

# GCE

## Specification

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

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

Issue 3

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

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Authorised by Roger Beard  
Prepared by Phil Myers

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# Introduction

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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 give learners a broad introduction to a vocational sector.

## 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 studies sector. The Edexcel GCE has been designed to be delivered in a work-related context and to allow learners to develop an understanding of the leisure studies 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

# Qualification overview

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## Structure

### **Advanced Subsidiary/Advanced GCE (Single Award)**

All Single Award Advanced GCE qualifications in this suite comprise six equally-weighted units and contain an Advanced Subsidiary subset of three AS units. The AS is the first half of a GCE course and contributes 50 per cent of the total Advanced GCE marks. The A2, the second half of the Advanced GCE, comprises the other 50 per cent of the total Advanced GCE marks.

### **Advanced Subsidiary/Advanced GCE (Double Award)\***

All Advanced GCE (Double Award) qualifications in this suite comprise 12 equally-weighted units and contain an Advanced Subsidiary (Double Award) subset of six AS units. The Advanced Subsidiary (Double Award) is the first half of an Advanced GCE (Double Award) course and contributes 50 per cent of the total Advanced GCE (Double Award) marks. The A2, the second half of the Advanced GCE (Double Award), comprises the other 50 per cent of the total Advanced GCE (Double Award) marks.

### **Advanced GCE with Advanced Subsidiary (Additional)**

All Advanced GCE with Advanced Subsidiary (Additional) qualifications in this suite comprise nine equally-weighted units.

**\*The Edexcel GCE in Leisure Studies is not available as an Advanced Subsidiary (Double Award), an Advanced GCE (Double Award), or as an Advanced GCE with Advanced Subsidiary (Additional) qualification.**

## Guided learning hours

The number of guided learning hours for the three-unit Advanced Subsidiary GCE (Single Award) qualification is 180.

The number of guided learning hours for the six-unit Advanced GCE (Single Award) qualification is 360.



## Overview of units

Unit	Title	Unit 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

## Rationale

This suite of nine General Certificates of Education is part of the Level 3 provision of the National Qualifications Framework (NQF).

These GCEs aim to:

- widen participation in vocationally-related learning
- allow learners to experience vocationally-related learning to see if it is suitable for them
- enable learners to make valid personal choices on completion of the qualification
- raise attainment at Level 3/Advanced level of the NQF.

The broad objectives of the GCEs are to:

- introduce learners to work-related learning
- give learners a broad introduction to a vocational sector
- give learners the technical knowledge, skills and understanding associated with the subject at this level
- equip learners with some of skills they will need in the workplace or in further education or training
- empower learners to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate learners to achieve their full potential.

The Applied GCE suite of qualifications contributes to the quality and coherence of national provision, as shown by their place in the Government's Green Paper '14-19 Extending Opportunities, Raising Standards'.

The GCE in Leisure Studies has been designed to provide a broad educational basis for further education or for moving into employment within the leisure sector. This is achieved by ensuring that learners develop the general skills, knowledge and understanding needed within the sector. This qualification conforms to the Qualifications and Curriculum Authority (QCA) General Qualification Criteria for GCEs and to the subject criteria for GCE qualifications in leisure studies, which set out the knowledge, understanding, skills and schemes of assessment common to all GCE qualifications in the subject. Subject criteria help ensure consistent and comparable standards in the same subject area across awarding bodies and help further and higher education institutions and employers know what has been studied and assessed.

In particular, the aims of the GCE qualifications in Leisure Studies are:

- To give learners an understanding of the scope of the leisure industry for the purposes of: sport, play, formal and informal use of leisure time, sport providers, participants, spectators, health and fitness, home-based leisure, leisure shopping, the business infrastructure, countryside activities, popular entertainment facilities, lifelong learning, heritage and museums, team and individual sport activities. This list is illustrative, to indicate the broad range of activities and settings that are regarded as appropriate areas for exploration.
- To encourage learners to develop broad skills, knowledge and understanding of the leisure industry. The qualifications should prepare learners for further study, or for training in the leisure industry and related occupations. They should encourage learners to:
  - I develop an understanding of the nature, structure, scale, range and importance of the leisure industry within the UK and Europe
  - II develop skills and techniques related to participation, leadership and organisation within the leisure industry
  - III develop an understanding of the current issues, working practices and procedures of the leisure industry

- IV develop an understanding of the importance of the customer to the leisure industry
  - V recognise the contribution and impact of technology on the leisure industry and its potential effect on the immediate future
  - VI develop an understanding and appreciation of the benefits of a healthy and active lifestyle
  - VII develop an interest in leisure in a vocational context.
- The AS qualification should focus on developing an understanding of the structure and skills of the leisure industry. The acquisition of knowledge and understanding should relate to that required of an employee working directly with customers.
  - The advanced qualification should encourage learners to develop a thorough understanding of the leisure industry, and the connections between different parts of the industry, through sustained use of a range of research techniques. Learners should be able to apply this understanding in unfamiliar contexts.
  - A Level specification should encourage a holistic view of the leisure industry and an understanding of its current issues. There should be provision for an in-depth study of one or more issues and settings within the scope of the leisure industry. The qualifications should encourage learners to use a range of skills of analysis to prepare, develop, monitor and refine plans and identify significant outcomes in a vocational context.

## Recommended prior learning

Learners who would benefit most from a GCE in Leisure Studies are likely to have one or more of the following:

- a Level 2 qualification such as GCSE (Double Award) in Leisure and Tourism at grades AA-CC
- an Edexcel Level 2 BTEC First Certificate or Diploma in Sport.

## Progression

This qualification supports progression into further education, training or employment. Appropriate further education includes Edexcel Level 3 BTEC Nationals in related subjects such as Sport, Edexcel Level 4 BTEC Higher Nationals in related subjects such as Sport and Leisure Management and undergraduate degrees in related subjects such as leisure management, sports studies, or sport and exercise science.

## Classification code

Every qualification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this qualification is 0016.

Centres should be aware that learners who enter for more than one Level 3 qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

## Links with other qualifications

There are links between the Edexcel GCE in Leisure Studies and:

- Edexcel Level 3 BTEC Nationals in Sport (including Performance and Excellence, Sports Development and Fitness and Outdoor Education)
- the Edexcel GCE in Physical Education
- the Edexcel GCSE in Leisure and Tourism (Double Award).



# Specification content

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The guidance for learners sections are *Introduction*, *Recommended prior learning* and *What you need to learn* and, for internally assessed units only, *Assessment evidence*. The other sections give guidance for teachers.

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# Unit 1: The Leisure Industry

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Internally assessed

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## Introduction

The leisure industry is both diverse and dynamic. Often referred to as ‘the fastest growing industry in the world’ leisure provides employment and pleasure for millions of people within the UK and is seen as a key component of our economy.

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

You 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.

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## Recommended prior learning

There is no specific prior learning recommended for this unit.

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## What you need to learn

### 1.1 The range, scale and importance of the leisure industry in the UK and Europe

There are many different facets to the leisure industry. What one person sees as a leisure activity can be very different to what someone else sees. What is agreed, though, is the common definition of leisure as ‘the time spent outside of work and essential domestic activity’.

You will need to understand the diverse nature of the industry including:

- active leisure activities, such as taking part in sport or visiting a theme park, and the link between active leisure and health
- passive leisure activities, such as going to the cinema or ‘leisure’ shopping
- home-based leisure, such as DIY, watching DVDs and cooking for friends.

You will also need to understand the scale and importance of the industry, both in the UK and in Europe. This will include:

- examples of estimates of the value of the leisure industry to the UK and European economies, eg consumer spending, number of people employed
- examples of estimates of participation rates and trends in some popular leisure activities, including regional variations, within the UK, eg comparisons between the south-east and north-west.

## 1.2 Commercial and non-commercial sectors of the industry

Many leisure organisations exist for one purpose – to make a profit. A different approach is where organisations see their aim as ‘providing a service’ for the community. One of the most important providers in the leisure industry, the public sector (or local government), has to become more business-like having to provide their services tight financial constraints and scrutiny.

It is, therefore, important for you to have an understanding of how the providers compare, taking into account:

- organisations and services to be found within the commercial sector, eg private health clubs, cinemas and visitor attractions
- organisations and services to be found within the non-commercial sector, such as leisure centres, national parks and voluntary clubs
- how each sector is funded, and the revenue streams and marketing strategies used by each
- the aims and objectives of the respective sectors, including partnership working such as Public Finance Initiatives (PFI) and Public Private Partnerships (PPP).

## 1.3 Customers of the leisure industry

Today’s customer has different expectations and needs to those of only a few years ago. There is now a significant consumer demand for leisure services and products which is due to a variety of reasons.

You need to understand the factors that have caused this demand, this includes:

- an increase in leisure time for many people
- an increase in disposable income amongst many of the population, including high levels of employment
- changes in demographics, such as an ageing population
- trends such as people marrying later and home/work life balance
- increased car ownership
- increased health awareness.

You also need to be aware of the barriers that prevent many people from taking part in leisure activities, such as:

- economic factors, eg living in poverty, domestic circumstances, increasing cost of housing
- lack of choice, eg poor local provision, poor transport infrastructure
- lifestyle and aspiration
- disability access and provision
- equity and diversity.



#### 1.4 Current developments in the leisure industry

As we have already said, the leisure industry is forever changing. New products and services appear and replace those that are losing appeal and popularity. There is a growing trend used by many leisure organisations in targeting their products and services at specific user groups and sections of the community.

To understand the changing nature of the industry you need to explore:

- recent innovations such as extreme leisure activities like free running, and gorge jumping, and a growth of home-based leisure activities such as home decorating, internet gambling and home entertaining
  - increased use of technology for the leisure experience such as the use of personal computers, interactive services and home entertainment systems
  - the influence of the media on the leisure industry, such as advertising on TV, leisure-focused TV programmes (those aimed at DIY, gardening and cookery etc), radio (such as BBC Radio Five Live and talkSPORT etc) and the growth in specialist magazines relating to leisure activities.
-

## Assessment evidence

Assessment evidence will typically consist of work that shows an understanding of the diversity of the leisure industry, the sectors within it, reasons for participation and non-participation in leisure activities and current developments in the industry.

Your work must include evidence of:

- (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.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (A01)	<p>A basic description of the leisure industry in the UK and Europe.</p> <p>The response will contain some information relating to participation rates, estimates of employment numbers and consumer spending in the UK and Europe.</p> <p>Regional variations will have been identified but there will be some omissions and inaccuracies.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>A sound description of the leisure industry in the UK and Europe.</p> <p>The response will contain predominantly accurate information relating to participation rates, estimates of employment numbers and consumer spending in the UK and Europe.</p> <p>Regional variations will have been described, supported by predominantly accurate data.</p> <p style="text-align: right;"><b>(8-13)</b></p>	<p>A comprehensive description of the leisure industry in the UK and Europe.</p> <p>The response will contain accurate information relating to participation rates, estimates of employment numbers and consumer spending in the UK and Europe.</p> <p>Regional variations will have been explained, supported by predominantly accurate data. Reasons for any variations are clearly and accurately given.</p> <p style="text-align: right;"><b>(14-18)</b></p>	<b>18</b>
(b) (A02)	<p>A basic explanation of the differences between the commercial and non-commercial sectors of the leisure industry. This will include aims and objectives, a brief summary of partnership initiatives and reference made to funding, revenue and marketing strategies. There will be some omissions.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>A sound explanation of the difference between the commercial and non-commercial sectors of the leisure industry. Clear understanding of aims and objectives with a summary of partnership initiatives and accurate reference made to funding, revenue and marketing strategies. There will be limited omissions.</p> <p style="text-align: right;"><b>(8-13)</b></p>	<p>An in-depth explanation of the difference between the commercial and non-commercial sectors of the leisure industry. A thorough understanding of aims and objectives with an extensive account of partnership initiatives.</p> <p>Comprehensive and accurate reference will be made to funding, revenue and marketing strategies, giving examples from the leisure industry.</p> <p style="text-align: right;"><b>(14-18)</b></p>	<b>18</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(c) (A03) QWC (i-iii)	<p>Some evidence of research into current developments in the leisure industry. The research was not always relevant and not used effectively when looking at the changing nature of the industry.</p> <p>Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0-6)</b></p>	<p>Evidence of research from appropriate sources into current developments in the leisure industry. The research was mostly relevant and generally used effectively when looking at the changing nature of the industry.</p> <p>Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(7-10)</b></p>	<p>Evidence of comprehensive research from a broad range of appropriate sources into current developments in the leisure industry. The research was relevant and used effectively when looking at the changing nature of the industry.</p> <p>Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p style="text-align: right;"><b>(8-14)</b></p>	<b>14</b>
(d) (A04)	<p>A basic explanation of factors that influence participation and non-participation in leisure.</p> <p>A limited number of factors are identified, but not fully explained. There are some omissions and inaccuracies.</p> <p>A few recommendations are made as to how barriers can be overcome, but they are not always realistic.</p> <p style="text-align: right;"><b>(0-4)</b></p>	<p>A sound explanation of a range of factors that influence participation and non-participation in leisure.</p> <p>The impacts of different factors are explained, and are mostly supported by appropriate data.</p> <p>Recommendations are made as to how barriers can be overcome, which are mostly realistic.</p> <p style="text-align: right;"><b>(5-7)</b></p>	<p>Comprehensive explanation of a wide range of factors that influence participation and non-participation in leisure.</p> <p>The impacts of different factors are well explained, and are supported by appropriate data.</p> <p>Realistic recommendations made as to how barriers can be overcome.</p> <p style="text-align: right;"><b>(8-10)</b></p>	<b>10</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix D.*)

## Assessment guidance

### Mark band 1

*Assessment evidence (a)* requires learners to be able to describe, in very simple terms, what the leisure industry is. There needs to be reference to active, passive and home based-leisure in the description.

