Applied AS/A Level GCE

GCE in Leisure Studies

OCR Advanced Subsidiary GCE in Leisure Studies H128

OCR Advanced GCE in Leisure Studies H528

September 2013

Contents

Contents

Vertical black lines indicate a significant change to the previous printed version.

1   About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE and Advanced GCE specifications in Leisure Studies for teaching from September 2013.

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

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

1.1   The AS GCE

The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, i.e. between GCSE and Advanced GCE.

The AS GCE is made up of **three** mandatory units which form 50% of the corresponding six-unit Advanced GCE.

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

1.2   The Advanced GCE

The Advanced GCE is made up of **three** mandatory units at AS and **three** further units at A2.

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

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

1.3   Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in Leisure Studies.

- OCR Advanced GCE in Leisure Studies.

Both qualifications are Level 3 in the National Qualifications Framework (NQF).

1.4   Aims

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

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

- develop an understanding of the nature, structure, scale, range and importance of the leisure industry within the UK and Europe;

- develop skills and techniques related to participation, leadership and organisation within the leisure industry;

- develop an understanding of the current issues, working practices and procedures of the leisure industry;

- recognise the contribution and impact of technology on the leisure industry and its potential effect on the immediate future;

- develop an understanding and appreciation of the benefits of a healthy and active lifestyle;

- develop an interest in leisure in a vocational context.

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

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

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

1.5   Prior Learning/Attainment

Candidates entering this course should have achieved a general educational level equivalent to Level 2 in the National Qualifications Framework, or Levels 7/9 of the National Curriculum. Skills in Numeracy/Mathematics, Literacy/English and Information and Communication Technology will be particularly relevant.

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

2   Summary of Content

2.1   AS Units

Unit G180: *Exploring leisure*

- Definitions within the leisure industry;

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

- Sectors within the leisure industry;

- Key factors which influence access, participation and barriers in leisure;

- Role of the media in leisure.

Unit G181: *Customer service in the leisure industry*

- Principles of customer service;

- Needs of external and internal customers;

- Customer-service skills and personal presentation;

- Assessing the quality of customer service in leisure.

Unit G182: *Leisure industry practice*

- Safe working practices in the leisure industry;

- Key aspects of marketing used in the leisure industry;

- Budgeting in leisure organisations;

- Measurement of quality in leisure organisations;

- Key business systems used in leisure organisations.

2.2   A2 Units

Unit G183:   *Event management*

- Event feasibility;

- Teamwork;

- Marketing the event;

- Financing the event;

- Occasion management;

- Carrying out the event;

- Evaluation of the event.

Unit G184:   *Human resources in the leisure industry*

- Employment opportunities in the leisure industry;

- Human resource planning;

- Recruitment and selection;

- Induction, training and development;

- Staff motivation;

- Performance management and termination of employment;

- Influence of technology on HR and on training needs within the leisure industry.

Unit G185:   *Leisure in the outdoors*

- Development of leisure in the outdoors;

- Types of leisure in the outdoors;

- Organisations involved in leisure in the outdoors;

- Choosing, planning and participating in a project in the outdoors;

- Managing the impacts of leisure in the outdoors.

3   Unit Content

3.1   AS Unit G180: *Exploring leisure*

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

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

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

This unit will support more detailed studies of the industry, which candidates will carry out in other parts of their qualification, particularly Unit G182: *Leisure industry practice.*

Candidates will investigate the leisure industry within the UK and Europe and evidence will include:

- a definition of the leisure industry, a summary of the sectors and components of the UK leisure industry, to include how the sectors are interrelated;

- a study of the range and scale of the industry which illustrates its current social and economic importance;

- evidence of research and analysis in carrying out an investigation into the factors which have influenced participation levels in leisure activities since the 1960s;

- an evaluation of the role of the media in leisure, examining its role in current developments in the industry.

3.1.1 Definitions within the leisure industry

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

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

- *active*, e.g. playing sport, walking, or *passive*, e.g. reading, watching television;

- *home-based*, e.g. listening to music in the home, or *away-from-home*, e.g. going to the pub, going to the cinema.

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

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

- consumer spending in the UK and Europe on leisure products and services;

- the number of people employed in the industry in the UK and Europe and the types of jobs;

- the importance to the country (and the host town or city) of holding national and international events such as the London Marathon, the Great North Run, the Olympics;

- participation trends in the most popular leisure activities in the UK and Europe;

- how participating in leisure activities can contribute to both an individual's health and well-being and to the nation's health and well-being;

- local, national and European government strategies that affect participation in leisure activities.

3.1.3 Sectors within the leisure industry

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

- the *private sector* (made up of enterprises that are in business to make a profit, e.g. a private health club);

- the *public sector* (facilities and services provided by local authorities or central government, e.g. a local council leisure centre);

- the *voluntary/not-for-profit sector* (consisting of large and small organisations that aim to promote a 'good cause', e.g. the Youth Hostel Association).

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

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

- arts and entertainment;

- sports and physical recreation;

- heritage;

- catering;

- countryside recreation;

- home-based leisure.

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

3.1.4 Key factors which influence access, participation and barriers in leisure

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

- increase in leisure time available for many individuals;

- increase in disposable income;

- demographic changes, e.g. ageing population;

- changing fashions and trends;

- technological changes;

- local and national government and EU strategies and legislation.

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

- ease of access:
  – money;
  – socio-economic status;
  – accessibility to facilities;
  – mobility;
  – individual needs;

- barriers to access:
  – inability to afford access;
  – inequality of socio-economic status;
  – inability to secure transport to the facility;
  – poor transport systems;
  – poor access for the disabled;
  – sport not available at facility.

3.1.5 Role of the media in leisure

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

- television (terrestrial, cable, satellite, video);

- radio;

- print (newspapers, magazines, books).

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

- technological advances in the media and their subsequent impact on leisure patterns, examples include:
  – DVD and home cinema;
  – satellite TV;

- impact on participation, examples include:
  – increased participation in particular sports or events at certain times of the year due to increased media coverage, e.g. tennis around Wimbledon, ice skating and cycling after coverage of UK success at the Olympics;
  – raising awareness of minority sports such as mountain biking, skateboarding, surfing, triathlon;

- impacts on particular sporting events and sports, e.g. introduction of an extra official to review immediate television replays to make decisions in cricket and in both codes of rugby;

- how some sports have been adapted to suit the needs of television coverage or their structure changed to attract television coverage;

- how some sports/activities acquire massive funding through sponsorship and advertising because they can offer media coverage;

- any other current developments.

3.2   AS Unit G181: *Customer service in the leisure industry*

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

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

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

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

This unit links with Unit G180: *Exploring leisure* and also Unit G183: *Event management*.

Candidates will review customer service for a chosen leisure organisation and provide customer service in a variety of situations, including handling a complaint or problem. Evidence will include:

- a summary of how the needs of internal and external customers are met in the candidate's chosen leisure organisation;

- evidence of the application of customer-service skills with a variety of customers in a variety of situations, including evidence of the candidate handling a complaint or problem (minimum **four** situations);

- evidence of candidate's research and analysis of the ways in which a chosen leisure organisation assesses the effectiveness of the customer service it provides to its customers;

- an evaluation of the customer-service principles in a chosen leisure organisation with recommendations to improve the customer service.

3.2.1 Principles of customer service

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

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

- increased sales;

- more customers;

- improved public image and an edge over the competition.

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

- a happy and efficient workforce;

- satisfied customers;

- customer loyalty and repeat business.

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

- loss of customers;

- poor public image;

- unhappy and less efficient workforce;

- reduced repeat business;

- loss of customer loyalty;

- dissatisfied customers;

- loss of market share;

- decrease in sales.

