pleasant and not irritating. It is clear without any trace that could be regarded as offensive 2 3	1 Behaviour is of a high standard as you must always be courteous to customers 2 3

Task C

Terminology

Working in groups, compile a list of terms relating to people that any of them might consider offensive.

Swap lists with another group, then try to explain what is offensive about the other group's list.

As a group give a short presentation as to why it is wrong to use these terms.

Notes

Task D

You may also have experience of words, phrases, gestures or customs that are used in other places in the world that you would question and vice versa.

As a class list any examples that you can think of.

Notes

Activity 4a

Using the telephone

Task A

A straightforward enquiry by telephone for information.

The organisation procedure will direct that only correct information should be provided, and that details are recorded appropriately.

The Disability Discrimination Act should also be respected.

One at a time answer, as a role play, an enquiry for information, trying to follow the 'guide' below.

Other members of the group should use the guide as a 'check list' to assess whether they think they have been successful.

Guide

- Always answer the phone within three rings.
- Answer clearly using name/organisation.
- Make sure you understand who the caller wants to speak to.
- Know how to transfer a call if necessary.
- Try to keep the conversation brief and relevant.
- Speak clearly.
- Spell out any unusual names or technical terms.
- Use an appropriate tone.
- Be courteous/do not interrupt.
- End the call appropriately.

Task B

If a call is a complaint then you should practise the following procedure.

This can be practised in the same way as in Task A.

Procedure

- Listen carefully.
- Apologise in general terms for any inconvenience caused.
- Let the customer know that the matter will be fully investigated and if possible put right.
- Try to see the complaint from the customer's point of view.
- Keep calm and do not argue with the customer.
- Find a solution to the problem.
- Agree the solution with the customer.
- Make sure that what you promise to do gets done.

Task C

As a group discuss ideas to help with successfully dealing with telephone enquiries, these could include:

- keeping a pen by the phone
- taking an accurate message
- making sure the message is delivered
- noting the date, time, caller's number, and name
- keeping a directory by the phone
- having blank message memos handy
- agreeing what will happen next but do not make promises
- updating any recording systems.

Notes

Activity 4b

Face-to-face communication

Task A

For each of the headings in the table below, suggest good and bad practice; some examples are given in the table.

Body language
Body language covers a wide variety of visual signals that give us clues about how a person feels about their behaviour and situation. It is very important to recognise and respond to the feelings of customers. It is also important to assess your own body language so that it is clear how you respect the customer and can manage the situation.
Facial expressions and head movements
A smile means a good mood, it is welcoming and reassuring. A frown signals displeasure or frustration. If you avoid eye contact it may be conveyed as rude, or that you are bored or nervous.
Gestures
Tapping feet may give away nervousness or anxiety. Shaking hands can be a gesture of goodwill or simply good manners.
Posture
Sitting back on a chair and looking away might indicate boredom. Being relaxed, and sitting upright shows that you are confident and interested.
Position
Turning towards a person indicates you wish to ask them something or are going to listen to them.
Body contact
Be aware of the comfort zone that individuals have – do not make people feel ill at ease. Avoid body contact, keep behaviour professional.

From the finished list produce a short checklist of the ones you consider most important to remember.

This can be practised and tested using role plays.

Activity 4c

Comment on each of the following replies to problems in leisure organisations. You should say what is good and bad about each of them and then try to compose improved versions.

Dear Sir,

I understand that your visit to our restaurant last night was unsatisfactory due to the slow service that you received. This was a result of an unusually large number of customers arriving without pre-booking and our staff could not cope with this.

I feel sure that if you return to us in the future you will find dining here a most pleasurable experience and I enclose a voucher for a 10% discount for you to use.

Etc...

comment

Dear Mrs. Smith

Thank you for your letter regarding your visit to Animal Park Zoo last week.

I very much regret that your daughter's enjoyment was spoilt because the tigers were not on view. As I am sure you will appreciate, from time to time we have to do essential maintenance work on the enclosures and this cannot be done with the tigers roaming free! This work will be finished next week and I would like to invite you to return soon to see them. Please present the enclosed vouchers at the gate and you and your daughter will be given the chance to watch the tigers being fed, something that most visitors do not see.

Once again, please accept my sincere apologies for the inconvenience you suffered.

Etc...

comment

Ideas for role plays and situations

The following are just ideas and can be used as they stand, adapted or improved. The duration for each one is difficult to define but should provide the scope to demonstrate expertise.

Written or phone replies to:

<p>Dear Manager,</p> <p>I intend to bring my family to celebrate a very special occasion – what services could you provide to make it extra special?</p>
<p>Dear Manager,</p> <p>I am disappointed to see that my usual fitness class has been cancelled due to a royal visit.</p>
<p>Dear Manager,</p> <p>I would like to bring a school party for a day visit. Can you please provide me with information about school visits.</p>
<p>Dear Sir,</p> <p>I would like to use part of the complex for a fund-raising activity – please could you grant permission and let me know what other resources that you would be willing to let us use?</p>
<p>Dear Madam,</p> <p>I noticed that you were the day manager yesterday. Last night the evening manager decided to shut early – this meant that my children were asked to leave and decided to walk home – had I known I would have collected them. This situation really concerns me and I was extremely worried for their safety.</p>
<p>Dear Boss,</p> <p>As an employee for the past five years could you tell me if it would be possible to use part of the main centre for my forthcoming wedding reception?</p>
<p>Dear employee,</p> <p>You have been short-listed for a customer service award; please write a short letter outlining why you enjoy your job?</p>
<p>Notice to all staff.</p> <p>Please could you all ensure that you are available for meetings this week to prepare for the royal visit?</p>
<p>Dear employee,</p> <p>You are required to attend a disciplinary interview at the time and date below – this concerns recent thefts in your area.</p>

Unit 4: Leisure in Action

Unit aims

This unit gives students the opportunity to work as part of a team to plan, carry out and evaluate a leisure event.

There are many events students can choose, for example a sporting event or an exhibition; however it must be a leisure-related event.

Teachers should give students advice and ideas about what they and their team could do. This unit helps prepare students for employment in the leisure industry, offering them the opportunity to develop essential skills used in the workplace.

Students will produce a plan for their chosen event before it takes place and will also keep a log of their involvement in the event and will undertake an evaluation, to discover what went well and what could have worked better. Students will also offer recommendations for improvement.

Unit topics

- 1 Choice of event.
- 2 Feasibility of event.
- 3 Teamwork.
- 4 Carrying out the event.
- 5 Evaluating the event.

This unit is internally assessed.

Section 1: Choice of event

Topic	Suggested delivery plan	Resources
Choosing an event	<ul style="list-style-type: none"> Activity 1a – ‘Choosing an event’ 	OHP, OHTs
The complexity and nature of events	<ul style="list-style-type: none"> Activity 1b – ‘Real events’ 	OHP Internet Media reports
Event planning	<ul style="list-style-type: none"> Activity 1c – ‘Event planning’ 	Guest speaker
Selection of event	<ul style="list-style-type: none"> Activity 1d – ‘Selection of an event’ 	Tutor guidelines Examples of former students’ work

Section 2: Feasibility of event

Topic	Suggested delivery plan	Resources
Producing a feasibility plan	<ul style="list-style-type: none"> Activity 2a – ‘Producing a feasibility plan’ 	Resources specific to the individual choice of event Risk assessment forms
Presenting feasibility plan	<ul style="list-style-type: none"> Activity 2b – ‘Presenting a feasibility plan’ 	Video, OHP, PowerPoint, flipchart as required by groups
Personal logbook	<ul style="list-style-type: none"> Activity 2c – ‘A personal record of the event’ 	Textbooks Past examples

Section 3: Teamwork

Topic	Suggested delivery plan	Resources
Structure of the team Roles and responsibilities of the team Team building	<ul style="list-style-type: none"> Activity 3a – ‘All about teamwork’ 	HR journals Example job descriptions and person specifications Example codes of practice
Select team members	<ul style="list-style-type: none"> Activity 3b – ‘Team selection’ 	

Section 4: Carrying out the event

Topic	Suggested delivery plan	Resources
Introduction to business meetings	<ul style="list-style-type: none"> Activity 4a – ‘Introduction to business meetings’ 	
Customer service	<ul style="list-style-type: none"> Activity 4b – ‘Problems with customers’ 	
Carrying out the event	<ul style="list-style-type: none"> Activity 4c – ‘Carrying out the event’ 	Specific resources for events chosen

Section 5: Evaluating the event

Topic	Suggested delivery plan	Resources
Team evaluation	<ul style="list-style-type: none"> Activity 5a – ‘Team evaluation’ 	Questionnaires and mystery shopper blanks
Personal evaluation	<ul style="list-style-type: none"> Activity 5b – ‘Personal evaluation’ 	
Course evaluation	<ul style="list-style-type: none"> Activity 5c – ‘Evaluation’ 	

Activity 1a

Choosing an event

Working in a group, choose a leisure event, project or activity with which you are familiar; for example:

- planning a sports competition
- arranging a visit to a visitor attraction
- organising a college or school party
- running a leisure-focused charity fundraising event.

Event/project/activity	
------------------------	--

For the event you have chosen, produce an overhead presentation that lists the main aspects of planning this project, highlighting relevant aspects of the GCE Leisure Studies units you have already studied.

For example if you planned a sports tournament for children you would have to consider measures to ensure their safety.

Having highlighted the main aspects, assess what job roles would be needed in order to implement the event. Attempt to assign a role to each person in your group based on your strengths and personal preferences. What problems do you encounter?

Present your findings to the whole class in a presentation involving the entire group.

Notes

Activity 1b

'Real events'

Task A

You need to visit a 'local leisure event' to observe it in action.

If you do the visit as a group you could each observe a different aspect of the event, such as how it is marketed, or resources required.

Notes

Prepare a presentation on the event, or particular aspect of the event, that you observed.

Notes

Task B

Assess the complexity of an event, using information gleaned from the media.

This could be measured using a number of criteria, such as:

- size of the event
- amount of finance needed
- types of advertising media used
- scale of marketing
- number of people involved
- legal requirements.

Notes

Discuss the event you looked at with the rest of the group, and compare and contrast it with the events that others have looked at.

Notes

Activity 1c

Event planning

Task A

During a presentation from (or visit to) someone, or an organisation, involved in the arranging and running of events make notes on the following aspects.

- The aims and objectives of the event.
- The customers and how their needs are met.
- How the event is marketed.
- Physical resource needs.
- Financial aspects.
- Staffing for the event.
- Administration systems.
- Event timescales.
- Target-setting for the event.
- Legal aspects for the event.
- Contingency plans.
- How the event is reviewed and evaluated.

Notes

Task B

Produce a risk assessment for the event in Task A, using the following format.

Hazard					
Brief description of hazard	Who might be affected	Likelihood of hazard occurring	Severity of hazard	Risk rating	Measures to minimise risk

Scale used for likelihood	Scale used for severity

Activity 1d

Selection of an event

Task A

Working on your own, produce lists of:

- your top five ideas for a leisure event
- your top five considerations for each event.

Below are some ideas to get you started.

Talent competition	Cream teas	Dinner dance	Treasure hunt	Fashion show
Tennis tournament	Sponsored event	Agricultural show	Rag week	Fun run
Dance competition	Orienteering	Go-kart racing	Bed push	Film show
Mini golf tournament	Pantomime	Barbecue	Car rally	Quiz night
Pet show	Fitness and health promotion	Balloon race	Book sale	Charity day

Considerations could include the following:

- cost?
- does it involve staying away from home?
- are there times that need to be avoided?
- what type of venue is required?
- will the event motivate people to join in?
- will it involve a large number of people?
- is it affected by seasonality?

Remember

The event must be complex enough for each member to have an important and responsible role.

The event cannot clash with important dates such as exams.

Task B

Discuss your suggestions and make a collective choice from them. You must ensure that your choice:

- is a leisure event
- is realistic
- is complex enough for everyone to have a worthwhile role
- is financially achievable
- will satisfy the requirements of the GCE Leisure Studies assessment
- will satisfy the needs of the group considering the personal qualities of the group.

Notes

Activity 2a

Producing a feasibility plan

Task A

You now need to begin work on your event that has been selected.

Firstly you must assess its feasibility. In your group you should consider the following:

- the aims and objectives of the event
- your customers, their needs and how these will be met
- how the event will be marketed
- physical resources needed
- financial aspects
- staffing for the event, considering the strengths and weaknesses of members of the team
- administration systems
- event timescales
- target setting for the event overall and individual members
- legal aspects
- contingency plans
- how the event will be reviewed and evaluated.

Each member of the group should investigate two or three of these considerations on their own and then report back to the rest of the group.

Notes

Remember

You should provide a written record of your personal research.

Try to reach a conclusion as to whether the chosen event is feasible.

Task B

Assuming that it is, produce an overall feasibility plan to justify your decision and include this with the evidence of your personal research.

Notes

Activity 2b

Presenting a feasibility plan

Present, as a group, your feasibility plan to the class.

It must be realistic and include both strengths and weaknesses and a reasoned conclusion. The presentation should last no more than about ten minutes and could be presented using video, overhead projection, PowerPoint, flipchart or posters.

Notes

After each presentation discuss the options available to the group. The discussion should include comparing and contrasting options.

Remember

Teamwork is an integral part of this unit and you will need to experience the ups and downs of working with people, particularly your classmates.

Activity 2c

Personal record of the event

Task A

You need to record your involvement in the event.

The easiest way to do this is through an ongoing log rather than trying to remember what happened and writing it all up at the end. There are many different ways in which you can organise this.

You will need diary pages to help you keep track of meetings, deadlines etc.

You will also need room for your own comments on how the event is going and how you are performing in your own roles within it.

This will be an important resource for you in preparing your evaluation of the event at the end.

You will need to focus on all aspects of the event including:

- the aims and objectives of the event
- the customers and how their needs are met
- how the event is marketed
- physical resource needs
- financial aspects
- staffing for the event
- administration systems
- event timescales
- target setting for the event
- legal aspects for the event
- contingency plans
- how the event is reviewed and evaluated.

Notes

Task B

You will also need to focus on the work you do as a team and the role you play in that team. You will need to include information on:

- the purpose of your team
- team structure
- roles and responsibilities of team members
- how the team communicates
- teamwork and problem solving
- team building and interaction
- other factors affecting the team.

You should include both positive and negative experiences, especially as the latter can help you improve in the way that you work.

This log should record your involvement in the event with detailed records of your individual contribution.

Notes

Remember

Use 'live' materials in it. They may not look as pretty as ones that have been neatly re-typed but they are evidence of real involvement and of *applied* leisure studies!

Ensure that you get your logbook verified by your tutor and colleagues on an ongoing basis – don't leave it all to the end.

Activity 3a

All about teamwork...

Task A

Study the different possible structures that you might use for your team and, after discussion, select one that would be appropriate for your project. You should consider:

- the purpose of the team
- whether it is to be a formal or informal structure
- how the team communicates
- how teamwork and problem solving will be done.

Notes

Using this structure, produce an organisational chart for your team.

Organisational chart

Task B

You now have to identify the roles and responsibilities of each of the roles in the structure you have produced.

Using your team structure and organisational chart, produce job descriptions and person specifications for each role identified within your team.

Produce a 'Code of Practice and Behaviour' for your team for the event. Each member of the team should sign the document to say that they agree to all the aspects included. The structures, charts and contract should be available for all to see the whole time.

Notes

Task C

Using evidence from events organised by past students, find an example of each of the following:

- a situation where two or more students have to be organised in advance to do separate tasks that are part of one final outcome
- a situation where communication between two or more students is essential to one part of the operation being carried out
- a situation where two or more students have to work together at the event itself in order for it to have to be carried out successfully.

For each situation, suggest what the outcome might have been if teamwork had not occurred properly here.

Notes

Activity 3b

Team selection

You have agreed job descriptions and person specifications for each role within your structure. Your task now is to allocate roles to the appropriate team member.

Role	Person

You could do the following:

- advertise each job to the class, inviting applications (emphasise that each application must be linked to the relevant person specification)
- shortlist each position
- hold interviews for each position
- appoint a candidate for each position.

Produce appropriate documentation for each decision you make, to ensure you can prove that an objective recruitment and selection process has taken place.

Activity 4a

Introduction to business meetings

Task A

Observe a meeting in which the delegates do not perform effectively.

This will hopefully have to be a role-play exercise!

Typical key areas for improvement could be:

- delegates turning up late/leaving early
- no sense of direction from the chair
- delegates not having prepared or brought the necessary information
- minute for previous meeting being incomplete.

Students should identify as many faults as possible.

For each of these faults they should try to explain how it affected the business that was conducted.

Faults and their effects...

By way of contrast, observe a meeting run on the correct lines. From this draw up a list of rules to follow for future meetings.

Rules...

Activity 4b

Problems with customers

You will need to deal with problem 'customers'. This can either be done in a general leisure scenario or in one linked to your event.

Customers could simulate such problems as:

- an awkward parent
- an injured participant or onlooker
- a badly behaved player
- a complaint from one of their own team that someone is doing too much or too little.

You will be put in a situation and have to react to it. Other members of the team can observe and comment afterwards.

Your teacher will provide feedback to enable you to improve your ability to deal with situations of this nature.

Notes

A team meeting should be held afterwards to make decisions regarding the complaints and the results minuted.

Activity 4c

Carrying out the event

By now you will have agreed on your team and allocated roles and responsibilities.

You should now agree a programme to:

- meet at regular and scheduled times
- agree a schedule that allows for weekly meetings at the beginning of the timescale
- make meetings more or less frequent according to the nature of the event and its progress
- formally assess and record progress at meetings
- nominate a team member to compile a set of minutes for each meeting – this could be a different member each week to spread responsibility and add to everyone's assessment
- distribute copies of the minutes to all team members.

Each team member should comment on the decisions taken, the actions decided and their appropriateness and effectiveness.

At the end of each meeting each individual must record the issues that are relevant to their role and decide on the action needed.

Before the beginning of the next meeting you should make a record of what actions they have taken, detailing how these have helped the progress of the event and analysing how effective they have been.

Notes

Activity 5a

Team evaluation

You need to complete an effective evaluation of the event as a team in order to try to decide upon its relative level of success and in what areas it could be improved.

If an evaluation process is an integral part of one of the job descriptions that you have already produced, it may be that one person within your team will compile this and it will then be agreed and completed.

However, depending upon such aspects as the size of the team and the nature of the event and in order to ensure that you have enough evidence to satisfy the assessment criteria, each of you may find it useful to create a means of evaluation. Possible methods that could be used include:

- producing a questionnaire
- organising a focus group
- making observations
- gaining informal feedback.

You will need to consider the following questions in order to evaluate your work.

- Did we meet our objectives and targets?
- Were key deadlines met?
- Did our planning promote effective performance?
- What went well and what went badly for the team?
- How well did the team work as a whole?
- How did working as a team help or hinder you?

Use the following guidelines:

- decide on the information that you want to gather
- choose a method of evaluation that is appropriate. You could agree as a team to each use a different method
- have a feedback meeting to evaluate your performance as a team
- make suggestions as to how the team's performance could be improved for next time
- produce a written record of these suggestions for your portfolio.

Activity 5b

Personal evaluation

You need to produce a personal evaluation of your performance both within the group and in tasks and actions you performed as an individual.

In order to do this you will need to use information from a variety of sources, such as:

- your contributions to the original feasibility plan, asking questions such as 'Did I gather the right sort of information, was it useful to the team?'
- evidence from your own personal logbook that should contain a record, with comments as you went along, of your actions. You may need to gather witness statements to back this up
- your contribution to the team evaluation
- comments about/to you from other members of the team as the event progressed and in the evaluation.

From these you will be able to draw conclusions on your performance, asking:

- What were my strengths and weaknesses?
- How did I contribute to the team?
- What could I do to improve on my weaknesses?
- How would these improvements help?

Notes

Activity sheet 5c

Evaluation

Your tutor will reiterate the aims and outcomes of the unit.

Now summarise, in no more than 150 words, how you have succeeded in achieving the aims of the unit, and how the planned outcomes match those that you expected.

Notes

Annexe A

Information for tutors

10 important general considerations for events

- Choose the venue with care, consider geographical location and access.
- Consider car parking.
- If there is to be a bar ask about the licence.
- Whoever does the catering must be familiar with the current environmental health guidelines.
- Promote the event in places that the public visit regularly.
- Make sure there will be plenty of help.
- Plan an event to have flow, without long intervals in the event where nothing happens.
- Check legal requirements when holding a raffle.
- Make a list of things to do and brief volunteers.
- Allocate someone to take responsibility for cash on the day.

Legal guidelines and considerations

Money collected in the street or in a public place: students must apply and have a street collecting permit from the local authority. The council will consult with police before granting permission.

Money collected in pubs: students should carry a letter from the school/college or associated charity. Many charities will provide collecting boxes.

A public entertainment licence must be obtained for music, singing or dancing.

Alcohol and bar will need a liquor licence. Forms are available for an occasional licence from the clerk's office of the magistrate's court. You will have to appear in court. These meet infrequently, so allow plenty of time. A visit from a fire officer is usual for such an application.

Lotteries are exempt from registration:

- when they are incidental to an exempt entertainment
- when there are no cash prizes
- when the sale of tickets and announcement of the results are carried out during the entertainment and on the premises where it is held
- when no more than £250 is spent on prizes.

Public lotteries which expect to make more than £20,000 must register with the local authority. Raffles using cloakroom style tickets can be used only when sold and drawn on the same day.

Assessment

This unit is internally assessed. Centres should design an assessment programme that develops skill and knowledge in accordance with the unit assessment criteria. Within this programme a range of methods should be included. For example:

- students self-assessment
- peer assessment
- tutor assessment
- written assessments
- tutor observation of student performance, such as oral presentations, role play
- production of visual/audiovisual materials.

The overall assessment should be centred on the requirements of the assessment evidence in the specification. This should be assessed using the accompanying assessment criteria along with the assessment guidance. Assessment work may include the following:

- written assignment work
- observed practical work
- witness statements
- oral questioning
- role-play situations within the centre's environment
- work experience or work shadowing
- individual activities
- presentations by the student.

Unit 5: Employment in Leisure

Unit aims

This unit investigates the people who work in the leisure industry. It is about what students can expect, and what will be expected of them when working in the leisure industry.

This unit helps students prepare for experiencing some of the working practices that involve people. Such experiences can be positive such as rewarding staff for achieving their targets and others can be challenging, such as dealing effectively with a staff member who is to be made redundant, or terminating the contract of someone who has behaved improperly.

This unit helps students to prepare for these experiences, and develop the skills needed to work successfully in leisure.

Unit topics

- 1 Employment practices in leisure.
- 2 Recruitment and selection in leisure.
- 3 Employment issues in leisure.
- 4 Motivating staff in leisure.
- 5 Employment law.

This unit is externally assessed

Teachers will need to use sample assessment materials and past papers effectively, and promote excellent exam technique, to raise achievement.