Learners also need to include information relating to the participation rates in some popular leisure activities from both the UK and Europe. This will be supported by estimates of employment numbers and consumer spending in leisure – again from the UK and Europe. Regional variations will have been identified, eg Rugby League in Yorkshire/Lancashire compared to the south of England, surfing in the south west compared to the north west etc.

*Assessment evidence (b)* requires learners to be able to give a basic explanation as to the differences between the commercial and non-commercial sectors of the industry. This needs to include:

- the difference in aims, eg profit making, providing a service
- methods of funding, eg shareholders, ploughed-back profits, central government funding
- different partnership arrangements, eg client/contractor, public private partnerships, in-house operation
- methods of marketing, eg traditional (local media, posters), innovative (internet, loyalty cards).

*Assessment evidence (c)* requires learners to conduct research into the changing nature of the leisure industry. The research needs to be used to show a basic understanding of recent trends, the increasing use of technology in the leisure industry and the growing influence of the media on leisure, eg TV programmes, increased advertising.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

*Assessment evidence (d)* requires learners to give a basic explanation as to why people participate or do not participate in leisure activities. The explanation needs to include factors such as the increase in disposable income, demographic changes, people retiring at a younger age, lack of provision, poor health, lack of aspiration etc. Factors identified will not be fully explained, and may sometimes be inaccurate. Learners will make a few recommendations as to how these barriers can be overcome, but they will not always be realistic or fully explained.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

*Assessment evidence (a)* requires learners to be able to describe in detail what the leisure industry is, with detailed reference to active, passive and home-based leisure.

Learners also need to include predominantly accurate information relating to the participation rates in some popular leisure activities from both the UK and Europe. This will be supported by estimates of employment numbers and consumer spending in leisure – again from the UK and Europe. Regional variations will have been described, eg Rugby League has X amount of clubs in Yorkshire/Lancashire compared to only X in the south of England or there are X amount of designated surfing beaches in the south west compared to only X amount the north west etc, supported by accurate data.

*Assessment evidence (b)* requires learners to give a sound explanation as to the differences between the commercial and non-commercial sectors of the industry. This needs to include:

- the difference in aims, eg profit making, providing a service etc
- methods of funding, eg shareholders, ploughed-back profits, central government funding etc
- different partnership arrangements, eg client/contractor, public private partnerships, in-house operation etc
- methods of marketing, eg traditional (local media, posters), innovative (internet, loyalty cards).

Learners' evidence will have limited omissions and will clearly indicate an understanding of how the sectors operate.

*Assessment evidence (c)* requires learners to conduct research from appropriate sources, eg Mintel or Regional Development Agencies (RDAs) etc, into the changing nature of the leisure industry. The research needs to be used to show a sound understanding of recent trends, the increasing use of technology in the leisure industry and the growing influence of the media on leisure, eg the popularity of TV programmes such as 'Changing Rooms', 'X Factor', increased advertising of leisure products, eg Adidas, Nike etc.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

*Assessment evidence (d)* requires learners to give a sound explanation as to why people participate or do not participate in leisure activities. The explanation needs to include factors such as the increase in disposable income, eg due to higher wages and demographic changes; people living to an older age, people retiring at a younger age, lack of provision, eg in inner city/rural areas; poor health, eg the rise in teenage obesity; lack of aspiration, eg poor role models, lack of parental support etc.

Most responses are supported by appropriate data and explained. Learners will make generally realistic recommendations as to how barriers can be overcome.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

*Assessment evidence (a)* requires learners to be able to give a comprehensive description of the leisure industry, showing the differences (or overlap) between active, passive and home-based leisure.

Learners also need to include accurate information relating to the participation rates in some popular leisure activities from both the UK and Europe. This will be supported by estimates of employment numbers and consumer spending in leisure – again from the UK and Europe. Regional variations will have been explained, eg Rugby League was established in the north of England and has tried unsuccessfully to embed itself in the south due to the strength of Rugby Union in the south east/west. Variations will be supported by predominantly accurate data, eg the number of clubs/players/coaches etc.

*Assessment evidence (b)* requires learners to give an in-depth explanation as to the differences between the commercial and non-commercial sectors of the leisure industry. This needs to include:

- the difference in aims, eg profit making, providing a service, joint working, charity contributions etc
- methods of funding, eg shareholders, ploughed-back profits, central government funding, regeneration money, European funding, loans
- different partnership arrangements, eg client/contractor, public private partnerships, in-house operation etc
- methods of marketing, eg traditional (local media, posters), innovative (internet, loyalty cards).

This evidence needs to be supported with accurate information and examples from the industry.

*Assessment evidence (c)* requires learners to conduct comprehensive research from appropriate sources, ie Mintel or RDAs etc, into the changing nature of the leisure industry. The research needs to be relevant and applied effectively to show a comprehensive understanding of recent trends, the increasing use of technology in the leisure industry and the growing influence of the media on leisure. The evidence will show a maturity of understanding and will draw on research from wide and diverse sources. Indicators as to future developments may also be included.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

*Assessment evidence (d)* requires learners to give a comprehensive explanation as to why people participate or do not participate in leisure activities. This needs to include factors such as the increase in disposable income, eg due to higher wages and demographic changes; people living to an older age, people retiring at a younger age, lack of provision, eg in inner city/rural areas; poor health, eg the rise in teenage obesity; lack of aspiration, eg poor role models, lack of parental support etc.

Responses are supported by appropriate data and realistic recommendations are given to how barriers can be overcome. For example extra investment in local facilities, greater capacity building, enhanced PE in curriculum time, more investment in Specialist Sports Colleges etc.

(See the section *Applying the mark bands* for further guidance.)

## Delivering this unit

<b>Classroom teaching</b>	<p>Much of the underpinning knowledge needed for this unit needs to be delivered in the classroom by the lecturer/teacher. However use should be made of case studies and guest speakers from the public, private and voluntary sectors of the leisure industry.</p> <p>Many resources are produced by Regional Sports Boards, Regional Tourist Boards, Sport England and government departments responsible for culture, education and regeneration.</p> <p>The internet will also be a useful resource – particularly when researching data on participation, employee numbers and other associated information.</p>
<b>Guest speakers</b>	<p>Guest speakers from local authority leisure services departments, especially those connected to regeneration projects such as Neighbourhood Renewal and Sport Action Zones, would help to add to the learner’s experience.</p>
<b>External visits</b>	<p>It may be more suitable for guest speakers to address the learners in-situ rather than in the classroom.</p> <p>External visits will enhance learners understanding of many of the issues in this unit. Visits should take in facilities/organisations from both the commercial and non-commercial sectors.</p> <p>Visits to areas that have benefited from regeneration projects will be useful for learners. They will be able to observe at first hand how barriers to participation in leisure are being overcome.</p>

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## Links

<b>Other units</b>	<p>This unit forms the basis of the AS level qualification and therefore contributes to the understanding of all the other units in the qualification.</p>
<b>Industry</b>	<p>Department for Culture, Media and Sport (DCMS)</p> <p>European Parliament</p> <p>European Leisure and Recreation Association</p> <p>The Institute for Sport, Parks and Leisure (ISPAL)</p> <p>Institute of Sport and Recreation Management (ISRM)</p> <p>Local authority leisure services</p> <p>Local government offices, eg Government Office East Midlands (GOEM)</p> <p>Private Sector providers, eg David Lloyd Leisure, Fitness First, Gala Bingo, Odeon</p> <p>Regional Development Agencies, eg East Midlands Development Agency (EMDA)</p> <p>Regional Sports Boards</p> <p>SkillsActive (the Sector Skills Council for Active Leisure and Learning)</p> <p>Sport England</p>



## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Bull C, Hoose J and Weed M – *An Introduction to Leisure Studies* (FT Prentice Hall, 2002) ISBN 058232503X

Taylor L and Barker R – *Leisure Studies: Student's Book: AS for EDEXCEL* (Collins Educational, 2005) ISBN 0007198086

Taylor L and Barker R – *Leisure Studies: Resource Pack: AS for EDEXCEL* (Collins Educational, 2005) ISBN 0007200471

### Websites

<i>Daily Telegraph</i>	<a href="http://www.telegraph.co.uk">www.telegraph.co.uk</a>
David Lloyd Leisure	<a href="http://www.davidlloydleisure.co.uk">www.davidlloydleisure.co.uk</a>
Department for Culture, Media and Sport	<a href="http://www.culture.gov.uk">www.culture.gov.uk</a>
European Parliament	<a href="http://www.europarl.eu.int">www.europarl.eu.int</a>
Fitness First	<a href="http://www.fitnessfirst.com">www.fitnessfirst.com</a>
Gala Bingo	<a href="http://www.gala-bingo.co.uk">www.gala-bingo.co.uk</a>
<i>The Guardian</i>	<a href="http://www.guardian.co.uk">www.guardian.co.uk</a>
ISPAL	<a href="http://www.ispal.co.uk">www.ispal.co.uk</a>
ISRM	<a href="http://www.isrm.co.uk">www.isrm.co.uk</a>
Mintel	<a href="http://www.mintel.co.uk">www.mintel.co.uk</a>
Odeon	<a href="http://www.odeon.co.uk">www.odeon.co.uk</a>
SkillsActive	<a href="http://www.skillsactive.com">www.skillsactive.com</a>
SportEngland	<a href="http://www.sportengland.org">www.sportengland.org</a>

### Other resources

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 learners.

The following publications are useful.

Leisure industry publications including:

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

Specialist publications including:

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



## Unit 2: Working Practices in Leisure

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Externally assessed

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### Introduction

The leisure industry, like other industries, relies on a range of efficient and effective working practices. This unit gives you the opportunity to investigate practices ranging from essential health and safety through to desirable quality systems which focus on customer satisfaction and retention.

Whilst investigating key health and safety legislation you will see the importance they play in ensuring the safety of both staff and customers, as well as equipping you with the knowledge to implement basic safety controls and procedures.

You will get the opportunity to explore a range of quality awards available to the industry that will aid your understanding of the type of working practices that need to be implemented and maintained by organisations. This, combined with the research you will undertake when looking at other leisure related systems (such as membership schemes) will give you an excellent understanding into the importance of effective working practices to all leisure organisations.

You will be required to complete simple financial exercises appropriate to the leisure industry.

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### Recommended prior learning

There is no specific prior learning recommended for this unit.

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### External assessment

This unit will be assessed through an examination set and marked by Edexcel.

There will be a 1 hour and 30 minute examination paper.

The number of raw marks available is 90.

The examination will be available in the January and June examination series.

The paper will be a question and answer booklet.

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## What you need to learn

### 2.1 Safe working practices

The health and safety of the public and staff is fundamental to any organisation within the leisure industry. You need to be aware of the key requirements of the relevant legislation that affects the industry including:

- The Health and Safety at Work Act 1974
- The European Directives of 1992
- Control of Substances Hazardous to Health (COSHH) Regulations 1994
- Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 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.

You need to be able to apply legislation to a range of situations within the industry, such as:

- implementing inspection programmes
- staff training and development
- safeguarding the security of property and information
- protecting staff and visitors from violence and abuse
- dealing with specific customer and staff issues
- undertaking risk assessments; a risk assessment should include identification of hazard, who will be affected, severity of risk, likelihood of risk, risk rating and measures to minimise risk.

In looking at safe working practices you also need to investigate the role and powers of enforcement agencies in this area, including:

- The Health and Safety Commission
- The Health and Safety Executive
- local authority departments such as environmental health.

## 2.2 Quality systems

For leisure organisations to survive and thrive in a competitive and ever-changing industry it is important for them to achieve and implement systems and procedures that ensure quality. It is vital therefore that you have an understanding of the range of quality standards available to the industry, including:

- Quest – a framework for managing sport/leisure facilities and sport development units which encourages effective and efficient management systems in order to meet and exceed customer expectations
- Investors in People – the national standard which sets out the level of good practice for training and development of people to achieve business goals. The standard provides a national framework for improving business performance and competitiveness, through a planned approach to setting and communicating business objectives and developing people to meet these objectives.