3.2.2 Needs of external and internal customers

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

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

External customers

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

- individuals;

- groups;

- age groups;

- ethnic groups;

- people with young children;

- groups with specific physical/sensory needs;

- members;

- non-members.

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

- theatres may call their customers 'friends';

- football clubs may call their customers 'fans';

- horse-race followers may call their customers 'punters';

- country parks may call their customers 'visitors'.

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

Internal customers

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

- part-time/full-time employees (*direct* employees);

- managers and supervisors;

- employees of other organisations, e.g. caterers or equipment suppliers (*indirect* employees).

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

- delivery of high levels of customer service to external customers;

- good levels of communication between departments;

- smooth operation of the organisation;

- a happy and efficient workforce;

- employee loyalty.

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

3.2.3 Customer-service skills and personal presentation

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

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

Personal skills required include:

- appropriate language;

- positive body language;

- listening skills;

- clear telephone skills;

- written-communication skills (letter *and* e-mail);

- selling skills;

- self confidence;

- diplomacy;

- sensitivity.

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

'Product' knowledge required by employees may include:

- a thorough knowledge of products and services;

- a knowledge of the business;

- how complaints are dealt with;

- booking systems;

- reasons for recording information;

- how problems are dealt with;

- effective ICT skills for use within the business;

- awareness of developments in ICT, e.g. booking systems, new machines for fitness and membership tracking.

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

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

service staff are dealing with customers:

- dress;

- personal hygiene;

- personality;

- attitude.

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

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

- a privately run health-and-fitness centre;

- a country park;

- an outdoor activity centre.

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

- receptionist, personal trainer, pool lifeguards, restaurant workers, and maintenance workers at the health-and-fitness centre;

- park rangers, shop sales assistants, publicity staff, various machine operators, education officers (to support school groups etc.) at a country park;

- chef, manager, instructors for the various activities, housekeepers and cleaners at an outdoor activity centre.

Candidates need to evaluate their evidence and make reasoned judgements about customer service in leisure.

3.2.4 Assessing the quality of customer service in leisure

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

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

Quality criteria commonly applied in the leisure industry include:

- price/value for money;

- consistency/accuracy;

- reliability;

- staffing levels;

- enjoyment of experience;

- health and safety;

- cleanliness/hygiene;

- accessibility and availability;

- provision for individual needs.

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

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

- informal feedback from customers/staff;

- surveys of customers, staff and non-users;

- suggestion boxes;

- focus groups;

- mystery shoppers;

- observation.

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

3.3 AS Unit G182: *Leisure industry practice*

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

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

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

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

This unit builds on Unit G180: *Exploring leisure*; and Unit G181: *Customer service in the leisure industry*.

3.3.1 Safe working practices in the leisure industry

Health and safety legislation and regulations

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

- Health and Safety at Work Act 1974 (or latest);

- European Union directives on health and safety 1992 (or latest) (covering health and safety management, work equipment safety, manual handling of loads, workplace conditions, personal protective equipment, display-screen equipment);

- Control of Substances Hazardous to Health Regulations 2002 (COSHH) (or latest);

- Working Time regulations 1998 (or latest);

- Health and Safety (First Aid) Regulations 1981 (or latest);

- Equality Act 2010 (or latest);

- Children Act 1989 (or latest);

- Data Protection Act 1998 (or latest).

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

Ensuring a safe and secure working environment.

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

- regularly inspecting facilities;

- how employers assess health and safety and risks, and then take appropriate measures to remove or control them;

- training staff;

- implementing health and safety legislation and codes of practice.

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

3.3.2 Key aspects of marketing used in the leisure industry

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

- **p**roduct:
  – types;
  – characteristics;
  – branding;
  – life cycle;

- **p**lace:
  – location;
  – chain of distribution;

- **p**rice:
  – price determination;
  – pricing policies;

- **p**romotion:
  – advertising;
  – direct marketing;
  – public relations (PR);
  – personal selling;
  – promotions/stunts;
  – sponsorships.

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

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

- analyse influences on the business environment:
  – SWOT analysis – **s**trengths, **w**eaknesses, **o**pportunities, **t**hreats;
  – PEST analysis – **p**olitical, **e**conomic, **s**ocial, **t**echnical factors;

identify and analyse the needs and expectations of customers through market research using both quantitative and qualitative methods.

3.3.3 Budgeting in leisure organisations

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

Financial control and budgeting

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

- master;
- divisional.

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

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

Monitoring finance and using budgets

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

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

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

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

3.3.4 Measurement of quality in leisure organisations

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

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

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

- Investors in People (IIP);
- ISO9000.

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

- leisure centre schemes, e.g. QUEST;

- Charter Mark;

- Customer Charter.

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

3.3.5 Key business systems used in leisure organisations

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

- systems for financial accounting:
  – stock control;
  – handling payments;
  – information systems to support decision-making;

- membership schemes and ticketing systems:
  – range available;
  – key features of each system.

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

- value for money;

- fitness for purpose;

- accuracy;

- efficiency;

- ease of use (for both customer *and* staff);

- security;

- legal requirements, including:
  – employment legislation;
  – Data Protection Act;
  – health and safety regulations;
  – other legislation relevant to a specific provider.

3.4   A2 Unit G183: *Event management*

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

Depending on the type of event candidates choose, this unit will link with other units in this qualification, particularly Unit G181: *Customer service in the leisure industry*, Unit G182: *Leisure industry practice* and Unit G184*: Human resources in the leisure industry.*

Candidates will produce a feasibility study for a leisure event and evidence of their involvement in carrying out this event. The evidence will include:

- a feasibility study for the leisure event that they undertake *as part of a group* and for which they produce an *individual* report;

- evidence of their involvement in the running of the event and a detailed record of their contribution;

- evidence of relevant research and analysis when assessing the feasibility of, and managing, the event;

- an evaluation of their own performance, and the team's performance, during and after the event, including recommendations for improvement.

3.4.1 Event feasibility

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

- aims and objectives of the event;

- the customers, their needs and how these will be met;

- how the event will be marketed and communicated to prospective customers;

- physical resources needed to carry out the event, examples include:
  – equipment;
  – venue/premises;
  – materials;

- financial aspects of the event, examples include:
  – budgeting;
  – start-up costs;
  – income;
  – handling payments;

- staffing for the event and identification of additional staffing requirements, including:
  – team members;
  – their strengths and weaknesses;
  – their roles;
  – whether adults are required to be present (specifically for legal reasons);

– whether more students are required to help at the event;

- the working practices of the event, examples include:
  – bookings;
  – record keeping;
  – meetings;

- event timescales and milestones;

- legal aspects of the event and how these influence the working of the event, examples include:
  – health and safety;
  – security;
  – insurance;
  – data protection;
  – child protection;

- contingency plans if the event does not go as planned;

- how the event will be reviewed and evaluated;

- current issues in the leisure industry which could affect the event.

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

3.4.2 Teamwork

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

- the purpose of the team;

- team structure;

- roles and responsibilities of team members;

- how the team communicates;

- team work and problem solving;

- team building and interaction;

- other factors that may influence how well the team works, examples include:
  – communication;
  – leadership;
  – dealing with personality clashes/differences of opinion;
  – access to resources;
  – the working environment.

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

- formal;

- informal;

- ad hoc;

- sub-committees.

Candidates need to consider current teamwork models, including:

- Belbin's team types;

- Tuckman's 'forming, storming, norming and performing' theory;

- Adair's leadership of groups.

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

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

3.4.3 Marketing the event

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

- identify the type of customer that might be interested in the event;

- assess the needs of that customer;

- find out how much the customer will be willing/able to pay;

- research to find the best method of promotion that would reach that customer;

- produce effective promotional material to market the event and ensure the material reaches the prospective customers.

Marketing techniques might include:

- advertising;

- publicity materials;

- public relations (including the use of press releases);

- direct mail;

- posters.