Section 1: Employment practices in leisure

Topic	Suggested delivery plan	Resources
Introduction to employment in leisure	<ul style="list-style-type: none"> Activity 1a – ‘Introduction to employment in leisure’ 	Flipchart OHP Local map
Employment practices in leisure	<ul style="list-style-type: none"> Activity 1b – ‘Employment practices’ 	
Employment contracts	<ul style="list-style-type: none"> Activity 1c – ‘Contracts’ 	Leisure journals and websites

Section 2: Recruitment and selection in leisure

Topic	Suggested delivery plan	Resources
Recruitment and selection	<ul style="list-style-type: none"> Activity 2a – ‘Recruitment and selection’ 	List of stages in the process or cards Example job descriptions
Person specification Recruitment advertising	<ul style="list-style-type: none"> Activity 2b – ‘People and vacancies’ 	Job advertisements
Methods of Application Application forms CVs Comparison of types	<ul style="list-style-type: none"> Activity 2c – ‘Applications and CVs’ 	Example application forms Example CVs
Shortlisting Interviewing Appointment	<ul style="list-style-type: none"> Activity 2d – ‘Shortlists, interviews and appointments’ 	Case studies Video camera Evaluation sheets

Section 3: Employment issues in leisure

Topic	Suggested delivery plan	Resources
Induction Maternity and sickness issues Grievance procedures and appraisals	<ul style="list-style-type: none"> Activity 3a – ‘Workplace rights and procedures’ 	Equal opportunities policy from a leisure provider
Work patterns Redundancy and redeployment	<ul style="list-style-type: none"> Activity 3b – ‘Working hours and other issues’ 	Details of working time regulations Staff handbook OHP

Section 4: Motivating staff in leisure

Topic	Suggested delivery plan	Resources
What is motivation? Management methods	<ul style="list-style-type: none"> Activity 4a – ‘Motivation and management styles’ 	
Staff development and training	<ul style="list-style-type: none"> Activity 4b – ‘Staff development and training in the leisure industry’ 	
Positive working environment Motivation through remuneration and incentives	<ul style="list-style-type: none"> Activity 4c – ‘Working environment and remuneration’ 	

Sections 5: Employment law

Topic	Suggested delivery plan	Resources
Employment legislation	<ul style="list-style-type: none"> Activity 5a – ‘Employment legislation’ 	

Activity 1a

Introduction to employment in leisure

Task A

Using a spider diagram, brainstorm as many ideas as possible which relate to how the leisure workforce affects the industry and how the industry affects the workforce.

You could use the headings 'Who, What, How and Why' as a starting point.

Notes

From the information you have, try to decide why people are an important resource to the leisure industry.

Notes

Task B

In small groups, take a map of the local area.

On the map mark:

- two family public houses with play areas
- one leisure centre
- one swimming club
- two private health facilities
- football stadia.

Notes

Individually, identify two jobs for each of these five types of facility.

Put these together with your group to produce a list of jobs for each type of facility. Make sure that you have at least one job for each.

Notes

For each job identified, investigate rates of pay, method of pay and working conditions. Present your findings to the rest of the class, stating which job you would prefer, and why.

Activity 1b

'Employment practices'

Task A

As a group discuss what you think are the benefits to you as a potential leisure employee of each of the different types of employment.

You might consider how the actual industry you would like to work in affects this and how your ideas might change as you get older.

Type	Benefits to employee
Part-time	
Job share	
Full-time	
Self-employed	
Casual/temporary	
Voluntary	
Apprentice	

Task B

Now consider the benefits and disadvantages to the employer.

Complete the matrix below for a job of your choice in the leisure industry to show what an employer might be looking for.

For each requirement score the types on a scale of one to four according to the benefit to an employer (four is the most useful to the employer).

As a group you could all choose a different job and compare results.

Job	
-----	--

Type	Likelihood of employee being flexible in how/when they work	Likelihood of employee to demand low rate of pay	Likelihood of employee being able to carry out the job	Likelihood of employee being committed to the job
Part-time				
Job share				
Full-time				
Self-employed				
Casual/temporary				
Voluntary				
Apprentice				

Task C

For the jobs below suggest which type of employment would be most/least suitable in order to carry out that role, justifying your decisions.

Job	Most suitable	Least suitable	Justification
Leisure centre manager			
Summer play scheme leader			
Receptionist			
Swimming instructor			
Under-10s football coach			

Task D

Take one sector within the leisure.

Identify one job role that you think would be suitable for each type of employee (full-time, part-time etc).

Justify why each of these would be suitable for that role.

Sector	
--------	--

Type	Suitable job role	Justification
Part-time		
Job share		
Full-time		
Self-employed		
Casual/ temporary		
Voluntary		
Apprentice		

Activity 1c

Contracts

Task A

Using a leisure-related journal or website look at job advertisements and make a list of those that would be taken by applicants in each of the types of contract; permanent, fixed-term, temporary and seasonal.

Type	Jobs
Permanent	
Fixed-term	
Temporary	
Seasonal	

Suggest the benefits and costs for the employer associated with each type of contract.

Type	Benefits	Costs
Permanent		
Fixed-term		
Temporary		
Seasonal		

Task B

In small groups draw up two contracts of employment, for two contrasting jobs and employees in leisure. The contracts should include most of the following:

- place of work
- job title
- rate of pay
- when pay day is
- brief description of work
- notice period
- amount of paid leave
- working hours
- collective agreements (such as agreements made through a trade union on behalf of individual employees).

Notes

Activity 2a

Recruitment and selection

Task A

Identify the steps that are important in the process of recruitment and selection.

Using a list of the stages in the process in any order, discuss what will be involved in each stage.

Place the stages in the correct order and justify your decisions. Sum up the role of each stage in one sentence.

Notes

Task B

Either individually or as a group, select a job in the leisure industry (this could be a job that you have or have had, or someone in the group has, or has had) and list the main duties and responsibilities of the job.

Suggest how the job could be improved, asking yourself such questions as:

- Is it really necessary?
- Could someone else already there do it or at least parts of it?
- Are there ways it could be made more productive, for example by the use of it?

Job	
-----	--

Notes

Task C

Consider the job description below for the position of leisure assistant.

- Evaluate the strengths and weaknesses of this job description.
- Rewrite the job description to produce a more professional document, which will attract the very best applicants.

Job description

Job title: Leisure Assistant

Pay scale: 6

Reporting to: Leisure Centre Manager

Department: Community Services (Technical division)

Location: Frederick Hill

Qualifications:

Leisure-related qualification and two years' practical experience. Computer skills.

Key functions:

To assist the Area Leisure Centre Manager – Responsibility for marketing and promotion of the leisure centre.

Main duties:

- To monitor the customer comment system
- Distribute, monitor and upgrade the promotional material
- Assist the Area Leisure Centre Manager with staff development and in-house training
- To act as duty officer where needed
- Prepare reports as instructed by the Area Leisure Centre Manager
- Perform other duties not included but as required

Hours: 40 per week

Holiday: 20 paid days rising to 25 after five years' service

Benefits: Casual car user allowance

Activity 2b

'People and vacancies'

Task A

Devise a person specification to match the job description for the leisure assistant, with essential and desired criteria for the following categories:

- skills
- knowledge
- experience
- qualifications
- equal opportunities
- other requirements.

Person specification		
Category	Essential	Desirable
Skills		
Knowledge		
Experience		
Qualifications		
Equal opportunities		
Other requirements		

Task B

Think of your ideal job – the one you would really want to do.

For this job produce a person specification for the role, including essential and desirable criteria.

Job	
------------	--

Person specification		
Category	Essential	Desirable
Skills		
Knowledge		
Experience		
Qualifications		
Equal opportunities		
Other requirements		

Write a description of yourself and compare the skills and qualities with those in the person specification.

Make sure that you are objective and factual (don't just say 'I'm good' state that you will have a GCE in Leisure Studies!).

Do you think that you could be considered the right person for the job?

If not, are there things you could do to improve your chances?

Task C

Whenever an employer wants to advertise a new vacancy it has to decide which is the most suitable method of advertising to use.

Identify a job that could be advertised in each of the following places:

- national newspaper
- local newspaper
- employer's own website
- trade journal
- internal noticeboard.

You should give reasons for your choices. Consider such factors as how far people might travel to work, how many people you want to see the advert, how specialised the job is, how much it costs to advertise in each.

Type of employer	
------------------	--

Method	Job(s)
National newspaper	
Local newspaper	
Employer's own website	
Trade journal	
Internal noticeboard	

Task D

As a group, devise a checklist of information you would expect to be included in an advertisement.

For each heading in your list:

- state why you think it is important to include that item
- allocate a point score according to how important you think it is to include it. Use a scale of one to four, with four being the most important.

Notes

Task E

Using a range of sources, find a selection of recruitment advertisements for jobs in the leisure industry, including:

- a local and national advert
- an advert for a part-time and full-time role
- a junior and senior job
- two from the internet (one from a recruitment website and one from a company website).

For each advertisement, allocate points from the checklist you devised and add up the total for each advert. Is the advert with the highest score the best advert in your opinion or are there other important factors to consider, for example the appearance of the advert.

Notes

Task F

Produce an advert for your ideal job; it should be attractive but, above all, informative!

Notes

Activity 2c

Applications and CVs

Task A

Choose a position to apply for – it could be one you have chosen for earlier activities and/or tasks.

Complete the application form, making comments about what you find easy or hard, and the suitability of the form.

Your teacher will assess your application form.

Look at the person specification. Does the application form allow you to get in all the information you need to show your potential employer that you fulfil the person specification?

Notes

Task B

Discuss the most important features of a CV.

Notes

In pairs or small groups, look at the following CV, making changes, removing information or adding extra information to it as appropriate.

Personal details

Name and address:

Brian Edwards
84 Fenn Street
Pen-y-Drop
South Wales

Nationality: British

Marital status: Single

Star sign: Gemini

Health: Hardly ever ill

Driving license: Yes

Born: May 20 1981

Porthcawl, South Wales

Education

1992-1997 Porthcawl Comprehensive, 5 GCSEs.

1997-1999 Porthcawl College, 3 GCEs including a Grade C in GCE Leisure Studies.

Work experience

I worked as a sales assistant in Sporting Greats in Porthcawl when I was at college. After college I spent ages applying for jobs and got nowhere. Then I worked in a burger bar which wasn't great, but I accepted a trainee leisure assistant job with South Wales sports centre. I have worked there since I left college but it is not making the best of my talents.

I feel I want something more challenging in my life. I feel I would make a good lifeguard because I am pretty fit and am always ready to 'have a go' if I see people in trouble. I have my bronze lifesaving award and can swim well.

Interests

Sport, beer, travel, watching videos.

References

Available on request.

Task C

You should now be ready to produce your own 'professional' CV.

Write a draft CV, then ask another student to assess it, and provide feedback.

When giving feedback, be clear about which parts you think are good and which parts you think could be improved and why.

Notes

In the light of comments from another student you may wish to amend your CV.

Task D

Write a covering letter to enclose with your CV for your 'ideal job', again, ask another student to assess the letter and provide comments.

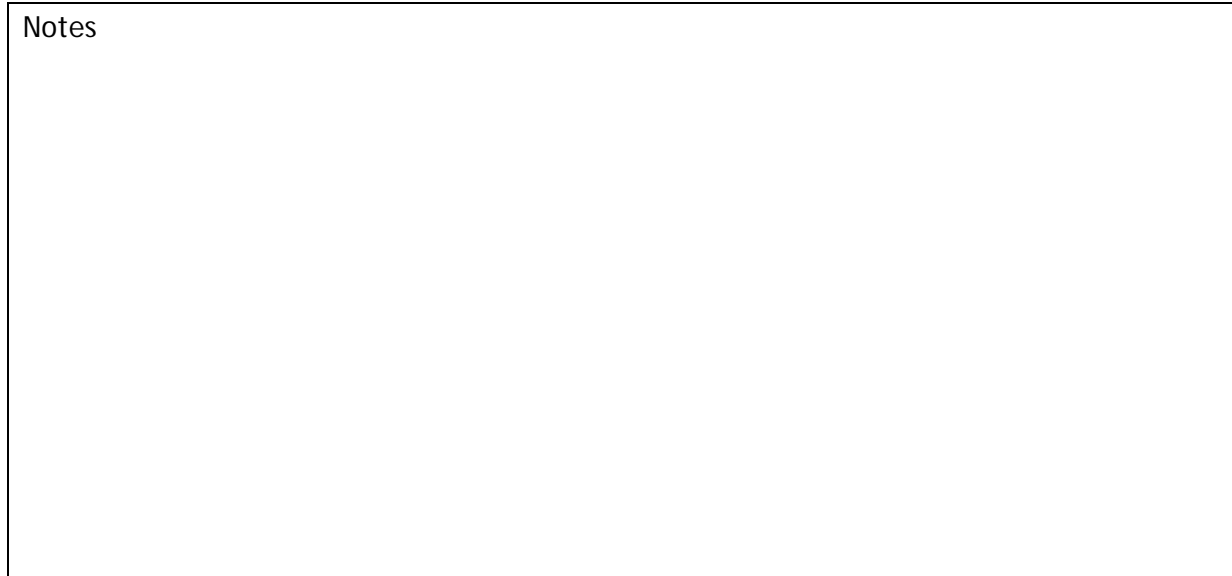
Notes

Produce a finished copy of your letter.

Task E

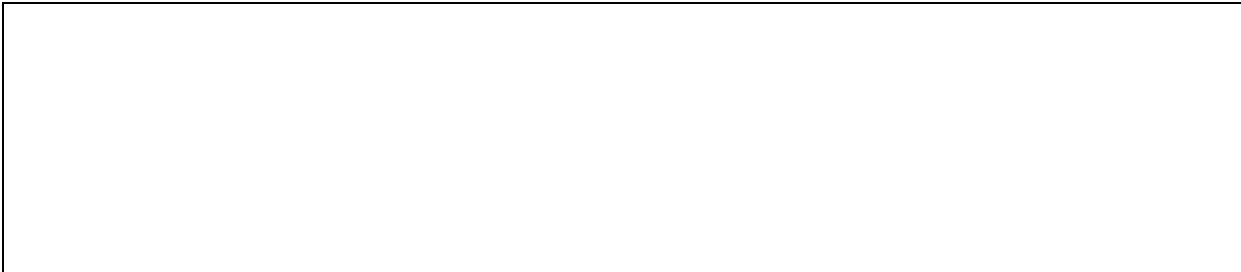
Compare your CV and application form with another student (or more than one) and state, giving reasons, which one you, as a potential employer, would find it easiest to retrieve the required information from.

Notes

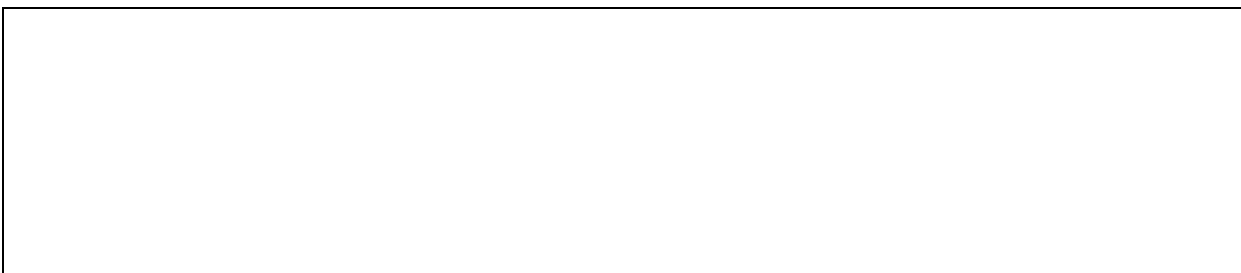


Task F

Explain the benefits to a leisure company of using an online application form.



Why do people sometimes send in speculative applications to leisure centres?



Activity 2d

Shortlists, interviews and appointments

Task A

In this activity you will take on the role of a line manager of a chain of hotel and leisure clubs. As such, you will need to select the right candidate for the position of area leisure club manager, a new and demanding position.

Read the following case study that puts you in the position of line manager. You need to select the right candidate for the role of area leisure club manager, a new and demanding position. Make notes on the topics that follow the case study material.

You are the manager of a highly successful chain of hotel leisure clubs. The department you manage has consistently won internal awards for performance, innovation and customer service. You pride yourself on the fact that you are proactive and have boundless enthusiasm that filters through your team. As a consequence, you are often asked for help and advice from other departments and many members of your team have progressed within the company and, in turn, become well respected and sought after.

However, you find yourself in a flattering but difficult situation. A vacancy has arisen in a leisure club within the same chain 50 miles north of yours. This area has been blighted by a lack of natural tourist attractions and high unemployment levels. It has always had a reputation for being a department with a problem. Sickness levels in this department are the highest throughout the entire organisation. Staff morale is considered to be poor and there is a tradition of industrial unrest. The department has slightly fewer employees than yours. It has benefited from a substantial cash injection to refurbish some older facilities and bring the club up to date and this has meant considerable change and expansion.

Your line manager has asked you to recommend a member of your department to fill a position similar to yours in this troublesome department. This is a huge compliment for you and your team and whilst you were flattered at first you now are having some doubts about the task you are being asked to complete. You are keen to impress your boss as you would like to move on and up in your career but your department has become settled and effective in the past two years and the morale and general working atmosphere is efficient but jovial. Your department is a nice place to work!

You know from your role what the position will entail. There will be large amounts of data and preparation of detailed reports, which will be used throughout the organisation. Much of the work involves technical expertise and budgetary control. In your role you need excellent interpersonal and communication skills and the ability to build a team, handle conflict and provide a first class service for the customer. In this troublesome department this role will be twice as hard (you do wonder why you weren't asked to fill this role!).

Two candidates come to mind immediately.

Candidate 1

Laura is 31 years old. She gained a first class degree in Leisure Management. She also has a Masters degree in IT. She may be considered young for this new role. She certainly has progressed rapidly within the organisation to date. She has taken her area of responsibility to new heights and has worked tirelessly to achieve excellent results. Her interpersonal skills are fine.

She is flexible, considerate and can empathise. You really enjoy working with Laura as she has the same boundless energy as you do and seems to fit so much in to her days. You find Laura refreshing and sometimes hard to keep up with; she has plenty of new and bright ideas; some are very ambitious. She has recently got married though and you wonder whether she may be thinking of having children soon.

She also goes to the gym with you three times a week and you enjoy her company. You also remember recently at directors' meetings being asked to encourage the promotion of women, as 82% of managers in this organisation are male.

Candidate 2

There is also Jack. He is much older than Laura, at 47. He has also achieved outstanding results in the department over the past eight years. He is a longstanding member of the organisation, having joined straight after his A Levels. In fact, Jack is one of your most loyal team members. He is married with three children, ranging from three years old to fourteen years old and has recently asked you in his annual appraisal if you considered he was ready for promotion. You answered yes!

He also works tirelessly and you often arrive in work on a Monday morning to find he has been in during the weekend. You have some reservations about his communication skills; he can appear abrupt but your team all respect Jack and know not to be offended. At the end of the day he certainly gets a job done.

Jack has a NVQ Level 3 in Management which he completed three years ago. Jack has devised a number of very effective procedures that, although simple, have saved significant amounts of time and money. He expects everyone to work the same way as he does, which is hard all the time. He does not suffer fools lightly and will not listen to excuses.

This decision is difficult. Not only are you thinking of the two members of your team but also the effect a promotion would have on the rest of your team. You are also unsure how the unsuccessful candidate would feel.

How will Laura or Jack react to the situation?

Which candidates can handle the changes?

How would the unsuccessful candidate react?

What would be the overall effect on the organisation?

What are the main requirements of the new position and how do the two candidates match up to them?

As a group, follow these steps to make a decision as to which 'candidate' you will recommend:

- compile a list of criteria essential to the position
- compile a list of criteria desirable to the position
- prioritise and score these lists, for example management skills may be essential and rated at 10, technical expertise may also be essential but rated at 7
- assess Laura and Jack against the criteria
- add up the scores
- make a decision.

Notes

Task B

Prepare a checklist that the potential employer would need in preparing for an interview for your ideal job. Be sure to cover all the aspects that would lead to the interview running smoothly.

Now complete the checklist for the interview; for example, identify where the interview should take place and who the interview panel should be.

Produce a set of questions that you think should be asked.

Using the decision-making process from Task A prepare a criteria score sheet for the job.

In pairs or small groups, conduct role-play interviews, so you have the opportunity to assess your performance. You should have the opportunity of playing both interviewer and interviewee.

If the interviews have been recorded on video, analyse them as a whole group. Look at both strengths and areas for improvement.

Notes

Task C

Once a decision has been made for any appointment, this must be communicated to the candidates.

This can be done personally, by phone or by letter.

Following your decision in Task B, suggest, giving a reason, which method would be most suitable to use for each of Laura and Jack.

Candidate	Method	Reason
Laura		
Jack		

Although you may not have chosen this method, you have been told to write a letter to the unsuccessful candidate to inform them of the decision. Produce a copy of this letter.

Notes

Activity 3a

Workplace rights and procedures

Task A

As a group create an induction checklist for new employees at a local authority leisure centre.

If you can visit a local centre, identify important issues and information for employees.

Your checklist should include aspects to be introduced during

- the first hour
- the first day
- the first week
- the first month.

Remember to include activities to be carried out, personnel to contact and meet, forms to be completed and health and safety information.

Complete the following table; in the left-hand column write each checklist item and in the right-hand column write one sentence to justify its inclusion.

Checklist item	Justification

Task B

Obtain an equal opportunities policy from a leisure provider.

Analyse it and comment on the following.

Is it easy to understand?

Does it cover the legal responsibilities?

Does it cover any ethical responsibilities?

How could you put the statement into action?

Task C

Read the following case study and use it to apply the laws of equal opportunities in the leisure industry.

You are the manager of Newtown Leisure Centre.

This is a new wet and dry facility that is managed by the local authority. It is regarded as a fine example of how to maximise resources and provide excellent customer service. Unfortunately, you have received an internal complaint.

A female centre attendant who, as part of her role controls stock in the bar, is claiming she is being victimised by your assistant manager. She claims the barrels of beer now being ordered are too heavy for her to carry, and that changes in shift patterns mean she is working more shifts at weekends. Also, the assistant manager is rude to her, particularly in front of customers.

You have never had any such claims before, relating either to victimisation or to the assistant manager, whom you respect professionally and enjoy socialising with. You are part of a proactive and constructive local authority who has a comprehensive set of disciplinary and grievance procedures.

What do you do?

Consider:

- the effects on your team
- the procedures.

The attendant does not agree with your decision and has decided to resort to the company's disciplinary and grievance procedure.

Describe how the procedure might operate in the following cases:

- three customers say that they have heard the assistant manager being rude to her
- no evidence is found that her complaints are true.

Activity 3b

Working hours and other issues

Task A

A new private health club has just opened and you, the Gym Manager, have been given the task of producing a rota for the gym assistants.

At the moment five have been employed.

The gym is open from 6am until 10 pm, except on Sundays when it closes at 8pm.

There should always be two assistants in the gym.

You are available to cover any short breaks that they may need.

Taking into account the law relating to working hours and times, try to produce a staff rota.

Rota

Write a report to your manager, stating:

- whether you think it is possible and, if not, how many more assistants you need
- whether you think it is desirable to operate with the least possible number of staff. You should include such factors as flexibility of work, leave, breaks, sickness and staff preferences in your report.

Task B

A corporate hospitality firm has two main offices, one in Bristol and one in London.
The one in Bristol is experiencing a downturn in business and needs to make three of its eight office staff redundant
The one in London, however, needs to employ one more experienced member of staff.

As the manager of the Bristol office you have consulted the overall manager and now have two things to do:

- 1 Write down what factors you might need to take into account when deciding who to make redundant.

Notes

- 2 Using the rest of the group as your 'workforce' explain how the process will continue from now.

Notes

Task C

Use the copy of a staff handbook from within a leisure organisation with which you have been provided. Make notes under the following headings:

- hours of work
- annual leave
- methods of employment
- methods of payment
- disciplinary procedures
- grievance procedures
- maternity, paternity and sickness benefits
- notice period.

Then in small groups, consider the following:

- as an employee do you think the above items benefit you?
- list 10 positive points and 10 negative points as they apply to employees.
- compile a list of realistic recommendations to improve the handbook.

Notes

Activity 4a

Motivation and management styles

Task A

Begin by trying to define the term 'motivation' as a whole group. Write down what motivates you to attend school/college (be prepared to share this with everyone) and explain whether this is an extrinsic or intrinsic motivator.