In exploring Quest and liP you need to understand:

- how they are managed throughout the UK
- which organisations are eligible for Quest and liP accreditation
- how organisations achieve Quest and liP accreditation
- the potential benefits to organisations in achieving Quest and liP.

These quality systems are by no means exhaustive. It is important, therefore, that you understand the fundamentals of other quality systems such as:

- ISO 9000, 9001
- Customer Service Excellence
- Clubmark.

## 2.3 Business systems

With the advent of more and more sophisticated technology, leisure organisations can now gain a significant business advantage from implementing systems that match their requirements to those of their customers. You need to explore such systems including;

- systems for financial accounting finance is a vital component of any organisation. Financial systems are, therefore, also vital and affect both customers and staff alike. You need to know how financial systems work, in addition to how they are used for planning, monitoring and reviewing processes. Specifically you need to investigate systems that are used for:
  - stock control, including purchasing and sales
  - accounting, including billing
  - handling payments, eg direct debits, credit and debit cards, cash, cheques etc
  - project planning, including financial outgoings and incomings

Whilst exploring financial systems you need to understand and to be able to conduct simple financial exercises.

- Membership and ticketing systems are the lifeblood of all leisure organisations. An effective membership and ticketing system can provide an organisation with the opportunity to closely monitor usage and trends as well as providing the base for marketing and promotional campaigns. Specifically you need to investigate:
    - the range of membership and ticketing systems available
    - the *key* features of each system, eg gathering information at source, network possibilities, producing reports, etc
    - the advantages and disadvantages of each system.
-

## Delivering this unit

### Case studies and the experiences of the learners

As external assessment will be based on a series of scenarios, relating to working practices in the leisure industry, it will be useful for learners to become familiar with looking at the topics detailed in *What you need to learn* with reference to a range of actual leisure organisations.

It will be useful for learners to look at how organisations implement health and safety legislation, including examples of risk assessments undertaken. It is also important that organisations that already have quality awards (eg Quest/liP) are investigated as well as those of organisations that are in the process of preparing for validation of the awards.

Finally, learners will need to have experience with organisations that use a range of membership and ticketing systems in order to compare their relative effectiveness.

### Financial exercises

External assessment requires learners to conduct a range of financial exercises. It is recommended, therefore, that learners are given every opportunity to conduct a range of financial projections and analyses.

### Timing of assessment

Learners should be entered for an external assessment only when they have covered the *What you need to learn* section of the unit.

### Preparation for the external assessment

This unit is externally assessed. As a consequence, there are a number of strategies that need to be considered when looking at schemes of work and action plans relating to this unit.

The teaching strategies for externally assessed units are likely to be very similar to those strategies for units that are assessed internally. Candidates will still need to be able to apply the information identified in the *What you need to learn* section of the unit. There are, however, some additional aspects to consider:

- candidates must be prepared for the external assessment – including being familiar with the format, structure and duration of the external assessment for this unit as well as the aims of the external assessment and the rules and regulations that exist
- candidates should be familiar with, and understand, the terminology of external assessment
- the timing and availability of the external assessment for this unit – this must be considered in planning the delivery of this unit.

The assessment will be available in January and June each year.

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## Links

### Other units

The unit has strong links with the other AS units, and also *Unit 5: Employment in Leisure*. The unit may also link to *Unit 6: Current Issues in Leisure*, as it may help inform learners' choices.

### Industry

This unit underpins the many crucial aspects that learners are likely to encounter when entering the leisure industry. Learners may well have prior understanding of many of the issues if they have undertaken work experience in the industry or if they currently work part-time in a leisure related environment.

These organisations can be linked to the unit:

- Customer Service Excellence
- Health and Safety Executive (HSE)
- Institute of Occupational Safety and Health (IOSH)
- Institute of Leisure and Amenity Management (ILAM)
- Institute of Sport and Recreation Management (ISRM)
- Investors in People (IiP)
- Quest
- SkillsActive
- Sport England.

## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Taylor L and Barker R – *Leisure Studies: Student's Book: AS for Edexcel* (Collins Educational, 2005) ISBN 0007198086

Taylor L and Barker R – *Leisure Studies: Resource Pack: AS for Edexcel* (Collins Educational, 2005) ISBN 0007200471

Textbooks on health and safety will also be a valuable resource for this unit.

### Websites

Customer Service Excellence	<a href="http://www.cse.cabinetoffice.gov.uk">www.cse.cabinetoffice.gov.uk</a>
HSE	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
ISPAL	<a href="http://www.ispal.org.uk">www.ispal.org.uk</a>
Investors in People (IiP)	<a href="http://www.iipuk.co.uk">www.iipuk.co.uk</a>
IOSH	<a href="http://www.iosh.co.uk">www.iosh.co.uk</a>
ISRM	<a href="http://www.isrm.co.uk">www.isrm.co.uk</a>
Quest	<a href="http://www.quest-uk.org">www.quest-uk.org</a>
SkillsActive	<a href="http://www.skillsactive.com">www.skillsactive.com</a>
SportEngland	<a href="http://www.sportengland.org">www.sportengland.org</a>



**Videos**

There is a number of health and safety videos that will give learners a basic understanding of health and safety in the workplace.

**Other resources**

- Health and safety literature published by the Health and Safety Executive
  - HMSO guidance on health and safety
  - Quest Pack from Quest (Facility Management and Sport Development)
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# Unit 3: The Leisure Customer

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Internally assessed

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## Introduction

Without customers the leisure industry would cease to exist. All customers are individuals and have different needs. These needs change and evolve so organisations are always looking to change and improve services to meet these changes. This unit gives you the opportunity to consider how the leisure industry has identified the customer, or consumer, as vital to the success of its provision and its future, and how the industry attracts customers and attempts to meet their needs.

This unit requires you to complete theoretical and practical activities using skills gained in the classroom which will help you to provide customer service. These skills will require you to analyse and interpret how organisations attract customers and keep them.

Employees in the leisure industry often have direct contact with customers. Providing a high standard of service and quality is paramount if organisations are to remain in business, especially in the competitive leisure industry. You need to learn that a customer who receives a high standard of service will often make a return visit, and may encourage friends and colleagues to use the service too.

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## Recommended prior learning

There is no specific prior learning recommended for this unit.

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## What you need to learn

### 3.1 The leisure customer

There are many definitions of the 'customer' in the leisure industry, and there is a wide variety of literature detailing how organisations can anticipate and meet customer needs. You need to produce evidence that includes explanations and examples of the following.

- How the customer, and customer service, is defined in the leisure industry.
- The importance of quality in customer service, for leisure.
- How leisure organisations view customers.
- The issues associated with providing service for different types customers and consumers in leisure.

You should now be aware that the customer is a very important part of the leisure industry. Planning how to deal with customer issues and monitoring how employers maintain standards is regarded as vital to business success in leisure.

You will also need to explore how organisations operate these plans.

### **3.2 Operational aspects related to the leisure customer**

The way leisure organisations operate may involve the use of both simple and complex systems in order to plan, carry out and evaluate the process of meeting customer needs. You will need to consider aspects of this through the study of leisure services, experiences or operations. You need to understand the following.

- Mission or vision statements displayed in leisure.
- Customer service policies and procedures in leisure organisations.
- Training programmes to meet leisure customer needs.
- The way leisure organisations measure, and evaluate, the quality and effectiveness of customer service; including the use of ‘mystery customers’.

By learning about the different aspects of how companies value customers, you will understand the importance of maintaining standards to keep existing customers and the importance of attracting new ones.

You will have to act as a ‘mystery customer’, in order to gain information regarding customer service in leisure organisations.

### **3.3 Marketing activities and the leisure customer**

Marketing activities in the provision of customer service, are an important part of working in the industry. They involve creating, planning and taking part in campaigns, together with the knowledge that actually providing a service will itself market a business. You will be expected to understand:

- the importance of product knowledge, awareness of competitors and market research in leisure
- the use of promotion in leisure
- multi-media and technological applications in leisure.

### **3.4 Dealing with leisure customers**

This is the ‘doing’ part of studying the leisure customer, where you are expected to take part in situations (which may be simulated) and show you can apply your knowledge and understanding. You will need to have an understanding of the underpinning knowledge and skills required to deal with customers effectively, including:

- methods of customer service (written, face-to-face, telephone)
- customer service skills
- professional presentation skills
- different environments and locations.

You will need to demonstrate you are able to:

- deal with a range of leisure customer enquiries
- anticipate and handle issues in leisure
- provide acceptable customer service in leisure.

## Assessment evidence

Assessment evidence will typically consist of both theory and practical evidence.

Your work must include evidence of:

- (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.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (A01)	<p>A description of how the leisure industry views the customer. Evidence should include references to policies and procedures. Evidence may be focused on one organisation.</p> <p>(0-6)</p>	<p>An explanation of how the leisure industry views a range of customers linked to policies and procedures. Evidence will be from a range of organisations.</p> <p>(7-12)</p>	<p>A comprehensive explanation of how the leisure industry views a range of customers, with clear and accurate links to policies and procedures. Evidence will be from a range of contrasting organisations.</p> <p>(13-17)</p>	17
(b) (A04) QWC (i-iii)	<p>Impressions of customer service gained through a 'mystery visit' to a leisure organisation. Evidence will include examples of information available for customers together with details of the product or service that is provided. Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p>(0-5)</p>	<p>Examples of customer service gained through a 'mystery visit' to a leisure organisation. Evidence will include examples of information available with a description of the product or service that is provided. Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p>(6-9)</p>	<p>Detailed examples of customer service gained through a 'mystery visit' to a leisure organisation. Evidence will include a range of examples of information available with detailed descriptions of the product or service that is provided. Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p>(10-12)</p>	12
(c) (A03)	<p>A few examples of marketing activities used within the leisure industry, with an attempt to give information regarding the products and services they relate to.</p> <p>(0-5)</p>	<p>A range of examples of marketing activities used within the leisure industry given with information regarding the products and services they relate to.</p> <p>(6-9)</p>	<p>A range of contrasting examples of marketing activities used within the leisure industry, linked to detailed information regarding the products and services they relate to.</p> <p>(10-13)</p>	13

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO2)	You have dealt with customers in a range of situations. Your performance may rely on others to be effective. <b>(0-7)</b>	You have competently provided customer service to a range of customers in a range of situations. You are effective working independently most of the time. <b>(8-13)</b>	You have demonstrated skill and expertise in the provision of customer service to a range of different customers in a range of contrasting situations. You are effective working independently. <b>(14-18)</b>	<b>18</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix D.*)

## Assessment guidance

### Mark band 1

*Assessment evidence (a)* requires learners to be able to think about what the term 'customer' actually means in the context of the leisure industry. They will be able to discuss information (eg 'promises') given by leisure organisations that relates to customer service, and also how the customer becomes the consumer. Learners should also be able to emphasise the importance of the customer to the leisure industry through the review of specific policies and procedures.

*Assessment evidence (b)* requires learners to present information gained through a visit to a leisure provider as a 'mystery customer', describing observations relating to customer service. The 'mystery visit' could be managed/organised in such a way that learners experience being customers 'first hand', or through observation. It is expected that some learners may need guidance when describing what constitutes good customer service and may need to have the relevance of procedures fully explained.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

*Assessment evidence (c)* requires learners to investigate marketing activities in the leisure industry. Evidence will include a few examples, although these will often be similar. Information regarding the products and services they relate to will be limited and may not always be accurate.

*Assessment evidence (d)* requires learners to take part in an appropriate customer service exercise. Situations could include handling telephone enquiries, managing promotional events and dealing with complaints; this may be done on an individual basis or with some support.

(See the section *Applying the mark bands* for further guidance.)



## Mark band 2

*Assessment evidence (a)* requires learners to provide evidence that they understand the importance of the customer to the leisure industry as a consumer through the review of policies and procedures. Learners will be able to explain how specific issues are managed, or monitored, to ensure standards are kept high and custom is repeated.

*Assessment evidence (b)* requires learners to present information obtained through a visit to a leisure provider. Learners will have experienced and observed how customer service is provided, and be confident in evaluating the success of the provider in satisfying both customer and consumer needs. As a 'mystery customer' they will seize the opportunity to focus on several aspects of customer service, rather than just one aspect, and be able to comment about the tangible methods the provider has in place to measure standards. Learners may, with permission from the provider, be able to include 'real' examples, eg displays, information boards and customer feedback forms.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

*Assessment evidence (c)* requires learners to investigate marketing activities in the leisure industry. Evidence will include a range of examples, some of which may be different. Information given regarding the products and services they relate to will, on the whole, be informative and accurate.

*Assessment evidence (d)* requires learners to demonstrate competence in the provision of customer service, in different situations. Evidence may be created in a number of different ways, including practical situations, eg face to face or on the telephone and also through technological or visual means, eg displays and presentations.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

*Assessment evidence (a)* requires learners to be able to give a comprehensive description of the key characteristics of a leisure customer, as viewed by the industry. Learners will make clear links between issues/situations and appropriate policies and procedures.