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

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

3.4.4 Financing the event

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

- initial source and amount at start-up;

- anticipated items of expenditure over the period of planning and development of the event;

- clear allocation of funds to specific components of the event;

- contingency funds for unexpected outcomes;

- anticipated profit/loss for the event.

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

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

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

- budget;

- cash-flow statement;

- final-balance sheet;

- documents used to acknowledge or claim payments:
  – receipts;
  – invoices.

3.4.5 Occasion management

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

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

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

- allocation of staff – whether there are sufficient in the team or whether additional staff will be required;

- health and safety planning for the event, including a risk assessment, and legal aspects such as security and insurance;

- hospitality issues, examples include:
  – catering;
  – refreshments;
  – uniforms;
  – badges;
  – labels;

- type of evaluation to be undertaken, and methods to undertake this, which are suitable for analysis.

Staffing

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

- conference organisers;

- event managers;

- catering managers;

- facilities managers.

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

Administrative systems

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

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

Legal aspects

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

- providing catering services;

- security of customers' possessions;

- maintaining confidentiality of customers' information;

- non-discriminatory practice;

- fire regulations;

- capacity of venues;

- equipment use.

Candidates also need to consider the requirements of the Equality Act 2010 (or latest).

Contingency plans

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

- …the keynote speaker cancels at the last minute?

- …the local newspaper photographer cannot be present on the day requested?

- …it rains?

3.4.6 Carrying out the event

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

- complete the task(s) they have been allocated;

- deal politely and responsibly with customers, other members of their team and any other people involved with the event;

- support other team members while the event is being carried out;

- communicate effectively with team members, including using correct procedures for writing, and distributing, minutes of team meetings;

- react quickly and confidently to any problems that may arise;

- keep to any agreed time deadlines;

- know when to get help and advice from others.

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

3.4.7 Evaluation of the event

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

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

- Are we meeting our objectives?

- Are we meeting key deadlines?

- Is our planning promoting effective performance?

- Are we meeting our key targets?

- Is our marketing effective and appropriate?

- Is the team working effectively (with reference to team theory)?

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

- Did we meet our objectives?

- Were the key deadlines met, and if not, what were the consequences?

- Did our planning promote effective performance?

- Was the event effective/successful?

- Were the promotional techniques and materials used satisfactory in meeting our target market?

- What went well and what went badly for me individually?

- How well did the team work as a whole throughout the event (with reference to team theory)?

- How did working as part of a team help or hinder me or change my values and attitudes?

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

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

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

- a group debrief;

- individual appraisal;

- peer and teacher feedback;

- customer feedback;

- feedback from suppliers.

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

- do you devise a questionnaire suitable for all participants, delegates, customers, etc?

- do you produce different questionnaires or proformas for different categories of participants?

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

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

3.5 A2 Unit G184: *Human resources in the leisure industry*

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

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

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

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

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

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

This unit links with Unit G180: *Exploring leisure* and Unit G182: *Leisure industry practice.*

3.5.1 Employment opportunities in the leisure industry

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

- private, commercially owned by companies;

- public, local authority owned;

- voluntary, wholly organised by volunteers.

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

- arts and entertainment;

- sports and physical recreation;

- heritage;

- catering;

- countryside recreation;

- home-based leisure.

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

- full-time;

- part-time;

- seasonal;

- voluntary;

- self-employed;

- volunteers;

- work-based training.

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

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

3.5.2 Human resource planning

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

External issues can be national or local and include:

- the economy in terms of interest rates, inflation and employment levels;

- employment trends in term of the range and nature of employment opportunities in leisure;

- shortages and surpluses of skills, e.g. impact of ICT, languages, customer service;

- competition for job seekers;

- market demand;

- location issues in term of catchment areas of facilities;

- seasonality, tangibility and perishability of the products/services of organisations.

Internal issues are more controllable by the organisation and include:

- different organisational structures, staff roles and responsibilities;

- response to customer trends in terms of products/services;

- levels of motivation;

- staff turnover;

- sickness rates and absenteeism.

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

3.5.3 Recruitment and selection

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

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

- growth;

- seasonality;

- changing job roles;

- natural wastage:
  – internal promotion;
  – resignation;
  – retirement.

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

- use of documents to aid the recruitment and selection process – these could include:
  – job descriptions;
  – person/job specifications;
  – job advertisements;
  – psychometric and aptitude tests;

- identification of strengths and weaknesses of:
  – job applications;
  – curriculum vitae;
  – letters of application;
  – performance in interviews;
  – performance in tests;

- skills and qualities required to work effectively in the leisure industry;

- criteria used to select the best candidate for the job.

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

- Equality Act 2010 (or latest)

- Equal Pay Act 1970 (or latest);

- Working Time Directive 1998 (or latest).

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

- employment rights in terms of:
  – contracts of employment (to include notice periods, hours of work, annual leave);
  – disciplinary and grievance procedures;
  – redundancy and dismissal;

– health and safety;

– maternity, paternity and sickness benefits;

- effective advertising, interview, testing and selection techniques.

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

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

3.5.4 Induction, training and development

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

- induction training;

- mentoring;

- coaching;

- apprenticeships (to include modern apprenticeships);

- in-house and on-the-job training;

- external and off-the-job training;

- transferable and non-transferable skills arising from training programmes.

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

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

3.5.5 Staff motivation

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

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

- management styles, to include the communication of clear objectives and target setting;

- financial and non-financial rewards;

- job enlargement, job rotation and job enrichment;

- working in teams, multi-skilling, quality circles and empowerment;

- goal setting and management by objectives.

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

3.5.6 Performance management and termination of employment

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

- performance reviews and appraisals;

- personal evaluation of own knowledge, skills and experience to develop a plan for a successful career in the leisure industry;

- individual and group target-setting;

- self, peer and organisation evaluation;

- wage and salary structures.

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

- supervisor appraisal;

- self appraisal;

- peer appraisal;

- 360° appraisal;

- performance reviews.

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

- changes in demand for the product;

- inappropriate performance by staff members;

- length of the original contract of employment;

- changing needs of the organisation.

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

- changing jobs and promotion;

- dismissal;

- end of contract;

- redundancy;

- illness;

- retirement and early retirement.

3.5.7 Influence of technology on HR and on training needs within the leisure industry

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

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

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

3.6   A2 Unit G185: *Leisure in the outdoors*

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

- conservation;

- ranger services, in both country parks and national parks;

- outdoor activity centres;

- local-authority providers of leisure in the countryside;

- national providers of leisure in the countryside.

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

This unit links to Unit G180: *Exploring leisure* by developing candidate's knowledge and understanding of the countryside as a resource for leisure.

Candidates will investigate the outdoors as a facility for leisure. The evidence will include:

- an account of the development of the outdoors as a leisure resource and how current issues in leisure may affect its further development;

- their plan for, and evidence of their participation in, an outdoor leisure project within their local area or an area of their choice – this may be a group or individual project;

- their research, with evidence of appropriate research methodology, and their analysis of the range and scale of outdoor leisure facilities in an area of their choice, with particular attention paid to any current issues affecting the provision of these facilities;

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

3.6.1 Development of leisure in the outdoors

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

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

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

- the establishment of the national parks in England and Wales;
- the establishment of areas of outstanding natural beauty (AONBs) and local-authority country parks;
- the development of long-distance footpaths and heritage coasts;
- the creation of organisations charged with conserving natural areas and promoting access, for example:
  – National Trust;
  – Royal Society for the Protection of Birds;
  – Ramblers' Association;
  – Cyclists' Touring Club;
- the major changes in social factors, for example:
  – increased car ownership;
  – more leisure time;
  – higher disposable income;
  – ageing population;
  – longer holiday entitlement;
  – greater awareness of health and fitness;
  – increased awareness of environmental issues;
- the increased interest in outdoor adventurous activities and the variety of opportunity within all sectors, through a wide choice of activities;
- the different values and attitudes of different organisations involved in outdoor leisure use, specifically in the different sectors (private, public, voluntary) and their funding issues.