--

Then write down what you think may motivate you in one year's time, ten years' time and twenty years' time.

In one year's time...
In ten years' time...
In twenty years' time...

Finally, examine the following scenarios and discuss the motivators for each case by applying Maslow's Hierarchy of Needs.

John is 37. He lives in his own three-bedroom house with a substantial mortgage. He is married with three young children and is hoping to move from middle to senior management in a chain of restaurants. He is an independent worker who has earned respect. He is full of bright new ideas.

Sarah is also married. She has a six-year old daughter. Sarah has a recreation management degree and is working as an administrator at a local cinema complex. She is fun loving and sporty.

Peter is 62 years old and is considered wealthy. He is the MD of a company owning a large chain of health clubs. He has no mortgage, runs two luxury cars and enjoys fine food wine and holidays. He still continues to strive for more and regularly works up to 65 hours per week.

Jaqui is 18 and works on reception in a leisure centre. She has no qualifications or any interest in the leisure industry.

For each of the possible methods of motivating them, put them in rank order as to which will be most suitable; for example if you think that the management methods are most suitable for John but least suitable for Sarah then put a '1' by John under management methods and a '4' by Sarah.

	Management methods	Staff development and training	Positive working environment	Remuneration and incentives
John				
Sarah				
Peter				
Jaqui				

Give reasons for your choices.

Compare your answers and discuss any differences there are within your group.

Make a group decision for each one and update your answers if necessary.

Task B

In small groups, identify an example of each style of management that you have been provided with, and justify your choices.

You could, for instance, name an organisation with which you associate a specific type of management.

Once you have done this, draw up a list of benefits and disadvantages for each style of management and explain the impact on employees of each of the styles.

Style	Benefits	Disadvantages

Finally, recommend how these could be minimised in leisure organisations. This may be done as a presentation or a class discussion.

From these recommendations, individually create a list of benefits and consequences of different management styles along with examples of when they are used.

Task C

In groups of three, you will role play three sets of scenarios.

Choose who will take on each of the roles. Each student should have the opportunity to carry out each role once.

- 1 Line manager (the appraiser).
- 2 Employee (the appraisee).
- 3 Observer.

You will carry out an appraisal for each scenario, so keep brief notes on each situation.

A centre attendant in a large wet and dry side leisure centre has been reliable and trustworthy for the last five years. S/he has had 22 days off work this year but prior to this had an average of less than one day a year. S/he is constantly late and their work is not up to your standard, or his/her past standard. Every year s/he has received a generous bonus as a reward for excellent work but this year it is different. You have spoken to this employee but have had no answers, and this year his/her targets have not really been addressed.

A lively and very popular team leader at a theme park is due an appraisal. All targets have been achieved. The area concerned has won awards for superb customer awareness and has had a record number of letters of praise but this member of staff loves to talk and you have an hour to complete this appraisal.

An administrative assistant has had an awful year. Her husband has died, her own health has been poor and her job is changing more quickly than she can cope with. She needs support and training on the new systems but you haven't provided any. She has missed her targets but feels that this is not all her fault.

Afterwards, as a group, analyse how successful the appraisals were as a method of motivation, by using the notes made by the observers.

Notes

Activity 4b

Staff development and training in the leisure industry

Task A

Chatford Conference Centre has always had the policy of employing personnel to carry out well-defined jobs with only a single function – bar staff, for example, are trained to work only behind the bar. The Centre has a very high rate of staff turnover, however, and sometimes experiences staff shortages, particularly when there are unexpected absences.

Explain what the benefits would be to both the staff and the Centre of a change of policy. You should refer to terms such as job enlargement, job rotation and empowerment.

Notes

Task B

Define the term 'staff development'

Staff development is...

Once you have created a list of the activities that are 'staff development', take each one and identify the benefits of implementing these activities in leisure organisations and the consequences of ignoring staff development.

Activity	Benefits	Consequences

Task C

In small groups, devise a questionnaire to use on employees to find out whether they have received any form of staff training in their job.

Report back your findings using graphs and charts in the form of a formal presentation or written report with recommendations for improving staff development.

Some students may have part-time jobs in leisure organisations so may be able to use this as an opportunity to share their experiences with the rest of the group.

Notes

Activity 4c

Working environment and remuneration

Task A

As a group, discuss whether the room you are working in is likely to make you more or less inclined to work. Try to find at least three positive and three negative factors about it.

Positive factors	Negative factors

Draw up a list of improvements that you think could be made to make for it to be more suitable, thus increasing your motivation.

Improvements

Justify them to your teacher. Are the improvements likely to make them more motivated as well?

For your ideal job in the leisure industry, say what you think would be important factors in creating a positive working environment for you.

Task B

Again think about your ideal job.

Using advertisements or other sources of information, find out about the rate and method of pay for the job.

Does it still sound ideal to you?

Notes

Task C

For each of the following leisure jobs, suggest which method of remuneration would be most suitable in order to provide the maximum possible motivation for the job.

Give a reason for each of your suggestions.

Job	Method	Reason
Lifeguard		
Aerobics class instructor		
Restaurant waiter		
Theme park ride attendant		
Cleaner		
Health club manager		
Gym membership adviser		

Activity 5a

Employment legislation

Task 13

For each of the following hypothetical situations state which piece of employment legislation would have been broken. Give a reason for each answer.

As a cleaner at the swimming pool, Stephen often has to move large drums of chemicals around to get to his cleaning materials. These drums don't always have their tops on and are rather smelly. Stephen does not know what is in them.

Piece of legislation	
Reason	

Due to illness, the crèche is very short of helpers. Emma, one of the receptionists, has agreed to help there for a day. When Emma was employed, references were taken but no other checks made.

Piece of legislation	
Reason	

Simon and Gillian have just been employed as administration assistants at a country club. As, in the past, female assistants have proved more useful as they have better typing skills, Gillian was offered a better rate of pay in order to ensure that she accepted the job.

Piece of legislation	
Reason	

Thani is a waitress in a restaurant. Usually she works from 11am-3pm and from 7pm-12pm on each day from Monday to Friday. The restaurant owners now want her to work on Saturday evening from 7pm-12pm as well but she does not want to.

Piece of legislation	
Reason	

Unit 6: Current Issues in Leisure

Unit aims

This unit allows students to develop their own interest in leisure through the identification of an issue, which will be the focus of a research project.

There are many aspects of the leisure industry that could be considered to be 'issues'. Research will give students a significant amount of information about leisure and the part it plays in peoples lives.

Students will be able to reflect on the knowledge that they gain in other units – and other qualifications and studies – and to appreciate how diverse the leisure industry is.

Students' chosen issues will be leisure orientated, but may allow them to extend their research into further, appropriate related areas, such as the sport and recreation industries.

This unit requires students to plan, carry out and present a research project, looking at a distinct area of, or issue in, leisure.

Unit topics

- 1 Issues in leisure.
- 2 Leisure research project.

This unit is internally assessed.

Section 1: Issues in leisure

Topic	Suggested delivery plan	Resources
Introduction to issues	<ul style="list-style-type: none"> Activity 1a – ‘Introduction to issues’ 	Whiteboard Example materials Past students’ work
Selection of issues	<ul style="list-style-type: none"> Activity 1c – ‘Selection of issues’ 	

Section 2: Leisure research project

Topic	Suggested delivery plan	Resources
Selecting topic for study Deciding the aim of individual projects	<ul style="list-style-type: none"> Activity 2a – ‘The aim of the project’ 	IT equipment
Primary data collection Practical experience in collection methods	<ul style="list-style-type: none"> Activity 2b – ‘Data collection 1’ 	Research articles Organise visits to leisure facilities/ events etc
Introduction to resources The data collection process and recording	<ul style="list-style-type: none"> Activity 2c – ‘Data collection 2’ 	Library/librarian
Organise the timescale	<ul style="list-style-type: none"> Activity 2d – ‘Timescales’ 	Tutorial meetings
Data recording Analysis and conclusions	<ul style="list-style-type: none"> Activity 2e – ‘Data recording, analysis and conclusions’ 	
Presentation of the report	<ul style="list-style-type: none"> Activity 2f – ‘Presenting the report’ 	
Finalise project	<ul style="list-style-type: none"> Activity 2g – ‘Finalising and evaluating the project’ 	

Activity 1a

Introduction to issues

What actually is an issue?

For some people an issue could be the early closing of a leisure centre while, for others, it could be access to activities or the provision of equipment.

Issues may tend to be seen as problems; they can also be viewed as challenges or sequences of events to untangle.

Task A

Working in groups, identify what you think an issue is.

Notes

Task B

Produce an A-Z of issues, or topics to which issues could be related.

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

Example A-Z of issues, or topics to which issues could be related.

A	Antique fairs, allotments, adventure activities, active lifestyle
B	Bingo, bee keeping, ballooning, ballroom dancing, business, bouldering
C	Christmas, conferences, car boot sales, charity events, children
D	Dance, driving, diversity
E	Event planning, exhibitions, education packages, Easter, eating out
F	Fantasy computer games, finance, football, famous people
G	Gender, gambling/gaming laws, green leisure
H	Human health, health and safety hospitality, home leisure
I	Internet, ILAM, ice domes, inclusion
J	Jogging
K	Kite making and flying, knitting
L	Libraries, lottery, leisure management
M	Major events, Mothering Sunday, museums, media, men, marathons
N	Nature, new developments
O	Outdoor activities, obesity
P	Promotional activities, police
Q	The Queen and royal family
R	Racing, regattas, rock climbing
S	Swimming, snow, sun, shopping, speedway, sea life centres
T	Transport, technology, television, theatre, tradition
U	UK leisure traditions
V	Volunteer programmes, vending machines, St Valentines day
W	Water sports, weddings, walks, work-life balance, women
X	X factor activities
Y	Young people
Z	Zorbing

Activity 1b

Selection of issues

Topics that are suitable for study can range from the broad and the generalised to specialist.

For example, general topics might include:

- the provision of opportunity for leisure in an area
- hosting of major events
- coverage of sport in the media
- healthy living campaigns.

Specialist topics could include:

- implications of drug testing on performance at future world games
- possible impact of the 'cricket in schools' initiative.

Task A

Make a short presentation about your proposed area of research.

Follow each presentation with a group discussion on each proposed area of research; especially when other learners may have useful personal experience or have additional knowledge.

Notes

Task B

Complete the following grid, with reasons why you might not be able to access information.

Potential barrier	Why?
<i>Eg getting the attendance facts and figures for a leisure centre.</i>	
<i>Eg accessing information held on a computer related to demographic profiles.</i>	
<i>Eg historical data may be held on old documents.</i>	

Attempt to identify where barriers might exist in your own research.

Guidance from your teacher may be needed here in approving the project only once these have been discussed.

Activity 2a

The aim of the project

Deciding the project aim is critical to the success of the project; it is important not to confuse the aim of the project with its title.

A project of this size does not have the time or scope to have a series of aims but should go for quality rather than quantity.

At the most you could have three aims and each would have to be systematically reproduced throughout the project, however one aim may provide the ideal start to form a research plan and also help restrict the information search to appropriate and relevant information.

It is at this time you need to appreciate the importance of language; an aim must not be personal.

For example, 'The aim of this project is to....', Not 'I want to investigate...'

Points to remember when choosing an aim:

- Does the aim seem logical?
- Does the learner understand what the aim means?
- Is the aim achievable given the nature of the topic?
- If more than one aim, are they linked in any way?
- Do the aims have a logical progression?
- Can the aim/s be met through the proposed method of data collection?

Task

Write down your project aim(s) and then map out clearly how it/they can be met?

Aim	
------------	--

How will it/they be met?

Activity 2b

Data collection 1

As the purpose of this unit is to extract, collect and interpret factual data to produce valid conclusions, the methods of data collection need to be designed in order to provide what is needed.

The following recognised methods of primary data collection would be suitable for this project:

- questionnaires
- interviews
- check lists
- observations
- diaries
- focus groups.

Task A

Review/read existing research articles and identify how the author has used research tools to meet the project aim.

Notes

Task B

Study one research method. Discuss with the group how such methods are constructed in order to get the type of response that the author requires.

Practise your chosen methodology type(s) using simple exercises, such as:

- interview, face to face, another student to collect general details and then try open questions to collect opinion or fact
- count the number of people using a shopping outlet and then classify into different customer groups
- ask permission to stand in a leisure facility to observe customer behaviour
- prepare a short questionnaire and send it to five friends, see what the response is and try to analyse the answers
- keep a week diary of a major event – then analyse to see if any interesting facts emerge
- as a mystery customer prepare a checklist for several facilities, providers or attractions then compare the results.

For each of your chosen data collection methods produce a brief analysis of the relative strengths and weaknesses of the method.

The following factors may need discussing:

- time
- resources
- expense
- confidence
- recording method.

Notes

Activity 2c

Data collection 2

In this unit it is important to include evidence of reading in order to write about the chosen issue. You should produce work regularly and show this to your teacher.

Task A

Access the school/college or local library and investigate the range of services on offer.

Libraries are a rich source of information and are usually able to advise or direct you to suitable resources, including:

- books
- newspapers
- magazines
- journals
- catalogues
- CD ROMs.

Task B

Discuss the following statements in the group.

Any investigation must involve reading what other people have written about the area of research.

It is a process to gather information to support or contrast the main research.

It is a requirement to produce evidence that the student has read relevant literature.

It is not enough to collect facts and just write them up or download 'chunks' of information.

It must be organised, with a start and end.

It should provide the reader with a clear picture of the current state of the chosen leisure issue.

You will need to decide how you are going to create a referencing system so that there is a planned identification of all sources of secondary information.

A possible template for this could be:

Name Initial – *Title of Publication* (Publisher, date of publication)

For example, Author A – *A Book About Leisure* (Publisher, 2005)

Activity 2d

Timescales

Task A

In discussion with your teacher, arrange a specific period of time for the main part of the research to be carried out.

Care must be taken to allow sufficient time afterwards for analysis and producing the final version.

The following issues should be discussed when conducting the research.

- Has access been agreed if required?
- Has a risk assessment been organised if required?
- If children are involved have legal requirements been completed?
- Has permission been formally agreed?
- Have ethical considerations been observed?
- Have any people involved in providing data been assured of anonymity and confidentiality?
- Have all organisations involved been told what the purpose of the study is, what will be done with it and asked if they would like to see it?
- Have the students been honest about the purpose of the project?
- Have the aim(s), proposal and method all been agreed?

Notes

Activity 2e

Data recording, analysis and conclusions

Once data collection has been completed, you will need to complete the following tasks.

Task A

Presenting data.

Discuss, with the group and your teacher, the wide variety of suitable formats for presenting data that can be used (including paper based and other forms, eg video).

Notes

Task B

Analysis of data.

Discuss with the group, and your teacher, the ways in which data can be analysed and interpreted to present valid conclusions.

Notes

Task C

Conclusions.

Once data has been analysed it is possible to make accurate analytical conclusions, including a statement to see if the project aim has been met, discuss this process with the group and your teacher.

Notes

Activity 2f

Presenting the report

Task A

You are required to present your report, in an appropriate format, this does not have to be in written format but the presentation of the report will take time – the length should be between 2000 and 4000 words if it is written.

The sections required are as follows. Note that these will not always be presented in this order.

- Title page
- Acknowledgements
- Contents
- Abstract
- Aims
- Literary review
- Methodology
- Statement of results/analysis
- Discussion of results
- Conclusions
- References
- Appendices.

Notes

Activity 2g

Finalising and evaluating the project

Task A

An evaluation is a critical piece of analysis of each stage of the research.

Discuss as a group the purpose of the evaluation including the following points:

- it must clearly identify if the original aim was met through an organised systematic approach to the data collection
- it should indicate where there could be areas for improvement in the research and identify where any help was given
- there should be a clear discussion concerning whether the literature chosen for review provided an accurate picture of the chosen issue
- there must be a clear analysis of the success or failure of the data collection
- there must be a justification for any changes made to the aim or proposal together with a statement of how the research could be used and further improved.

Notes

Task B

Complete an evaluation of your project.

Notes

Annexe A

Planning

Although this is an A2 unit it might be possible to introduce possible issues through the delivery of the AS units and encourage students to review leisure activities in order to help them focus on a potential area of study. This could be done through reading around the subject, observing and collecting information.

Some centres may consider starting the A2 units after the completion of the AS before the summer holiday in order to encourage their students to plan ahead as the actual opportunity to carry out research during the A2 year can be very limited.

Tutors will be expected to give guidance to the students to develop a suitable timescale, which could run as follows:

June	Begin A2 units. Launch project and carry out early investigations, visits, and pilot projects, consider potential barriers to research – seasonal variables, major events.
July	Explore choice of issue. Introduce methods of collection.
September	Prepare the proposal. Deliver essential information related to the collection of data and timing of proposed data collection.
October	Explore literature and identify sources of information about the proposed issue. Confirm project aims.
November	Complete the first part of the project research via a systematic reading plan. Compile this section. Identify and confirm methods of data collection.
December – March	Carry out the main research.
April – May	Complete production and submit final draft. Set a final end date for the project.

Confirm with all the A2 students that they are required to complete a research project of between 2000-4000 words.

Emphasise that research must be agreed before it is carried out and that reading, collecting data, analysis and writing-up takes extra time so that it is critical to plan their time scale for the project.

Students should produce a basic outline of the timescale for their project.

Internal assessment procedures

Supervision of students and authentication of work submitted

Students must submit a portfolio of work for each of the internally assessed units. Teachers are expected to guide and advise students in the production of their portfolios. Teachers should monitor progress, to ensure that the work is appropriate for the requirements of the specification.

The GCSE, GCE, VCE and GNVQ Code of Practice requires assessors to record full details of the nature of any assistance given to individual candidates beyond that of the teaching group as a whole, but within the parameters laid down in this specification. The level of assistance should be taken into account when assessing students' work, as indicated in the guidance section that accompanies each internally assessed unit in the specification. In addition, sufficient work must take place under direct supervision to allow the teacher marking the work to authenticate each student's work with confidence.

If student processing skills are being assessed, it is important that witness statements and observation records are completed by assessors, to authenticate student work and provide evidence that students have achieved the level of performance required in the assessment grid.

Annotation

Annotation is a mandatory requirement for internally assessed work and is used to:

- help the moderator to understand how and where marks for each assessment criteria have been awarded
- describe where students have received help beyond normal learning support or where students have been rewarded for initiatives that are not immediately apparent from the evidence presented
- explain any other features of a student's work that will assist the moderator in understanding how a particular assessment was arrived at.

The minimum requirement for annotation is to complete the annotation column on the mark record sheet by listing the portfolio page numbers where evidence can be found for each of the assessment criteria.

Further comments can be carried out on the back of the mark record sheet. Detailed annotation will help a moderator to agree a centre's marks. Annotation should not be written directly onto student work.

Standardisation within the centre

It is the centre's responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all students at the centre is marked to the same standard and that an accurate rank order is established.

Internally assessed portfolios

Following assessment, all portfolios must be available for inspection by Edexcel. Each student's portfolio should contain only the work used for awarding marks in the assessment.

Portfolios must have a title page with the relevant specification name and number, candidate name, candidate number, centre name, centre number, and date. The first page of the portfolio should be a contents list and pages should be numbered throughout the portfolio.

A sample of the work will be requested and must be sent to Edexcel to arrive no later than May 15th in the year of the examination. No practical work is to be submitted to Edexcel unless specifically requested.

The moderated coursework will be returned to centres in the autumn term in the year of the examination. Edexcel reserves the right to retain examples of folders for archive, grading or training purposes.

Support and training

There is a full range of support material designed for each GCE in a vocational subject. The range includes:

- specimen tests and associated mark schemes
- sample materials for delivering the units – tutor support packs
- sample materials for assessing the internal units
- examiner reports
- the Edexcel website – www.edexcel.org.uk.

Edexcel delivers a full professional development and training programme to support these GCEs. This includes generic and subject-specific conferences, seminars, workshops and customised events for individual centres.

Further information on professional development and training programmes can be obtained from Customer Services on 0870 240 9800.

Email for enquiries: trainingenquiries@edexcel.org.uk

Email for bookings: bookingenquiries@edexcel.org.uk

Information concerning support material can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Telephone: 01623 467467

Fax: 01623 450481

Email: publications@linneydirect.com

Additional resources

Recommended reading

The following text is published specifically for the Advanced Subsidiary units of these qualifications:

- Taylor L and Barker R – *Leisure Studies AS* (Collins, 2005)

At the time of this teacher's guide going to press (2005) there are no texts published for the Advanced units.

The following books may also be useful:

- Anderson J – *Gender Issues in Work and Leisure* (Leisure Studies Association, 2001)
- Bell J – *Doing Your Research Project* (Open University Press, 1999)
- Bull C, Hoose J and Weed M – *An Introduction to Leisure Studies* (FT Prentice Hall, 2003)
- Burns R – *Introduction to Research Methods* (Sage Publications, 2000)
- Clough S – *Women's Leisure Experiences* (Leisure Studies Association, 2001)
- Hill J – *Sport Leisure and Culture in 20th Century Britain* (Palgrave, 2002)
- Horner S and Swarbrook J – *Leisure Marketing: A Global Perspective* (Butterworth-Heinemann, 2004)
- McPherson G – *Leisure and Social Inclusion* (Leisure Studies Association, 2003)
- Wolsey C and Abrams J – *Understanding the Leisure and Sport Industry* (Longman, 2001)

Texts published for the AVCE in Leisure and Recreation will also provide a valuable general resource, for example:

- Gibson J et al – *Vocational A Level Leisure and Recreation* (Longman, 2001)
- McQuade S et al – *Leisure and Recreation for Advanced GNVQ* (Hodder Arnold, 2000)
- Outhart T et al – *Leisure and Recreation for Advanced GNVQ* (Collins Educational, 2000)

However, the requirements for this qualification are different from the VCE and therefore it would be wise not to be over reliant on VCE texts.

Journals/publications/other reading

The local and national press and radio and their related websites are essential resources.

Newspapers such as *The Daily Telegraph*, *The Guardian*, *The Observer* and *The Independent* often feature articles about the leisure industry.

Government reports are also an essential resource, as is information produced by organisations such as ISRM, ILAM, National Governing Bodies and SkillsActive.

Annual reports produced by leisure organisations are essential reading for students.

Leisure industry publications including:

- *Sports Industry Magazine*
- *Building for Leisure*

Specialist publications including:

- *Observer Sport Monthly* (a monthly supplement available in *The Observer* newspaper)

For *Unit 2: Working Practices in Leisure*, students may find these publications useful:

- health and safety literature published by the Health and Safety Executive
- HMSO guidance on health and safety
- Managers' Guidance Packs from Quest (Facility Management and Sport Development)

For *Unit 3: The Leisure Customer*, promotional materials produced and distributed (often free) by leisure organisations and providers (such as Center Parcs, Disneyland, Alton Towers and Gala Bingo) will be valuable resources.

Training manuals and documentation used in/by leisure organisations will also be valuable.

Journals, magazines and industry publications may also be useful, including:

- *Observer Sport Monthly* (a monthly supplement available in *The Observer* newspaper)
- *Sports Industry Magazine*

For *Unit 4: Leisure in Action* the local and national press and radio and their related websites are essential resources. For example, national newspapers such as *The Daily Telegraph*, *The Guardian*, *The Observer* and *The Independent* often feature articles about events, including their planning.

The local press often include features on leisure events held in the local community, eg cultural events. All provide excellent case studies for analysis.

Sport England's website will also provide excellent case studies and commentaries on a national, local and regional level. By far the most valuable resource for this unit is the experience of the deliverer and the student.

As far as possible, students should be introduced to the management and running of an event during external visits and through the learning environment.