*Assessment evidence (b)* requires learners to be able to comprehensively review a series of operational documents such as policies, statements, forms, training manuals, and make detailed comment on their effectiveness and suitability. This should include comments on language, layout, fitness for purpose etc. As a 'mystery customer' learners at this level will gather in depth data regarding customer service provision, focusing on a number of aspects; supervision may be at the discretion of the centre, as related to risk assessment.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

*Assessment evidence (c)* requires learners to investigate marketing activities in the leisure industry. Evidence will include a wide range of contrasting examples and information given regarding the products and services they relate to will be both accurate and informative.

*Assessment evidence (d)* requires learners to be able to provide a high level of customer service, in a wide range of situations, in a variety of ways. At this level learners will show the ability to 'go the extra mile' when dealing with customers.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

<b>Pre-course preparation</b>	There is the opportunity here for staff to plan and execute an inspiring programme of study that could be directly linked to working in leisure. Before introducing learners to the programme, staff could visit a range of providers to collect literature, to meet with employers, and to arrange visits and guest speakers. Centres should consider equity and inclusion thus avoiding any barriers to full learner participation.
<b>External visits</b>	<p>Learners should be encouraged to visit different areas of the leisure industry, including ‘mystery visits’, to observe a range of customers and related situations. Learners could be encouraged to collect information and compare it from different providers – this could be self-directed study. This may generate opportunities to present evidence in a variety of methods – from display boards, charters and information leaflets to the creation of manuals.</p> <p>Tutors have the opportunity to plan activities to suit the needs of their learners. It is appropriate to set tasks, plan projects, design literature or even for a centre to create their own leisure attraction. It might also be appropriate to consider seasonal variations and opening times. Visits to other centres should also be considered.</p>
<b>Practical activities</b>	Evidence should be recorded via witness statements in simulated environments, if possible with ‘real’ customers. Delivery should at all times be stimulating and appropriate to learner needs. The locality may provide additional sources of inspiration through guest speakers, work experience and visits.
<b>Investigate available experiences</b>	There is now a vast number of leisure organisations, companies and providers that would be worth learners becoming familiar with. Literature to illustrate adventure, excitement, indulgence, fun and dreams is widely available, from walking in the countryside to ‘flying eagles’, from tank driving to swimming with dolphins. It might not be possible, during the study of this qualification, to ‘swim with sharks’ but it is possible via the web. Learners will be able to appreciate that different people today demand vastly different experiences.
<b>Real organisations</b>	Evidence may allow for a research project/case study into a specific industry, organisation or activity. Learners could work with a real organisation to produce materials or documents. This is a chance to make this unit vocational, to provide skills and to help prepare learners for employment or further study.
<b>Witness statements</b>	Witness statements are likely to be an important source of evidence for this unit; it is essential that they are accurate and complete.

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## Links

<b>Other units</b>	<p><i>Unit 1: The Leisure Industry</i> and <i>Unit 2: Working Practices in Leisure</i> will provide extensive appropriate knowledge that can be further developed or applied in this unit.</p> <p><i>Unit 4: Leisure in Action</i> will provide an opportunity to use many of the skills acquired in this unit.</p>
<b>Industry</b>	Establishing links with industry will be worthwhile and viable.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

<b>Textbooks</b>	<p>Customer service and marketing texts are useful resources, although care should be taken to ensure that they are pitched at the right level. It should be remembered that they may not necessarily make reference to the specifics of the leisure industry.</p> <p>Horner S and Swarbrook J – <i>Leisure Marketing: A Global Perspective</i> (Butterworth-Heinemann, 2004) ISBN 075065550X</p> <p>Taylor L and Barker R – <i>Leisure Studies: Student's Book: AS for Edexcel</i> (Collins Educational, 2005) ISBN 0007198086</p> <p>Taylor L and Barker R – <i>Leisure Studies: Resource Pack: AS for Edexcel</i> (Collins Educational, 2005) ISBN 0007200471</p>										
<b>Websites</b>	<table><tr><td>English Heritage</td><td><a href="http://www.english-heritage.org.uk">www.english-heritage.org.uk</a></td></tr><tr><td>Leisure Opportunities</td><td><a href="http://www.leisureopportunities.co.uk">www.leisureopportunities.co.uk</a></td></tr><tr><td>Quest</td><td><a href="http://www.quest-uk.org">www.quest-uk.org</a></td></tr><tr><td>SkillsActive</td><td><a href="http://www.skillsactive.com">www.skillsactive.com</a></td></tr><tr><td>SportEngland</td><td><a href="http://www.sportengland.org">www.sportengland.org</a></td></tr></table>	English Heritage	<a href="http://www.english-heritage.org.uk">www.english-heritage.org.uk</a>	Leisure Opportunities	<a href="http://www.leisureopportunities.co.uk">www.leisureopportunities.co.uk</a>	Quest	<a href="http://www.quest-uk.org">www.quest-uk.org</a>	SkillsActive	<a href="http://www.skillsactive.com">www.skillsactive.com</a>	SportEngland	<a href="http://www.sportengland.org">www.sportengland.org</a>
English Heritage	<a href="http://www.english-heritage.org.uk">www.english-heritage.org.uk</a>										
Leisure Opportunities	<a href="http://www.leisureopportunities.co.uk">www.leisureopportunities.co.uk</a>										
Quest	<a href="http://www.quest-uk.org">www.quest-uk.org</a>										
SkillsActive	<a href="http://www.skillsactive.com">www.skillsactive.com</a>										
SportEngland	<a href="http://www.sportengland.org">www.sportengland.org</a>										
<b>Videos</b>	<p>Promotional videos produced and distributed (often free) by leisure organisations and providers (such as Center Parcs, Disneyland, BUNAC and Camp America) are valuable resources.</p> <p>Customer service training videos (such as those produced by the BBC and private training providers) will also be useful.</p>										
<b>Other resources</b>	<p>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.</p> <p>Training manuals and documentation used in/by leisure organisations are also valuable.</p> <p>Journals, magazines and industry publications, including:</p> <ul style="list-style-type: none"><li>• <i>Observer Sport Monthly</i> (a monthly supplement available in <i>The Observer</i> newspaper)</li><li>• <i>Sports Industry Magazine</i></li></ul> <p>are also helpful.</p>										

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### Introduction

This unit gives you the opportunity to work as part of a team to plan, carry out and evaluate a leisure event. There are many events you can choose, for example a sporting event or an exhibition, however it must be a leisure-related event. Your tutor will give you advice and ideas about what you and your team could do.

This unit helps prepare you for employment in the leisure industry, offering you the opportunity to develop essential skills used in the workplace.

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

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### Recommended prior learning

This A2 unit builds on the knowledge gained in the three AS units of this GCE, drawing on aspects from each in the choosing, planning and delivery of a leisure event. This unit offers learners the opportunity to use the information and skills they have acquired such as those relating to health and safety, budgeting and customer service.

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### What you need to learn

- 4.1 Choice of event** It is essential you choose an event that will allow you to meet the marking criteria of the unit. It would be beneficial if your tutor helped guide you as to the suitability of the event you choose. You will need to consider:
- the complexity of the event. It must allow all members of the team to play a substantial role and have the opportunity to meet the assessment criteria for the unit
  - the nature of the event. Your chosen event must be in the leisure industry as this is the focus of the qualification. Examples of events that may be suitable include a sports tournament or league, a leisure-focused charity fundraising event, an organised trip to a visitor attraction or a fashion show.

#### 4.2 Feasibility of event

In preparing your chosen event, you will need to investigate its feasibility and present this in the form of a plan. You will need to explain a number of important points about the event in the plan, including:

- the aims and objectives of the event
- your customers, their needs and how these will be met
- how the event will be marketed
- physical resource needs (for example equipment, venue/premises, materials)
- financial aspects of the event (budgeting, start-up costs, income, handling payments)
- staffing for the event (your team, the strengths and weaknesses of the team, who does what)
- administration systems (bookings, record keeping, paper-based, electronic)
- event timescales
- target setting for the event and for individual team members
- legal aspects of the event (health and safety, risk assessment, security, insurance)
- contingency plans
- how the event will be reviewed and evaluated.

#### 4.3 Teamwork

Developing effective teamwork skills is an important part of this unit. You will need to consider a number of points about teamwork, including:

- the purpose of your team
- team structure (formal, informal)
- roles and responsibilities of team members
- how the team communicates
- teamwork and problem solving
- team building and interaction
- other factors that may influence how well the team works, such as communication, leadership, personality clashes, access to resources, the working environment.

The success, or otherwise, of your event will be linked closely to your ability to work effectively as part of a team.

#### 4.4 Carrying out the event

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

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

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

#### 4.5 Evaluating the event

Once the event is finished it is important to evaluate what happened to decide if the objectives and targets set by your team at the beginning have been achieved.

You should gather feedback on performance throughout the event, not just at the end. A good way of evaluating performance is for all team members to answer questions such as:

- did we meet our objectives and targets
- were key deadlines met
- did our planning promote effective performance
- was the project effective/successful
- what went well and what went badly for you individually
- how well did the team work as a whole
- how did working as part of a team help or hinder you?

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

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

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## Assessment evidence

Assessment evidence will typically consist of a plan for a leisure event and evidence of your involvement in carrying out this event.

Your work must include evidence of:

- (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.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (A01)	<p>A basic plan of the selected event; the plan has some omissions and offers some suggestions that may be unrealistic.</p> <p><b>(0-5)</b></p>	<p>A sound plan of the selected event; the plan has some minor omissions but is generally realistic.</p> <p><b>(6-8)</b></p>	<p>A comprehensive plan of the selected event. The plan demonstrates thorough knowledge, skills and understanding with minimal omissions. The plan is realistic.</p> <p><b>(10-12)</b></p>	<b>12</b>
(b) (A02)	<p>You made some contribution to the running of the event. Your record of contribution shows your involvement in the selected event but shows you did not consistently perform in the team. It also lacks details and includes some inaccuracies/omissions. You met most deadlines but not all. You were not able to deal with problems effectively, or failed to identify them.</p> <p><b>(0-6)</b></p>	<p>You contributed to the running of the event and that some of this contribution was significant. Your record of contribution shows your consistent involvement in the selected event. It includes some inaccuracies/omissions but you met all deadlines. You dealt with some problems but not always effectively.</p> <p><b>(7-11)</b></p>	<p>You made significant contribution to the running of the event. Your record of contribution shows that you played a full and valuable role in the selected event. You met all deadlines and dealt effectively with problems.</p> <p><b>(12-15)</b></p>	<b>15</b>
(c) (A03)	<p>You carried out some research from limited sources when assessing the feasibility of your selected event and when managing the event. The research was not always relevant, and consistent, and you did not use the findings of your research effectively to inform the running of the event.</p> <p><b>(0-6)</b></p>	<p>You carried out research from different sources when assessing the feasibility of your selected event and when managing the event. The research was mostly relevant, and consistent, and you used some of the findings of your research effectively to inform the running of the event.</p> <p><b>(7-11)</b></p>	<p>You carried out comprehensive research from a broad range of sources when assessing the feasibility of your selected event and when managing the event. The research was relevant, and consistent, and you used the findings of your research effectively to inform the running of the event.</p> <p><b>(12-15)</b></p>	<b>15</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO4) QWC (i-iii)	<p>Include a basic evaluation of your own performance and the team's performance during and after the event, making limited and basic recommendations for improvement, some may be unrealistic.</p> <p>Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>Include a sound evaluation of your own performance and the team's performance during and after the event, making brief but realistic recommendations for improvement.</p> <p>Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(8-13)</b></p>	<p>Include a comprehensive evaluation of your own performance and the team's performance during and after the event, making detailed and realistic recommendations for improvement.</p> <p>Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p style="text-align: right;"><b>(14-18)</b></p>	<b>18</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see Appendix D.)

## Assessment guidance

### Mark band 1

*Assessment evidence (a)* requires learners to produce basic evidence of achievement. This evidence must be sufficient and original, and support the completion of the chosen event in leisure. The plan will be basic and is likely to have some omissions, for example the plan may not identify all physical resources and the timescale may be unrealistic in some parts.

*Assessment evidence (b)* requires learners to show basic records of how they contributed to the running of the event. Again, there are likely to be omissions and not all deadlines are likely to be met. Learners may have a diary of their contribution but this may be incomplete, and some parts will be inaccurate.

*Assessment evidence (c)* requires learners to carry out some basic research, from limited sources, when assessing the feasibility of the project and also when managing the event. The research may not always be relevant and may not be used effectively either. Learners may use the materials they have been working with in class and during organised visits. They are not likely to organise their use, and will not challenge its value. Research gathered may add little or no value.