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

3.6.2 Types of leisure in the outdoors

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

- formal – organised activities, examples include:
  – orienteering;
  – mountain biking;
  – riding;
  – rock climbing;
  – angling;

- informal – activities that people do with little prior organisation, examples include:
  – walking;
  – sightseeing;
  – pleasure driving.

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

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

- the need to escape from the pressures of everyday life;

- to improve fitness;

- to learn new skills.

3.6.3 Organisations involved in leisure in the outdoors

There is a wide range of individuals and organisations involved with providing facilities for leisure in the outdoors and managing the countryside environment for visitors. These can be classified as follows:

- *private* sector, examples include:
  – stately homes;
  – accommodation providers;
  – catering outlets;
  – retail outlets;
  – tourist attractions;

- *public* sector, examples include:
  – central government;
  – local authorities;
  – The Countryside Agency;
  – the Association of National Park Authorities;
  – the Department for the Environment, Food and Rural Affairs;

- *voluntary* sector, examples include:
  – Wildlife Trusts;
  – National Trust;
  – bird watching associations;
  – Council for the Protection of Rural England;
  – Campaign for the Protection of Rural Wales;
  – ramblers' groups;

– youth groups;
– YHA.

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

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

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

- restoring a well-used footpath at the local country park;

- planting flowers/shrubs in a local play area or parkland;

- clearing a stream of litter/rubbish in their immediate area;

- taking a group of students with disabilities on a visit to, or activity in, the countryside;

- organising an anti-litter campaign in the countryside near to their centre.

Candidates need to present a project plan which identifies the:

- objectives of their (or their group's) participation and the evaluation criteria for the activity;

- physical- and human-resource needs in the light of capabilities of participants, e.g. equipment, instructor, other resources;

- date, time and duration of the activity;

- booking arrangements;

- transport arrangements;

- costs involved and how payment will be made.

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

These may include:

- accident and first-aid procedures;

- principles of group safety, e.g. how to recognise personal difficulties such as hypothermia, low motivation;

- the range of safety equipment to be taken;

- team work and methods of communication.

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

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

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

- environmental impacts:
  – erosion;
  – pollution;
  – trespass;
  – loss of habitats;
  – litter;
  – water contamination;
  – increase in environmental awareness;
  – improvements to infrastructure of area;

- socio-cultural impacts:
  – traffic and visitor congestion;
  – loss of privacy;
  – noise;
  – new jobs bringing new people to the area;

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

- the *positive* impacts can be maximised, examples include:
  – revenue maximisation;
  – staff training and development;
  – community education initiatives;

- the *negative* impacts can be minimised, examples include:
  – using the principles of sustainability;
  – visitor and traffic management;
  – traffic calming measures;
  – pricing mechanisms;
  – signposting;
  – promotion of public transport.

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

4   Schemes of Assessment

4.1   AS GCE Scheme of Assessment

AS GCE Leisure Studies (H128)	
AS Unit G180: Exploring leisure	
33% of the total AS GCE Coursework 50 marks	This unit is assessed through portfolio work This unit is internally assessed **Assessment Criteria**: Please refer to Appendix B at the back of this specification.
AS Unit G181: Customer service in the leisure industry	
33% of the total AS GCE Coursework 50 marks	This unit is assessed through portfolio work This unit is internally assessed **Assessment Criteria**: Please refer to Appendix B at the back of this specification.
AS Unit G182: Leisure industry practice	
33% of the total AS GCE 1hr 30 mins written paper 100 marks	This paper has four questions. This unit is externally assessed.

4.2 Advanced GCE Scheme of Assessment

Advanced GCE Leisure Studies (H528)	

AS Units G180 – G182 as above, all units being 16.7% of the Advanced GCE.

A2 Unit G183: Event management	
16.7% of the total Advanced GCE Coursework 50 marks	This unit is assessed through portfolio work This unit is internally assessed. **Assessment Criteria**: Please refer to Appendix B at the back of this specification.

A2 Unit G184: Human resources in the leisure industry	
16.7% of the total Advanced GCE 1hr 30 mins written paper 100 marks	This paper has three questions This unit is externally assessed

A2 Unit G185: Leisure in the outdoors	
16.7% of the total Advanced GCE Coursework 50 marks	This unit is assessed through portfolio work This unit is internally assessed. **Assessment Criteria**: Please refer to Appendix B at the back of this specification.

4.3   External Assessment

External assessment forms 33% of each qualification:

Advanced Subsidiary GCE:	Candidates take **one** unit of external assessment.
Advanced GCE:	Candidates take **two** units of external assessment.

External assessments are 90 minutes. Units G182: *Leisure industry practice* and G184: *Human resources in the leisure industry* have pre-released case-study material which will be available to centres (once they have made their *provisional* candidate entries) approximately **six** weeks prior to the examination date.

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

4.4   Portfolio Assessment

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

4.5   Unit Order

The normal order in which the unit assessments are designed to be taken is AS Units in the first year of a **two** year course, leading to an AS GCE award, then A2 Units are designed to be taken in the second year leading to the Advanced GCE award.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

4.6   Unit Options (at AS/A2)

There are no optional units in the AS GCE specification; for AS GCE Leisure Studies candidates must take AS Units G180, G181 and G182.

There are no optional units in the Advanced GCE specification; for Advanced GCE Leisure Studies candidates take AS Units G180, G181 and G182 *and* A2 Units G183, G184 and G185.

4.7   Synoptic Assessment (A Level GCE)

Synoptic assessment at Advanced GCE is designed to ensure that candidates have a good understanding of the subject as a whole and are able to address issues within the subject from a range of perspectives and in an integrated way. The emphasis is on strategic understanding and on the ability to draw evidence together from any relevant areas of the specifications. Assessment focuses on the breadth, depth and quality of the candidate's analysis and evaluation and will be drawn from across the specifications and will involve candidates bringing together, and making connections between, the areas of knowledge, skills and understanding covered within the specifications and applying this when responding to the set requirements. Synoptic assessment is in unit G183*: Event management* in these specifications.

4.8   Assessment Availability

There is one examination series each year in June.

From 2014, both AS units and A2 units will be assessed in June only.

4.9   Assessment Objectives

Candidates are expected to demonstrate the following in a range of work related contexts:

AO1   Knowledge, skills and understanding

- Candidates demonstrate relevant knowledge, skills and understanding of the specified content of Leisure Studies in a range of vocationally-related contexts.

AO2   Application of knowledge, skills and understanding

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

AO3   Research and analysis

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

AO4   Evaluation

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

The assessment objectives are weighted as follows:

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

4.10 AO weightings

The relationship between assessment objectives and the units of assessment is shown in the grids below.

AO weightings in AS GCE

Unit of Assessment	Mandatory or Optional	Level	Percentages				Total
			AO1	AO2	AO3	AO4	
G180	m	AS	30	30	24	16	100
G181	m	AS	30	30	24	16	100
G182	m	AS	28	30	22	20	100
		Total	88	90	70	52	300

AO weightings in Advanced GCE

Unit of Assessment	Mandatory or Optional	Level	Percentages				Total
			AO1	AO2	AO3	AO4	
G180	m	AS	30	30	24	16	100
G181	m	AS	30	30	24	16	100
G182	m	AS	28	30	22	20	100
G183	m	A2	20	24	26	30	100
G184	m	A2	26	21	24	29	100
G185	m	A2	20	24	26	30	100
		Total	154	159	146	141	600

4.11 Quality of Written Communication

Quality of written communication is assessed in all units and credit may be restricted if communication is unclear.