For *Unit 5: Employment in Leisure* the local and national press and radio and their related websites are essential resources. For example, newspapers such as *The Daily Telegraph*, *The Guardian*, *The Observer* and *The Independent* will often feature articles about people management issues topical such as the Disability Discrimination Act or incidents of racial and sexual discrimination.

Local media coverage is also useful and provides similar information at a local level. All these media forms provide excellent case studies for analysis and preparation for external assessment. By far the most valuable resource for this unit is the experience of the deliverer and the student.

As far as possible students should be introduced to the management and running of a leisure-related event through visits and the learning environment.

For *Unit 6: Current Issues in Leisure*, the following journals, magazines and industry publications may prove useful:

- *Observer Sport Monthly* (a monthly supplement available in *The Observer* newspaper)
- *Sports Industry Magazine*.

Websites

The BBC	www.bbc.co.uk
Brand Republic	www.brandrepublic.com
Charter Mark	www.chartermark.gov.uk
The Daily Telegraph	www.thedailytelegraph.co.uk
David Lloyd Leisure	www.davidlloydleisure.co.uk
Department of Culture, Media and Sport	www.culture.gov.uk
English Heritage	www.english-heritage.org.uk
European Leisure and Recreation Association	www.elra.net
European Parliament	www.europarl.eu.int
Fitness First	www.fitnessfirst.com
Gala Bingo	www.gala-bingo.co.uk
The Guardian	www.guardian.co.uk
Health and Safety Executive	www.hse.gov.uk
ILAM (Institute of Leisure and Amenity Management)	www.ilam.co.uk
Investors in People (IIP)	www.iipuk.co.uk
IOSH	www.iosh.co.uk
ISRM (Institute of Sport and Recreation Management)	www.isrm.co.uk
Leisure Opportunities	www.leisureopportunities.co.uk
Mintel	www.mintel.co.uk
Odeon	www.odeon.co.uk
Quest	www.quest.org.uk
SkillsActive	www.skillsactive.co.uk
SportEngland	www.sportengland.org

Videos

For *Unit 2: Working Practices in Leisure*, there are a number of health and safety videos that will give students a basic understanding of health and safety in the workplace.

For *Unit 3: The Leisure Customer* promotional videos produced and distributed (often free) by leisure organisations and providers (such as Center Parcs, Disneyland, BUNAC and Camp America) will be valuable resources. Customer service training videos (such as those produced by the BBC and private training providers) will also be useful.

Applied GCE Portfolio Marking Guidance

This guide is designed to give guidance on how to apply the mark scheme, and to enable teachers an impression of the kind of work that may be produced as the specification is applied. Each example of work is of a style and a standard as near as possible to the requirements of the new GCE.

This publication is designed for general guidance. Full details of the course requirements can be found in the specification, guidance on internal assessment and the assessment criteria. These publications should be referred to for more definitive information.

Example Assignment: Unit 3: The Leisure Customer

Task One

Deadline

Noon Monday 6th December

Conduct an investigation into the following organisations:

- Dalton Towers
- Lloyd David
- Darby County FC.

You must complete the following:

- describe customer service policies and procedures
- explain the purpose of these customer service policies and procedures.

Give examples of how these customer service policies and procedures can be applied for a range of customers. A range of customers can be any three customers from the list below:

- individuals
- groups
- non-English speaking
- customers with special needs
- the professional moaner
- children.

This will provide evidence for Assessment Criteria A Mark Band 1 (0-6 marks), Mark Band 2 (7-12 marks) and Mark Band 3 (13-17 marks).

In order to complete tasks two and three you will need to visit a leisure organisation of your choice. If you want to, this can be one of the organisations you have investigated to complete task one.

Task Two

Deadline

Noon Monday January 24th

Conduct a mystery visit to your chosen leisure organisation and produce a report that comments on the customer service you experienced.

To do this you must include:

- mission or vision statements, customer charters (the terminology can differ from one organisation to another)
- the quality of the product or service that you experience. This may include cleanliness, health and safety, signage, access for disabled customers, opening times and pricing.

To prepare effectively, you will need to produce a list of aspects you will assess prior to your visit and this list will depend on what the facility does. Please see me with this list prior to your mystery visit. We will leave time to look at this in class.

This will provide evidence for Assessment Criteria B Mark Band 1 (0-5 marks) Mark Band 2 (6-9 marks) and Mark Band 3 (10-12 marks).

Task Three

Deadline

Noon Monday February 28th

During your visit investigate a range of marketing activities. You will need to:

Describe four marketing activities and explain how these relate to the product and services they are selling. In order to achieve the highest mark band these activities must be CONTRASTING so for example choose a radio advert and a leaflet or a website and a newspaper editorial. Consequently, if you choose four leaflets this will prevent you from achieving 10 to 13 marks.

If in doubt...ask!

Comment where you can on:

- the suitability of the marketing activity to the target audience
- the cost effectiveness of the marketing activity
- whether the marketing activity is what competitors may use
- comment on the overall effectiveness of the marketing activity.

This will provide evidence for Assessment Criteria C Mark Band 1 (0-5 marks) Mark Band 2 (6-9 marks) and Mark Band 3 (10-12 marks).

Task Four

Deadline

Noon Monday March 14th

Please note that this is when all evidence must be gathered. You will need to attend pre arranged appointments to carry out your role plays.

For this part of your assessment you will take part in a range of customer service situations in leisure. These situations will either be simulated, through role plays that you will do in the class room or through your own experiences in your part time jobs in leisure.

Role plays that are conducted in the classroom will be between me and you only. You will not be observed by your class mates.

If you intend to use real situations you will need to discuss with me what those situations are and I will need to speak to your supervisor in your workplace. Your supervisor will need to complete an observation report and I will make my assessment from this. I will verify this with your supervisor personally.

There will be seven situations and I will choose four of these for you. You will not know which one it will be until the actual assessment. This is so I can assess you effectively. You are given the basic information-the customer service situation will then develop. You may be dealing with a frustrated customer or a happy one...you must be able to successfully manage the customer service situation.

Situation One

You are working as a receptionist at a leisure centre during the early morning swim. It is 6.30 am and the doors have just opened. There is always a queue of regulars eager to get in for their swim before work.

First in the queue is Peter. He is a regular swimmer and has been coming every Monday, Wednesday and Friday for the last three years. He always arrives first. Unfortunately as Peter comes to pay his £2.65 he realises he has left his wallet at home. If he goes home to fetch it he will miss his swim.

What do you do?

Situation Two

You are working as a sales and marketing assistant at John Brown Leisure, a large state of the art, high quality and expensive fitness club. You are taking a couple on a tour of the centre with the aim of them purchasing a membership.

During the tour the couple start to criticise the cleanliness of the centre. It is apparent to you that they are correct – some aspects of the centre are dirty.

What do you do?

Situation Three

You are working as a ticket assistant at a multiplex cinema in a retail park on the outskirts of a city. It is Saturday morning and two girls come in and want to buy tickets for an 18 certificated film. It seems to you that they are about 14 years old. They are insistent that they are 18 when you ask them but you are unconvinced.

What do you do?

Situation Four

You are working as a receptionist in a theatre and I telephone you about a jacket I have left in the theatre the previous evening.

Situation Five

You are working as a fitness instructor in a gym. It is compulsory to have an induction before a customer can use the equipment. I telephone you to enquire about an induction. Inductions take place between 6-9 pm each weekday evening.

Situation Six

Respond to the following email.

You are Len Bafferty, the Community Football League Co-ordinator

To Len Bafferty

From Mr K. Dalglish – Spondoon Rovers

Why are the league tables not updated yet? You told us that we had to let you know the results within 24 hours and we have done this for 2 weeks. Why have the results not been put on your website? The kids are really disappointed as they should be top of the league.

Get it sorted!

Situation Seven

Respond to the following email.

Remember you are Ben Lafferty, a senior leisure assistant.

To Ben Lafferty

From A. Customer (a.custo@acollege.ac.uk) – Unhappy Customer

I came to your centre last night and was really fed up when I came home. It said the flumes were working but when I got in the pool they weren't. There was no food in the vending machines and the café was shut. The place was packed and I couldn't get a locker.

I want my £10.50 back for the four swims.

This will provide evidence for Assessment Criteria D Mark Band 1 (0-7 marks) Mark Band 2 (8-13 marks) and Mark Band 3 (14-18 marks).

A Customer

Responses in Mark Band 2

Please note for the purposes of this exercise the learners have fallen in the same mark band for each task.

This is not a pre-requisite for the qualification and it is most likely students will achieve different mark bands for the different aspects of each unit.

Task One

Lloyd David – a Health and Fitness Club

Introduction ?

Lloyd David has a range of service policies and procedures that are aimed at improving the level of service they give to the customer. They also make sure all new employees receive training on customer care and sometimes have staff training sessions where customer care is included. ✓

The main policies and procedures are:

Reference? - proof - evidence

A mission statement ✓

There is a mission statement on display in the reception area. This explains what Lloyd David aim to do. Although this is not really customer care it does tell the members of the club what Lloyd David is all about. ✓

Customer Charter ✓

Lloyd David has a customer charter displayed in the reception area and in the corridor outside the changing rooms. It is also included in the publicity material given to new members. ✓ *Good*

The customer charter is really a list of promises made by the club to its members, giving them an idea of what levels of customer service they can expect. These promises include: ✓

- To provide a safe and clean environment ✓
- To deal with complaints in a professional and speedy manner ✓
- To provide members with up-to-date technology in the Fitness Suite ✓
- To provide the highest level of coaching in racquet sports ✓

Can you explain why these points are important and how they relate to actual customers?

This shows that Lloyd David care about their customers and set high standards throughout the club

are you sure?

Customer Comment Forms ✓

Good There are forms all round the club which members can fill in if they want to complain or praise the club (see appendix 2). These forms are easy to fill in and are important as they allow members to tell the club if they are unhappy with how it is being run ✓

Cleaning Checklists ✓

Good section

They are checklists in the changing rooms that staff have to fill in every hour, to show that they have cleaned the changing rooms. This is good customer care as it shows the members that Lloyd David take cleaning seriously. The checklists also tell customers that they can tell a member of staff if they are not happy with how clean the changing rooms are and that the problem will be put right. ✓

This type of explanation is relevant, you link policy to practice

Staff Training ✓

All new staff have staff training in customer care. They are told that customer care is a priority at Lloyd David and that they must always show high levels of customer care. ✓

Reference, why?

This training is important because Lloyd David want to increase their membership in order to make more money. By providing a good service they hope that more people will join. ✓

Good

All the policies and procedures apply to all the customers at Lloyd David. There are no separate policies for groups or people with special needs as they think it is important to treat everyone equally

Very brief conclusion

but do they include an equity statement?

how? why?

Dalton Towers – a Theme Park

Introduction

Dalton Towers offer a different service than Lloyd David but still have a big commitment to customer care.

At the entrance to the park there is a large sign that explains what visitors are allowed to do, such as height restrictions and safety information about standing up on rides. This isn't really a customer care policy, more a safety policy.

Explain how this helps the customer

Could you include a picture of this sign?

Some good examples of customer care policies and procedures at Dalton Towers are:

- **Checklist in the toilets.** These are similar to those at Lloyd David and show visitors when the toilets were last cleaned. This is important because visitors top Dalton Towers will want everywhere to be clean. - and?

- **Queue length signs.** On each ride there is a sign saying how much longer you will have to wait before you are at the front of the queue. This is good customer care because people want to know how long their wait is likely to be. ✓ *How does this relate to customer service?*

good/valid point - could you state why?

- **Staff uniform & badges.** All the staff wear uniform, a name badge which also says 'we are here to help'. All of these things are good because staff need to be identified easily by visitors in case they have a question for them. It is also good customer care to say we are here to help ✓

- **Direction signs.** There are signs all round the park which tell you where the rides are. A map is also available from the kiosk where you pay (see appendix 3). This is important because it helps people find their way round without too much trouble ✓ *- it prevents them being lost and helps them*

Ratio? what does this mean?

There are a lot of casual staff at Dalton Towers and they are all given a handbook when they start. There are pages in there that tell them about customer care. Some of the things included are:

- Always smile when you are at work ✓
- Make sure you wear your uniform when at work and that it is clean ✓
- Be polite at all times. ✓
- If you can't answer a question from a visitor find a member of staff who can ✓

For a higher grade you need to fully expand these points

This shows that Dalton Towers take customer care seriously and want their staff to be good at it.

expand - do they target specific groups?

Dalton Towers attract all type of visitors, some from abroad. Although all the signs are in English their web page can be translated into French and German (see appendix 4).

poor terminology

Disabled people have special parking places nearer to the entrance and can get on most of the rides.

Visitors can pay as an individual, family or group. The prices are better the more people in the party, so this is a type of discount.

Poor choice of word

All these things show that Dalton Towers care about all their visitors and that they try and put in place policies that help them enjoy their visit. ✓

Brief conclusion

Darby County – a Football Club

Darby County do not really have any policies and procedures about customer care. There are signs outside the ground telling the supporters that they cannot take weapons or beer into the ground and that if they stand up during the game they will be asked to leave.

Darby have a lot of hospitality boxes which make them more money than ordinary supporters. On the leaflet that explains how much the boxes cost (see appendix 5) there is information about the superb facilities on offer such as:

- Waitress service
- Sky TV in each box
- High quality food
- Superb views of the pitch

This answer is lacking in both content and detail

This shows that the club care about the service they give fans who have more money to go in the boxes but are not so bothered about the ordinary fan. ✓ *too brief*

Teacher feedback			
<p><i>Please try to write a clear introduction and conclusion.</i></p> <p><i>Your answer to task 1 describes 3 leisure organisations where you have included references to policies and procedures.</i></p> <p><i>You do make valid points about the view of the organisation towards the provision of customer service and begin to explain exactly how policies or procedures contribute to customer satisfaction.</i></p> <p><i>For a higher grade you need to fully expand your findings explaining how the organisations and staff use guidelines to ensure that the customer can enjoy their experience, feel valued or return for a repeat visit.</i></p>			
Mark Band	1	2	3

Commentary
<p>The student has made a valid attempt to explain a range of policies and procedures, well linked to different customers. Some explanations are simplistic and lacking detail.</p> <p>Although a range of organisations have been used the information relating to Darby County is limited and therefore cannot access the higher grade.</p>

Task Two

LOCATION: EAST PARK LEISURE CENTRE

DATE: 3 January 2004

TIME: 8.30pm

- Useful to state why you chose this particular time of day?

INCLUDING:

- CAR PARK
- RECEPTION
- CAFÉ
- BAR
- MALE CHANGING – WET & DRY
- OTHER AREAS

Size etc
Signage?

FIRST IMPRESSIONS – INCLUDING CAR PARK

The Car Park was relatively full although there was no problem finding a parking space.

The recycling area to the left was untidy, with large amounts of rubbish piled up against the recycle bins. There was also large amounts of litter in the Car Park itself.

There were four litter bins – all of were full and had litter at the side. ✓

Barriers were at the front of the Centre, stopping people parking in the wrong place. ✓

Once you got in the Centre there was a long queue at reception. However the receptionists on duty dealt with the queue well, which resulted in about a five minute wait minimal wait. ✓

RECEPTION

The reception area was busy, but was clean and it seemed like enough people were working there. ✓

Good points were:

*Any photographs/displays/
customer information?*

- Efficient and effective staff
- Limited queuing time
- Friendly staff – dealt with query well
- Useful information about Christmas activities ✓
- Full Vending Machines ✓

However, there were areas of concern. These included:

- Signs saying café open as normal when this was not the case
- Signs saying Flume ‘out of order’ with no reason given or when it may be ‘back in order’
- Leaflet holder was a mess
- No information about a Customer Comment procedure
- ‘Flowers’ – used to advertise wedding receptions looked ‘tacky’ ✓

CAFÉ

The Café was closed but there were vending machines available to use. Chairs were piled up around the edge of the Café-this looked a mess.

Why?

*Possible child
protection
issues?*

There were also clear guidelines regarding the use of photography in the Centre.

The windows looking through to the Pool area were generally clean, as were the table tops.

Although a Swimming Club was using the Pool there were only three spectators watching from the Café. There was no where for them to get something to eat. *why?*

BAR

The area immediately in front of the Bar was full. ✓ Of what? Seats? People?

The Bar was dull and dingy, although clean. The carpets were badly worn with fraying edges that stick up. health + safety issue?

MALE CHANGING ROOMS – WET & DRY SIDE

The wet and dry changing rooms were good. Good things included:

- Floors clean
- Minimal litter
- No smells
- All soap dispensers and toilet roll holders fully stocked
- Mirrors clean
- Water in taps and showers warm

Quality of product?
Cleaning rota?

The only negative points observed were:

- Dirty lights covered in dust
- Marked wall tiles ✓

A higher answer would explain why the product or service is important to standards + attract customers?

CIRCULATION AREAS

The corridors were generally clean with no litter. The presentation of notice boards however was mixed. Some were excellently presented (neat, up-to-date and interesting), others were acceptable, some were messy (little care taken, out-of-date information and tatty literature) and some were empty. ✓ Good description

There was a health and safety hazard in the corridor adjoining the Reception to the Main Hall, where benches were stacked along the wall. ✓

A sign indicating that the Sauna/Steam Room was out of order was displayed on the door but did not say why or when it was likely to be back in use. ✓

STAFF

Although all the staff observed during the visit were polite, friendly and in uniform they did not appear to be enjoying their work (apart from the Receptionists). They looked grumpy. They were busy at all times during the visit. - did this match the mission statement

- was there a specific reason for this behaviour?

CONCLUSION

The Centre looked busy and well used by locals. There was a wide range of sporting opportunities on offer.

First impressions were poor due to the litter. The centre looked like it could do with some maintenance and repair.

The staff were generally helpful and efficient but they do need to look more interested in their work as people visiting the Centre do not want to be served by miserable, unhappy looking staff. ✓

Teacher feedback			
<p><i>You managed to complete the visit and make relevant points gained from using the organisation. You have listed many facts related to products or services with appropriate details that apply to customer service.</i></p> <p><i>For a higher grade these 'facts' need to be fully described stating the quality of the service - this is possible through 'looking' for examples to explain what you observed</i></p> <p><i>For Mark Band 3 your examples need to cover a range of information - you could access the internet, interview customers or if possible use photographic evidence.</i></p>			
Mark Band	1	2	3

Commentary
<p>This student has demonstrated that they have successfully completed a mystery visit and have identified the key areas of customer service and the products and service at East Park Leisure Centre. They have provided lots of examples in their report.</p> <p>The student has not directly related some parts of their report to the customer and there are some minor contradictions about the products and services on offer.</p>

Task Three

I visited East Park Leisure Centre and looked at four marketing activities when I was there.

Noticeboard advertising the Fitness Suite

There was a large display in the reception area which was encouraging people to join the fitness Suite. It was mainly aimed at people who might be unfit or overweight because there were newspaper cuttings on the display about why it is important to be fit and healthy. The display also included information on how to eat healthily which I thought was a good idea and attracted people to look at the display. ✓

I thought the display was very effective as it was bright, in a good position as you walk in, and was trying to scare people into getting fit. I don't think it would have cost much to do because it was mainly leaflets and newspaper cuttings

I have not seen a display like this before so would not know if a competitor would use it. I would think Lloyd David would use a more professional display. ✓ why - was it part of a specific campaign?

I think it would be effective at getting a message across to people who already use East Park Leisure Centre but people who don't go there would never see it. ✓

Unless it was linked to a wider promotion?

Banner outside advertising Swimming Lessons

There is a big banner outside the leisure centre that tells people about the swimming lessons that take place there. It has information on childrens and adults lessons and gives times, days and costs. The banner goes right across the front of the building and can be seen by people who walk past or are in a car or bus. You can't miss it. ✓

I think this is a good way of advertising because it does not cost too much money. My football club had a similar banner and I know that only cost £200. If they attract new people to the lessons it will soon pay for itself.

Although I have not seen a banner like this at any other leisure centre I know others in the city have paid to have a similar thing on the side of buses. This is like a banner and is about the same size. I think the one on the side of a bus would be better because it travels all over the city.

However, I bet it is more expensive on the bus.

The banner definitely gets the message over. I know swimming lessons are popular at East Park so I think the banner is effective ✓

Leaflet for the Judo Club

There is a judo club at the centre who meet on a Tuesday night. To attract more members they have leaflets on the reception desk. ✓ These are photocopied and look cheap, probably because the club is run by volunteers and they do not have much money for marketing. It is effective if you use the centre and want to know what night they meet and how much it costs. It also tells you about the coach and his qualifications. how could these be used?

This would not cost much to produce, only a few pence per leaflet. Cost?

A lot of clubs have leaflets on the reception desk. Some are photocopied like the judo club will others look they have been produced by a professional printer. I think the more professional ones look better and will be more effective ✓ Explain more fully

I don't really think the leaflet is effective. It looks cheap and again will only be seen by people who visit the centre. Mind you, I have seen a leaflet in the chip shop as well which was the same.

Swimming Club Leaflet

There is a swimming club who train at the leisure centre called East Park Sharks. They have a proper leaflet rack where they keep leaflet advertising their club. The rack is always tidy and the leaflets are produced on glossy paper, with pictures of the club swimmers and some of the trophies they have won. It is next to the swimming lesson noticeboards which is good as people using the lessons will see it.

There would be a cost to buy the leaflet holder and the leaflets form the printer. I would think the leaflets would be expensive, but not too expensive (like advertising in the paper)

There are 2 other clubs who use the centre, but not as much as East Park Sharks. They have no leaflets but I know the receptionists knows when they train. I think if they used the centre more they would probably have leaflets like East Park Sharks.

The leaflets are effective. They look good and would attract me to their club if I was a good swimmer. The leaflets give a good image and make people think the club is run properly.

Teacher feedback			
<p><i>Noticeboard, Banner, Leaflet — You have managed to find relevant examples and review the information within them or featured on them</i></p> <p><i>However you tend to make vague statements about the examples and content rather than how they market the products or services.</i></p> <p><i>A higher answer would consider the importance of the information and relate this to products/services and marketing activities eg Why produce a notice board does it provide the intended information</i></p>			
Mark Band	1	2	3

Commentary
<p>The student has used a range of marketing activities, but in looking at two types of leaflet cannot progress into Mark Band 3 where contrasting examples are needed.</p> <p>The information given relates to the marketing activities but is basic in parts and lacks depth.</p>

Task Four

See witness statements and student's responses

Commentary:

The student here has taken part in a range of contrasting customer service situations (required for Mark Band 3) but has not carried them out independently most of the time. In two situations he required prompting and the assessor has stated these situations were significant and so this student could not achieve the higher band.

Witness Statement

Student name:	Mark EVANS		
Programme:	A/S Leisure Studies		
Unit Title:	Customer	Unit Number:	3

Which part(s) of the unit have been met?	Observation Notes: How student's performance met the requirements of the specification
<p><u>CONCLUSION</u></p> <p>Situations one, three, five and seven all produce evidence for D (AO4) at mark band 2</p>	<p>You have handled customers competently in a range of situations. These situations have been contrasting (most Band 3) however although you worked independently most of the time I prompted you in situations three and seven.</p>

How and where the activity took place?	College
---	---------

Witness signature:	Paula Jones	Date:	
---------------------------	-------------	--------------	--

Witness name:	Paula JONES	Tel No:	
----------------------	-------------	----------------	--

Confirming signature:	M Evans	Date:	
------------------------------	---------	--------------	--

Confirming name:	Mark Evans.
-------------------------	-------------

Witness Statement

Student name:	Mark Evans		
Programme:	A/S Leisure Studies		
Unit Title:	Customer	Unit Number:	3

<i>TOWARDS</i> Which part(s) of the unit have been met?	Observation Notes: How student's performance met the requirements of the specification
<p>D (A04)</p> <p>Situation One : Receptionist</p> <p>Independantly Face to face</p>	<p>You described clearly how you would deal with Peter. You gave him some of your own money and asked him to repay you at the next session. You were firm, clear and gave him a deadline. One way of successfully dealing with this customer.</p>

How and where the activity took place?	College
---	---------

Witness signature:	Paula Jones	Date:	
Witness name:	PAULA JONES	Tel No:	—
Confirming signature:	M Evans	Date:	
Confirming name:	Mark Evans.		