*Assessment evidence (d)* requires learners to produce a basic evaluation of their own performance and also the team's performance during and after the event. Learners will produce basic and limited recommendations for improvement and some may be unrealistic. The evaluations completed by learners at this level will be very basic (eg 'I was good at meetings but I was not good at time keeping and turned up late twice'). These learners will not explain why these were strengths or weaknesses, or what effects they may have had on the performance of the individual or team. Recommendations will be basic (eg 'turn up on time').

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

*Assessment evidence (a)* requires learners to produce a sound plan of the event. This evidence will be sufficient and original and support their completion of their chosen event in leisure. The plan will include some detail; there may be some omissions, but it will be realistic. The plan may, for example, identify the aims and objectives of the event, and the financial resources may be accurate but the timescale may be missed.

*Assessment evidence (b)* requires learners to produce evidence that they contributed to the running of the event and that some of this contribution was valuable. This evidence will demonstrate a consistent involvement in the selected event. It may include some inaccuracies/omissions but most deadlines will be met. Learners will demonstrate that they can deal with some problems, although not all, and not always effectively. Learners will, for example, produce a diary that will provide evidence of significant contribution, the diary will also include evidence of deadlines being met, but may not be an entirely accurate account of their contribution. Learners will also provide evidence of dealing with problems that were accounted, however, these may not have been dealt with effectively.

*Assessment evidence (c)* requires learners to carry out research from different sources when assessing the feasibility of their event and also when managing the event. The research will be mostly relevant and learners will use most of their findings to make decisions about their selected event. In addition to this, research learners will have gathered information from different sources, and used most of this effectively while engaged in decision making. For example, learners may research the events offered by previous cohorts, and take note of the possible improvements suggested by this group.

*Assessment evidence (d)* requires learners to include a sound evaluation of their own performance and also their team's performance, during and after the event. Their recommendations for improvement may be limited but they will be realistic. Evaluations given will be in greater detail and will offer some expansion on the performance of both individual and team, and related effects (eg 'I was good at taking minutes at the meetings. The minutes stated who needed to do what, and by when, so we could follow progress. This meant as an individual you knew who was doing what. My skills helped the project be a success'). Learners will offer more detailed recommendations (eg 'I will aim not to be late because this held up two meetings, meaning that we went on too late in one meeting and in another we couldn't talk in detail').

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

*Assessment evidence (a)* requires learners to produce a comprehensive plan of the event. This evidence will be sufficient and original and support their completion of their chosen event in leisure. The plan will be detailed with only minor omissions and it will be realistic. It will identify the aims and objectives clearly, staffing requirements will be stated accurately and all timescales will be realistic.

*Assessment evidence (b)* requires learners to produce evidence that they contributed significantly to the running of the event. This contribution would also be considered valuable. The majority of deadlines will be met and learners will demonstrate that they can deal with problems effectively. Learners will, for example, keep a detailed and objective diary, that will provide an accurate account of their contribution to the event. Evidence of how deadlines were met will be provided. Additionally, detailed evidence relating to how problems encountered were dealt with will be given.

*Assessment evidence (c)* requires learners to carry out research from a broad range of sources when assessing both the feasibility of their event and also when managing the event. The research will be relevant and learners will use their findings to make accurate decisions about their selected event. Learners will carry out primary and secondary research that informs the project. Learners may meet previous learners, and detail the recommendations they have made. These will be used effectively, ensuring similar mistakes can be avoided and that strengths can be emphasised.

*Assessment evidence (d)* requires learners to include a comprehensive and detailed evaluation of their own and their team's performance during and after the event. Their recommendations will be realistic and detailed. Evaluations at this level will be insightful and detailed. For example, learners will be able to detail their strengths and weaknesses accurately and, in addition, they will be able to discuss how this will effect the performance of the team. Recommendations will link to their evaluation and will explicitly state what learners need to do to improve and the associated benefits.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

### Choice of event

Learners need to be aware of the options open to them when making an informed choice of the nature of their event. Over a period of time learners could monitor the local media and detail leisure events. Once learners have accurately identified the scope of events they could assess the complexity of the events they have researched. It is then their role to assess, with the tutor, whether the choices of events are sufficiently complex and will provide the required evidence for the successful completion of the unit. Learners also need to consider the accessibility of the event. These activities should help learners make a realistic choice as to what they could plan for their event.

<b>Previous experiences</b>	Learners could draw from their own experiences or research the experiences of others managing events such as fund raisers like Children in Need, previous cohorts or other groups within the centre. With tutor support they could discuss what went well, what didn't and why. They could then use this to ensure their choice of event is effective.
<b>Observe a meeting</b>	Learners will need to know how to conduct themselves in meetings. They will need to learn the role of different personnel and the expectations of both their peers and themselves. It would be useful for learners to observe an effective meeting with accurate and measurable minutes and then also to observe the opposite. This can be conducted either as a role-play, or a live situation.
<b>Customer problems</b>	This activity is particularly useful if it can be acted by drama learners. Learners need to be placed in a leisure related scenario, such as a sports coaching session. A number of participants should be primed to act as problem customers. One may be an awkward parent, one may be an injured participant, another could be a badly behaved player and so on. Learners will react to the situation and the tutor can offer feedback on their ability to deal with an issue. This can be further developed to show how this can be translated to the minutes and what action should be taken.
<b>Study visits</b>	Learner visits and live case studies are essential to learning – they offer the opportunity for learners to assess live events both in their community and nationally. It is these activities that bring this unit to life for the learners. For example, a visit to a local swimming club open meet can demonstrate the complexity of organising what can be a small event.
<b>Witness statements</b>	Witness statements are likely to be an important source of evidence for this unit, it is essential that they are accurate and complete.

## Links

<b>Other units</b>	<p>This unit uses the learning from the three AS units of this qualification, and complements the learning in the other A2 units. For example, it is imperative that learners are clear what is meant by leisure, as clarified in <i>Unit 1: The Leisure Industry</i>. In order to carry out a successful leisure event, learners will need to be aware of the practices of the leisure industry, this learning will take place when completing <i>Unit 2: Working Practices in Leisure</i>. Furthermore, in order to successfully complete this unit, learners will need to understand the customer and how to market an event – this is covered in <i>Unit 3: The Leisure Customer</i>.</p> <p>The other A2 units complement this unit. <i>Unit 6: Issues in Leisure</i> could be used to inform the topic of the event, and <i>Unit 5: Employment in Leisure</i> will be useful when learners are exploring how their team works during the event.</p>
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## Industry

This unit is likely to introduce learners to how the leisure industry works. Much of what they will do in this unit is what they will also do when they go to work in leisure. Working with people, dealing with customers, creating an awareness of their product, dealing with problems and learning from what has gone before are all valuable skills which will be welcomed in leisure.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Any event management text would be a useful resource. However many are produced for undergraduates and are aimed at Levels 4 and 5, and therefore are not entirely appropriate for this Level 3 qualification.

Taylor L and Barker R – *Leisure Studies A2 for Edexcel Student's Book* (Collins Educational, 2006) ISBN 0007200390

Taylor L and Barker R – *Leisure Studies A2 for Edexcel Resource Pack* (Collins Educational, 2006) ISBN 0007200439

### Websites

*The Daily Telegraph*

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

*The Guardian*

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

SkillsActive

[www.skillsactive.com](http://www.skillsactive.com)

SportEngland

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

### Multimedia

Microsoft Project, or a similar flexible project management package, may be useful as a tool for this unit.

### Other resources

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, for example cultural events. All provide excellent case studies for analysis.

Sport England's website provides 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 learner.

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

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## Unit 5: Employment in Leisure

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Externally assessed

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### Introduction

It is often stated that people are the most important part of any organisation. This can be even more significant if people are working in a service industry such as leisure, as there is often no tangible product. A great customer experience is often down to the staff that serve the customer. Their attitude, commitment, product knowledge and enthusiasm can make an average experience a memorable one. This unit investigates the people who work in leisure.

It is about what you can expect and what will be expected of you when working in the leisure industry. The unit will help you to prepare for experiencing some of the working practices involving people. This may be for example in a cinema, a sports facility or a café. Some of these experiences will be positive, such as congratulating a member of staff who has achieved their targets. Some may be challenging, such as dealing effectively with a member of staff who is to be made redundant, or terminating the contract of a member of staff who has acted improperly. Whether positive or challenging, the experience will be valuable in the development of your career. This unit will help you prepare for these experiences and develop the skills you need to work successfully in leisure.

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### Recommended prior learning

This A2 unit builds on the knowledge gained in the three AS units of this GCE. It draws on aspects from each of these three units, but particularly *Unit 2: Working Practices in Leisure*.

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### External assessment

This unit will be assessed through an examination set and marked by Edexcel.

There will be a 1 hour and 30 minute examination paper.

The number of raw marks available is 90.

The examination will be available in the January and June examination series.

The paper will be a question and answer booklet.

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## What you need to learn

### 5.1 Employment practices in leisure

There are many methods of working in leisure. These differ depending on the needs of both the business and the member of staff. It is important to be flexible with staff when employing them and also to employ staff that will assist the business. You will need to investigate the different types of employment in leisure including:

- part-time
- job share
- full-time
- self-employment
- casual and temporary
- voluntary
- apprenticeships and training programmes.

You will also need to investigate contracts of employment including permanent, fixed-term, temporary and seasonal.

### 5.2 Recruitment and selection in leisure

You will need to learn about the purpose, process and importance of effective recruitment and selection in leisure. You will need to investigate the process of recruitment and selection including these stages:

- job analysis
- job descriptions
- person specifications
- recruitment advertising
- methods of application
- shortlisting
- interviewing
- appointment.

You will investigate these stages and how they are used in leisure.

### **5.3 Employment issues in leisure**

You will need to investigate the following working procedures and practices, generally and specifically for the leisure industry.

- Induction for new and for existing members of staff
- Hours of work; including flexible working
- Shift work
- Scheduled breaks
- Annual leave
- Sickness and absence
- Maternity, paternity and adoption benefits
- Notice periods
- Disciplinary and grievance
- Redundancy and redeployment
- Appraisals
- Management style.

You will need to learn what these procedures and practices are and the issues that they raise. For example, you will need to know what a disciplinary procedure is and when it would be used effectively. Then you will need to know how procedures and practices are successfully applied in the leisure industry.

### **5.4 Motivating staff in leisure**

As we have already said, staff can greatly influence the experience of the leisure customer. It is important that employers make employees feel valued and enthusiastic. Staff need to be motivated to assist any organisation in meeting their aims. There are different methods of motivating staff and these include:

- management methods including management style, target setting, awards and recognition, appraisals, team working, job rotation and enlargement
- staff development and training, including on-the-job and off-the-job training, and promotion
- a positive working environment
- remuneration and incentives including salaries and wages, piece rate, performance related pay, profit-related pay, bonuses and perks.

You will need to understand what method of motivation to use, and when and why, and again apply these principles to the leisure industry.

## 5.5 Employment law

There are a number of pieces of legislation that must be followed when employing staff. You will need to understand the key requirements of the current legislation relating to the following areas:

- sex discrimination
- equal pay
- race relations
- working time
- employment of children and child protection
- health and safety at work
- disability discrimination.

You will need to explore the implications of these pieces of legislation in the leisure industry.

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## Delivering this unit

### Using case studies and the experiences of the learners

As the external assessment is to be based on scenario studies detailing experiences in leisure, it is useful for learners to become familiar with as many situations as possible. All case studies will be about the topics included in the *What you need to learn* section of the unit.

Over a few months it may be useful to gather case studies from the media. Also, information can be gathered/shared by the learners and staff. For example, ask each learner to produce a 10-line case study about three of the issues in the *What you need to learn* section. Ensure all aspects are covered. Then describe, explain, assess and analyse the case study. It may be beneficial to keep the case studies for future reference.

### Timing of assessment

Learners should be entered for an external assessment only when they have covered the *What you need to learn* section of the unit.

## Preparation for the external assessment

This unit is externally assessed. As a consequence, there are a number of strategies that need to be considered when looking at schemes of work and action plans relating to this unit.

The teaching strategies for externally assessed units are likely to be very similar to those strategies for units that are assessed internally. Candidates will still need to be able to apply the information identified in the *What you need to learn* section of the unit. There are, however, some additional aspects to consider:

- candidates must be prepared for the external assessment – including being familiar with the format, structure and duration of the external assessment for this unit as well as the aims of the external assessment and the rules and regulations that exist
- candidates should be familiar with, and understand, the terminology of external assessment
- the timing and availability of the external assessment for this unit – this must be considered in planning the delivery of this unit.

The assessment will be available in January and June each year.

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## Links

### Other units

This unit uses the learning from the three AS units and complements the learning in the other A2 units. For example, it is imperative that learners are clear what is meant by leisure, which is clarified in *Unit 1: The Leisure Industry*. This unit links specifically with *Unit 2: Working Practices in Leisure* and *Unit 3: The Leisure Customer*.

Learning in *Unit 5: Employment in Leisure* will be useful when completing the other A2 units but is particularly useful for *Unit 4: Leisure in Action* when dealing with working in a team.