Candidates will:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

- Select and use a form and style of writing appropriate to purpose and to complex subject matter

- Organise information clearly and coherently, using specialist vocabulary when appropriate.

5   Technical Information

5.1   Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Final entries for units (including internally assessed units) are made in March for June units. It is important that entries are received by the deadline date – late entries cause major problems for OCR and attract a substantial late entry fee to reflect this. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework.

It is essential that unit entry codes are quoted in all correspondence with OCR. See Sections 4.1 - 4.2 for these unit entry codes.

To enter for certification, candidates must have a valid combination of unencashed units for that qualification.

For Units G180, G181, G183 and G185 (all the C/W units) candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

Unit Entry code	Component code	Submission method	Unit titles
G180	01	OCR Repository	Exploring leisure
	02	Postal moderation	
G181	01	OCR Repository	Customer service in the leisure industry
	02	Postal moderation	
G182	01	-	Leisure industry practice
G183	01	OCR Repository	Event management
	02	Postal moderation	
G184	01	-	Human resources in the leisure industry
G185	01	OCR Repository	Leisure in the outdoors
	02	Postal moderation	

5.2   Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (H128).

- Advanced GCE certification (H528).

A candidate who has completed all the units required for the qualification, and who did not request certification at the time of entry, may enter for certification either in the same examination series (within a specified period after publication of results) or at a later series.

Candidates following a course over a number of examination series have a variety of options open to them that allow them to certificate part-way through their course. All three- and six-unit qualifications are automatically 'banked' by OCR to enable the candidate to use them towards larger qualifications at a later date.

Candidates may enter for:

- Advanced Subsidiary GCE aggregation

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

- Advanced GCE aggregation

Candidates must enter the appropriate AS and A2 units to qualify for the Advanced GCE.

These specifications will be shown on the certificate as:

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

5.3   Issue of Results

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

Certification is **not** an automatic process, since OCR is unable to determine at which point a candidate wishes to complete their course. Candidates **must** be entered for the appropriate certification code (see Section 5.2) to claim their overall grade.

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

5.4 Grading

All GCE units are awarded A to E. The Advanced Subsidiary GCE is awarded on the scale A to E. The Advanced GCE is awarded on the scale A to E with access to an A*. To be awarded an A*, candidates will need to achieve a grade A on their full A Level qualification and an A* on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables aggregation of candidates' best performances across units and series to determine the qualification grade. The three-unit AS GCE has a total of 300 *uniform* marks and the six-unit Advanced GCE has a total of 600 *uniform* marks.

OCR converts the candidate's *raw* mark for each unit to a *uniform* mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these Leisure Studies specifications, all of the units have equal UMS weightings with a *uniform* mark total of 100 for each unit. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

Uniform marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					
		a	b	c	d	e	u
16.7%	100	100-80	79-70	69-60	59-50	49-40	39-0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Qualification	Qualification Grade					
	A	B	C	D	E	U
AS GCE	300-240	239-210	209-180	179-150	149-120	119-0
Advanced GCE	600-480	479-420	419-360	359-300	299-240	239-0

5.5 Enquiries about Results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for GCE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

5.6 Shelf-Life of Units

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

5.7 Unit and Qualification Re-sits

There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

5.8 Guided Learning Hours

Each unit requires 60 guided learning hours.

AS GCE Leisure Studies requires **180** guided learning hours in total.
Advanced GCE Leisure Studies requires **360** guided learning hours in total.

5.9 Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice as available on the QCA website*, the subject criteria for GCE Leisure Studies and *The Statutory Regulation of External Qualifications 2004*.

5.10 Disability Discrimination Act Information Relating to this Specification

GCEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised Applied GCE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* produced by the Joint Council (www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

5.11 Arrangements for Candidates with Particular Requirements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements, Reasonable Adjustments and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course.

5.12 Classification Code

Every specification is assigned to a national classification code indicating the subject area to which it belongs. The classification code for these specifications is 0016.

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

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCEs. The same view may be taken if candidates take two GCE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

6   Coursework Administration/Regulations

6.1   Supervision and Authentication

As with all coursework, teachers must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

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

When supervising candidates, teachers are expected to:

- Offer candidates advice about how best to approach their tasks

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism

- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

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

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

Once the mark for the unit portfolio has been submitted to OCR, no further work may take place. However, the portfolio can be improved and resubmitted under the re-sit rule (Section 5.7)

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

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

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

6.2   Avoiding Plagiarism

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

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

- Any copied material must be suitably acknowledged

- Quotations must be clearly marked and a reference provided wherever possible.

6.3 Submitting marks to OCR

Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework. Coursework administration documents are sent to centres on the basis of estimated entries. Marks may be submitted to OCR either via Interchange, on the computer-printed Coursework Mark Sheets (MS1) provided by OCR (sending the top copy to OCR and the second copy to their allocated moderator) or by EDI (centres using EDI are asked to print a copy of their file and sign it before sending to their allocated moderator).

Teachers may set internal deadlines for candidates submitting work to them. However, should candidates fail to meet this deadline, they may only be penalised if they fail to achieve one or more of the criteria in the *Assessment Evidence* Grid for that unit. A candidate whose work is submitted so late that the teacher is unable to meet OCR's deadline for receipt of marks should be warned by the teacher that failure to submit marks by this deadline may result in OCR failing to issue grades on the agreed date. OCR will supply centres with MS1 Internal Assessment Mark Sheets to record the marks and instructions for completion. It is essential that centres send the top copy of these completed forms to OCR, the second copy to the Moderator and keep the third copy for their own records.

The deadlines for the receipt of coursework marks are published on the OCR website.

The awarding body must require centres to obtain from each candidate a signed declaration that authenticates the coursework they produce as their own. For regulations governing coursework, centres should consult the *Admin Guide: 14-19 Qualifications*. Further copies of the coursework administration documents are available on the OCR website (www.ocr.org.uk).

6.4 The Assessment Evidence Grids

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

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

Candidates' portfolios must be clearly annotated to demonstrate where, and to what level, criteria have been achieved. This will help in the moderation process. On completion of a unit, the teacher must complete the *Assessment Evidence Grid* and award a mark out of **50** for the unit.

6.5   Standardisation and Moderation

All internally-assessed coursework is marked by the teacher and internally standardised by the centre. Marks must be submitted to OCR by the agreed date, after which moderation takes place in accordance with OCR procedures.

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

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

Work submitted for moderation must be marked with the:

- Centre number

- Centre name

- Candidate number

- Candidate name

- Specification code and title

- Unit code.

For each (portfolio) unit, centres must complete the appropriate *Unit Recording Sheet* sent out annually by OCR and downloadable from the OCR website (www.ocr.org.uk).

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix C.

6.6   Centre Accreditation

If your centre demonstrates accurate marking of internally assessed units, your centre may be offered accredited status (by specification and level). This means that there is **no** requirement to submit work for moderation for those specifications.

Eligibility for accreditation is offered to a Programme Leader (nominated by the centre), who is responsible for the standardisation of internal assessment and must be personally involved in the assessment of candidates' work.

In each examination series, a number of accredited centres will be randomly selected for moderation as part of the control procedure. Every accredited centre will be 'sampled' at least once in every period of accreditation.

The standard accreditation period lasts for the remainder of the academic year in which it is granted and the following two academic years although the period of accreditation may be altered on the basis of the results of the random sampling. Centres will be informed of any changes to their accreditation status before each series.

Centres must ensure that:

- The Head of Centre provides the Programme Leader details and initially accepts accreditation for each level

- OCR is informed if the Programme Leader leaves the post or their responsibilities change with respect to the specification(s)

- All marks are submitted to OCR by the published deadlines

- Centre Authentication forms for accredited units with entries are completed and submitted to OCR Data Capture each series.