Witness Statement

Student name:	Mark Evans		
Programme:	A/S Leisure Studies		
Unit Title:	Customer	Unit Number:	3

<i>TOWARDS</i> Which part(s) of the unit have been met?	Observation Notes: How student's performance met the requirements of the specification
<p style="text-align: center;">D (A04)</p> <p>Situation three: The Cinema Face to face With teacher support</p>	<p>You handled this situation well as far as the gals were concerned but although you asked them for ID they couldn't produce it. I needed to prompt you here that this was required prior to entry to an 18.</p>

How and where the activity took place?	College
---	---------

Witness signature:	Paula Jones	Date:	
---------------------------	-------------	--------------	--

Witness name:	PAULA JONES	Tel No:	—
----------------------	-------------	----------------	---

Confirming signature:	M Evans	Date:	
------------------------------	---------	--------------	--

Confirming name:	Mark Evans
-------------------------	------------

Witness Statement

Student name:	Mark Evans		
Programme:	A/S Leisure Studies		
Unit Title:	Customer	Unit Number:	3

TOWARDS Which part(s) of the unit have been met?	Observation Notes: How student's performance met the requirements of the specification
<p>D (AO4)</p> <p>Situation Five: Fitness Instructor Telephone Independantly</p>	<p>You handled the customer very well here. I was quite rude and aggressive but you remained calm and repeated the times available. You offered alternatives, were firm and asked if I would like to speak to the manager. Well done</p>

How and where the activity took place?	College
---	---------

Witness signature:	Paula Jones	Date:	
Witness name:	PAULA JONES	Tel No:	—
Confirming signature:	M Evans	Date:	
Confirming name:	Mark Evans		

Witness Statement

Student name:	Mark EVANS		
Programme:	A/S Leisure Studies		
Unit Title:	Customer	Unit Number:	3

Which part(s) of the unit have been met?	Observation Notes: How student's performance met the requirements of the specification
<p>D(A04)</p> <p>Situation Seven.</p> <p>Email with tutor support Unhappy customer</p>	<p>Your initial email Mark was brief, although addressing the main points it did ^{not} specifically answer the queries of the customer. We discussed how to improve this in future and your second attempt was much better.</p>

How and where the activity took place?	College
---	---------

Witness signature:	Paula Jones	Date:	
---------------------------	-------------	--------------	--

Witness name:	P JONES	Tel No:	—
----------------------	---------	----------------	---

Confirming signature:	M. Evans	Date:	
------------------------------	----------	--------------	--

Confirming name:	Mark Evans.
-------------------------	-------------

Situation Seven

To Paula Jones paulajones@riltoncollege.org.uk
From Ben Lafferty benlafferty@anotherleisurecentre.org.uk
Date

Unhappy customer

I am sorry to hear you did not have a good time at our Leisure Centre last night.

WE were busy because there were lots of students visiting from France and we did not know they were all coming at the same time. This is why we ran out of food in the vending machines and we had to shut the flumes.

Sorry again. Please send me your address and I will send you a £10 refund.

Ben Lafferty
Senior Leisure Assistant

Situation Seven – second attempt

To Paula Jones paulajones@riltoncollege.org.uk
From Ben Lafferty benlafferty@anotherleisurecentre.org.uk
Date

Unhappy customer

I am sorry to hear you did not have a good time at our Leisure Centre last night.

We were busy because there were lots of students visiting from France on an exchange trip with one of our local schools. We did not know they were coming in a large group.

This meant that all the problems you mentioned were caused because we do not normally have that many people in our centre at that time.

I would like to apologise and offer you a £10.50 voucher that you can use when it is convenient for you and your family and friends. I hope this makes up for your disappointment.

Please send me your address and I will send you a £10 refund.

Ben Lafferty
Senior Leisure Assistant

Responses in Mark Band 3

Please note for the purposes of this exercise the students have fallen in the same mark band for each task.

This is not a pre-requisite for the qualification and it is most likely students will achieve different mark bands for the different aspects of each unit.

Task One

In my investigation I have looked at three different leisure organisations. They are:

- Darby County
- Dalton Towers
- Lloyd David ✓

Although they all offer a different service they all have a range of policies and procedures that are aimed at giving their customers a high level of customer care. ✓

DARBY COUNTY

Football Clubs have changed in many ways over the past few years, mainly since the Premiership started and more money has been pumped into the game. Darby County were until recently in the Premiership and because their old ground (the Rounders Ground) was not really suitable they moved to a purpose built ground called Priory Park. ✓

The new ground has many features and products that are aimed at their supporters, which now includes more women and children, as many of the problems that used to affect football have now been removed.

These include:

- High quality hospitality boxes on match days
- A range of function rooms for seminars and exhibitions
- A club shop
- A bar and restaurant
- A study centre for local schools
- Tours of the ground

As a supporter it is not clear what the club does with regard to customer care. There are no notices around stating standards that are to be provided, although there are signs that tell supporters how they are expected to behave. ✓

What does 'a lot of work' mean?

However there is a lot of work done behind the scenes aimed at providing all visitors to the ground a high level of customer care.

All employees, whether they are Stewards, Gatemmen/women, waitresses etc. are given training in customer care when they start. This part of their training takes 3 hours and covers a whole range of issues including:

is this induction training and does it include both company + legal guidelines related to customers?

- Standards of dress
- How to deal with difficult customers
- Procedures for dealing with complaints ✓
- Answering the telephone etc.

Staff in the Ticket Office must answer the telephone with 'Hello, Darby County Football Club, the Ticket Office'. This ensures that everyone answers the telephone the same, creating a good image for the club. ✓ Why have a standard answer

The Manager of the Ticket Office regularly rings the Office himself to check that staff are answering the telephone correctly.

The Stewards on match days always have a briefing 3 hours before the match starts. This covers issues such as health and safety and a report from the Police about potential troublemakers. Every month the Stewards take part in role play exercises in dealing with complaints, dealing with drunken supporters and evacuation drills. These are all linked to customer care and show that the club take very seriously the conduct and professionalism of their front line staff. ✓

Is this detailed in procedures?

Any written complaints to the club are handled by the Secretary, who must acknowledge the complaint within 24 hours of receiving it and must reply in full within 14 days. This procedure makes sure that complaints are dealt with in a consistent manner, and lays down very clear guidelines for the Secretary. ✓ Could you include this?

All the above are what are know as internal policies, and although they are not really publicised by the club they show that Darby County have a range of procedures linked to customer care. ✓

The Club also cater for supporters who have special needs, such as those in a wheelchair. There is a separate seating area allocated for them with a ramped access and unrestricted views. There are also disabled parking bays outside the ground and Stewards will help disabled supporters into the ground if requested. Supporters who are blind can use hearing loops which give them a commentary of the game although there are only a few of these available.

incorrect - use partially sighted

Darby County have Fan Clubs in both Norway and Belgium. On regular occasions groups of supporters from these countries visit Priory Park and the club give them cheaper tickets. This is not really a policy but a goodwill gesture from the club is this customer relations?

does it ensure that all publicity materials meet equity standards?

The Club does have a policy about equal opportunities and are part of the FA initiative 'Lets Kick Racism Out of Football'. They have clear rules on what supporters are allowed to chant at the games and also make sure their Football in the Community Coaches conduct courses in the inner-city areas. All publicity material (see appendix 1) is available in different languages if requested, such as Erdu and Hindi. ✓ Excellent.

All in all the club have many procedures that try to make sure the supporter or customer receives a good service. This is important because they want people to enjoy their experience at the club, whether it is at a match, in the restaurant or buying a replica shirt from the shop. ✓ Conclusion?

DALTON TOWERS

Dalton Towers have many policies and procedures linked to customer service. Some, like Darby County, are internal ones, but many others are more open and visible. ✓

Customers to the park can purchase tickets over the telephone, at the park or over the internet. ✓ ✓ ✓

The park have very clear procedures about refunds, age/height restrictions etc. This makes things clear to staff and customers and allows the staff to follow pre-set procedures They also operate a secure purchasing system which keeps customers details safe to reduce the opportunities for fraud. ✓ **Excellent**

They have a large notice in the main control office that gives an overview of the Data Protection Act and tells employees how they must handle personal information on customers. This is to ensure they stick to the law. ✓ **and also have guidelines to follow?**

The car park is controlled by attendants who make sure that people do not park outside of designated areas. They open sections at a time to make access easier for customers and have CCTV in operation to increase security. There are signs explaining this but also telling customers that the park cannot take responsibility for damage to and theft from cars. ✓

There is also a clear queuing procedure that ensures that people are not pushed and shoved in the queue. Apparently, if there gets more than 25 people in any queue, other entry points must be opened. This is good customer care and shows a commitment to the customer

There is a sign at the entrance that explains rules and regulations in the park. This covers such things as:

- Opening and closing times
- Last ticket purchase time
- Height restrictions on rides
- Behaviour on rides
- Sanctions if rules are broken
- Staff responsibilities ✓

Are there policies that relate to these rules?

Similar signs can be found throughout the park and show that there are clear policies in place. ?

Everybody who works at the park undergoes an induction process that covers health and safety and customer service. Different staff have more in-depth training depending on their job, such as the ride operators look more at health & safety whilst the attendants are trained in customer care ✓

Explain – provide examples

Any visitor wishing to make a complaint can either do verbally to a member of staff, complete a customer comment form (available from the general office) or do so via email.

All complaints are dealt with by the Customer Service Manager who has 3 staff working for her. The policy is to respond to all complaints within 48 hours. This is important because it shows Dalton Towers take complaints seriously and respond quickly. This will give them an opportunity to turn a possible negative situation into a positive one. ✓ it is also customer services standards

All staff are trained to deal with general enquires but have separate jobs to carry out. For example, there are cleaners whose role is to keep the park clean and tidy. They have a cleaning rota to carry out and there are clear procedures in how to keep the park tidy. ✓ These procedures are needed because the cleaners are dealing with chemicals and other dangerous substances which can harm them or the public. A clean and tidy park will give a good image and attract new visitors, or encourage existing visitors to come back. ✓ state health + safety legislation

Dalton Towers have set procedures for dealing with different visitors. ✓ Examples of these procedures are:

Disabled Visitors

Disabled visitors can park close to the park entrance and will be taken to the park by a bus if they find it hard to walk. They are also allowed to have a carer enter the park with them free of charge. All these things need to be booked in advance so the park can organise staff. ✓

Foreign Visitors

Do they have an equity policy?

Publicity material and leaflets are available in different languages so foreign visitors can understand them. They can also hire hearing sets which guide them round the park and explain things in their own language. ✓

Group Bookings

Group bookings can be made, but again these need to be made in advance. The park allow discounts for parties over 10 people and have special prices for school visits if they are linked to an education day. ✓

All these procedures and policies show that Dalton Towers is well organised and has thought of most things that affect the customer. The procedures help things run smoothly, give the staff clear instructions in how to deal with issues and help towards making the customers visit and enjoyable one. ✓

LLOYD DAVID

Lloyd David is a big health and fitness club and has many members. They pay quite a costly membership fee and monthly payment to use the club and therefore expect high standards.

The club have many policies and procedures that help towards giving this quality service, some of the most important being:

Cleaning procedures ✓

The club has many procedures in place to make sure it stays clean, tidy and hygienic.

They are:

- Checklist in the toilets, changing room, bar and crèche. The staff sign these when they have cleaned the area each hour. Supervisors then make spot check to make sure the staff are doing their job
- Staff training. All attendant staff get training in how to clean areas properly. They are also instructed in how to handle chemicals safely and how to use the cleaning equipment the right way. There are also safety signs displayed in the cleaning store and all staff have to wear protective clothing when they are cleaning. Do they have any other signs eg wet floors etc
- Customer Charter. This isn't really a procedure, more a policy of the club to provide a clean environment for people to enjoy their training and leisure time.
- Cleaning rota. All staff have to follow a rota. This makes sure nowhere is missed

All these procedures show that Lloyd David see cleaning as a high priority. They want the club to be known for its high standards so that they get more members and then more money.

Complaints procedure ✓

Complaints or comments can be made in different ways. They are:

- To a member of staff. If a member of staff receives a complaint they must try and sort it out if they can. If not they pass it on to a more senior member of staff.
- Written complaints. Even if verbal complaint is made the person making it is asked to fill in a customer comment form. Written complaints are dealt with by the assistant manager within 2 days if possible. Some examples of complaints are displayed on a noticeboard at the club with an explanation of how the complaint has been dealt with
Duty Manager?
- People can see the manager if they are not happy with any of the services they get or if they are not happy with the response from the staff or assistant manager.

These procedures show that Lloyd David have thought very carefully about how they deal with complaints to make sure their members stay happy. Staff receive regular training on how to deal with complaints and there is a section in their induction handbook about it as well (see appendix 3) **State how regular, is this part of their employment contract?**

Reception procedures

The receptionist is the first person the customer sees when visiting Lloyd David. They therefore have procedures here that the receptionist must follow to give a good impression.

Entry. Members have to swipe their membership card through a turnstile to get in. Their details appear behind reception so the staff can make sure people are not using other people's cards.

There is a big glass door that can open to let disabled people in or members who have babies in a pushchair
Wheelchair access + buggies

Non-members have to be signed in by a member. This is free if they are just using the bar but there is a charge of £10 if they want to use the pool or gym. ✓

Telephone. All receptionists must answer the telephone with 'Hello, Lloyd David, xxx speaking how may I help?'. This gives a good impression to people ringing the club. They also have to answer the telephone within 5 rings. If this does not happen the telephone goes into a queuing system so customers know they will be dealt with soon ✓ **good answer here**

Uniform. All receptionists have to wear uniform with a name badge. This is so they create a good image to visitors. **plus they remove communication barriers**

The reception procedures are there to make sure there is a friendly service and also to let the receptionist know how they should deal with different issues. This is important so everyone deals with things the same way and creates a good impression. ✓

Other procedures at Lloyd David deal with customer service but mainly from a health & safety point. These include:

- Fire evacuation procedures
- Pool emergency procedure
- First aid procedure

Everything at Lloyd David is about quality and making sure customers are happy. Many of the procedures are only known by the staff but some are included in the members welcome pack and included on the customer charter that is displayed in the entrance hall. ✓

Teacher feedback			
<p><i>Your work has included a range of appropriate explanations that demonstrate how different organisations value customers through the use of policies and procedures.</i></p> <p><i>You have acknowledged that customers have varied and different needs – well done.</i></p> <p><i>You could write more fully by company essential practices against your own investigations.</i></p> <p><i>For a higher mark your work needs to explain the links between organisational policy and procedures eg Equal opportunities legislation.</i></p>			
Mark Band	1	2	3

Commentary
<p>The learner has given an in-depth explanation of customer service policies and procedures from a contrasting range of organisations. A range of customers have been looked at, although there is limited reference to them in the explanation of Lloyd David’s policies and procedures. Sound reasoning has been used throughout, although some comments are superficial.</p>

Task Two

East Park Leisure Centre Mystery Visit

It would be useful to identify location?

External areas of East Park

Introduction ?

The signage to the Centre is sufficient. From approximately .75 mile from the Centre there are brown tourist signs clearly directing customers to East Park. Once at the Centre the entrance to the Reception is obvious. Customers would have no difficulty knowing where to go.

How large?

The Car Park is large and offers plentiful spaces. The surface of the Car Park is rough, some areas are tarmaced but others are gravelled. Old leaves and rubbish have collected in the corners of the Car Park; this is unsightly. This is not a good first impression for the customer. ✓

The roundabout at the entrance to East Park could be an opportunity for development with Sponsorship? signage and displays (perhaps floral) a possibility. This would offer an attractive entrance to the Centre and may attract new customers. It would create a good first impression. ✓

The flower beds in the Car Park were overgrown and full of weeds. They were all in a poor state. The bins in the Car Park were not full but did not have lids. The three flower beds at the entrance to the Centre showed a stark contrast. Two of them appeared to have been recently planted and were attractive and colourful. The other one was unacceptable. It is overgrown and has high and dense weeds. This could be a hazard to customers as it was impossible to clear any rubbish from this. ✓

Keep the same

It would be useful to give an overall view The red tarmaced area was free of litter but had weeds growing at the bottom of the adjacent walls. One of the bins is very old fashioned (grey gravel style) but another has a lid and is more current. There are at least three types of bins used externally at East Park. ✓

There are bicycle racks and these appeared to be well used. This is good for customers. ✓

were they secure?

There are no automatic doors for those in wheelchairs or pushing children in prams. ✓

to where?

It is possible to see into the offices from the exterior of the building. From the outside none of these looked tidy; one in particular you could see staff taking breaks. This did not give a good impression to the customer. ✓

The Reception and corridors

The Reception is dated but clean and clear of clutter. The windows and doors at the entrance required cleaning as they were heavily finger marked. There were no displays on the windows and this helped contribute to the clutter free environment. *were they safety marked?*

The signage at Reception was satisfactory with clear instruction to customers as to what was open and what was not. The folder on display appeared to be a useful tool. There was a welcome sign but also some dated day-glow posters. *how do you know?*

The Reception staff were friendly and efficient and able to operate under pressure. They appeared busy but not over stretched. They were happy and held short conversations with what must be regular customers. A pleasant start to my visit. *did they speak to you?*

However the security of the Reception is a key area for improvement. I could see the till and if I wanted to I could have reached into it without too much difficulty. There is an easy exit out of the main doors. I would consider the site easy to access without paying as there are two large areas where customers could access. The back door was left ajar for a short period during my visit.

There were different staff members behind Reception, some using the phone. This could be considered inappropriate as customers can listen to conversations that are not booking related.

I could not see a price list on display.

The Vending Machines are in Reception. They are duplicate machines. There are three offering chocolate. There were no healthy options available. The machines gave change. *You could list these points*

During my visit I used the machines; one did not give me my chocolate correctly. It was not clear where to go or what to do. I asked at Reception and they unlocked the machine and gave me my chocolate bar without fuss. The Receptionist in an effort to assist me did leave the Reception door open. One machine was out of order with a sign stating this. It did not state when it had broken and when it was likely to be back in action. It did state that an engineer had been called.

The notice boards in Reception were satisfactory. *why?*

A customer comment system is in place with a very simple form for customers to complete. This did not include email contact. The comment box is not locked and so I looked in it. There were comments that were a few days old. There was no pen to complete my form. As a consequence I did not bother, as it would have meant queuing at Reception to borrow a pen. *Good observation*
Excellent observation

I had already bothered Reception about the Vending machine and felt they were busy enough without this. ✓

The radiator in Reception was badly marked and knocked. The carpet in worn and stained. The significant number of the lockers in Reception were out of order with no explanation as to why or what was being done about this. I saw two customers struggling to find locker space. ✓

I then approached the pool area corridor. This was clear and although dark it was clean. There were signs stating the notice boards were being updated and this was why some were blank. There was a bin that was lined but with no lid. The corridor smelt of chip fat. This was not pleasant. ✓

This corridor was where the offices were. Offices are numbered. This may be a barrier to customer communication-a name of the Manager and the opportunity to knock on the correct door could assist customer communication. Most doors were painted but the door to office 5 was not. This looked unfinished. ✓

There were extremely large two swimming club notice boards in this corridor. Although both appeared to be well maintained they do take a significant amount of space. The Centre activities are not advertised much. ✓
but very good for the club customer

The Dry side Changing Area-Female

Although old these areas were clean and tidy. Although it clearly stated no drinking water on the taps the sign stating this was old and torn. ✓

There were signs displaying classes on the back of the toilet doors but these were complicated and I am not sure would attract new customers. I did not understand them. ✓

There was only one soap dispenser which was full and the hand drier worked.

any other methods to
dry hands?

There was a nappy bin but no changing facilities. There were no curtains or doors on the showers for privacy. ✓
comment about all these points, to relate to customer service principles would help towards gaining a higher grade

The Wet side Changing Areas-Family

The Changing Rooms, again are old and in need of refurbishment, but were clean and tidy. ✓

The tiles are marked (I am confident this is due to age and not cleaning). The drainage channels are very unattractive as you can see water gathering and stagnating in them. The Changing Rooms did not smell (pleasant or otherwise). ✓

The maintenance of this Area was poor with some areas unpainted. There were two baby changing facilities in one changing area. ✓

During my Visit I did see the cleaning of the Changing Rooms and supervision of this area by staff. ✓

Mirrors, hair dryers, phones, vending machines for cosmetics?

The Pool

The pool water was a pleasant temperature and the temperature in the Changing Areas was comfortable ✓. The low level of the Pool side was clean but high level cleaning showed some dust and cobwebs! There were also ceiling tiles that were out of place. ✓

The doors on Pool side were in a poor state. It was not clear if there was a First Aid Room on the Pool side. The glass in the L shaped part of the Pool was badly marked. Signs were old again with some torn. ✓

Lifeguards appeared to rotate and were attentive. They were visible by their uniform and most had name badges on. However these were small and difficult to read (without staring at them). ✓

Fire and emergency procedures were clearly displayed. ✓

Bar

This area is old, dark and in desperate need of refurbishment. The furniture is worn, almost beyond repair. There were chairs stacked in the corner. ✓

Smoking is allowed in this area-children including babies were in the smoky atmosphere. I found this most unpleasant and stayed only a few minutes to avoid this. ✓

The door was kept open by a table. As smoking was allowed in the Bar this could be considered a fire hazard as well as letting the smoke drift. ✓ Good

I did visit the toilet in the Bar which was clean, although in the corridor there was a baby changing table and nappy dispenser. This seemed an inappropriate location for this and the nappy dispenser smelled. All soap dispensers and hand dryers were full or in working order. ✓

I also took this opportunity to visit the Curzon room (I may have got the name wrong). This is a room with a pleasant outlook over the Park. However the wall paper was torn, there were loose cables where speakers used to be. There was significant dust at high level. I did wonder what this room is used for and if it could be booked. ✓

Telephone enquiry

I phoned East Park on four occasions prior to my Visit. On two occasions the lines were engaged. On a third the phone was answered on the fifth ring. The Receptionist was thorough and clear. I asked about pool times and gym membership. The information was accurate as I checked this during my Visit. ✓

Key Strengths

- The professionalism of staff
- The spacious site
- The cleanliness in general

Key areas for improvement

- The building is in need of refurbishment
- Introduction of the wider social agenda
- General maintenance **Conclusion?**

Teacher feedback			
<i>For a higher mark the detail evident needs to relate the information far more fully to why the descriptions could be good practice for customer service eg I identify missing factors and explain how customers value this attention to detail.</i>			
Mark Band	1	2	3

Commentary
<p>This student has demonstrated that they have successfully completed a mystery visit and have reported on the key areas of customer service and the products and service at East Park Leisure Centre. They have provided lots of detailed examples in their report.</p> <p>They have directly related many of these examples to the customer and the report is clear with no contradictions about the products and services on offer. A justified and reasoned response worthy of use in industry.</p>

Task Three

My Mystery Visit was made to East Park Leisure Centre where I looked at four different marketing activities. They were:

- 1 Buy one, get one free promotion in the bar ✓
- 2 Swimming Lesson Banner ✓
- 3 Centre Activity Guide ✓
- 4 Swimming Club Website ✓

1 Buy one, get one free promotion in the bar

This is a promotion where you can get a free pint of Carling Bitter if you buy a pint after 9.00pm each weekday. The Brewery have provided the centre with lots of promotional material (such as posters, beer mats, and a large inflatable pint of beer). On the poster the centre is allowed to put the times of the promotion – the Brewery don't specify this. The promotion is suitable because it attracts people to buy Carling Bitter and encourages them to stay in the centre bar after they have played sport. ✓

I think the promotion is very cost effective to the centre because the Brewery have paid for all the promotional material. ✓ However it must have cost a lot of money to produce all the material, especially if the promotion is at other leisure centres and pubs. ✓

Other beers use promotions like this. There is a night club in the town that has a happy hour (which is similar) where drinks can be bought more cheaply. Although this is at a different time, usually early at night, the idea is the same. The club also uses salespeople to promote different drinks. ✓

I asked the Bar manager if the promotion was effective and she told me that it was. Apparently, bar sales have increased by 2% during the promotion, although this is accounted for by an increase in the sale of snacks more than drinks. It would be good to see if sales go down after the promotion finishes. ✓ **But don't forget that the bar has to 'pay' for the free drink**

2 Swimming Lesson Banner

There is a very large swimming lesson banner displayed outside the centre. This promotes a range of new lessons at the centre as they are now teaching to the ASA National Plan. The banner is brightly coloured and can easily be spotted by people passing the centre. It gives useful information on all types of lesson including the time and cost of them. The banner encourages people to go into the centre to ask for further information. Swimming is high profile in the town at the moment because two of the local swimmers swam for GB in the Olympics. The centre are trying to cash in on their success.