### Industry

This unit introduces learners to how the leisure industry works. Much of what they will do in this unit is what they will also do when they work in leisure. Understanding the theory of working with people and how to deal with certain situations will be invaluable and welcomed by the leisure industry.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Any human resource management text would be a useful resource, however many of these texts are produced for undergraduates and are aimed at Levels 4 and 5. These may not, therefore, be entirely appropriate for this Level 3 qualification.

Taylor L and Barker R – *Leisure Studies A2 for Edexcel Student's Book* (Collins Educational, 2006) ISBN 0007200390

Taylor L and Barker R – *Leisure Studies A2 for Edexcel Resource Pack* (Collins Educational, 2006) ISBN 0007200439

### Websites

*The Daily Telegraph*

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

*The Guardian*

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

SkillsActive

[www.skillsactive.com](http://www.skillsactive.com)

SportEngland

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

### Other resources

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 topical people management issues 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 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 learner.

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

## Unit 6: Current Issues in Leisure

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Internally assessed

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### Introduction

This unit will allow you to develop your own interest in leisure through the identification of an issue that will be the focus of a research project.

There are many aspects of the leisure industry that could be considered to be 'issues'. Society is continually changing, and 'leisure' is included in this process. Research will give you a significant amount of information about leisure and the part it plays in people's lives.

You will be able to reflect on the knowledge that you have already gained in the other units of this qualification and to appreciate how diverse the leisure industry is. Your chosen issue will be leisure orientated but may allow you to extend your research into further, appropriate related areas, such as the sport or recreation industries.

This unit requires you to plan, carry out and present a research project, looking at a distinct area of, or issue in, leisure. It will be important to carefully consider an aspect of leisure that you enjoy studying and that will provide opportunities for further research.

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### Recommended prior learning

This A2 unit builds on the knowledge gained in the three AS units and the other two A2 units of this GCE. It draws on aspects from each of these five units to inform the choice of issue to research.

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## What you need to learn

**6.1 Issues in leisure** Issues in leisure may relate to people, organisations or places. They could also be political, financial or influenced by worldwide developments. Selecting exactly what to research further requires you to think about a subject area and how it will provide scope to collect data. Data may present itself in a range of formats, some being easy to access and consider, whilst other information may need careful consideration to pinpoint an appropriate method of accessing it.

When selecting a research topic you may wish to consider some of the following.

- The range of leisure activities, for example: the arts, sport, adventure tourism, shopping, bingo, technological games or even blood sports
- Lifestyle and health-related issues, for example: obesity, heart disease, drug dependency, eating disorders, the impact of stress, special populations. You may wish to look at the effects, or the advantages, of healthy living campaigns or health promotions.
- Equality and diversity, for example: the inclusion of all people in society in leisure, the provision of opportunity for leisure, the adaptation of existing practices to meet the needs of specific groups of people.
- Events, festivals and traditions, for example Royal Ascot, book launches, pop concerts, the Notting Hill Carnival, the London Marathon or the World Cup.
- Government and policy, for example initiatives related to crime, race, unemployment or regeneration, election campaigns (where leisure is highlighted in a manifesto), hosting of world/European events.
- Media and commercial aspects, for example newspapers, magazines, books, television, radio, sponsorship, advertising, celebrities.
- Technology, for example the development of new sports equipment or measures taken to increase security for large-scale events

This list is not exhaustive, there will be a number of other topics well worth consideration. You will need to discuss the issue you plan to research with your tutor to ensure that it is appropriate and that it will provide the required opportunities for research.

**6.2 Leisure research project** Your research project will need to be planned, then carried out and finally presented in an acceptable format. You will need to be able to:

- produce a research proposal; a summary of the research project, stating the 'what', 'why' and 'how' of the project
- use, and evaluate the use of, research methods; interviews, questionnaires, focus groups and panels, observation (including participant observation), documents and databases
- take account of ethical considerations
- present your project in an appropriate format; including aims, methodology, research, analysis, conclusions, references/bibliography and evaluation.



## Assessment evidence

Assessment evidence will consist of a research project, using a range of research methods, that focuses on a leisure-related research topic. It is essential that all research meets appropriate ethical guidelines, including permission being granted before 'real life' examples are included.

It is suggested that between two and four thousand words would be appropriate for a 'written' project.

Your work must include evidence of:

- (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.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) – (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(a) (A01)	<p>A basic research proposal that identifies the area of intended research together with a plan that indicates how the project aims will be met.</p> <p>The plan may be unrealistic in parts.</p> <p>(0-4)</p>	<p>A sound research proposal that clearly identifies the area of leisure to be researched together with details of how project aims will be met.</p> <p>The proposal and plan are feasible.</p> <p>(5-7)</p>	<p>A comprehensive research proposal that clearly identifies the scope and range of the intended research project, with an explanation of how project aims will be met.</p> <p>The proposal and plan reflect the project aims and include a timescale where priorities concerning the research and collection of data are acknowledged.</p> <p>(8-9)</p>	9
(b) (A03)	<p>Basic research that describes aspects of the chosen leisure issue, focusing on material that relates to the topic.</p> <p>Little awareness of what is already written about the chosen issue is demonstrated.</p> <p>(0-7)</p>	<p>Sound research that examines predominantly relevant information from a variety of sources. Data is summarised to present informed conclusions.</p> <p>Some awareness of what is already written about the chosen issue is demonstrated.</p> <p>(8-13)</p>	<p>Well-constructed, insightful research that examines relevant information from a variety of appropriate sources.</p> <p>It includes accurate and appropriate data about the chosen leisure issue. Data is interpreted in order to present informed decisions. The review is referenced accurately with relevant detail.</p> <p>(14-18)</p>	18
(c) (A02)	<p>A completed research project, including data gained through research, together with some analysis and conclusions.</p> <p>The project will mostly be structured in an appropriate format.</p> <p>(0-7)</p>	<p>A completed research project where the aims are systematically met through data collection, with analysis and conclusions.</p> <p>The project will be appropriately structured and well presented.</p> <p>(8-13)</p>	<p>A substantial, completed research project where all aims are systematically met. Data throughout the research is used effectively to present accurate and relevant conclusions.</p> <p>The project will be appropriately structured and very well presented.</p> <p>(14-18)</p>	18

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
(d) (AO4) QWC (i-iii)	<p>An evaluation that looks at the project, and its methodology, with an attempt to identify areas which could be improved, although these may not always be relevant. Suggestions as to how this could be achieved may be unrealistic.</p> <p>Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p>(0-6)</p>	<p>An evaluation that examines the project, and its methodology, identifying some areas that could be improved and suggesting how this could be done.</p> <p>Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p>(7-11)</p>	<p>An evaluation that thoroughly examines the project, and its methodology, identifying, and explaining, areas which could be improved and suggesting valid methods of doing so.</p> <p>Conclusions reflect an understanding of the chosen issue and project organisation.</p> <p>Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p>(12-15)</p>	15
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix D.*)

## Assessment guidance

### Mark band 1

*Assessment evidence (a)* requires learners to be able to identify an area of research and to organise how the research will be carried out. There may be the need to assist learners with a number of issues critical to the success of the whole project, the plan may be unrealistic in parts. There may be the need to direct learners to previous research and specific issues that would lend themselves to further investigation or provide the scope for a worthwhile data collection.

*Assessment evidence (b)* requires learners to research the chosen subject area and possible methods of data collection. There may be the need to direct learners to sources of information via books, journals, and the web, and to access library support systems. Writing the review will involve learners bringing together information from different sources. Learners may need support to identify what information is relevant and how it can be presented with references. Learners may need to be reminded of the project aim so that emerging evidence supports the research.

*Assessment evidence (c)* requires learners to organise the collection and analysis of data. This process will be influenced by the chosen method and how learners organise their time to collect it. It is anticipated that guidance will need to be given at all stages so that learners are able to present accurate findings. As some areas of research are potentially sensitive, learners may need help in accessing information and then further advice on how to use such sources of information. The evidence may be incomplete but will demonstrate that an attempt has been made to meet the criteria.

*Assessment evidence (d)* requires learners to look at their completed project, identifying areas which they think could be improved. Their suggestions may not always be relevant and ideas as to how improvements could be made may not always be realistic.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

*Assessment evidence (a)* requires learners to be clear in the proposed area of research. They may need some guidance or support but will be able to justify the project aim. They will understand the purpose of planning exactly how to choose a method of data collection to produce the intended information. The inclusion of a checklist may assist this process and address the need to complete the project in time for grading.

*Assessment evidence (b)* requires learners to appreciate the importance of reading about a chosen issue that is current, relevant and that can form the basis of a review. Learners should be able to reference text and include quotations. They will be able to compare findings from previous research in order to establish the relevance of current information. They may be aware of quantitative or qualitative methods to shape their own project design, selecting potential areas to generate research and discussion. At this level learners can plan research so that it becomes an integral part of the project and is not just an isolated piece of evidence.

*Assessment evidence (c)* requires learners to complete a research project. They will need to demonstrate the process associated with a systematic enquiry. The work here will bring together raw material into a formally structured project. By completing sound research of the issue, the chosen methods of data collection will yield the expected information within the allotted timescale. Alterations or changes are an accepted part of the process and are fully incorporated into the writing-up of the project. Results may be presented through the inclusion of analysis, tables or graphs. Conclusions relate to the data and reflect the project aims.

*Assessment evidence (d)* requires learners to examine the quality of their project, making evaluations, identifying areas which could be improved and making suggestions as to how this could be done. These suggestions will mostly be relevant and realistic.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

*Assessment evidence (a)* requires learners to identify a research proposal that clearly demonstrates that the chosen leisure issue has the scope and potential for the intended methods of research. All ideas will have a clear progression with the explanation of how the project aims will promote worthwhile research. The plan will identify possible sources of information together with a 'checklist' approach to demonstrate that learners appreciate the organisation of skills involved to research, produce and submit their project to meet timescales.

*Assessment evidence (b)* requires learners to conduct well-constructed insightful research. Learners will, through the examination of a substantial amount of information, demonstrate that they understand the content of what has previously been written. They are able to extract relevant factual data to interpret and present valid points. Their work may include references to methodology and proposed avenues of research.

*Assessment evidence (c)* requires learners to complete research. This must include explanations of intended aims, methodology, analysis and conclusions that acknowledge formal structures. The leisure issue discussed in their research clearly reflects the project aims. This then systematically influences the chosen methodology. Results are presented in a variety of formats and lead into justified findings. Conclusions draw together the complete project and present the basis for the evaluation.

*Assessment evidence (d)* requires learners to demonstrate maturity in reviewing their project. Learners have the insight to recognise limitations and identify opportunities for future discussion. They will identify and explain areas which could be improved on and will suggest valid methods to do so.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

### Tutor-led and self-directed study

This unit has been designed with a research focus to stimulate learners into both tutor-led and self-directed study. As it is internally assessed there is tremendous scope for the leisure industry to be related directly to the locality of the centre or directly to the interests of the learners. Assessment topics could be further related to employer needs and links made for learners to observe working practices.

### Visits to organisations

Many leisure organisations are 'open' to the public and hold valuable sources of reference material. Some organisations may have organised tours, events or open days that learners could access to experience culture, technology, crowd management, methods to cope with deviant behaviour or other relevant issues. They should be able to appreciate the scope of the industry through their own use of facilities and be able to identify diverse uses of, for example, buildings and the environment.

### Guest speakers

Guest speakers could stimulate areas of research and/or provide rich sources of information.

**Research project** Newspapers, journals and magazines may provide the focus for some areas of study and could provide mini or pilot discussions, work could be analysed in seminars or relayed via blackboard.

It is envisaged that the project will form the main focus of this unit and should be planned so that learners have enough time to plan, organise and write up their findings.

**Presentation** Presentations should follow the submission of the research project and could be delivered in several ways, ranging from a PowerPoint-supported presentation, to an informative guide or leaflet.

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## Links

**Other units** This unit links to the AS units of this qualification as they form a knowledge base from which learners should be able to consider the development of services, experiences and information, together with issues that need to be addressed. These may involve society, politics, finance, inclusion and many of the other factors that contribute to society.

*Unit 4: Leisure in Action* and *Unit 5: Employment in Leisure* will also provide opportunities to enrich this unit and may stimulate further research.

**Industry** Industrial links may be possible through local provision but it may be a case of looking for specifics. Links could be informally established through the review of national organisations who produce policies dealing with people's rights and responsibilities. This could include national governing bodies, national institutions, boards and management forums.

## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Texts which look at research methods, particularly those with a leisure focus will be a useful resource. Examples are given below:

Bell J – *Doing Your Research Project, 4th Edition* (Open University Press, 2005) ISBN 0335215041

Burns R – *Introduction to Research Methods, 4th Revised Edition* (Sage Publications, 2000) ISBN 0761965939

Texts which look at issues which could be suitable for the research project may also be useful, for example:

Anderson J – *Gender Issues in Work and Leisure* (Leisure Studies Association, 2001) ISBN 090633778X

Clough S – *Women's Leisure Experiences: Ages, Stages, and Roles* (Leisure Studies Association, 2001) ISBN 0906337801

Hill J – *Sport Leisure and Culture in 20th Century Britain* (Palgrave, 2002) ISBN 0333726871

McPherson G – *Leisure and Social Inclusion* (Leisure Studies Association, 2003) ISBN 0906337844

Taylor L and Barker R – *Leisure Studies A2 for Edexcel Student's Book* (Collins Educational, 2006) ISBN 0007200390

Taylor L and Barker R – *Leisure Studies A2 for Edexcel Resource Pack* (Collins Educational, 2006) ISBN 0007200439

### Websites

BBC	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Brand Republic	<a href="http://www.brandrepublic.com">www.brandrepublic.com</a>
<i>The Daily Telegraph</i>	<a href="http://www.telegraph.co.uk">www.telegraph.co.uk</a>
English Heritage	<a href="http://www.english-heritage.org.uk">www.english-heritage.org.uk</a>
<i>The Guardian</i>	<a href="http://www.guardian.co.uk">www.guardian.co.uk</a>
SkillsActive	<a href="http://www.skillsactive.com">www.skillsactive.com</a>
SportEngland	<a href="http://www.sportengland.org">www.sportengland.org</a>

### Other resources

Journals, magazines and industry publications, including:

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



# Assessment information

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## Assessment Objectives (AO) and weightings

There are four Assessment Objectives for GCEs in Leisure Studies. They detail the knowledge, skills and understanding that learners are required to demonstrate.

AO1: Knowledge, skills and understanding – learners demonstrate knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.

AO2: Application of knowledge, skills and understanding – learners apply knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.

AO3: Research and analysis – learners use appropriate research methods to obtain information from a range of sources to analyse leisure industry vocationally related issues.

AO4: Evaluation – learners evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally-related contexts.

For this qualification, the weightings for each Assessment Objective are given below.

Assessment Objectives		Weighting		
		AS	A2	Advanced Subsidiary GCE and Advanced GCE
AO1	Knowledge, skills and understanding	25-35%	15-25%	20-30%
AO2	Application of knowledge, skills and understanding	25-35%	20-30%	22.5-32.5%
AO3	Research and analysis	20-30%	20-30%	20-30%
AO4	Evaluation	10-20%	25-35%	17.5-27.5%

## Relationship of Assessment Objectives to units

Unit	AO1	AO2	AO3	AO4
1	30%	30%	23%	17%
2	25%-35%	25%-35%	20%-30%	10%-20%
3	28%	30%	22%	20%
4	20%	25%	25%	30%
5	15%-25%	20%-30%	20%-30%	25%-35%
6	15%	30%	30%	25%

## External assessment

The following units will be externally assessed:

### Unit 2: Working Practices in Leisure

- Assessed through an examination set and marked by Edexcel
- A 1 hour and 30 minute written examination consisting of short and longer answer questions, relating to scenarios and information given in the paper
- The paper will be a question and answer booklet
- The examination will be available in each January and June examination series.

### Unit 5: Employment in Leisure

- Assessed through an examination set and marked by Edexcel
- A 1 hour and 30 minute written examination consisting of short and longer answer questions, relating to scenarios and information given in the paper
- The paper will be a question and answer booklet
- The examination will be available in each January and June examination series.

## Internal assessment

### Supervision of learners and authentication of work submitted

Learners must submit a portfolio of work for each internally assessed unit. Teachers are expected to guide and advise learners on 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, and GNVQ Code of Practice requires that assessors record full details of the nature of any assistance given to individual learners 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 learners' work; this is indicated in the 'Delivering this unit' section that accompanies each internally assessed unit in this specification. In addition, sufficient work must take place under direct supervision to allow the teacher marking the work to authenticate each learner's work with confidence.

If learners' practical skills are being assessed it is important that witness statements/checklists are completed by assessors to authenticate learner work and provide evidence that learners have achieved the level of performance required in the assessment criteria grid.

## Applying the mark bands

Portfolios will be marked by the centre, and externally moderated by Edexcel. Each of the internally assessed units has an assessment criteria grid, divided into three broad mark bands, showing how to award marks in relation to the task and the Assessment Objectives. The assessment criteria grids indicate the required assessment outcomes as well as the quality of the outcomes needed for achievement in each of the mark bands. In general terms, progression across the bands is characterised as follows.

- The assessment criteria grid shows the allocation of marks by assessment criterion and by mark band. This grid should be used to determine marks for learner achievement in each unit. Learners can achieve marks in different bands for each assessment objective. The total mark achieved will depend on the extent to which the learner 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 be awarded according to the criteria for each strand set out in the assessment criteria grid, and assessors should apply their professional judgement where relevant. The *Assessment Guidance* 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. Learners' responses should be considered positively. A mark of 0 should be awarded only where the learner's work does not meet any of the required criteria
- All learners are entitled to initial guidance in planning their work, but the level of assistance required should be taken into account when their work is assessed. In the assessment criteria grids, reference is made to learners working with 'some support and guidance', with 'limited guidance' and 'independently'. When marking the work, assessors should follow the guidelines below.
  - '*Some support and guidance*': the learner has to be guided and advised throughout to ensure that progress is made. The learner relies on the support of the teacher, who has to assist in most aspects of the work. This level of support restricts the learner's mark to band 1, irrespective of the quality of the outcomes
  - '*Limited guidance*': the teacher supports the learner in the choice of topic for investigation. From then on, the teacher reacts to questions from the learner and suggests a range of ideas that the learner acts upon. The learner frequently checks matters of detail. The teacher needs to assist in some aspects of the work. This level of support restricts the learner's mark to bands 1 or 2, irrespective of the quality of the outcomes
  - '*Independently*': the teacher supports the learner in the choice of topic for the investigation or task. From there on, the teacher occasionally helps the learner, 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 assessment criteria grid for each learner 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.

## Differentiation across AS and A2 units

Differentiation across AS and A2 units is characterised in general terms by:

- increasing depth and breath of understanding
- increasing application of knowledge and understanding and skills
- increasing analysis, synthesis and evaluation
- increasing independence.

There is also differentiation through the content of the units. AS unit content forms the foundation of knowledge and understanding which underpins the higher-level concepts found in the A2 units.

## Synoptic assessment

Synoptic assessment occurs at A2 in *Unit 4: Leisure in Action* and *Unit 6: Current Issues in Leisure*. It is designed to link concepts, skills, knowledge and understanding across the entire course.

The qualification is designed so that the A2 units build on the knowledge gained in the AS units, and is thus, by nature, synoptic.

Additionally the A2 unit, *Unit 5: Employment in Leisure*, will draw on concepts looked at in other units in its external assessment.

## Standardisation and moderation

Where marking for a unit has been carried out by more than one assessor in a centre, there must be a process of internal standardisation to ensure that there is consistent application of the criteria laid down in the assessment criteria grids.

Marks awarded by the centre will be subject to external moderation by Edexcel. This is to ensure consistency with national standards. A sample of learner portfolios will be examined, and marks will be adjusted where they are found to vary from the national standard. If the moderation process reveals an inconsistent application of the assessment criteria by centre assessors, Edexcel reserves the right to return the sample work in order for internal standardisation to be carried out.

## Language of assessment

Assessment for this qualification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

## Statutory requirements

All assessment of this qualification will be carried out in accordance with the GCSE, GCE and GNVQ Code of Practice, published annually by the regulatory authorities.

# Grading information

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## Mark bands

The assessments are designed to allow learners to demonstrate positive achievement and to have a positive experience in completing each assessment.

In line with the above, the criteria for assessing each assignment have been written so that a learner working at the lower end of the GCE ability range should be capable of meeting approximately 80 per cent of the band 1 criteria. This equates to approximately 40 per cent of the total credit available for the assignment.

## Grading, aggregation and equivalence

The overall grade for:

- Advanced Subsidiary (Single Award) qualifications will be graded on a five-grade scale from A to E where A is the highest grade.
- Advanced GCE (Single Award) qualifications will be graded on a six-grade scale from A\* to E where A\* is the highest grade.

The mark bands used for internal assessment do not relate to pre-determined grade boundaries. Following each examination and moderation series, Edexcel will set the grade boundaries for internally and externally assessed units at an awarding meeting.

The raw mark boundaries will be converted to uniform marks on a scale of 0-100. The final grade for the qualification will be determined by aggregating the uniform marks for the units. The table below gives details of the uniform mark scales (UMS) used for the units and for the qualifications.

In Advanced, to gain Grade A\* candidates must gain Grade A on the qualification overall and at least 90% of the maximum uniform mark on the aggregate of the three A2 units.

## Unit results

The minimum uniform marks required for each grade:

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-39.

## Qualification results

### Advanced Subsidiary (Single Award)

The minimum uniform marks required for each grade:

Qualification grade	A	B	C	D	E
Maximum uniform mark = 300	240	210	180	150	120

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-119.

### Advanced GCE (Single Award)

The minimum uniform marks required for each grade:

Qualification grade	A	B	C	D	E
Maximum uniform mark = 600	480	420	360	300	240

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-239.

## Performance descriptions

Performance descriptions are given in *Appendix D*.

# Additional information

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## Learner entry

Details of how to enter learners for this qualification can be found in Edexcel's *Information Manual* produced each year, a copy is sent to all Examinations Officers. The information can also be found on our website ([www.edexcel.com](http://www.edexcel.com)).

## Resitting of units

There is no restriction on the number of times a unit may be attempted before claiming certification for the qualification. The best available result for each unit will count towards the final grade.

Results of units will be held in Edexcel's unit bank for as many years as this qualification remains available. Once the Advanced Subsidiary or Advanced GCE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level, but unit results used for an Advanced Subsidiary remain available for use in an Advanced GCE qualification.

## Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to students who are Eligible for Adjustments in Examinations
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## Disability Discrimination Act (DDA)

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for information with regard to the Disability Discrimination Act.

## Quality of Written Communication (QWC)

Learners will be assessed on their ability to:

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

## Stretch and challenge

Learners can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions – for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills – for example open-ended questions, case studies etc.

## Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website [www.jcq.org.uk](http://www.jcq.org.uk)

## Learner recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all learners.



## The wider curriculum

### Key skills

This qualification gives opportunities for developing and generating evidence for assessing the key skills listed below:

- application of number
- communication
- information and communication technology
- improving own learning and performance
- problem solving
- working with others.

*Appendix A* maps the opportunities available at Level 3. Where appropriate, these opportunities should be directly cross-referenced, at specified level(s), to the criteria listed in Part B of the key skills specifications.

### Spiritual, moral, ethical, social, cultural (SMESC) and other wider links

This qualification gives opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of environmental issues, health and safety considerations, and European initiatives consistent with relevant international agreements appropriate for the leisure sector. *Appendix C: Wider curriculum* maps the opportunities available.

# Resources, support and training

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## Edexcel publications

You can order further copies of the Specification, Sample Assessment Materials (SAMs) and Teacher's Guide documents from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit [www.edexcel.com/endorsed](http://www.edexcel.com/endorsed).

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

## Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus).

**Ask the Expert** – Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert).

**Ask Edexcel** – Ask Edexcel is Edexcel's online question and answer service. You can access it at [www.edexcel.com/ask](http://www.edexcel.com/ask) or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

**Examzone** – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at [www.examzone.co.uk](http://www.examzone.co.uk).



# Appendices

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## Appendix A: Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Application of number</b>						
N3.2		✓				
<b>Communication</b>						
C3.1a				✓		✓
C3.1b			✓	✓		✓
C3.2	✓					✓
C3.3						✓
<b>Information and communication technology</b>						
ICT3.1	✓		✓	✓		✓
ICT3.2				✓		✓
ICT3.3						✓
<b>Improving own learning and performance</b>						
LP3.1				✓		✓
LP3.2				✓		✓
LP3.3				✓		✓
<b>Problem solving</b>						
PS3.1				✓		✓
PS3.2				✓		✓
PS3.3				✓		✓
<b>Working with others</b>						
WO3.1				✓		✓
WO3.2				✓		✓
WO3.3				✓		✓





## Appendix B: Key skills development suggestions

### Application of number – Level 3

Plan and carry out one or more activities, each one of which should include tasks for N3.1, N3.2 (a or b or c or d) and N.3.

**Overall, through one or more activities learners must:**

- use two different types of sources, including a large data set, ie over 50 items of data (N3.1)
- carry out calculations to do with a, b, c and d (N3.2)
- present findings in two different ways using charts, graphs or diagrams (N3.3).

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p>N3.2 Use this information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> <li>a amounts or sizes</li> <li>b scales or proportion</li> <li>c handling statistics</li> <li>d using formulae.</li> </ul>	Unit 2	When learners are carrying out calculations involving/relating to ‘financial exercises’ that are appropriate to this unit.

### Communication – Level 3

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<b>C3.1a</b> Take part in a group discussion.	Units 4 and 6	Unit 4, in the planning element, will give learners the opportunity to take part in a group discussion. Unit 6, when looking at current issues, may naturally lead to group discussion.
<b>C3.1b</b> Make a formal presentation of at least eight minutes using an image or other support material.	Units 3, 4 and 6	The evidence required for these units could be ‘produced’ in the form of a formal presentation.
<b>C3.2</b> Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.	Units 1 and 6	Both these units will give learners the opportunity to research the leisure industry from a number of different and extended sources.
<b>C3.3</b> Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.	Unit 6	Learners may be able to gather evidence of this nature in more than one unit; that is to say they may produce two different documents of this nature throughout the qualification as a whole, but it is unlikely to be for one unit. Unit 6 will be a good opportunity to produce a piece of extended writing.

Use at least one image, either to obtain information, or to convey information in one of the documents you write.

## Information and communication technology – Level 3

Show that learners can plan and carry through a number of different tasks, one of which must be a major task covering ICT3.1, ICT3.2 and ICT3.3.

Each component, ICT3.1, ICT3.2 and ICT3.3, must be covered at least twice, and ICT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure each component is covered.

**Overall, through at least two activities learners must:**

- include at least one ICT-based information source
- include at least one non-ICT-based information source
- use at least one example of text, one example of image and one example of number
- use one example of combined information such as text and number, or image and number or text and image
- present evidence of purposeful use of email; one of these emails must have an attachment related to the task.

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.	Units 1, 3, 4 and 6	These units require learners to undertake some research.
ICT3.2 Enter and develop the information and derive new information.	Units 4 and 6	These units require learners to draw conclusions through evaluation and make recommendations.
ICT3.3 Present combined information such as text with image, text with number or image with number.	Unit 6	Learners are required to present the findings of their research project once it is complete.

### Improving own learning and performance – Level 3

Provide at least one example of meeting the standard for LP3.1, LP3.2 and LP3.3 (the example should cover at least three targets). Overall, learners must show they can use at least two different ways of learning to improve their performance.

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<b>LP3.1</b> Set targets using information from appropriate people and plan how these will be met.	Units 4 and 6	Both these units may require learners working to deadlines and also an element of teamwork.
<b>LP3.2</b> Take responsibility for your learning, using your plan, to help meet targets and improve your performance.	Units 4 and 6	These skills are an integral part of the completion of these units; particularly in the undertaking of the research project for unit 6.
<b>LP3.3</b> Review progress and establish evidence of your achievements.	Units 4 and 6	These skills are an integral part of the completion of these units.

### Problem solving – Level 3

Provide at least one example of meeting the standard for PS3.1, PS3.2 and PS3.3. The example should include exploring at least **three** different ways of tackling a problem (for PS3.1).

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<b>PS3.1</b> Explore a problem and identify different ways of tackling it.	Units 4 and 6	These skills are used in the planning and running of a leisure event in Unit 4.
<b>PS3.2</b> Plan and implement at least one way of solving the problem.	Units 4 and 6	These skills are an integral part of the completion of these units; particularly in the planning and delivery/running of a leisure event in Unit 4.
<b>PS3.3</b> Check if the problem has been solved and review your approach to problem solving.	Units 4 and 6	These skills are an integral part of the completion of these units; particularly in the planning and delivery/running of a leisure event in Unit 4.

### Working with others – Level 3

Provide at least one example of meeting the standard for WO3.1, WO3.2 and WO3.3, to include work in a group or team situation. Learners must check progress on two occasions (for WO3.2).

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<b>WO3.1</b> Plan work with others.	Units 4 and 6	These skills are an integral part of the completion of these units; particularly in the planning and delivery/running of a leisure event in Unit 4.
<b>WO3.2</b> Seek to develop cooperation and check progress towards your agreed objectives.	Units 4 and 6	These skills are an integral part of the completion of these units; particularly in the planning and delivery/running of a leisure event in Unit 4.
<b>WO3.3</b> Review work with others and agree ways of improving collaborative work in the future.	Units 4 and 6	These skills are an integral part of the completion of these units; particularly in the planning and delivery/running of a leisure event in Unit 4.

## Appendix C: Wider curriculum

### Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Spiritual	✓				✓	✓
Moral	✓		✓	✓		✓
Ethical	✓	✓	✓	✓	✓	✓
Social	✓			✓		✓
Cultural	✓		✓			
Citizenship			✓	✓	✓	✓
Environment	✓	✓			✓	
European initiatives		✓			✓	

## Development suggestions

Issue	AS/A2 units	Opportunities for development
Spiritual	Units 1, 5 and 6	<ul style="list-style-type: none"> <li>• <i>Unit 1: The Leisure Industry</i> – when exploring the leisure industry, particularly when looking at the development of the industry.</li> <li>• <i>Unit 5: Employment in Leisure</i> – when exploring issues relating to race, gender and the management of people.</li> <li>• <i>Unit 6: Current Issues in Leisure</i> – when learners are undertaking their chosen research project.</li> </ul>
Moral	Units 1, 3, 4 and 6	<ul style="list-style-type: none"> <li>• <i>Unit 1: The Leisure Industry</i> – when exploring the leisure industry, particularly when looking at the development of the industry and customer issues.</li> <li>• <i>Unit 3: The Leisure Customer</i> – when investigating the leisure customer, and responding to customer issues.</li> <li>• <i>Unit 4: Leisure in Action</i> – when learners are planning and delivering/running a leisure event.</li> <li>• <i>Unit 6: Current Issues in Leisure</i> – when learners are undertaking their chosen research project.</li> </ul>
Ethical	Units 1, 2, 3, 4, 5 and 6	<ul style="list-style-type: none"> <li>• All units require learners to investigate and/or demonstrate ethical values.</li> </ul>
Social	Units 1, 4 and 6	<ul style="list-style-type: none"> <li>• <i>Unit 1: The Leisure Industry</i> – when exploring the leisure industry, particularly when looking at the development of the industry, its scope and nature and customer issues.</li> <li>• <i>Unit 4: Leisure in Action</i> – when learners are planning and delivering/running a leisure event.</li> <li>• <i>Unit 6: Current Issues in Leisure</i> – when learners are undertaking their chosen research project.</li> </ul>
Cultural	Units 1 and 3	<ul style="list-style-type: none"> <li>• <i>Unit 1: The Leisure Industry</i> – when exploring the leisure industry, particularly when looking at the development of the industry and customer issues.</li> <li>• <i>Unit 3: The Leisure Customer</i> – when investigating the leisure customer.</li> </ul>
Citizenship	Units 3, 4, 5 and 6	<ul style="list-style-type: none"> <li>• These units offer the opportunity for learners to consider and demonstrate their respect for others</li> </ul>
Environment	Units 1, 2 and 5	<ul style="list-style-type: none"> <li>• <i>Unit 1: The Leisure Industry</i> – when exploring the leisure industry, particularly when looking at the development of the industry, and its scope and nature.</li> <li>• <i>Unit 2: Working Practices in Leisure</i>, and <i>Unit 5: Employment in Leisure</i> – when investigating the working environment.</li> </ul>
European initiatives	Units 2 and 5	<ul style="list-style-type: none"> <li>• Both these units involve European legislation.</li> </ul>



## Appendix D: Performance descriptions

- The performance descriptions for GCE Leisure Studies aim to describe learning outcomes and levels of attainment likely to be shown by a representative candidate performing at the A/B and E/U boundaries for the AS and A2. The performance descriptions illustrate the expectations at these boundaries for the AS and A2 as a whole; they have not been written at specification or unit level.
- Each performance description is aligned to one Assessment Objective. An alphabetical system has been used to denote each element of a performance description. There is no hierarchy of elements.
- Performance descriptions are designed to assist examiners in exercising their professional judgement at awarding meetings where the grade A/B and E/U boundaries will be set by examiners using professional judgement. This judgement will reflect the quality of the candidates' work, informed by the available technical and statistical evidence. Performance descriptions will be reviewed continually and updated where necessary.
- Teachers may find performance descriptions useful in understanding candidates' performance across qualifications as a whole but should use the marking criteria identified in the specification when assessing candidates' work.

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of written communication
<b>Assessment Objectives for both AS and A Level</b>	Candidates demonstrate knowledge, skills and understanding of the specified content in a range of vocationally-related contexts.	Candidates apply knowledge, skills and understanding of the specified content in a range of vocationally-related contexts.	Candidates use research techniques to obtain information from a range of sources to analyse leisure industry vocationally-related issues.	Candidates evaluate evidence, draw conclusions and, where relevant, make recommendations for improvement in a range of vocationally-related contexts.	
<b>AS A/B boundary performance descriptions</b>	<p>Candidates:</p> <p>a demonstrate, with few omissions, a depth of knowledge and understanding from across the specified AS content in a variety of vocationally-related contexts</p> <p>b demonstrate, with few omissions, a range of skills from the specified AS content in a variety of vocationally-related contexts.</p>	<p>Candidates:</p> <p>a apply effectively knowledge and understanding of the specified AS content in a range of vocationally-related contexts</p> <p>b apply effectively a range of skills from the specified AS content in a range of vocationally-related contexts.</p>	<p>Candidates:</p> <p>a use effectively a range of research techniques to obtain relevant information from a range of sources</p> <p>b use this research to produce an analysis of vocationally related issues and problems.</p>	<p>Candidates:</p> <p>a evaluate the appropriateness of evidence obtained through research</p> <p>b draw conclusions from this evidence</p> <p>c make realistic recommendations.</p>	<p>Candidates:</p> <p>use written expression</p> <ul style="list-style-type: none"> <li>• which conveys appropriate meaning</li> <li>• which uses appropriate specialist vocabulary.</li> </ul>

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of written communication
<b>Assessment Objectives for both AS and A Level</b>	Candidates demonstrate knowledge, skills and understanding of the specified content in a range of vocationally-related contexts.	Candidates apply knowledge, skills and understanding of the specified content in a range of vocationally-related contexts.	Candidates use research techniques to obtain information from a range of sources to analyse leisure industry vocationally-related issues.	Candidates evaluate evidence, draw conclusions, and where relevant, make recommendations for improvement in a range of vocationally-related contexts.	
<b>AS E/U boundary performance descriptions</b>	<p>Candidates:</p> <p>a demonstrate basic knowledge and understanding of the specified AS content in selected vocationally-related contexts. There may be significant omissions</p> <p>b demonstrate a limited range of skills from the specified AS content in selected vocationally-related contexts with guidance.</p>	<p>Candidates:</p> <p>a apply a basic knowledge and understanding of the specified AS content in familiar vocationally-related contexts</p> <p>b apply a limited range of skills successfully from the specified AS content in familiar vocationally-related contexts, with guidance.</p>	<p>Candidates:</p> <p>a use with guidance research techniques to obtain relevant information</p> <p>b use, with guidance, research to produce a basic analysis of vocationally-related issues.</p>	<p>Candidates:</p> <p>a evaluate evidence to draw basic conclusions about vocationally-related issues and problems</p> <p>b make limited recommendations, with guidance.</p>	<p>Candidates</p> <p>use written expression</p> <ul style="list-style-type: none"> <li>• which is adequate to convey meaning</li> <li>• which may be expressed in a non-specialist way.</li> </ul>

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of written communication
<b>Assessment Objectives for both AS and A Level</b>	Candidates demonstrate knowledge, skills and understanding of the specified content in a range of vocationally-related contexts.	Candidates apply knowledge, skills and understanding of the specified content in a range of vocationally-related contexts.	Candidates use research techniques to obtain information from a range of sources to analyse leisure industry vocationally-related issues.	Candidates evaluate evidence, draw conclusions and, where relevant, make recommendations for improvement in a range of vocationally-related contexts.	
<b>A2 A/B boundary performance descriptions</b>	<p>Candidates:</p> <p>a demonstrate a comprehensive knowledge and understanding of the specified A2 content in a broad range of vocationally-related contexts</p> <p>b demonstrate a broad range of skills successfully from the specified A2 content in a broad range of vocationally-related contexts.</p>	<p>Candidates:</p> <p>a apply effectively a comprehensive knowledge and understanding of the specified A2 content in a broad range of vocationally-related contexts</p> <p>b apply effectively a broad range of skills from the specified A2 content in a broad range of vocationally-related contexts.</p>	<p>Candidates:</p> <p>a independently select, use and justify a range of research techniques to obtain accurate and effective information</p> <p>b use this research to produce a comprehensive analysis of vocationally-related issues.</p>	<p>Candidates:</p> <p>a independently evaluate evidence to draw valid conclusions</p> <p>b make and justify realistic recommendations.</p>	<p>Candidates:</p> <p>use written expression</p> <ul style="list-style-type: none"> <li>• which conveys appropriate meaning</li> <li>• which uses appropriate specialist vocabulary.</li> </ul>

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

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