However, centres must have work available in case they receive requests for work required for awarding purposes.

6.7   Minimum Coursework Required

If a candidate submits no work for a unit, then the candidate should be indicated as being absent from that unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for that unit then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

6.8   Instructions for Marking

Sources of Guidance

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

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

Determining a candidate's mark

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

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

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

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

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

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

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

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

However, for strands which include a quantified element, e.g. **four** customer-service situations, and where a candidate's evidence includes less than the number specified, or includes the correct number but at varying levels of quality, teachers will use their professional judgement to allocate an appropriate mark. It is the *quality* of the evidence that is paramount rather than the *quantity*, although, in such circumstances, candidates will be unable to access the highest mark band for that strand.

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

6.9   Administering Portfolio Assessment and Moderation

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

The centre enters candidates who wish to submit portfolios (March for June examinations)

The centre sends OCR and the moderator a set of provisional marks by a set deadline.

The moderator contacts the centre on receipt of marks and asks for a sample of work.

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

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

Although coursework submitted for moderation will normally be returned to centres as soon as possible, candidates must keep a copy of their work.

6.10 OCR Repository

The OCR Repository allows centres to submit moderation samples in electronic format.

The OCR GCE Leisure Studies units (G180, G181, G183 and G185) can be submitted electronically to the OCR Repository via Interchange: please check section 5.1 for unit entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix C: Guidance for the Production of Electronic Coursework Portfolio. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

7   Other Specification Issues

7.1   Overlap with other Qualifications

The units of these qualifications have significant overlap of content with the OCR GCEs in Physical Education, Travel and Tourism and Applied Business.

7.2   Progression from these Qualifications

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

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

7.3 Key Skills Mapping

These specifications provide opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, I*mproving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C2				C3				AoN2			AoN3			ICT2			ICT3			WwO2			WwO3			IoLP2			IoLP3			PS2			PS3			Unit
	.1a	.1b	.2	.3	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	
G180			F	P			F																																G180
G181				P				P																			F	F	F	F	F	F	F	F	F	F	F	F	G181
G183															F	F	F	F	F	F	F	F	F	F	F	F	P	P	P	P	P	P	F	F	F	F	F	F	G182
G185			F				F														P	P		P	P														G183
Unit	.1a	.1b	.2	.3	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	Unit
	C2				C3				AoN2			AoN3			ICT2			ICT3			WwO2			WwO3			IoLP2			IoLP3			PS2			PS3			

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

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

7.4   Spiritual, Moral, Ethical, Social, and Cultural Issues

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

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

- Unit G180: Exploring leisure

- Unit G182: Leisure industry practice

- Unit G184: Human resources in the leisure industry

- Unit G185: Leisure in the outdoors.

Social issues may be specifically addressed in:

- Unit G181: Customer service in the leisure industry

- Unit G183: Event management

- Unit G185: Leisure in the outdoors.

7.5   Sustainable Development, Health and Safety Considerations and European Developments

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

Environmental issues may be specifically addressed in the following units:

- Unit G180: Exploring leisure;

- Unit G182: Leisure industry practice;

- Unit G185: Leisure in the outdoors.

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

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

European issues may be specifically addressed in the following units:

- Unit G180: Exploring leisure;

- Unit G182: Leisure industry practice;

- Unit G184: Human resources in the leisure industry.

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

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

- Unit G180: Exploring leisure;

- Unit G182: Leisure industry practice;

- Unit G183: Event management;

- Unit G185: Leisure in the outdoors

7.6   Avoidance of Bias

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

7.7   Language

These specifications and associated assessment materials are in English only.

7.8   Status in Wales and Northern Ireland

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

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

7.9   Citizenship

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

- Unit G181: Customer service in the leisure industry;

- Unit G182: Leisure industry practice;

- Unit G183: Event Management.

Appendix A: Performance Descriptions

Performance descriptions have been created for all GCE subjects. The performance descriptions for GCE Leisure Studies aim to describe learning outcomes and levels of attainment likely to be shown by a representative candidate performing at the A/B and E/U boundaries for the AS and A2. They illustrate the expectations at these boundaries for the AS and A2 as a whole; they have not been written at a 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
Assessment Objectives for both AS GCE and Advanced GCE	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.	
AS A/B boundary Performance Descriptions	Candidates: • demonstrate, with few omissions a depth of knowledge and understanding from across the specified AS content in a variety of vocationally-related contexts; • demonstrate, with few omissions a range of skills from the specified AS content in a variety of vocationally-related contexts.	Candidates: • apply effectively knowledge and understanding of the specified AS content in a range of vocationally-related contexts; • apply effectively a range of skills from the specified AS content in a range of vocationally-related contexts.	Candidates: • use effectively a range of research techniques to obtain relevant information from a range of sources; • use this research to produce an analysis of vocationally related issues and problems.	Candidates: • evaluate the appropriateness of evidence obtained through research; • draw conclusions from this evidence; • make realistic recommendations.	Candidates use written expression which: • is appropriate for purpose; • vocabularies accurate in terms of spelling, punctuation and grammar; • is organised coherently and accurately.
AS E/U boundary Performance Descriptions	Candidates: • demonstrate basic knowledge and understanding of the specified AS content in selected vocationally-related contexts. There may be significant omissions; • demonstrate a limited range of skills from the specified AS content in selected vocationally-related contexts with guidance.	Candidates: • apply a basic knowledge and understanding of the specified AS content in familiar vocationally-related contexts; • apply a limited range of skills successfully from the specified AS content in familiar vocationally-related contexts, with guidance.	Candidates: • use with guidance research techniques to obtain relevant information; • (b) use with guidance research to produce a basic analysis of vocationally related issues.	Candidates: • evaluate evidence to draw basic conclusions about vocationally related issues and problems; • make limited recommendations, with guidance.	Candidates use written expression which: • is adequate for purpose; • may be expressed in a non-specialist way.
A2 A/B boundary Performance Descriptions	Candidates: • demonstrate a comprehensive knowledge and understanding of the specified A2 content in a broad range of vocationally-related contexts; • demonstrate a broad range of skills successfully from the specified A2 content in a broad range of vocationally-related contexts.	Candidates: • apply effectively a comprehensive knowledge and understanding of the specified A2 content in a broad range of vocationally-related contexts; • apply effectively a broad range of skills from the specified A2 content in a broad range of vocationally-related contexts.	Candidates: • independently select, use and justify a range of research techniques to obtain accurate and effective information; • use this research to produce a comprehensive analysis of vocationally related issues.	Candidates: • independently evaluate evidence to draw valid conclusions; • make and justify realistic recommendations.	Candidates use written expression which: • is appropriate for purpose; • vocabularies accurate in terms of spelling, punctuation and grammar; • is organised coherently and accurately.

A2 E/U boundary Performance Descriptions	Candidates: • demonstrate a basic knowledge and understanding of the specified A2 content in vocationally-related contexts. There may be significant omissions; • demonstrate a limited range of skills from the specified A2 content in vocationally-related contexts.	Candidates: • apply a basic knowledge and understanding of the specified A2 content in vocationally-related contexts; • apply a limited range of skills successfully from the specified A2 content in vocationally-related contexts.	Candidates: • use research techniques with guidance to obtain accurate and relevant information; • use this research to produce a straightforward analysis of vocationally related issues.	Candidates: • evaluate evidence to draw conclusions about vocationally related issues and problems; • make limited recommendations from this evidence.	Candidates use written expression which: • is adequate for purpose; • may be expressed in a non-specialist way.