The banner cost £350 to produce, but should last a long time as it is well made. Lessons are quite expensive and it would only take 10 extra people on the lessons to pay for itself. It is also not the only way lessons are promoted. The centre have got posters and leaflets inside the centre and use the local paper to advertise at the start of each course.

Until prices change etc

Lots of competitors use similar ideas. There is a banner outside Lloyd David's trying to get new members and Darby County have banners all round the town telling people they ought to buy season tickets. The college also has a banner explaining when enrolments are.

I think this type of advertising is really effective. If competitors are using it must be a good way. It is quite cheap but eye-catching. Swimming lessons are always full at the centre so I do wonder a little why they have to market them so much though

If the lessons are full is this because there are a limited amount or will the Banner generate more business?

3 Centre Activity Guide

The centre produces an activity guide which can be found in all the public centre in the town, as well at East Park. It contains all the information you need about the centre including activities, costs, directions, club information and special events. Each centre's is produced in different colours and has advertising space in there where local companies advertise their products. This helps towards the cost of publication. The guide is produced on good quality paper and is small enough to put in your pocket or handbag. The Leisure Services HQ will also send a guide to people who are interested.

The guides cost £500 to produce (for 1,000 copies). The marketing manager told me that the advertising pays for 75% of the total cost – which means that the centres pay very little to the overall cost. Attendances are up at all the centres this year which could indicate that the guides are being effective.

I have not seen guides like this before. Many centres produce leaflets but not guides in this format. The private sector clubs tend to have leaflets as well. I think competitors would think seriously about using a guide like this, although if activities and prices change then the guide is soon out-of-date. ✓

I think the guide is very effective. It tells you everything you need to know about the centre in one book. The centres have been using it now for 1 year and have ordered extra copies so they must think it is effective. ✓

4 Swimming Club Website

The swimming club – East Park Sharks, have a website where they advertise the club. It is maintained by a member of the club but it looks very professional and is updated on a weekly basis. It has links to the ASA and the council. On the website there is information on:

- Club nights
- Club Officials
- How to join
- Fees
- Results ✓

The website is easy to access and go through. ✓

The internet is a cheap way of advertising and marketing. The website costs about £60 to register each year but because a member of the club updates it the running costs are nil. ✓

Lots of competitors have websites as it is the modern thing to do. I have visited other sites but most of them are not kept up-to-date so don't look as good. ✓

I think the website is very effective. There is a counter on it that shows how many hits are made each week (it is about 250). This shows that many people visit the site. I know that the local council advertise the site and encourage people to use it if they phone the council asking for information on swimming clubs. The swimmers really like it as it has features on them. It also has photographs of them competing in galas. ✓

Commentary

The learner has looked at a range of contrasting marketing activities which cover a variety of products and services.

The information is in-depth and clear, with evidence of research and relevant comment.

Task Four

See witness Statements and learner's responses

Commentary:

The learner here has achieved the higher band as the witness statements state he worked independently, the situations were contrasting in customers and context and he handled them all effectively.

Witness Statement

Student name: Asif Sutton

Programme: A/S Leisure Studies

Unit Title: The Customer **Unit Number:** 3

Which part(s) of the unit have been met?	Observation Notes: How student's performance met the requirements of the specification
<p><u>CONCLUSION</u></p> <p>Situations two, three, four and seven all produce evidence for D (A04) at mark band 3</p>	<p>You handled the contrasting customer situations professionally — as they should be dealt with in the 'real' Leisure Industry. You worked independantly and with confidence.</p> <p>Maximum marks for 'an excellent performance'</p>

How and where the activity took place? College

Witness signature: Paula Jones **Date:**

Witness name: P. JONES **Tel No:**

Confirming signature: Asif Sutton **Date:**

Confirming name: Asif Sutton

Witness Statement

Student name:	Asif Sultan		
Programme:	A/S Leisure Studies		
Unit Title:	The Customer	Unit Number:	3

<p style="text-align: center;"><i>TOWARDS</i></p> Which part(s) of the unit have been met?	Observation Notes: How student's performance met the requirements of the specification
<p>D (A 04)</p> <p>Situation Two</p> <p>Sales and Marketing</p> <p>Couple</p> <p>Independantly (no prompts)</p> <p>Role play /face to face</p>	<p>You handled this extremely well by remaining professional at all times. Although you knew you had to agree with the customer, you stated what you would do <u>and</u> that you would contact the customer with the action plan for improvement.</p> <p>You were clear in your responses and although a difficult situation I would expect the couple to join.</p>

How and where the activity took place?	College
---	---------

Witness signature:	Paula Jones	Date:	
---------------------------	-------------	--------------	--

Witness name:	P JONES	Tel No:	—
----------------------	---------	----------------	---

Confirming signature:	<i>Asif Sultan</i>	Date:	
------------------------------	--------------------	--------------	--

Confirming name:	Asif Sultan
-------------------------	-------------

Witness Statement

Student name:	Asif Sutton		
Programme:	A/S Leisure Studies		
Unit Title:	The Customer	Unit Number:	3

TOWARDS Which part(s) of the unit have been met?	Observation Notes: How student's performance met the requirements of the specification
<p>D (A04)</p> <p>Situation Three</p> <p>The Cinema</p> <p>Independantly (no prompts)</p> <p>Face to face</p> <p>Children</p>	<p>Well done. You were firm with these customers stating why you had to see ID before they could see an 18. You said you were sorry but they must produce it. You offered alternative shows and kept calm and pleasant throughout.</p>

How and where the activity took place?	College
---	---------

Witness signature:	Paula Jones	Date:	
---------------------------	-------------	--------------	--

Witness name:	P JONES	Tel No:	—
----------------------	---------	----------------	---

Confirming signature:	<i>Asif Sutton</i>	Date:	
------------------------------	--------------------	--------------	--

Confirming name:	Asif Sutton
-------------------------	-------------

Witness Statement

Student name:	Asif Sutton		
Programme:	A/S Leisure Studies		
Unit Title:	The Customer	Unit Number:	3

<p style="text-align: center;">TOWARDS</p> Which part(s) of the unit have been met?	Observation Notes: How student's performance met the requirements of the specification
<p>D (A04)</p> <p>Situation Four</p> <p>Lost Property</p> <p>Telephone</p> <p>Independantly</p> <p>Unhappy</p>	<p>You listened and confirmed back to me what I had lost and when. You refered to you notes and on finding you had no 'shoes with blue stripes' apologised!</p> <p>Then you took my contact details and assured me if the turned up you would phone</p>

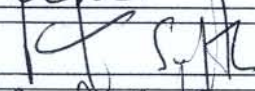
Witness signature:	Paula Jones	Date:	
Witness name:	P JONES	Tel No:	—
Confirming signature:	<i>Asif Sutton</i>	Date:	
Confirming name:	Asif Sutton		

Witness Statement

Student name:	Asif Sutton		
Programme:	A/S Leisure Studies		
Unit Title:	The Customer	Unit Number:	3

Which part(s) of the unit have been met?	Observation Notes: How student's performance met the requirements of the specification
<p>D (A04)</p> <p>Situation seven</p> <p>Independantly</p> <p>Email</p> <p>Unhappy customer</p>	<p>Well done Asif.</p> <p>You have systematically broken-down the customer query and answered giving reasons why. You have offered a realistic solution in a positive friendly manner</p> <p><i>However you may find the solution does not fully satisfy this customer</i></p>

How and where the activity took place?	College
--	---------

Witness signature:	Paula JONES	Date:	
Witness name:	P JONES	Tel No:	_____
Confirming signature:		Date:	
Confirming name:	Asif Sutton		

Situation Seven

To Paula Jones paulajones@riltoncollege.org.uk
From Ben Lafferty benlafferty@anotherleisurecentre.org.uk
Date

Re Your email about your visit last night

Thank you for your email about your visit to Another Leisure Centre last night. I am sorry to hear it did not come up to your expectations.

To summarise your points:

The flumes were not open as advertised
The vending machines were not fully stocked
The café was closed
You could not find a locker

Last night there was an increase in the number of customers we normally experience. This was due to a foreign exchange trip between a school in our local area. We did not have any prior knowledge of this. As a consequence we ran out of staff, food in the vending machines and we were forced to close the flumes in an effort to restock.

This is the reason for the unsatisfactory service you received. If you could email me your address I will send you a £10 50 voucher to be used anytime and for anything at Another Leisure Centre.

Once again please accept my apologies.

Ben Lafferty
Senior Leisure Assistant

Teacher feedback

This reply may not be satisfactory - it makes the centre appear very poor - you do not always need to give excuses - it would be better to provide reasons.

Mark Band	1	2	3
-----------	---	---	---

Example Assignment: Unit 6: Current Issues in Leisure

Rilton College

GCE Leisure Studies

Unit 6

Current issues in Leisure

Final hand in date: April 30th

Assignment brief:

In order to successfully complete this unit you are required to complete a research project on a leisure related topic.

Firstly you must decide on what leisure related topic you will choose. We will discuss this thoroughly in class and you must not start this assignment until we have agreed your leisure related project is suitable. We must ensure you have every opportunity to achieve all the assessment criteria. We will aim to do this by November 1st.

To help you consider what leisure related topic you will choose you must be able to gather research on it, you should be interested in it and you must be able to evaluate it. I must emphasise it has to be a leisure related topic otherwise it will not meet the assessment criteria. The specifications will give you some ideas and we will explore many more in class.

Your assignment should be between 2000 to 4000 words and can include diagrams, tables and graphs. You can also if you choose present some of your information in verbal presentations. You should indicate that to me with at least four weeks notice and we will set a timetable for this.

I will also be giving you a series of checklists to assist you. These will remind you what you need to include in your assignment. You should make regular reference to these. I will be supporting this process in class.

Your work must include:

1 A research proposal that:

- Identifies the leisure related research topic
- States the project aims
- Details the methodology – this should include a plan of how your aims will be met.

Deadline November 15th

This will provide evidence for AO1 (a) Mark Bands 1 (0-4 marks), 2 (5-7 marks) and 3 (8-9 marks).

2 Research that:

- Describes and details aspects of your chosen leisure related topic
- Includes data that you interpret
- Is properly referenced
- Is from a variety of different sources.

Deadline February 28th

This will provide evidence for AO3 (b) Mark Bands 1 (0-7 marks), 2 (8-13 marks) and 3 (14-18 marks).

3 A completed research project that:

- Achieves your aims
- Draws conclusions
- Is well structured and presented.

Deadline March 30th

This will provide evidence for AO2 (a) Mark Bands 1 (0-7 marks), 2 (8-13 marks) and 3 (14-18 marks).

4 An evaluation that:

- Examines your project and its methodology
- Explains areas that could be improved and how you would do this.

Deadline April 30th

This will provide evidence for AO4 (a) Mark Bands 1 (0-6 marks), 2 (7-11 marks) and 3 (12-15 marks)

Remember if in doubt please ask!!

Paula Jones

Paula Jones

Course Team Leader

GCE Leisure Studies

**A STUDY OF THE FINANCIAL EFFECTS OF THE MEDIA ON ENGLISH
PROFESSIONAL FOOTBALL**

**BY
Asif Sutton**

CONTENTS

Chapter One – Introduction

Chapter Two – Literature Review

Chapter Three – Methodology

Chapter Four – Results

Chapter Five – Conclusions

Evaluation

Reference List

CHAPTER ONE – INTRODUCTION

Introduction

The last ten years has seen a 'boom' for the UK's number one spectator sport... football. (Mintel Report, 2002). Media influence has caused the game to change enormously, particularly since BSkyB gained the exclusive television rights to the FA Premier League in 1992 increasing income and introducing worldwide broadcasting.

However some think the changes are not for the best and the 'heart and soul' of football has gone.

The media deals mean more money for all 92 English professional clubs (Deloitte and Touche, 2002) although the main benefactors are the elite twenty teams in the FA Premier League. More income has meant increased transfer fees and wages for players and significant stadia development.

Increased financial rewards for success and pressure on directors by fans have seen many clubs taking financial risks. For example Leeds United has jeopardised its financial future by taking risks trying to stay in or return to the Premier League exacerbated by collapse of ITV Digital broadcasting.

Aims of the research project

- To analyse the current and future effects of the media on football industry in England
- To reach valid conclusions on the financial future of professional football in England.

Research Questions

- What are the likely financial costs of future media deals, particularly between BSkyB and the FA Premier League?
- What are the alternative media deals apart from television for professional clubs?
- Will the media continue to be important in English football?
- Can clubs continue spending at this rate?
- What is the future for clubs in financial difficulty?

CHAPTER TWO – LITERATURE REVIEW

The introduction of the Football League in 1892 and the mass circulation of national popular press, took sporting events to a national audience for the first time. The 'Penny Dreadfuls' that were circulated devoted their back pages to sports news. By this time, education was compulsory; so most people could read.

By the 1920's spectator sports, such as football were becoming popular. (Rowe, 1999). People watched sports in cinemas in the 1920s and 1930s. Live broadcasts of sports also started on BBC Radio.

Television increased audiences for spectator sports. By 1936, BBC regularly broadcasted sports. In 1938 the BBC screened the world's first live television football match. (Barnett, 1990).

By the 1960's the media's relationship with football grew with domestic use of televisions. At the end of the 1960's, technology, such as colour television, video recording, slow motion and action replays transformed sport. (Williams, 1994).

Williams (1994) points out, in the 1980's The Football Association (FA) and the Football League, had "feared televising games would reduce ticket-buying live spectators."

The introduction of 'live' games

The Football League resisted 'live' coverage until 1983, when, increased costs and declining gates, made income from sponsorship and TV rights attractive. The Football League sold broadcasting rights to BBC/ITV for two years for £5.2 million, screening ten games a season. This contract, caused games to be moved from the 3pm Saturday kick-off to Sunday afternoon. (Whannel, 1992).

Despite this new coverage, during the mid-80's the English FA often refused permission for terrestrial TV to televise major foreign matches.

This changed in 1988, when the BBC lost the Football League's exclusive broadcasting rights to ITV in a £44 million, 4-year contract for 18 live games per season. (Sir Norman Chester Centre, 2000).

This contributed to restructuring the game. When the Football League's deal with ITV ended in 1992, the FA Premier League was formed. This league consisted of the top 22 clubs from the old Football League Division One. Both the BBC and ITV bid for the television rights. The satellite broadcaster British Sky Broadcasting (BSkyB) also bid.

BSkyB's involvement within the game

BSkyB won the bid for the Premier League's exclusive TV rights, paying £191.5 million, for 60 games a season for five years. BSKyB's closest rival bid came from ITV, but this was more than £30 million lower in value.

The BBC struggled to compete for the TV rights. ITV had advertising revenue and BSKyB subscriptions. The BBC only had TV License funds. (Rowe, 1999).

BSkyB with the FA Premier League has led to what Williams (1994) calls the 'boom' in professional football. Even with its 1980's reputation of hooliganism, this newly packaged Premier League was hit.

BSkyB's success continued and in the mid-90's, it introduced new sports channels. Previously all BSKyB TV's football coverage was on Sky Sports - this channel was renamed Sky Sports 1, and Sky Sports 2 and 3 were introduced to cope with the increased demand of sporting coverage. (*Sky Sports*, 1998).

Increases in media revenue

Deloitte and Touche (2002) showed the increase in football finance since the FA Premier league was introduced and sponsored by BSkyB. Over five years the Premier League's income grew by 22%, rising from £346 million in season 1995/96 to £937 million in season 2000/01. But only eighteen of the 92 professional league clubs were profitable, 12 of these being Premier League clubs.

Since BSkyB's original deal with the FA Premier League, broadcasting rights' contracts have risen further. 1997 a four year deal, for 60 live games, worth £670 million was made followed by £1.1 billion for four years, for 66 live games. This meant that screening a live FA Premier League match cost BSkyB £5.11 million a game! (Sir Norman Chester Centre, 2000).

Revenue through the media

Broadcasting and sponsorship money made up 69% of Premier League clubs' total income for season 2000/01.

Broadcasting includes radio, Internet and mobile phones as well as television.

Radio broadcasting rights include local and national deals. The BBC have the national broadcasting rights via Radio Five Live. The fee for the latest deal for an exclusive three year contract was not revealed but it was 'a substantial increase' from the previous deal. (Clark, 2000).

Regional contracts are cheaper. Rights can be exclusive or non exclusive. Clubs negotiate with local radio stations (both BBC and commercial stations) to cover news and games. Like all media deals, these contracts are now more expensive. One example is Derby County's deals with BBC Radio Derby. In 1994/95 Radio Derby paid £12,000 for a season's non-exclusive rights. In 2002/3, it paid £70,000, despite the club being relegated from the Premier League. (Gibson, 2002).

Newspapers, another form of media, do not pay to cover sports. Newspapers are free promotion and marketing for clubs, although the publicity can be both positive and negative. Newspaper's financial impact is minimal.

Recently internet use has increased. In the 2002/03 season, all Football League clubs set up the 'World Plus' service offering subscribers live full match commentary, visual post-match highlights and exclusive audio and visual interviews with management, players and staff. This costs for £34.99 per season.

The Premier League launched a new website to boost Internet revenue.

www.premierleague.com tracks live matches, giving computer-generated graphics of goals and incidents and links to official club sites. Supporters can pay to watch matches 72 hours after a weekend game, and two hours after a weekday fixture. (Milmo, 2002).

Another form of media are mobile phones. Supporters can get news and goal-flashes via SMS services. MMS media messaging is the next step for club's to sell video clips of matches.

In July 2001, mobile phone operator Hutchison 3G signed a £35 million exclusive deal with the FA Premier League to provide news and clips to their customers (Ryan, 2001). The Internet and mobile phones are significant potential sources of future income.

Sponsorship

Deloitte and Touche (2002) shows 30% of Premier League's income comes from commercial activities and sponsorship.

Carling had sponsored the FA Premier League since 1992, paying £36 million in 1998 to renew its four-year deal. In 2001, the Premier League sold its sponsorship rights to Barclaycard for £48 million for three years. (Milmo, 2002).

Kit sponsorship is a major source of revenue. For example, Manchester United's £30 Million, four-year deal with Vodafone. This deal put Vodafone's logo on the team kit, and Manchester United supporters get special deals on mobile phones and access to club news "anywhere, anytime." (Kenyon, 2000). Similarly, Arsenal signed a deal with O2. Although such deals give huge amounts of publicity to the sponsors globally, there is a small danger of sponsor's alienating themselves from clubs' rival supporters.

Another source of sponsorship is naming clubs' stadia. Teams such as Stoke City (Britannia Stadium), Bolton Wanderers (Reebok Stadium) and Leicester City (Walkers Stadium) have named their new grounds after sponsors. These deals are attractive for clubs and sponsors alike.

ITV Digital and the Football League

Financial repercussions of ITV Digital's collapse

The financial state of most Football League club's was poor prior to the collapse of ITV Digital. In 2000/01 many Division One clubs had an average wages/turnover ratio of 101% meaning clubs were trading at a loss as soon as wages were paid.

Additionally many league clubs had already budgeted for and spent their projected 3-year TV income. This meant many clubs were at risk.

During the 2002/03 season clubs such as Bradford City, Leicester City, Barnsley, Notts County and York City went into administration. Other clubs, many prestigious, such as Sheffield Wednesday, Derby County, Ipswich Town, Coventry City, Watford, Burnley, Wimbledon and Huddersfield Town have also had financial crises. (Hale, 2002).

Financial problems in the Premier League

Premier league clubs also have financial problems. One example is Leeds United. After spending over £50 million in player purchases in 2000/2001 and reaching the Champions League Semi-Final, they continued to spend purchasing Robbie Keane for £9 million and Robbie Fowler for £11 million. When they failed to qualify for the Champions League that season they were left with a trading deficit of £13.8 million, leading to the sales of top players Rio Ferdinand, Jonathon Woodgate, Robbie Keane, Lee Bowyer, Olivier Dacourt and Robbie Fowler (purchased only months earlier) to stay financially viable. (*History of Football*, 2002)

The current situation between the media and English professional football

The financial effects on the game are split; there are some clubs in the Football League who have overspent, who are further at risk with the ITV Digital collapse. At the other end there are clubs in the Premier League wealthy. The financial gulf between the leagues is widening.

CHAPTER THREE – METHODOLOGY

3.1 Research methods used

This study involved primary and secondary research of qualitative and quantitative data. The secondary data includes quantitative data from reports and statistics. The primary qualitative data includes interviews and questionnaires with clubs and other relevant individuals. Also newspaper and journal articles and other forms of media coverage (radio, internet and video) were used. This research collectively ensured a full assessment of the financial effects of the media on English professional football was completed.

Research methods used

Quantitative results came mainly through two published reports. 1) Deloitte and Touche Annual Review of Football Finance - June 2002. This is an annual report reports on finances of the football industry published since 1992. It “offers an accurate and detailed foresight into football finance”, (Hamil et al, 2001), including statistics and accounts from all professional clubs. 2) ‘The Football Business, 2002’ published by Mintel.

Although the validity of quantitative data via a secondary source is sometimes questioned, these sources are regarded as reliable and valid as it is their statutory obligation to produce accurate information.

Procedure

I sent a cover letter attached to a questionnaire to the 92 professional football clubs in England with a confidentiality sheet. The questionnaire was short for quick completion.

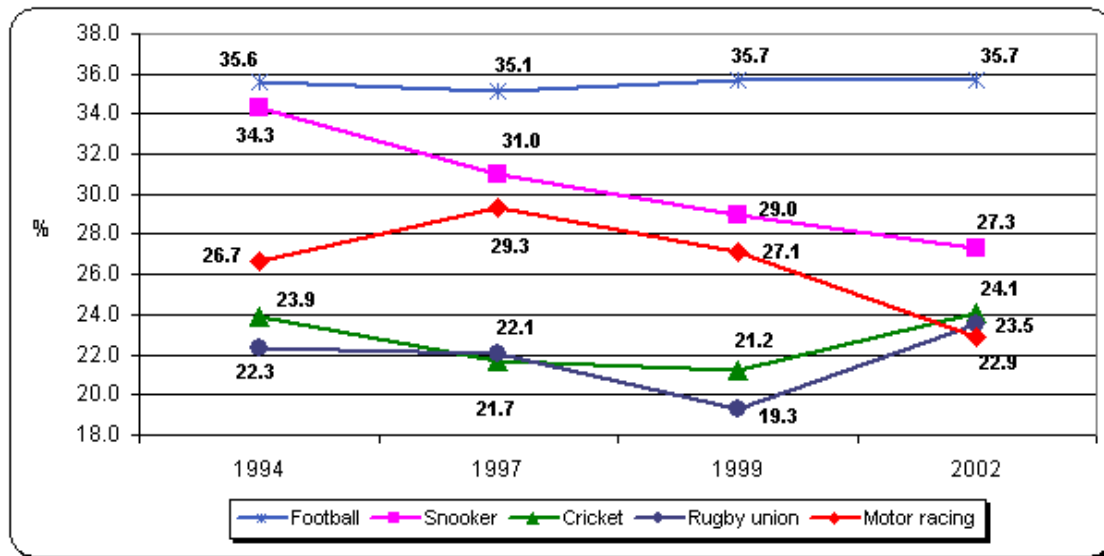
14 of the 92 clubs replied. Two of the replies, from Arsenal and Manchester City, saying they did not have the time to complete the questionnaire. The other 12 clubs responded fully and came from each of the four divisions.

Some secondary research was also used such as published interviews with key figures such as Peter Kenyon - Chief Executive at Manchester United.

CHAPTER FOUR – RESULTS OF RESEARCH

Football's popularity

Figure 1: UK's Favourite Spectator Sports, 1994-2002



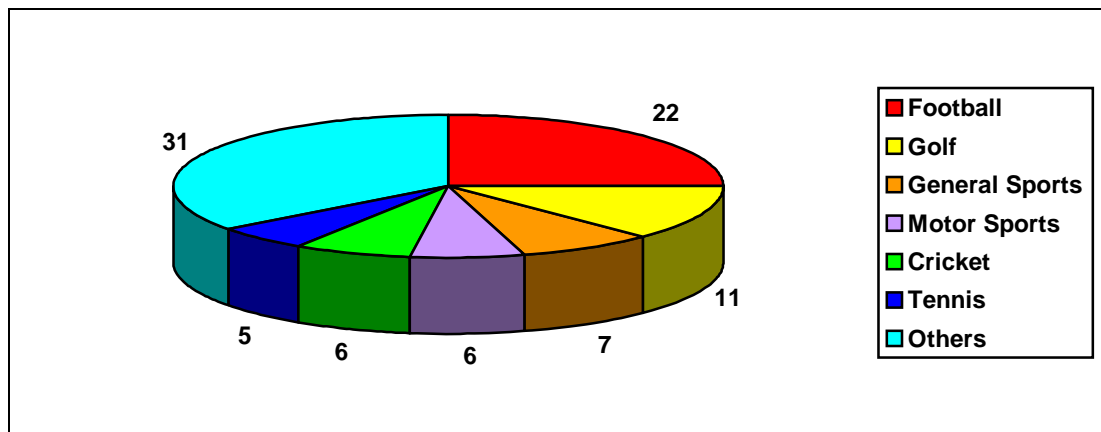
* Defined as paid to watch in the last 12 months, watched on TV or read about.

** Taken from annual TGI surveys of approximately 25,000 adults aged 15+.

(Source: Mintel Report - The Football Business 2002)

Football is the UK's favourite spectator sport - see Figure 1. Support has remained fairly static at c35% since 1994, although the gap between football and other sports has increased. This popularity has attracted the television networks.

Figure 2: TV Sports Coverage, 2001



(Source: Sports Marketing Surveys Ltd - Mintel)

Figure 2 shows a percentage breakdown of sports coverage on television in 2001. Almost a quarter of all sporting programmes are football-related. The nearest competitor is golf with 11% of total coverage. After that, no other sport has a percentage higher than 6%.

The introduction of BSKYB's involvement

Table 1: Recent history of top-flight English Football TV Deals

	1983	1985	1986	1988	1992	1997	2001
Length of contract (yrs)	2	0.5	2	4	5	4	3
Broadcaster	BBC/ITV	BBC	BBC/ITV	ITV	BSkyB	BSkyB	BSkyB
Rights Fee (£m)	5.2	1.3	6.3	44	191.5	670	1100
Annual Rights Fee (£m)	2.6	2.6	3.1	11	38.3	167.5	336.7
Number of live matches screened per season	10	6	14	18	60	60	66
Fee per live match (£m)	0.26	0.43	0.22	0.61	0.64	2.79	5.11

(Source: FA Premier League Statistics - Sir Norman Chester Centre)

Table 1 shows the television contracts with English top flight football. It shows the deal between the old Football League Division One and BBC/ITV in 1983 worth £5.2 million over two years for ten live games to the sharp rise in 1988 of £44 million, for 4 years and 18 live games.

FA Premier League and BSkyB deal in 1992 for £191.5 million over five years initiated the 'boom' period. Deals between BSkyB and the FA Premier League continued rising and the 2001/2002 season contract was worth £1.1 billion. The cost of screening a live top-flight English match had risen from £260,000 a game in 1983 to £5.11m by 2001!

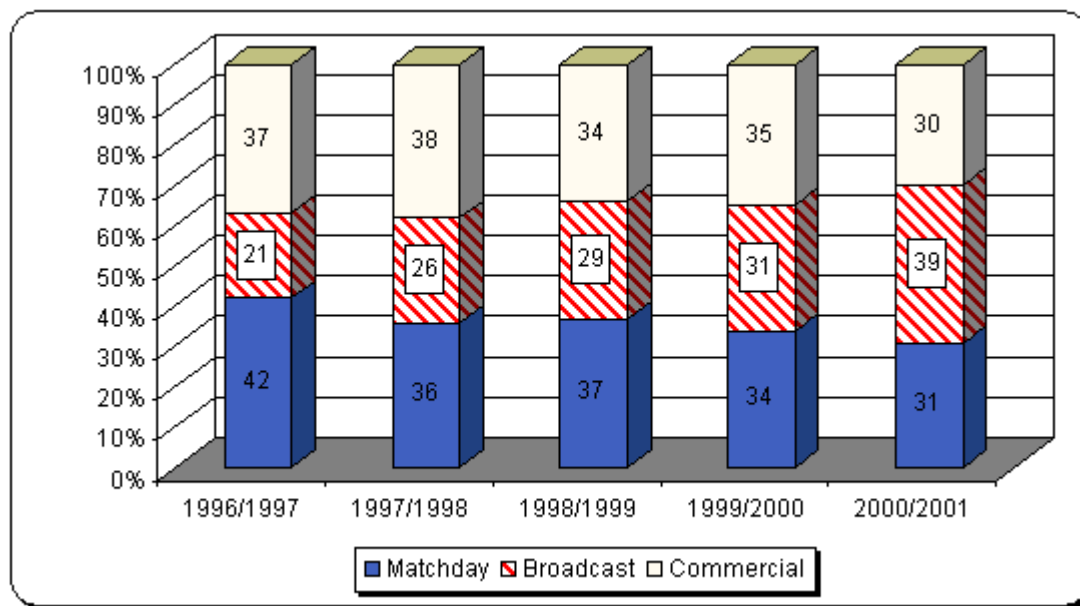
Future broadcasting deals

The current debate is whether these deals will continue to rise, or whether the industry is now in decline?

Some commentators see the recent collapse of ITV Digital as the start of a decline in monies paid for broadcasting. After the Premier League deal in 2000/01, ITV and NTL were keen to bid against BSkyB. This resulted in BSkyB paying £1.1 billion for the deal.

The increase in clubs' income levels

Figure 3: Premier League Clubs' Revenue Streams: 1996-2001



(Source: Deloitte & Touche Sport)

There are three sources of income for football clubs. Firstly there is matchday revenue from ticket sales and gate receipts (including season tickets). Then there is broadcasting, television and radio. Finally there are commercial activities including sponsorship, merchandising, conference and catering.

The importance of these income streams have changed in recent years. In 1996/97 matchday revenue was 42% of Premier League clubs' total income, commercial activities 37% and broadcasting 21%.

Since then broadcasting revenue has increased. In 2000/01, broadcasting revenue was 39%, commercial income 30% and matchday revenue to 31% of total income.

Question one of the questionnaire asked about the importance of broadcasting revenue compared to matchday and sponsorship income.

Premier league clubs believed it was the most important source of income. It was described as 'imperative' by Everton, 'vital' by Middlesbrough and 'of great importance' by Blackburn Rovers.

Division One Football League Clubs also saw broadcasting revenues as important, highlighted with the ITV Digital collapse by clubs such as Derby County and Sheffield Wednesday, recently relegated from the Premier League.

Second and Third Division clubs viewed broadcasting revenues as less important than commercial and matchday income. Probably because of inexperience of high income broadcasting deals.

Other forms of media revenue

Mobile phones, internet and radio also financially affect clubs.

Radio

Radio was viewed as unimportant financially by questionnaire respondents. Radio was viewed more as a source of promotion with little more potential in the future.

Internet

The internet was viewed as having little impact financially, although more than radio. Its current role was viewed as that of communication. However clubs did consider future financial opportunities. Wolverhampton Wanderers in particular said the Internet "will be a very important future revenue stream" (Moxey, 2003). Ventures like 'World Plus' has seen internet income rise, although delaying the Football League Internet deal with Premium TV, has seen clubs such as Bristol Rovers question their value. (Wattola, 2003).

Mobile Phones

The latest media profiting from football is mobile phones. Clubs now sell SMS news alerts to their supporters by subscription.

Next will be video and audio clips. In July 2001, Hutchison 3G purchased the mobile phone technology rights of the Premier League for £35 million. 3G (3rd Generation) phones came to the UK in March 2003, selling at £400.

Hutchison will enable customers to subscribe to their clubs' footage and news (like the SMS service). (Ryan, 2001).

The importance of radio, the Internet and mobile phones

This research shows the internet and radio are important information tools for clubs. It suggests that the internet and mobile phones will be an important revenue stream in the future.

Where has the money been spent?

Clubs have invested in three main areas – stadia, buying players and training facilities/youth academies.

Stadia Development

Since the Hillsborough Disaster, English football stadia have changed dramatically. Roofless terraces are replaced with all-seater stadia, merchandise stores and conference and banqueting facilities.

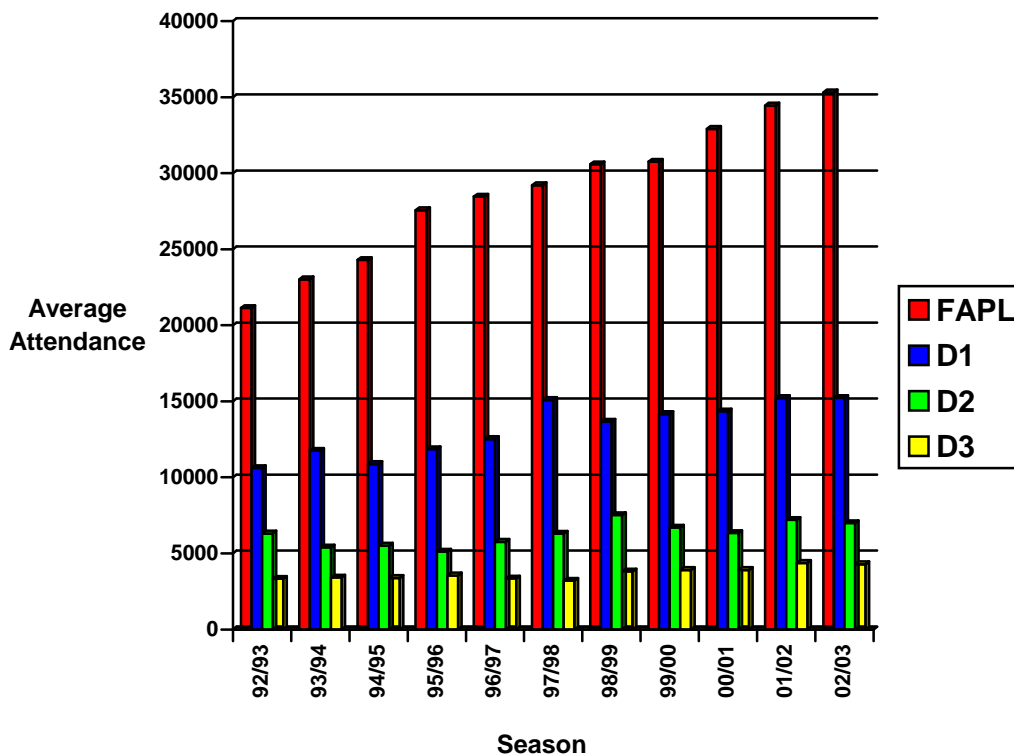
Table 2: Investments made by English Clubs on stadia/facilities: 1991/92 to 2000/01

Season	FAPL £ million	Div 1 £ million	Div 2 £ million	Div 3 £ million	Total £ million
1991/92	26	6	1	1	34
1992/93	50	28	3	2	83
1993/94	58	22	2	2	84
1994/95	98	19	6	2	125
1995/96	61	17	8	6	92
1996/97	91	30	8	1	130
1997/98	117	57	10	2	186
1998/99	105	23	20	4	152
1999/2000	141	26	15	7	189
2000/01	160	27	4	4	195
Total	907	255	77	31	1270

(Source: Deloitte and Touche, 2002)

This shows that almost £1.3 billion has been spent on redeveloping stadia in English Clubs since 1991.

Figure 4: Attendances in English professional football: 1992/93 - 2002/03



(Source: www.european-football-statistics.co.uk)

Attendance for Premier League games has risen from 21,140 from 1992/93 to 35,309 in 2002/03 - 60% in eleven years. The last three seasons have seen further increases. This shows television coverage is attracting more to the game.

The Football League has seen a less dramatic rise, but the three divisions of the Football League have seen attendance increase almost 76% from 20,255 in 1992/93 to 26,499 in 2002/03.

Increase in player trading

Increased income has been spent on purchasing and retaining players. The first £1 million player was Trevor Francis in 1978, (Nottingham Forest paid £1.2 million). In 1991, the record transfer fee of £1.9m was paid for Dean Saunders by Liverpool. A £700,000 increase over thirteen years. In 1996, Newcastle United paid £15 million for Alan Shearer from Blackburn Rovers. Even with the Bosman ruling, by the EC in December 1995, transfer fees still rose. Also English clubs were buying many European players. During the 1990's, Chelsea, Tottenham Hotspur and Arsenal purchased top-class internationals such as Ruud Gullit, Jurgen Klinsmann and Dennis Bergkamp. Recently record transfer fees involving English clubs rose further. In 2001, Manchester United paid over £28 million to Lazio for Juan Sebastian Veron, and £30 million for Rio Ferdinand from Leeds United.

Investment in training facilities and youth academies

The third area of investment is training facilities and youth academies. "Monies provided (by broadcasting deals) have enabled clubs to... create academies to bring on young talent." (Fordy, 2003). Every Premier League club has a youth academy to enable talented boys to combine football with education. Clubs have also spent on training facilities. For example Newcastle United's £40million new training complex (Deloitte and Touche, 2002). Facilities and academies are important to potentially avoid future massive transfer fees.

Implications of the 'transfer windows'

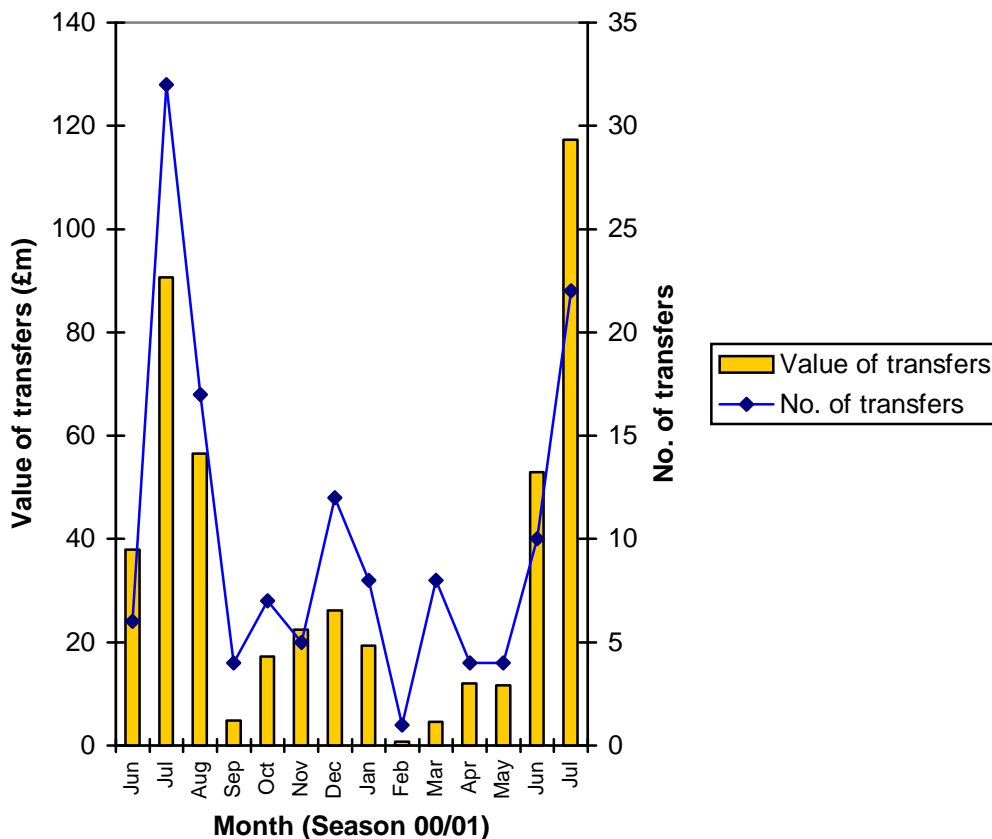
After the collapse of ITV Digital, the introduction of transfer windows concerned Football League clubs, and some from the Premier League. Clubs in financial difficulty relied on selling players to survive. Some couldn't wait months for a window.

Season 2002/03 saw the introduction of the FIFA-sanctioned transfer windows into the FA Premier League. Previously Premier League clubs could conduct transfers at any time during the season until the national transfer deadline (the last Thursday in March). The transfer window was introduced in all domestic leagues in 2002/03.

Clubs could buy players for two periods annually: from pre-season to 31st August, and from January 1st - 31st. This meant clubs' would have their complete squad for the season by the end of August, with one month mid-season to make additions. This transfer window stops clubs' 'buying' success or avoiding failure, once the season has begun.

FIFA took into account the finances of the Football League due to ITV Digital's collapse and granted exemption from windows until season 2004/05.

Figure 5: Seasonal Spread of Premier League Transfers, 2000/01



(Source: Deloitte and Touche, 2002).

This shows the seasonal spread of transfers in 2000/01. Transfer windows has changed this dramatically.

The increase in wages

Table 3: Premier League Wage/Turnover Ratios: 1991/92 - 2000/01

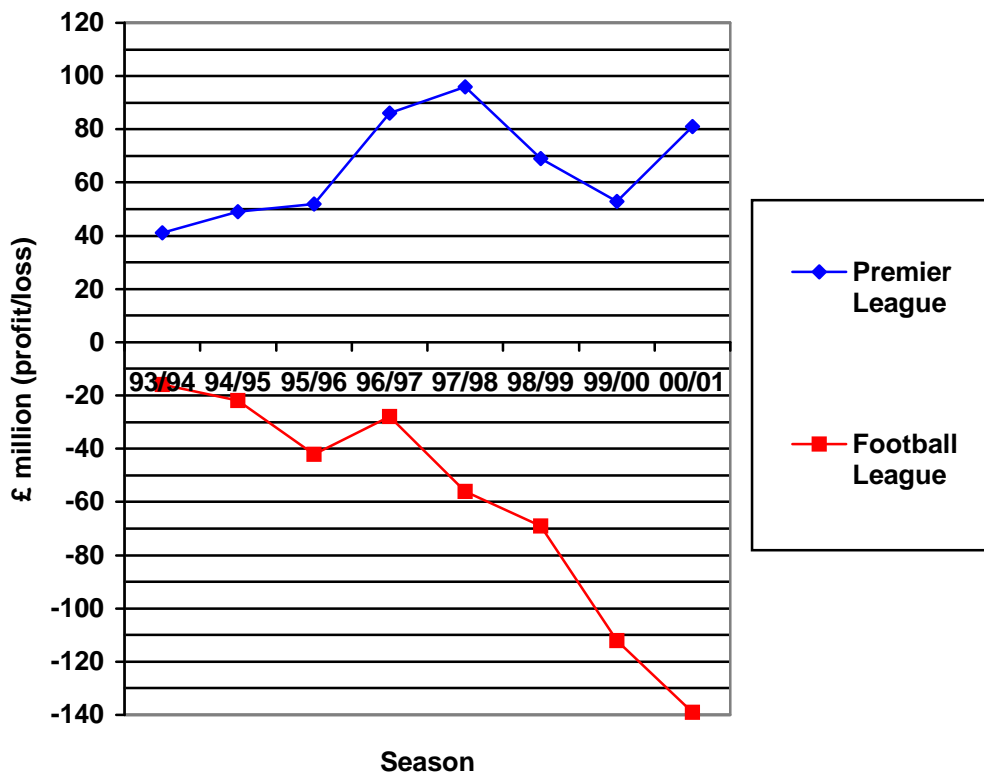
Season	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01
Wages/ Turnover	47%	48%	49%	45%	47%	48%	52%	58%	62%	60%

(Source: Deloitte and Touche, 2002).

Media revenue increased wages significantly. Stars such as Roy Keane are reputedly paid £80,000 per week. (Hale, 2002). Figure 9 and Table 5 show increased wages in the FA Premier League since 1991/92. It is interesting to note the rise of Premier League clubs' wage/turnover ratio. In 1991/92 to 1995/6 wages consisted of 47% of a club's annual turnover. However in 1999/2000, the average wage/turnover ratio had risen to 62%. Season 2000/01 showed a drop in wage/turnover ratios to 60%, suggesting clubs' were taking control again.

The 'gap' widens

Figure 6: Operating profit/loss for Premier League and Football League: 1993/94 - 2000/01



(Source: Deloitte and Touche, 2002).

The Premier League and Football League are different. The average Premier League club showed £4.0 million profit in 2000/01, the average First Division club showed £4.2 million loss. The average Second and Third Divisions clubs show £1.0 million and £0.5 million losses. During season 1993/94, the financial gap in annual profit and loss between the Leagues was just over £40 million. By season 2000/01, this figure was £220 million. It can be argued that this gap has been created by the media. Since BSkyB first bought the Premier League's exclusive television rights in 1992, income of Premier League clubs' has grown substantially, whilst income in Football League saw less significant rises.

CHAPTER FIVE – CONCLUSIONS

Can football retain its current level of popularity?

Yes. From 1994 to 2002, the same number of people watch football despite substantial increase in television coverage. Attendance has constantly risen since 1992/93 and the average Premier League gate is now greater than 35,000.

The industry should not neglect fans for commercial gain but English football is and will continue to be popular.

How reliant are clubs on media deals and what does the future hold?

Clubs are very reliant on media deals. This is shown by the financial state of many Football League clubs after the collapse of ITV Digital. Clubs need different forms of income.

Can the money generated by the media buy a club success?

Not necessarily, but it can help if spent wisely.

What are the future financial positions of clubs?

Some clubs are financially at risk, especially in the Football League. The collapse of ITV Digital means clubs face a difficult period.

Can the current increased levels of player spending continue?

Spending, both in terms of transfer fees and wages will continue at the elite end.

What are the future financial consequences of the media on English professional football?

“The media companies still need football more than football needs the media companies.”