Appendix B: Coursework Assessment Evidence Grids

Unit G180 - Assessment Evidence Grid

Unit G180: Exploring leisure			
What candidates need to do:			
Candidates need to produce evidence of their investigation into the leisure industry within the UK and Europe [**50** marks]. Their evidence needs to include: **AO1** a definition of the leisure industry, a summary of the sectors and components of the leisure industry, to include how the sectors are interrelated [**15**]; **AO2** a study of the range and scale of the industry which illustrates its current social and economic importance [**15**]; **AO3** evidence of their research and analysis in carrying out their investigation into the factors which have influenced participation levels in leisure activities since the 1960s [**12**]; **AO4** an evaluation of the role of the media in leisure, examining its role in current developments in the industry [**8**].			
How the candidate will be assessed:			
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	Candidate produces a brief summary of the sectors and components within the leisure industry in the UK and Europe; each definition contains few examples of organisations; candidate demonstrates a simple understanding of how leisure organisations operate in terms of how they are funded or generate revenue. **[0 1 2 3 4 5]**	Candidate produces a summary of sectors and components within the leisure industry in the UK and Europe that shows the key information and data, providing appropriate examples; candidate shows an understanding of how leisure organisations operate in terms of meeting objectives, how they are funded or generate revenue, and how they interrelate with their shareholders or stakeholders; and use appropriate examples. **[6 7 8 9 10]**	Candidate produces a comprehensive summary of the sectors and their components within the leisure industry in the UK and Europe, providing appropriate examples; candidate provides a detailed description of each component with evidence and examples to confirm their understanding of the ways in which they are different but interrelate; candidate gives examples appropriate in terms of clarity and which help to demonstrate thorough understanding. **[11 12 13 14 15]**	**/15**

Unit G180: Exploring leisure (continued)				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO2	Candidate demonstrates knowledge and understanding of the importance and size of the leisure industry currently, with brief data and information on consumer spending, numbers employed, participation trends and the importance to health and well-being; Ability to communicate using some appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the AO. Errors of grammar, punctuation and spelling may be noticeable and intrusive. [0 1 2 3 4 5]	Candidate provides evidence of the importance and size of the leisure industry explaining the range and scale of the industry; the social and economic importance of the industry is explained with relevance to current issues in the industry; data is used, but not comprehensively, with limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the requirements of the AO. There may be noticeable errors of grammar, punctuation and spelling. [6 7 8 9 10]	Candidate produces a study of the range and scale of the industry; candidate provides accurate data which reflect the importance of the industry, both social and economic, relevant to current issues in the industry and all its components; Ability to present relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately. Sentences, consistently relevant are well structured in a way that directly address the requirements of the AO. There will be few, if any errors of grammar, punctuation and spelling. [11 12 13 14 15]	/15
AO3	Candidate provides some research from a limited number of sources; candidate produces evidence that they can analyse the significant factors that have influenced the development of the leisure industry and participation trends, but the analysis is not always accurate. [0 1 2 3 4]	Candidate carries out research using a range of relevant sources; candidate provides appropriate analysis of the information which shows depth and demonstrates an understanding of factors influencing the development of and factors affecting the participation in, leisure activities. [5 6 7 8]	Candidate accesses and use a comprehensive range of appropriate sources; candidate provides the reasons why the factors examined influence participation levels and shows that they have been fully analysed; candidate's analysis is thorough and demonstrates in-depth research. [9 10 11 12]	/12
AO4	Candidate provides an evaluation of the role of the media in leisure, which may be limited to simple facts, comments or statements; candidate provides simple conclusions as to the part the media has played in the current developments in the industry, reflecting only a basic understanding. [0 1 2 3 4]	Candidate includes an evaluation of the role of the media in leisure, providing examples of several significant current developments in the industry; candidate draws valid conclusions but not all aspects may be covered fully as to the part the media has played in current developments in the industry. [5 6]	Candidate includes a comprehensive evaluation of the role of the media in leisure; candidate provides well-considered conclusions as to the part the media has played in the current developments in the industry. [7 8]	/8
			Total mark awarded:	/50

Unit G181 - Assessment Evidence Grid

Unit G181: Customer service in the leisure industry

What candidates need to do:

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

Their evidence needs to include:

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

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

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

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

How the candidate will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	Candidate shows some understanding of how the differing needs of internal and external customers are met; these needs may **not** be specifically applied to the chosen leisure organisation; there may be some omissions or inaccuracies, showing a lack of full understanding. **[0 1 2 3 4 5]**	Candidate provides a summary of how the needs of internal and external customers are met by the chosen leisure organisation, with few omissions, showing clear understanding of customer-service principles. **[6 7 8 9 10]**	Candidate provides a detailed summary of how the needs of internal and external customers are met by the chosen leisure organisation and they draw reasoned conclusions about how the organisation could benefit as a result. **[11 12 13 14 15]**	**/15**

AO2	Candidate provides evidence of communication with a variety of customers in a variety of situations whereby customer-service skills have been applied (minimum **four** situations); candidate evidence of handling a customer problem is weak and shows lack of customer-service skills and supporting evidence may be lacking in depth and detail; Ability to communicate using some appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the AO. Errors of grammar, punctuation and spelling may be noticeable and intrusive. **[0 1 2 3 4 5]**	Candidate provides evidence of effective communication and customer-service skills being applied to a variety of customers in a variety of situations (minimum **four** situations), **one** of these situations must be a complaint or problem; Limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the requirements of the AO. There may be noticeable errors of grammar, punctuation and spelling. **[6 7 8 9 10]**	Candidate provides evidence of successful communication with a variety of customers, in a variety of situations (minimum **four** situations), **one** of these situations must be an example of dealing confidently with customer complaints or problems; Ability to present relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately. Sentences, consistently relevant are well structured in a way that directly address the requirements of the AO. There will be few, if any errors of grammar, punctuation and spelling. **[11 12 13 14 15]**	**/15**

Unit G181: Customer service in the leisure industry (continued)				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO3	Candidate provides an outline of the ways in which leisure organisations assess the effectiveness of the customer service provided to their customers; the sources may not be named, the research may not always be relevant to the chosen organisation and the findings are not always used effectively. **[0 1 2 3 4]**	Candidate provides evidence of an analysis of the methods by which the chosen leisure organisation assesses the effectiveness of the customer service it provides to its customers; the research is mostly relevant and most of the findings are used in the analysis. **[5 6 7 8]**	Candidate provides evidence of a critical analysis of the ways in which the chosen leisure organisation assesses the effectiveness of the customer service it provides to its customers and the measures it takes to make improvements; the research is relevant and used effectively to inform their analysis. **[9 10 11 12]**	**/12**
AO4	Candidate attempts an evaluation of the customer-service delivery in their chosen leisure organisation; candidate identifies only the main strengths and weaknesses of the service provided and makes only basic recommendations for improvement, which may not be realistic. **[0 1 2 3 4]**	Candidate provides an evaluation of the customer-service delivery in their chosen leisure organisation; candidate draws sound conclusions and makes judgements about the service provided to make limited but realistic recommendations for improvement. **[5 6]**	Candidate provides an evaluation of the customer-service delivery in their chosen leisure organisation; candidate draws valid and substantiated conclusions and make well-reasoned judgements about the service provided, to make valid recommendations for improvements to the organisation's customer service. **[7 8]**	**/8**
			Total mark awarded:	**/50**

Unit G183 - Assessment Evidence Grid

Unit G183: Event management

What candidates need to do:

Candidates need to produce a feasibility study for a leisure event and evidence of their involvement in carrying out this event [**50** marks]

Their evidence needs to include:

AO1 a feasibility study for the leisure event that they undertake *as part of a group* and for which they produce an *individual* report [**10**];

AO2 evidence of their involvement in the running of the event and a detailed record of their contribution [**12**];

AO3 evidence of relevant research and analysis when assessing the feasibility of, and managing, the event [**13**];

AO4 an evaluation of their own performance, and the team's performance, during and after the event, including production of their recommendations for improvement [**15**].

How the candidate will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	Candidate attempts an individually produced feasibility study of their selected event, with an explanation of the aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales, contingency plan, legal requirements and current issues; their study has omissions and may be unrealistic. **[0 1 2 3 4]**	Candidate produces, individually, a feasibility study of their selected event which gives details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales, contingency plan, legal requirements and current issues; their study has some omissions but is realistic in terms of events management showing understanding of purpose. **[5 6 7]**	Candidate produces, individually, a feasibility study of their selected event, giving clear details of the aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales, contingency plan, legal requirements and current issues; their work reflects consideration of all aspects of the event's management and shows understanding of purpose, application of relevant skills – financial, legal, marketing, risk assessment, customer services and understanding of team roles and functions; timescales are logical and achievable. **[8 9 10]**	**/10**

Unit G183: Event management (continued)				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO2	Candidate shows an ability to contribute to the planning, preparation and running of the event with a display of some skills acquired in this unit, and other units, in this specification; their performance, as part of the team, is minimal and only just sufficient to show participation in planning and performance; Ability to communicate using some appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the AO. Errors of grammar, punctuation and spelling may be noticeable and intrusive. [0 1 2 3 4]	Candidate shows an ability to contribute to the effective planning, preparation and running of the event, demonstrating the skills acquired in this unit, and other units, in this specification; the candidate's record of contribution shows consistent involvement in the selected event and their ability to work as a team member, with any problems experienced during preparation or management dealt with, even if not always effectively, perhaps showing a lack of consideration to the rest of the group or individuals; Limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the AO. There may be noticeable errors of grammar, punctuation and spelling. [5 6 7 8]	Candidate contributes to the planning, preparation and running of the event constructively and competently, reflecting their ability to perform under pressure, co-operate with others and meet aims and objectives; candidate demonstrates the skills acquired in this unit, and other units, in this specification; the record of contribution shows that they played a full and valuable role in the event; candidate dealt effectively and sympathetically with problems and/or complaints, showing good interpersonal skills; Ability to present relevant material in a planned and logical sequence. Appropriate terminology used. Sentences, for the most part, relevant and presented in a balanced, logical and coherent manner which addresses the AO. There will be occasional errors of grammar, punctuation and spelling. [9 10 11 12]	/12
AO3	Candidate carries out some research from limited sources when assessing the feasibility of their selected event, and when managing the event; their research is not always relevant and does not always use the findings of their research effectively, but it is just sufficient to enable the event to occur. [0 1 2 3 4 5]	Candidate carries out research from different sources when assessing the feasibility of their selected event, and when managing the event; their research is mostly relevant and uses most of the findings of their research to inform appropriately the running of the event. [6 7 8 9]	Candidate carries out research from a broad range of sources, which are clearly indexed, when assessing the feasibility of their selected event and in management of the event; their research is relevant and uses the findings to inform the running of the event effectively. [10 11 12 13]	/13

AO4	Candidate evaluates their own, and the team's, performance at all stages of the event, including the planning stage, which may be limited to simple facts, comments or statements; candidate makes limited recommendations for improvement, which may be unrealistic. **[0 1 2 3 4 5]**	candidate includes an evaluation of their own, and the team's, performance at all stages of the event, including the planning stage, making limited but realistic recommendations for improvement. **[6 7 8 9 10]**	Candidate includes a comprehensive evaluation of their own, and the team's, performance at all stages of the event, including the planning stage, making detailed and realistic recommendations for improvement which are well considered and confirm ability to analyse and reflect on areas for future development. **[11 12 13 14 15]**	**/15**
			Total mark awarded:	**/50**

Unit G185 - Assessment Evidence Grid

Unit G185: Leisure in the outdoors
What candidates need to do:
Candidates need to produce evidence of theirr investigation into the outdoors as a facility for leisure [**50** marks]. Their evidence needs to include: **AO1** an account of the development of the outdoors as a leisure resource and how current issues in leisure may affect its further development [**10**]; **AO2** their plan for, and evidence of their participation in, an outdoor leisure project within their local area or an area of their choice – this may be a group or individual project [**12**]; **AO3** their research, with evidence of appropriate research methodology, and their analysis of the range and scale of outdoor leisure facilities in an area of their choice, with particular attention paid to any current issues affecting the provision of these facilities [**13**]; **AO4** their evaluation of the positive and negative impacts of outdoor leisure in an area of their choice with their recommendations as to how these impacts can be managed [**15**].
How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	Candidate provides a summary of the development of the outdoors as a leisure resource; there will be some examples of current issues but these may not always be clearly linked to how they affect further development and are not always relevant. **[0 1 2 3 4]**	Candidate provides an account of the development of the outdoors as a leisure resource, with relevant examples of current issues affecting further development. **[5 6 7]**	Candidate provides a thorough account of the development of the outdoors as a leisure resource, with detailed and relevant examples of current issues affecting further development. **[8 9 10]**	**/10**
AO2	Candidate provides some evidence of planning an outdoor leisure project with evidence of only minimal participation on their part; Ability to communicate using some appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the AO. Errors of grammar, punctuation and spelling may be noticeable and intrusive. **[0 1 2 3 4]**	Candidate provides a plan of an outdoor leisure project with evidence of their active participation in the project; Limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the AO. There may be noticeable errors of grammar, punctuation and spelling. **[5 6 7 8]**	Candidate provides a detailed plan of an outdoor leisure project with evidence of their active participation, leading to a successful and completed project. Ability to present relevant material in a planned and logical sequence. Appropriate terminology used. Sentences, for the most part, relevant and presented in a balanced, logical and coherent manner which addresses the AO. There will be occasional errors of grammar, punctuation and spelling. **[9 10 11 12]**	**/12**

AO3	Candidate provides an explanation of the range and scale of outdoor leisure facilities in an area of their choice with some current issues identified. **[0 1 2 3 4 5]**	Candidate provides some analysis of the range and scale of outdoor leisure facilities in an area of their choice with limited analysis of current issues. **[6 7 8 9]**	Candidate provides a detailed analysis of the range and scale of outdoor leisure facilities in an area of their choice with detailed analysis of current issues. **[10 11 12 13]**	/13
AO4	Candidate provides an evaluation of the positive or negative impacts that outdoor leisure has had on an area of their choice, with few recommendations as to how these impacts are managed and examples may not be comprehensive. **[0 1 2 3 4 5]**	Candidate provides an evaluation of the positive and negative impacts that outdoor leisure has had on an area of their choice, with some recommendations as to how these impacts are managed and they draw conclusions as to the major positive and negative impacts. **[6 7 8 9 10]**	Candidate provides a thorough evaluation of the positive and negative impacts that outdoor leisure has had on an area of their choice, with realistic recommendations as to how these impacts can be managed and reaches in-depth conclusions as to the impacts on the area by outdoor leisure. **[11 12 13 14 15]**	/15
			Total mark awarded:	**/50**

Appendix C: Guidance for the Production of Electronic Coursework Portfolio

Structure for evidence

A Coursework portfolio is a collection of folders and files containing the candidate's evidence for each unit. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code, so that the portfolio is clearly identified as the work of one candidate.

Each candidate's Coursework portfolio should be stored in a secure area on the centre network. Prior to submitting the Coursework portfolio to OCR, the centre should add a folder to the folder tree containing Coursework mark sheets.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Coursework is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advise against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*xml)

Text formats
Comma Separated Values (.csv)
PDF (.pdf)
Rich text format (.rtf)
Text document (.txt)

Microsoft Office suite
PowerPoint (.ppt)
Word (.doc)
Excel (.xls)
Visio (.vsd)
Project (.mpp)