(Deloitte and Touche, 2002)

The relationship between the media and English professional football will remain a strong one in the future.

Evaluation

I think my project went very well with all I intended to do working well.

I think I set out my aims and chose a subject that I was really interested in. As I work in the ticket office at the Football Club I was able to gather information and also to speak to some professional players. I also used our Academy contacts and this helped me gather useful and comprehensive primary research.

I met all my deadlines and did everything my tutor said in class. This was easier to do in the unit because I was able to choose a subject I really wanted to research. I would like to work in the sports media when I leave university (if I get my grades).

I am finding it hard to think of areas I would like to improve because I really tried my best. I think I maybe could have had more aims and made these more specific. I also perhaps could have limited the length of the project but I gathered loads of information I wanted to include. I also checked this with my tutor who said if it was specific and useful then to include it.

I could have presented more information in other forms than a written report.

Commentary

Unit 6

AO1

The research proposal clearly identifies the scope and range of the project through the aims and methodology. The methodology demonstrates a realistic and feasible approach to completing the project. All deadlines were met.

This evidence shows the assessment decision is at Mark Band 3.

AO3

The literature review shows an extensive and insightful examination of both primary and secondary sources.

Accurate and appropriate data is collected, presented and interpreted extensively. The review is referenced accurately with excellent detail.

This evidence would be at the upper level of Mark Band 3.

This evidence shows the assessment decision is at Mark Band 3.

AO2

The completed research project is excellent. It is comprehensive and substantial with all aims systematically met. The extensive and varied data is used effectively to inform accurate and relevant conclusions.

The project is well structured and very well presented.

This evidence would be at the upper end of Mark Band 3.

This evidence shows the assessment decision is at Mark Band 3.

AO4

The evaluation in written format is brief. It does relate to the project and details why the learner is finding it difficult to identify areas for improvement. The identified improvements are valid and the conclusions reflect an effective and insightful understanding of the selected topic. He has acknowledged that his work is longer than the guidelines and why.

The assessor has supplemented this brief written evaluation with a witness statement.

As the research project is at the upper end of Mark Band 3 and the learner has exceeded expectations at GCE standard this evaluation is valid however it is brief and lacks detail. Therefore the area for development for the learner is to include more detail.

This evidence shows the assessment decision is at Mark Band 2.

Rilton College

GCE Leisure Studies

Unit 6

Current issues in Leisure

Final hand in date: May 31st 2005

Feedback for Asif Sutton

Your research proposal clearly identifies the scope and range of your project through your aims and methodology. The methodology demonstrates a realistic and feasible approach to completing the project. You also met all the agreed deadlines.

This work is in Mark Band 3.

Your literature review shows an extensive and insightful examination of both primary and secondary sources. Accurate and appropriate data is collected, presented and interpreted extensively. The review is referenced accurately with excellent detail. Again well done. Your work is at Mark Band 3.

Your completed research project is excellent. It is comprehensive and substantial with all aims systematically met. The extensive and varied data is used effectively to inform accurate and relevant conclusions. Your project is well structured and very well presented. Your work is again at Mark Band 3.

Your evaluation in written format is too brief. It does relate to the project and details why the learner is finding it difficult to identify areas for improvement. The identified improvements are valid and the conclusions reflect an effective and insightful understanding of the selected topic. You have acknowledged that your work is longer than the guidelines and why. Your work is at Mark Band 2.

Paula Jones

Paula Jones

Course Team Leader

GCE Leisure Studies

Applying the Mark Bands

Portfolios will be marked by the centre, and externally moderated by Edexcel. Each of the internally assessed units has a marking grid, divided into three broad mark bands, showing how to award marks in relation to the task and the assessment objectives. The marking grids indicate the required assessment outcomes as well as the quality of the outcomes needed for achievement in each of the mark bands.

Mark Band 1 relates to the expectations given in the grade description for grade E; Mark Band 2 relates to the expectations for grade C, and Mark Band 3 relates to the expectations for grade A. For further information on grading, see the section *Grading and aggregation* which follows this section.

In general terms, progression across the bands is characterised by:

- increasing breadth and depth of understanding
- increasing coherence, evaluation and analysis
- increasing independence and originality.

The unit marking grid shows the allocation of marks by assessment criterion and by mark band. This grid should be used to determine marks for student achievement in each unit. Students can achieve marks in different bands for each assessment objective. The total mark achieved will depend on the extent to which the student has met the assessment criteria overall.

Within each assessment criterion, it is a general principle that shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. However it is also important to note that for full marks in any particular assessment criterion, all the requirements should have been met.

Marks should not be awarded on the basis of a 'tick list' of factual content but on the overall response as it relates to the requirements stated within each mark band. Assessors should adopt a holistic approach and apply their professional judgement. The *Guidance for teachers* section in each unit gives specific details of how marks should be allocated.

There should be no reluctance to use the full mark range and if warranted assessors should award maximum marks. Students' responses should be considered positively. A mark of 0 should only be awarded where the student's work does not meet any of the required criteria.

The grade descriptions for the Edexcel GCE in Leisure Studies refer to the levels of support and guidance required by students in carrying out investigations and tasks. All students are entitled to initial guidance in planning their work. When marking the work, assessors should apply the following guidelines:

- **'Some support and guidance'**: the student has to be guided and advised throughout to ensure that progress is made. The student relies on the support of the teacher, who has to assist in most aspects of the work. This level of support restricts the student's mark to band 1, irrespective of the quality of the outcomes.
- **'Limited assistance'**: the teacher supports the student initially in the choice of topic for investigation. Thereafter the teacher reacts to questions from the student and suggests a range of ideas that the student acts upon. The student frequently checks matters of detail. The teacher needs to assist in some aspects of the work. This level of support restricts the student's mark to bands 1 or 2, irrespective of the quality of the outcomes.

- **'Independently'**: the teacher supports the student initially in the choice of topic for the investigation or task. Thereafter the teacher occasionally assists the student, and only when asked, but monitors progress throughout. This level of support gives access to all three mark bands.

For internal record-keeping purposes, centres may wish to make a copy of the marking grid for each student and use it to record the mark for that unit. The GCSE, GCE, GNVQ Code of Practice requires assessors to show clearly how credit has been assigned. Guidance on how this may be done will be included in the separate support material that will accompany this guide.

Appendices

Appendix A: Observation record

Appendix B: Witness testimony

Appendix C: Qualification tracking sheet

Appendix D: Mark Record Sheets

Appendix E: Guide to report writing

Appendix F: Induction session

Appendix A: Observation record

This form could be used by the assessor to give feedback to the candidate, and provide evidence when a practical task has been undertaken. Examples of assessment activities that could be evidenced on this form include presentations and customer service simulations. The observation record should be signed and dated by the assessor, and presented along with any supporting evidence, such as presentation notes.

The form should be dated, and signed by the assessor.

Observation record form

Candidate name:

Unit title:

Activity context:

Assessment criteria:

Activity:

Supporting evidence:

Assessment summary:

Assessor: _____

Signature: _____

Date:

Appendix B: Witness testimony

A non-assessor, who observes the candidate participating in an activity to meet the assessment requirements, could use this form.

As a non-assessor completes this, there are unlikely to be any qualitative judgements made and the content will be mainly descriptive. The situation would be described, together with what the candidate was observed doing.

The testimony would then have comments from an assessor indicating how they have confirmed authenticity and sufficiency of evidence, and how this evidence has been used to make assessment judgements and decisions.

The form should be dated, and signed by the witness, the candidate and the assessor.

Witness testimony form

Candidate name:	Candidate number:
-----------------	-------------------

Unit title:

Activity context:

Assessment evidence:

Observation notes:

Witness: Signature:

Job role: Date:

Assessor comments:

Assessor: Signature:

Date:

Appendix D: Mark Record Sheets

These can be used for internally assessed units, to record marks given for each task, and the total mark for the unit.

It could accompany coursework submitted within a sample for moderation to be held by Edexcel.

Each Mark Record Sheet should be completed with the details of the centre and the candidate. There is also space for the assessor to indicate where the appropriate evidence can be found or to make comments for the moderator.

Guidance on authenticity of coursework can be obtained from Joint Council for General Qualifications website (www.jcgq.org.uk).

GCE Leisure Studies – Unit 1 : The Leisure Industry

Centre no:	Centre name:
Candidate no:	Candidate name:

Internal assessor name:	
Resubmission of work	All/mostly amended
	Some amendments
	No amendments

Series:

Unit 1 : The Leisure Industry						
Assessment evidence	Annotation and page number	Mark Band			Centre mark	Edexcel use only
		1	2	3		
(a) an understanding of the range, scale and importance of the leisure industry to the UK and Europe						
(b) the difference between the commercial and non-commercial sectors within the leisure industry						
(c) research into current developments in the leisure industry						
(d) conclusions drawn regarding reasons for participation and non-participation in leisure activities, and suggestions of ways to overcome barriers to participation						
Final total						

Edexcel moderator use only
Number: Name:

Signature:

GCE Leisure Studies — Unit 3: The Leisure Customer

Centre no:	
Candidate no:	

Centre name:	
Candidate name:	

Internal assessor name:	
Resubmission of work	
	All/mostly amended
	Some amendments
	No amendments

Series:

Unit 3: The Leisure Customer						
Assessment evidence	Annotation and page number	Mark Band			Centre mark	Edexcel use only
		1	2	3		
(a) an understanding of how the leisure industry views the customer						
(b) an evaluation of customer service, in the leisure industry, through acting as a 'mystery customer'						
(c) an investigation into marketing activities used within the leisure industry						
(d) the provision of customer service, dealing with a range of customers in different situations						
		Final total				

Edexcel moderator use only	
Number:	Name:

Signature:	
------------	--

GCE Leisure Studies – Unit 4: Leisure in Action

Centre no:	
Candidate no:	

Centre name:	
Candidate name:	

Internal assessor name:	
Resubmission of work	All/mostly amended
	Some amendments
	No amendments

Series:	
---------	--

Unit 4: Leisure in Action

Assessment evidence	Annotation and page number	Mark Band			Centre mark	Edexcel use only
		1	2	3		
(a) a plan of your leisure event that you complete as part of a group, detailing your individual contribution						
(b) your involvement in the running of the event and a detailed record of your individual contribution						
(c) relevant research and analysis when assessing the feasibility and managing the event						
(d) evaluation of your own and the team's performance during and after the event, including producing recommendations for improvement						
Final total						

Edexcel moderator use only	
Number:	Name:

Signature:	
------------	--

GCE Leisure Studies – Unit 6: Current Issues in Leisure

Centre no:	
Candidate no:	

Centre name:	
Candidate name:	

Internal assessor name:	
Resubmission of work	All/mostly amended
	Some amendments
	No amendments

Series:

Unit 6: Current Issues in Leisure

Assessment evidence	Annotation and page number	Mark Band			Centre mark	Edexcel use only
		1	2	3		
(a) a research proposal that identifies the research topic together with the project aims and methodology						
(b) research that includes references related to the project						
(c) a completed research project						
(d) an evaluation of the research project						
		Final total				

Edexcel moderator use only
Number: Name:

Signature:

Appendix E: Guide to report writing

What is a report?

A report is a conventional method of presenting precise information. A report may be used to convey an assessment of any situation or the results from qualitative and/or quantitative data analysis. A report has clearly stated aims. It is tightly focused on the subject of the investigation. A really effective report will also be compelling and stimulating to read.

Producing a report

To help you to produce a report four stages in the process have been identified for you to follow. This may help you to tackle key issues and understand the task set. These four stages are:

- A preparation
- B planning
- C writing
- D pre-submission editing.

A Preparation

The first stage is to make a choice from the list of titles – in particular do you want to do some primary research? Choose a title that you are interested in.

The time spent at this stage of producing the report is vital. Careful preparation is an investment. It allows you to make the best use of time available. During this period you should decide **what** you are writing and **why**, before resolving **how** to write your report.

Establish the broad focus of your report first with reference to the specification and assessment objectives and then with reference to the generalisation. Undertake some individual background reading using the suggested bibliography. Use a search engine to look for more possibilities. This enables you to **define the subject and your aims more precisely**. If you are going to do some primary data collection it is best to make your appointments for people you need to see, and do an initial survey at this stage.

When you have completed your reading and feasibility study, review the key issues and research methods that will be used within your report. Make a note of them.

B Planning

Planning is essential. It saves time and promotes clarity in collecting the information you require in organising the material and in writing the report.

You will find it easier if you break the whole process down into a number of distinct tasks.

- i Data collection and analysis can be broken down either according to the source or the subsection of the report.
- ii Similarly the writing process can be broken down, for example the writing of text into subsections, and the presentation data into graphs and tables.

You will also be faced with a number of decisions:

- 1 What evidence is needed to meet the overall objective of the report?
- 2 Where is that evidence?
- 3 How much evidence should be collected?
- 4 How should the evidence be analysed?
- 5 How should the evidence and the analysis be ordered for writing the report?

Attempting to deal with all these factors in a chaotic way leads to confusion and wasted effort. Therefore, after 'preparation' you should begin to plan the data collection, analysis and writing process. **Good organisation is the key to success.**

Using the following sequence may help you to plan and to determine the method for writing your report.

- a Identify the sources of evidence (data and/or literature) and look for a range of views on the issue.
- b Decide what is the most appropriate and relevant evidence to collect. **Be precise in this, understand the evidence.**
- c Decide how you will present your findings including the order in which they will be used to create a structure to the report – **the plan.**
- d Identify likely figures – maps, tables diagrams and think how you can use them.
- e Decide on the order of priority of each of the tasks.
- f Draw up a realistic timetable for the completion of each task, including writing the draft of the report.

C The writing process

There are three main factors to consider at this stage to give your report a sound framework, clear style and an attractive appearance:

- 1 structure
- 2 language
- 3 presentation.

1 Structure

You need to give form and shape to your report. A basic structure helps the reader digest the report. It also helps you to write and organise your material logically.

A structure implies the assessment criteria, but your report should have the following:

- | | | |
|---------------------|---|--|
| The
main
body | { | <ul style="list-style-type: none">* report cover sheet, title page and contents* executive summary/abstract (on front cover)* introduction and definition of the question or issue* sources of research information used, methods of collection and analysis and their limitations* analysis and interpretation* evaluation and conclusion* bibliography and appendices. |
|---------------------|---|--|

The following order for writing is suggested.

a Analysis and interpretation

The
bulk of
the
report

This is the section in which you present your findings. When you are writing this section all of your material should have been sorted, selected and arranged in note form. This section includes:

- i the results of your analysis
- ii your interpretation of those results.

This section forms the basis for your conclusions. You should help the reader by ending each separate section with its own conclusion.

Just a
couple of
sentences
here –
perhaps 100
words. Full
details could
be in an
appendix

b Methods

In this section you should discuss:

- i the sources of evidence you have used and their possible bias
- ii how you have collected and analysed the evidence
- iii the limitations of the sources and methods of collection and analysis.

c Conclusions

This section is a summary of all the major findings made at stages throughout the report. No new evidence should appear here. The conclusion considers the evidence presented in the main body, draws out the implications and brings it to one overall conclusion or an ordered series of final conclusions.

d Introduction

After having written your findings and conclusions you now know clearly what you want to introduce. The introduction is where you acquaint the reader with the purpose of the report and guide them through the structure of your report.

e Appendices

This section is set aside for supplementary evidence not essential to the main findings, but which provides useful back-up support for your main arguments, eg a transcript of an interview or analysis of a complex set of statistics.

f Contents

All the sections of the report should be listed in sequence with page reference.

g Bibliography

This section covers the books and other sources which have been used in your research. It must include every reference mentioned in the text and be presented correctly.

h Title page

This should include the title, which indicates the central theme of the report. It should also include the candidate's name and the date of completion of the report.

i Executive summary or abstract

This is a very important part of the report. It should be the last thing that you write. You need to read through your report and develop a list of headlines. An executive summary outlines the key issues of a report.

Not
included
in word
count

Only 50
words
not
included
in word
count

2 Language

First impressions count. It is unwise to put the reader off before they have even studied the report.

You are solely responsible for what you write and the words you choose to express your thoughts. Remember that although you might have an individual 'style' of expression this does not excuse poor English. Your style will not necessarily be immediately apparent to the reader, but poorly expressed English will be. Your sentences must be grammatically correct, well punctuated and words must be spelt accurately.

Poor writing regularly indicates muddled ideas. You do not really know what you are saying until you put it into words that another person can easily understand. Remember you are writing to communicate not to perplex or impress. Avoid jargon. Focus on the specific purpose of the report. Every part of the report should relate to it and this will help keep the report concise and coherent.

Accuracy is vitally important so always be precise. Ensure that you are using the correct words. **Clarity is essential.** Do not write phrases or sentences that may have more than one meaning. To avoid this you must know precisely what you want to say. **Know the material you are trying to convey.**

Other important things to remember.

Keep sentences short and simple. Long, complex sentences slow the reader down and confuse and impede understanding. The same applies to paragraphs.

Poor spelling automatically detracts from your work and will annoy the reader. Use a dictionary and you can also check the final document using the spellchecker on the PC. (Remember, however, that this may well use American spellings and the spellchecker's dictionary may not include all the words you use in the report.)

3 Presentation

Your report must look good in addition to reading well. Adequate headings and numbering make it easier for the reader to comprehend what you are saying. This stage of report writing requires the same level of care that went into composing the text. Do not be afraid to use **bullet points** to present arguments.

The presentation of statistics is often more informative and eye-catching if they are shown visually, for example by using tables or pie charts.

Layout is important. This is the relationship between print and space on the page. This applies whether it is hand-written or word-processed. A crowded page with dense blocks of writing and little space looks unattractive and is off-putting.

Always ensure that there are:

- adequate margins
- either double or 1.5 spaced lines
- headings that stand out clearly from the page.

D Pre-submission editing

It is important not only to read the draft through from start to finish before submission but also to edit and refine the report. It is easy when word-processing.

As you read, mark the pages which will need attention later. Do not stop to deal with them now. You will need to get a feel for of the overall structure and the impact of the report first so your initial read through must be continuous. Put yourself in the reader's shoes and be highly critical of what you have written.

Proof reading is vitally important. Regardless of the time and effort put into writing the report, the required result will not be achieved without sufficient care devoted to proof reading. A poorly typed report, full of errors and inconsistencies in layout, has a damaging effect regardless of the quality of the content.

- a The report must be checked in great detail, for grammar and spelling errors.
- b Ask yourself whether you could have expressed yourself in a better way. If so, change the sentence or the paragraph.
- c Ask yourself whether the structure of the main body of work is really the most suitable one to present your material, ideas and arguments.
- d Is each paragraph well structured? Make sure that every idea or piece of information has a separate paragraph.
- e Are all the references in the text included in the bibliography with full formal details?
- f Does the report fulfil the stated aims and assessment objectives?
- g Is your argument watertight and easy to follow?
- h Does your conclusion make your argument all the more convincing?
- i Does your executive summary/abstract convey the key points of the report?
- j Finally, assess the layout and general appearance of the document.

Appendix F: Induction session

Introduction

The aim of this induction session is to introduce you to some of the words that you will commonly see within the GCE assessment grids and within the activities that you are given. It is also a team-building exercise, as you will work with other members of your course to discuss results and produce a final answer chart, which you as a team, will discuss with your teacher.

Task

Work in pairs. Look at the list of words (active verbs) and definitions on the next page.

You are to decide which word goes with which definition to pair/match them up.

In the box beside a definition, place the word that you believe pairs up to that definition.

The words are to be placed in a box once only and there is to be only one word chosen per box. The first definition has been completed for you and matched with the word 'explain'.

That is the only word to be placed in the word box.

A dictionary definition help sheet is attached to this activity for you to use. Dictionaries are also available if you require them.

You will be given 15-20 minutes to complete this task.

When you have completed this you will be placed into teams (teacher to decide) where you will compare your answers and produce an overall chart of results, as decided upon by your team.

You will be given 15-20 minutes to complete this task.

Finally, the teams will discuss their results with the tutor and be given the correct answers by the tutor.

This will take 15-20 minutes to complete.

Activity

Active verbs (words)

Identify	Describe	Evaluate
Justify	Explain	Evaluate critically
Analyse	Compare	Summarise
Contrast	Discuss	
Investigate/explore	Interpret	

Results chart (including definitions):

Definition	Active verb
To give reasons and/or the procedure for/how. For example 'Why did you choose that method?' Or, 'How was the procedure undertaken?' A student would normally introduce the topic and then provide details showing depth and also a breadth of knowledge and/or skills about a topic.	
To examine minutely, breaking down into component parts and carrying out tasks, which enable results to be interpreted, and findings presented.	
To examine a subject from all angles.	
To show the similarities and differences, or advantages and disadvantages between two or more things. Additionally, this may be extended by bringing together the findings in a description.	
Determine the amount, value or significance of by careful appraisal and study and including precise and detailed information, looking at alternatives and the strengths and weaknesses of each if they were applied in the same situation.	
To select and list item(s) as appropriate from information given or collected by the student.	
To clarify why a particular course of action was taken because of key reasons that were considered right at the time.	
To put forward both sides of an argument. This could be through group discussion or in writing.	
To show the differences between two or more things.	
To bring together all the main points of a subject.	
To paint a picture in words.	
To carry out a review of activities/information and judge whether the outcomes met were what was agreed/decided at the beginning; bringing together information to form a conclusion and deducing from this revisions for improvements.	
To define the meaning of.	

Teacher's copy (including answers)

Results chart (including definitions):

Definition	Active verb
To give reasons and/or the procedure for/how. For example 'Why did you choose that method?' Or, 'How was the procedure undertaken?' A student would normally introduce the topic and then provide details showing depth and also a breadth of knowledge and/or skills about a topic.	EXPLAIN
To examine minutely, breaking down into component parts and carrying out tasks, which enable results to be interpreted, and findings presented.	ANALYSE
To examine a subject from all angles.	INVESTIGATE/EXPLORE
To show the similarities and differences, or advantages and disadvantages between two or more things. Additionally, this may be extended by bringing together the findings in a description.	COMPARE
Determine the amount, value or significance of by careful appraisal and study and including precise and detailed information, looking at alternatives and the strengths and weaknesses of each if they were applied in the same situation.	EVALUATE CRITICALLY
To select and list item(s) as appropriate from information given or collected by the student.	IDENTIFY
To clarify why a particular course of action was taken because of key reasons that were considered right at the time.	JUSTIFY
To put forward both sides of an argument. This could be through group discussion or in writing.	DISCUSS
To show the differences between two or more things.	CONTRAST
To bring together all the main points of a subject.	SUMMARISE
To paint a picture in words.	DESCRIBE
To carry out a review of activities/information and judge whether the outcomes met were what was agreed/decided at the beginning; bringing together information to form a conclusion and deducing from this revisions for improvements.	EVALUATE
To define the meaning of.	INTERPRET

Help sheet

Active verb	Dictionary definitions and associated words
Identify	Establish, identify or associate with
Describe	Give detailed account of
Interpret	Explain; translate
Justify	Prove right; vindicate
Explain	Make clear; intelligible; account for
Evaluate	Find or judge value of
Analyse	Separate into elements or components; examine critically; determine constitute parts
Compare	Notice likenesses and differences
Evaluate critically	Make clear; intelligible; a definite and precise account for
Contrast	Show differences
Discuss	Exchange opinions about; debate
Summarise	Make a brief statement of main points of something
Investigate/explore	Inquire into; examine; investigate by going through it

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email: publications@linneydirect.com

Publications Code UA017223 August 2006

For more information on Edexcel and BTEC qualifications please contact
Customer Services on 0870 240 9800
or <http://enquiries.edexcel.org.uk>
or visit our website: www.edexcel.org.uk

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH

