

Sport and Active Leisure

OCR Level 2 Principal Learning in Sport and Active Leisure H846

Extract from OCR Centre Handbook
Section 3 - Accredited units

The OCR centre handbook for Level 2 Principal Learning in Sport and Active Leisure is available to download, free of charge, from the OCR website (www.ocr.org.uk).

The centre handbook comprises 12 sections and each section can be downloaded separately. Sections may be updated at any time by OCR and centres should refer to the OCR website for the latest version.

The centre handbook sections are:

- 1 Introduction
- 2 Principal Learning in Sport and Active Leisure – an overview
- 3 Units
- 4 General Information
- 5 External Assessment
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- 7 Mapping and Signposting
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Appendix A – Guidance for the Production of Electronic Evidence

Unit G697: Active and healthy lifestyle choices

<p>Unit level</p> <p>Level 2</p>	<p>Unit size</p> <p>30 Guided Learning Hours</p> <p>It is recommended that the learner spends 22 glh on the acquisition of knowledge, skills and understanding.</p> <p>The remaining 8 glh will take the form of controlled assessment where the learner produces the appropriate evidence.</p>
<p>Unit overview</p> <p>Society's attitude towards health and fitness has changed in recent years; most of us are much more aware of the need to be responsible about our health and recognise that physical fitness is important. However, as a nation we are less physically active than previous generations, most of us eat too much of the wrong type of foods and young people continue to take up smoking.</p> <p>The purpose of this unit is to provide learners with the opportunity to consider the impact of lifestyle choices and develop plans for lifestyle changes to improve health and wellbeing.</p> <p>Learners will have the opportunity to explore issues that affect lifestyle choices and consider how taking part in sport and active leisure can, itself, impact on lifestyle choices. Learners will have the opportunity to find out about the benefits of positive lifestyle choices and will also investigate how taking these to the extreme can, potentially, damage health and wellbeing. Learners will be encouraged to research the impact of lifestyle choice decisions and incorporate this into their plans.</p> <p>This unit should help learners to appreciate that it is a combination of variables that results in a healthy lifestyle.</p>	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know the issues affecting lifestyle choices</p>	<p>The learner can:</p> <p>1.1 identify factors affecting lifestyle choices</p> <p>1.2 describe how taking part in sport and active leisure can affect lifestyle choices</p>	<p>Factors affecting lifestyle choices:</p> <ul style="list-style-type: none"> • work • family • finance • health • access to sport and active leisure <p>How taking part in sport and active leisure can affect lifestyle choices:</p> <ul style="list-style-type: none"> • encourages: <ul style="list-style-type: none"> – balanced diet – regular exercise – consistent sleep patterns – avoidance of substance use – positive body image – a positive attitude to risk taking (playwork, outdoor activities)
<p>2 understand impacts of positive lifestyle choices on health and wellbeing</p>	<p>2.1 analyse benefits of positive lifestyle choices</p> <p>2.2 explain how taking positive lifestyle choices to the extreme can damage health and wellbeing</p>	<p>The benefits of positive lifestyle choices:</p> <ul style="list-style-type: none"> • physical <ul style="list-style-type: none"> – increased fitness – achieving a healthy weight • mental <ul style="list-style-type: none"> – increased self-esteem – increased mental resilience – increased self-confidence

Learning outcomes	Assessment criteria	Exemplification
		<p>How taking positive lifestyle choices to the extreme can damage health and wellbeing:</p> <ul style="list-style-type: none"> • over-exercise and exercise addiction • under eating • illnesses associated with body image • substance abuse
<p>3 be able to research impacts of lifestyle choices on individuals' health and wellbeing</p>	<p>3.1 organise time and resources to carry out research (SM3)</p>	<p>Primary research – lifestyle questionnaires</p> <p>Organising time and resources to carry out research includes:</p> <ul style="list-style-type: none"> • select questions • identify participants • obtain responses
<p>4 be able to plan for changes in lifestyle to improve health and wellbeing</p>	<p>4.1 develop plans for lifestyle changes to improve health and wellbeing (EP3)</p>	<p>Developing plans for lifestyle changes includes:</p> <ul style="list-style-type: none"> • establish aims • brainstorm ideas for lifestyle change • select appropriate ideas for lifestyle change • determine success criteria • draw up plans • plan to review

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

To assist centres in the teaching and assessment of this unit OCR has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with local sector needs and allow the usage of local resources available to any consortia/centre. The model assignment includes information on which aspects of the assignment can be adapted.

The OCR model assignment also acts as an exemplar which centres can use as the basis to develop their own assignments. Further guidance on the requirements and process for centre designed assignments is available from our website www.ocr.org.uk.

Wherever possible, the assessment of this unit should enable the learner to experience real events and work alongside people in a 'sector' context. The context for the assessment should make best use of local resources; it is vital that the assessment is related to a real purpose, has clear goals and that these goals are communicated to the learners in a way that ensures they know what is expected of them.

Task taking:

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time limit available to complete the assessment is 8 glh. Consortia can determine how this overall time is allocated between assessment tasks.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Centres can determine which physical resources and information sources are appropriate for the assessment.
- Learners will complete the majority of work for assessment under direct teacher supervision. For this qualification it is acceptable for some aspects of exploration, such as research, to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work.
- Collaboration is permitted within this unit. Learners must complete and/or evidence all work individually but consortia can determine at which point within an assessment task learners can work together.

Within OCR model assignments timing may be suggested within the overall assessment time and resources defined for some individual tasks. The purpose is to give consortia additional guidance to help to manage the assessment task.

Task marking:

The centre must mark learners' assessment evidence using the mark descriptions provided in this unit (see the section Marking criteria) and using a 'best fit' approach. A mark must be chosen from one of the three mark bands provided in the marking criteria which best describes the quality of work submitted. (Further information on 'best fit' is also included in section 6 of the centre handbook.)

Controls	Task setting	Time	Supervision	Resource	Collaboration	Marking
	Limited	Limited	Medium	Limited	Limited	Medium

Learners **must** provide evidence that addresses all of the assessment criteria. Ideally evidence will support the concept that the knowledge and understanding underpins the applied purpose of the unit. Evidence can take a variety of formats but evidence **must** include:

- A record relating to the organisation of time and resources in order to carry out research
- Plans for lifestyle changes to improve health and wellbeing, with an accompanying justification

Guidance to centres

The format of evidence provided by the learner for assessment could take the form of digital, written or audio evidence. Further suggestions of appropriate types of evidence can be found on the OCR model assignment for this unit.

In this unit it is recommended that learners spend 22 glh on the acquisition of knowledge, skills and understanding. The remaining 8 glh will take the form of controlled assessment where learners produce the appropriate evidence.

Marking criteria

The total number of marks for this unit is **30**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
1.1 1.2	<p>identifies factors affecting lifestyle choices, few of which are relevant</p> <p>a basic description of how taking part in sport and active leisure can affect lifestyle choices</p> <p>[0, 1, 2]</p>	<p>identifies factors affecting lifestyle choices, some of which are relevant</p> <p>a description, some of which is detailed, of how taking part in sport and active leisure can affect lifestyle choices</p> <p>[3, 4]</p>	<p>identifies factors affecting lifestyle choices, most of which are relevant</p> <p>a thorough and clear description of how taking part in sport and active leisure can affect lifestyle</p> <p>[5, 6]</p>
2.1 2.2	<p>a simplistic analysis showing limited understanding of benefits of positive lifestyle choices</p> <p>a basic explanation of how taking positive lifestyle choices to the extreme can damage health and wellbeing</p> <p>[0, 1, 2]</p>	<p>an analysis, some of which is detailed, showing sound understanding of benefits of positive lifestyle choices</p> <p>a description, some of which is detailed, of how taking positive lifestyle choices to the extreme can damage health and wellbeing</p> <p>[3, 4, 5]</p>	<p>a detailed analysis, showing comprehensive understanding of benefits of positive lifestyle choices</p> <p>a thorough and clear description of how taking positive lifestyle choices to the extreme can damage health and wellbeing</p> <p>[6, 7, 8, 9]</p>

Assessment criterion reference	Band 1	Band 2	Band 3
<p>3.1 4.1</p>	<p>with limited effectiveness, organises time and resources to carry out research</p> <p>with limited effectiveness develops plans, resulting in lifestyle changes to improve health and wellbeing that are of limited value</p> <p>[0, 1, 2, 3, 4]</p>	<p>with some effectiveness, organises time and resources to carry out research</p> <p>with some effectiveness develops plans, resulting in lifestyle changes to improve health and wellbeing that are broadly appropriate</p> <p>[5, 6, 7, 8, 9]</p>	<p>effectively organises time and resources to carry out research</p> <p>effectively develops plans, resulting in lifestyle changes to improve health and wellbeing that are clear and appropriate</p> <p>[10, 11, 12, 13, 14, 15]</p>

Approaches to applied learning

Although OCR does not impose the order of delivery for units, it is important that learners have a sound understanding of the content of this unit and that this understanding is gained early in the learner's programme as other units will use or build upon it. This unit falls within the *sport and active leisure and the individual* 'theme' together with Unit G698: *Encouraging participation in sport and active leisure* and Unit G699: *Science in sport and active leisure*. Providers may consider co-teaching this topic at Levels 1 and 2 (Level 1 Unit G691: *The importance of an active and healthy lifestyle*).

The aim of this unit is to provide learners with the opportunity to consider the impact of lifestyle choices and develop plans for lifestyle changes to improve health and wellbeing.

This unit could provide an opportunity for applied learning through the exploration and evaluation of learners' own lifestyle choices or those of someone they know well. There are also considerable opportunities for employer engagement within this unit, opportunities that will significantly enhance the applied and experiential nature of centres' delivery.

In respect of delivery, a starting point could be to ensure that learners understand the lifestyle choices that impact on health and wellbeing and the factors that impact on those lifestyle choice decisions. In the first instance, learners could focus on their own lifestyle choices and consider the implications of those choices. TV/film documentaries could be used to bring home to learners the reality of adverse lifestyle choices on health and wellbeing as made by others. Centres could consider the use of external speakers from the Local Authority and/or NHS Trusts who are in a position to provide first-hand information to learners and answer pertinent questions. Centres might also consider a guest speaker in the form of a young, successful performer to discuss and share the lifestyle changes needed to train and remain competitive. Suitable speakers might include academy players from local professional rugby and/or football clubs, successful junior/senior track and field athletes, young gymnasts, etc. There are also many publications available that could be used to introduce learners to the impact that taking part in sport and active leisure has on lifestyle choices. Similarly, there is much material available online including that relating to the Change4Life campaign as well as public health guidance published by the National Institute for Clinical Excellence (NICE). In addition, the NHS Choices website contains not only a range of factual information but also case studies and video clips that showcase how taking part in sport and active leisure impacts positively on lifestyle.

An investigative approach could also be adopted in order to establish the impact of lifestyle choices. Fitness coaches, personal trainers, life coaches and dieticians would be an invaluable resource to assist learners in developing their understanding. A visit to see an 'exercise on prescription' scheme at a local authority leisure centre may also prove useful. Students would have an opportunity to observe the benefits of a well-planned physical activity session and possibly to have an opportunity to meet some of the clients.

Learners could engage with individuals who have decided to make positive lifestyle changes. For example, tracking the physical and mental benefits associated with lifestyle changes made as part of New Year's resolutions or during recovery following a period of illness. Learners could conduct interviews with family and friends to explore how taking part in sport and active leisure can impact on lifestyle choices and self-esteem. If interviews are used, learners will need assistance in ensuring that the person selected for interview is appropriate and that the interview arrangements are suitable.

Centres should ensure that learners are directed to industry-validated questionnaires that are commonly used by practitioners within the industry; learners can use these examples to inform their own questionnaire. Centres also need to ensure the appropriateness of the questionnaires, the suitability of the participants and that learners have considered how to record responses.

Health and fitness practitioners could be invited to lead discussions/provide examples/talk through the development process of planning for lifestyle change.

Personal, Learning and Thinking Skills

There are several opportunities in this unit for learners to develop and apply their Personal, Learning and Thinking Skills (PLTS). Some PLTS are naturally developed and applied through the assessment because they are embedded within the assessment criteria but other opportunities arise through the learning programme.

Those PLTS that are embedded in the assessment criteria are:

Self managers: AC – 3.1

Effective participators: AC – 4.1

Centres should seek other opportunities for learners to develop the PLTS through the learning programme, particularly those PLTS that are not embedded in the assessment criteria. Opportunities will depend on how the unit is delivered and the context in which the learning takes place, but some examples are given below:

Reflective learners

- Learners could develop their ability to assess themselves and others. For example, they could review factors that impact on their own and others' lifestyle choice decisions. Learners could be encouraged to invite feedback in respect of lifestyle choices providing opportunities to develop strategies for dealing positively with praise, setbacks and criticism. Feedback from both tutors and peers could help them shape their plans.

Creative thinkers

- Learners could connect their own and others' ideas and experiences in order to inform their lifestyle plans.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to develop and apply Functional Skills in English and ICT in a number of ways. Likewise the application of Functional Skills can support achievement in Principal Learning units. Therefore, in order for learners to make the most of the opportunities provided in this unit it would be beneficial if they have already started their Functional Skills programme of study.

Opportunities to develop and apply Functional Skills should occur naturally; these may differ depending on how the unit is delivered and the context in which the learning takes place. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions that seek to explore lifestyle choice behaviours and make effective presentations in respect of their findings.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions in respect of the impacts of positive lifestyle choices on health and wellbeing.
- Write documents, for example a lifestyle plan, communicating information, ideas and opinions effectively and persuasively.

ICT

- Access, search for, select and use appropriate sources of ICT-based information when considering the impacts of positive lifestyle choices on health and wellbeing
- Enter, develop and format findings from lifestyle questionnaires independently to suit meaning or purpose
- Present lifestyle plan(s) in ways that are fit for purpose and audience.

Unit G698: Encouraging participation in sport and active leisure

<p>Unit level</p> <p>Level 2</p>	<p>Unit size</p> <p>60 Guided Learning Hours</p> <p>It is recommended that the learner spends 48 glh on the acquisition of knowledge, skills and understanding.</p> <p>The remaining 12 glh will take the form of controlled assessment where the learner produces the appropriate evidence.</p>
<p>Unit overview</p> <p>Long-term change in the sport and active leisure industry will require an increase in the levels of participation. Indeed, increasing participation and sustaining long-term involvement in sport and active leisure are essential if the government's plans for a healthier, more active population are to be successful.</p> <p>Participation can take many forms; these might include officiating, timekeeping and stewarding as well as coaching, instructing and taking part. Active participants are more likely to encourage others to do likewise, so impacting positively on society.</p> <p>The purpose of this unit is to provide learners with the opportunity to encourage participation by recommending improvements to sport and active leisure participation events. Learners will also have the opportunity to demonstrate their leadership or facilitation skills as they seek to encourage participation.</p> <p>Learners will be introduced to the methods used to increase participation and the techniques employed by leaders across the industry. Learners will have opportunities to experience traditional methods of increasing participation as well as finding out about innovative alternatives.</p>	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 understand how to increase levels of participation</p>	<p>The learner can:</p> <p>1.1 analyse how traditional methods increase participation</p> <p>1.2 analyse how innovative methods increase participation</p> <p>1.3 explain why different methods of encouraging participation appeal to different groups</p>	<p>How traditional methods increase participation:</p> <ul style="list-style-type: none"> • taster sessions – try before committing • junior development programmes – promoting specific group activities • school visits – create awareness • club membership – retain members within the club • club trials in sport – talent identification • sport specific coaching – improving performance with specific age/ability groups • drop-in sessions – casual participation with little commitment <p>How innovative methods increase participation:</p> <ul style="list-style-type: none"> • new initiatives <ul style="list-style-type: none"> – street games – outreach initiatives • marketing <ul style="list-style-type: none"> – social networking – mobile technologies • delivery <ul style="list-style-type: none"> – changing format and rules <p>Why different methods of encouraging participation appeal to different groups:</p> <ul style="list-style-type: none"> • individual interests • differing lifestyles • younger vs older • competence – beginner vs expert

Learning outcomes	Assessment criteria	Exemplification
		<ul style="list-style-type: none"> • casual vs committed • traditional – organised, planned, structured • innovative – informal, less commitment, casual
<p>2 know benefits of increased levels of participation</p>	<p>2.1 describe why regular participation helps individuals sustain lifestyle changes</p> <p>2.2 identify benefits to society of increased, regular, individual participation</p>	<p>Why regular participation helps individuals sustain lifestyle changes:</p> <ul style="list-style-type: none"> • feel fitter • improved body shape • sleep better • less prone to illnesses • more alert • improved BMI • more confident • feel part of a community <p>The benefits to society:</p> <ul style="list-style-type: none"> • encourages development of strong, cohesive and sustainable communities • reduces risk factors that contribute to poor health; healthier workforce • impacts positively on children and young people’s personal development, educational achievement and economic wellbeing; transforming lives • encourages development of safer communities – reduction in anti-social behaviour and the fear of crime

Learning outcomes	Assessment criteria	Exemplification
<p>3 understand the role of leaders in increasing levels of participation</p>	<p>3.1 analyse leadership methods used to motivate potential participants</p> <p>3.2 analyse leadership styles used in the industry</p> <p>3.3 evaluate the importance of being motivational when encouraging participation</p>	<p>Leadership methods used to motivate:</p> <ul style="list-style-type: none"> • active encouragement • delegation • positive reinforcement • rewards/incentives <p>Leadership styles used in the industry:</p> <ul style="list-style-type: none"> • autocratic <ul style="list-style-type: none"> – task orientated – leader directs activities and makes all decisions during the session – instructional style • democratic <ul style="list-style-type: none"> – participant centred – participants contribute to the decision making on group goals – coaching style • laissez-faire <ul style="list-style-type: none"> – leaves group members to get on with task with no interference – no restrictions on solving problems during the activity – relaxed style <p>The importance of being motivational:</p> <ul style="list-style-type: none"> • increases the desire to participate • encourages goal directed behaviour • encourages regular participation

Learning outcomes	Assessment criteria	Exemplification
<p>4 be able to make recommendations to improve participation events</p>	<p>4.1 review participation events to inform recommendations</p> <p>4.2 propose improvements to participation events (EP4)</p>	<p>Reviewing participation events includes:</p> <ul style="list-style-type: none"> • event observation • participant feedback <p>Proposing improvements to participation events includes:</p> <ul style="list-style-type: none"> • present a case <ul style="list-style-type: none"> – persuasive – justified – considering all aspects • suggest practical ways forward • develop ideas • balance pros and cons • support improvements
<p>5 be able to use leadership methods to motivate participants</p>	<p>5.1 negotiate with participants to encourage participation (EP5)</p>	<p>Negotiating with participants to encourage participation includes:</p> <ul style="list-style-type: none"> • persuade • encourage • use of positive reinforcement • reward

Form of assessment

Requirements for centres

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Task setting:

To assist centres in the teaching and assessment of this unit OCR has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with local sector needs and allow the usage of local resources available to any consortia/centre. The model assignment includes information on which aspects of the assignment can be adapted.

The OCR model assignment also acts as an exemplar which centres can use as the basis to develop their own assignments. Further guidance on the requirements and process for centre designed assignments is available from our website www.ocr.org.uk.

Wherever possible, the assessment of this unit should enable the learner to experience real events and work alongside people in a 'sector' context. The context for the assessment should make best use of local resources; it is vital that the assessment is related to a real purpose, has clear goals and that these goals are communicated to the learners in a way that ensures they know what is expected of them.

Task taking:

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time limit available to complete the assessment is 12 glh. Consortia can determine how this overall time is allocated between assessment tasks.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Centres can determine which physical resources and information sources are appropriate for the assessment.
- Learners will complete the majority of work for assessment under direct teacher supervision. For this qualification it is acceptable for some aspects of exploration, such as research, to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work.
- Collaboration is permitted within this unit. Learners must complete and/or evidence all work individually but consortia can determine at which point within an assessment task learners can work together.

Within OCR model assignments timing may be suggested within the overall assessment time and resources defined for some individual tasks. The purpose of this is to give consortia additional guidance to help to manage the assessment task.

Task marking:

The centre must mark learners' assessment evidence using the mark descriptions provided in this unit (see the section Marking criteria) and using a 'best fit' approach. A mark must be chosen from one of the three mark bands provided in the marking criteria which best describes the quality of work submitted. (Further information on 'best fit' is also included in section 6 of the centre handbook.)

Controls	Task setting	Time	Supervision	Resource	Collaboration	Marking
	Limited	Limited	Medium	Limited	Limited	Medium

Learners must provide evidence that addresses all of the assessment criteria. Ideally, evidence will support the concept that the knowledge and understanding underpins the applied purpose of the unit. Evidence can take a variety of formats but evidence **must** include:

- A review of outcomes of participation events
- A record of a proposal to improve participation events
- A record confirming demonstration of leadership methods that encourage active participation.

Guidance to centres

The format of evidence provided by the learner for assessment could take the form of digital, written or audio evidence. Further suggestions of appropriate types of evidence can be found on the OCR model assignment for this unit.

In this unit it is recommended that learners spend 48 glh on the acquisition of knowledge, skills and understanding. The remaining 12 glh will take the form of controlled assessment where learners produce the appropriate evidence.

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
<p>1.1 1.2 1.3</p>	<p>a simplistic analysis showing limited understanding of how traditional methods increase participation</p> <p>a simplistic analysis showing limited understanding of how innovative methods increase participation</p> <p>a basic explanation, with limited clarity, of why different methods of encouraging participation appeal to different groups</p> <p>[0, 1, 2, 3]</p>	<p>an analysis, some of which is detailed, showing sound understanding of how traditional methods increase participation</p> <p>an analysis, some of which is detailed, showing sound understanding of how innovative methods increase participation</p> <p>an explanation, with some clarity, of why different methods of encouraging participation appeal to different groups</p> <p>[4, 5, 6, 7]</p>	<p>a detailed analysis, showing comprehensive understanding of how traditional methods increase participation</p> <p>a detailed analysis, showing comprehensive understanding of how innovative methods increase participation</p> <p>a clear and logical explanation of why different methods of encouraging participation appeal to different groups</p> <p>[8, 9, 10, 11, 12]</p>
<p>2.1 2.2</p>	<p>a basic description of why regular participation helps individuals sustain lifestyle changes</p> <p>identifies benefits to society of increased, regular, individual participation, which are of limited relevance</p> <p>[0, 1, 2]</p>	<p>a description, some of which is detailed, of why regular participation helps individuals sustain lifestyle changes</p> <p>identifies benefits to society of increased, regular, individual participation, which are relevant</p> <p>[3, 4]</p>	<p>a thorough and clear description of why regular participation helps individuals sustain lifestyle changes</p> <p>identifies benefits to society of increased, regular, individual participation, which are relevant and well considered</p> <p>[5, 6]</p>

Assessment criterion reference	Band 1	Band 2	Band 3
<p>3.1 3.2 3.3</p>	<p>a simplistic analysis showing limited understanding of the leadership methods used to motivate potential participants</p> <p>a simplistic analysis showing limited understanding of leadership styles used in the industry</p> <p>a basic evaluation of the importance of being motivational when encouraging participation, resulting in judgements of limited value</p> <p>[0, 1, 2, 3, 4]</p>	<p>an analysis, some of which is detailed, showing sound understanding of the leadership methods used to motivate potential participants</p> <p>an analysis, some of which is detailed, showing sound understanding of leadership styles used in the industry</p> <p>a sound evaluation of the importance of being motivational when encouraging participation, resulting in judgements that are broadly appropriate</p> <p>[5, 6, 7, 8, 9]</p>	<p>a detailed analysis, showing comprehensive understanding of the leadership methods used to motivate potential participants</p> <p>a detailed analysis, showing comprehensive understanding of leadership styles used in the industry</p> <p>a well-developed evaluation of the importance of being motivational when encouraging participation, resulting in judgements that are appropriate</p> <p>[10, 11, 12, 13, 14, 15]</p>
4.1	<p>carries out a basic review of participation events providing the learner with limited scope to inform recommendations</p> <p>[0, 1, 2]</p>	<p>carries out a review of participation events, some of which is detailed, enabling the learner to inform recommendations</p> <p>[3, 4, 5]</p>	<p>carries out a comprehensive review of participation events enabling the learner to appropriately and clearly inform recommendations</p> <p>[6, 7, 8, 9]</p>
4.2	<p>with limited effectiveness proposes improvements to participation events. The proposed improvements are of limited value</p> <p>[0, 1, 2]</p>	<p>with some effectiveness proposes improvements to participation events. The proposed improvements are broadly appropriate</p> <p>[3, 4, 5]</p>	<p>effectively proposes improvements to participation events. The proposed improvements are clear and appropriate</p> <p>[6, 7, 8, 9]</p>

Assessment criterion reference	Band 1	Band 2	Band 3
5.1	<p>hesitantly and with limited effectiveness negotiates with participants to encourage participation</p> <p>[0, 1, 2]</p>	<p>with a moderate degree of confidence and some effectiveness negotiates with participants to encourage participation</p> <p>[3, 4, 5]</p>	<p>confidently and effectively negotiates with participants to encourage participation</p> <p>[6, 7, 8, 9]</p>

Approaches to applied learning

This unit falls within the *sport and active leisure and the individual* 'theme' together with Unit G697: *Active and healthy lifestyle choices* and Unit G699: *Science in sport and active leisure*. Providers may consider co-teaching this topic at Levels 1 and 2 (Level 1 Unit G692: *The importance of participation in sport and active leisure*).

The aim of this unit is to provide learners with the opportunity to encourage participation by recommending improvements to sport and active leisure participation events. Learners will also have the opportunity to demonstrate their leadership or facilitation skills as they seek to encourage participation.

In terms of delivery, centres should provide learners with opportunities to observe a range of traditional and innovative methods of increasing participation with a view to identifying the benefits of each method. Learners' own experiences of a range of sport and active leisure activities will prove invaluable in this regard. Centres may also wish to encourage learners to participate in a range of sport and active leisure activities in order to recognise why different methods appeal to different groups. Learners could be exposed to traditional methods such as taster sessions and/or team building adventure activities and also innovative methods such as street games and/or play ranger activities. Learners might consider the effectiveness of national and/or local attempts to encourage participation, for example the 'bike for all' campaign.

Learners could engage with, and interview, sector professionals such as local authority sports development officers, school sports co-ordinators, governing body sports development officers (Football Association, Rugby Football Union, Badminton Association of England, etc) community coaches/instructors, etc in order to enhance their understanding of how different methods relate to different contexts. There is obviously some merit in learners observing a range of sessions and, indeed, in their assisting in the running of them where appropriate; learners should be encouraged to record their observations during, or after, activity sessions. Learners could develop a diary/logbook of their experiences. Records of this type will undoubtedly help when planning their own sessions. Learners should not be constrained to sporting activities. Centres should consider a wide range of examples from the industry that meet the sport and active leisure footprint, ie fitness, playwork, and the outdoors.

Learners could take an investigative approach to establishing the benefits to the individual and to society of increased and regular levels of participation. Learners could interview individual participants. Alternatively, they could hold focus groups with community groups in order to help them identify the benefits of regular participation and the extent to which this helps people sustain lifestyle changes. In addition, learners could make use of internet sites such as *TeacherNet* to investigate the benefits to society of active participation. Health professionals such as school nurses, personal trainers and health promotion officers, could contribute to classroom delivery and lead group discussions.

Recordings of sessions could be reviewed with a professional and discussions held in order to identify areas for improvement; learners might consider the method of encouraging participation and/or the effectiveness of leadership methods and styles adopted, for instance.

In assessing the impact of different styles of leadership, centres should consider exposing learners to a range of sessions delivered by different leaders, for example, a play leader, a rock-climbing instructor, a youth worker. There is some merit in allowing learners to assist in these sessions, or take part, in order to appreciate the impact of different styles of leadership when encouraging participation. This process will prove invaluable to learners in respect of demonstrating their own leadership skills in order to encourage participation. Indeed, centres should assist learners by providing plenty of opportunities to gain confidence and experience of working with different groups of participants throughout the programme. As previously, learning could be reinforced with the use of video analysis, worksheets and group discussions following these sessions.

Learners could be set challenges by employers or, indeed, centre staff whereby groups of learners could be presented with a series of scenarios across different contexts with a view to planning activities that encourage participation.

Personal, Learning and Thinking Skills

There are several opportunities in this unit for learners to develop and apply their Personal, Learning and Thinking Skills (PLTS). Some PLTS are naturally developed and applied through the assessment because they are embedded within the assessment criteria but other opportunities arise through the learning programme.

Those PLTS that are embedded in the assessment criteria are:

Effective participators: AC – 4.2, 5.1

Centres should seek other opportunities for learners to develop the PLTS through the learning programme, particularly those PLTS that are not embedded in the assessment criteria. Opportunities will depend on how the unit is delivered and the context in which the learning takes place, but some examples are given below.

Independent enquirers

- Learners could explore issues, events or problems from different perspectives when considering why different methods of encouraging participation appeal to different groups.

Creative thinkers

- Learners could try out a range of leadership methods to encourage participation, adapting their method according to circumstances.

Self managers

- Learners could show initiative, commitment and perseverance in their attempts to influence others to participate.

Team workers

- If learners work collaboratively in order to encourage others to participate they could adapt their behaviour to suit different roles and situations. Learners could seek to manage negotiations with prospective participants in an attempt to achieve a successful outcome.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to develop and apply Functional Skills in English and ICT in a number of ways. Likewise the application of Functional Skills can support achievement in Principal Learning units. Therefore, in order for learners to make the most of the opportunities provided in this unit it would be beneficial if they have already started their Functional Skills programme of study.

Opportunities to develop and apply Functional Skills should occur naturally; these may differ depending on how the unit is delivered and the context in which the learning takes place. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions that seek to explore how participation events might be improved and make effective presentations in respect of their findings.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions in respect of the benefits to society of increased, regular individual participation.
- Write documents, including extended writing pieces, for example when making recommendations to improve participation events, communicating information, ideas and opinions effectively and persuasively.

ICT

- Access, search for, select and use appropriate sources of ICT-based information when considering benefits of increased levels of participation.
- Present improvements to participation events in ways that are fit for purpose and audience.

Unit G699: Science in sport and active leisure

<p>Unit level</p> <p>Level 2</p>	<p>Unit size</p> <p>60 Guided Learning Hours</p> <p>It is recommended that the learner spends 45 glh on the acquisition of knowledge, skills and understanding.</p> <p>The remaining 15 glh will take the form of controlled assessment where the learner produces the appropriate evidence.</p>
<p>Unit overview</p> <p>Eight sprinters, a track and a finishing tape; what could seem further from the cutting edge of technology? The influence of science and technology, however, is found in just about every aspect of sport and active leisure. Athletes have their training schedules designed and monitored by scientists, materials technologists are constantly working on improving footwear and clothing for walkers, climbers and sailors (amongst others), even the surface of your local play area will have been designed to support safe and effective play.</p> <p>The purpose of this unit is to provide learners with the opportunity to develop ideas for new and improved products and/or services that encourage safe and effective participation.</p> <p>In order to achieve this aim, learners will be introduced to aspects of anatomy and physiology, the mechanics of movement and technological innovation relevant to developing and designing new products and services. Learners will also have the opportunity to carry out physical tests as part of this process.</p> <p>Learners wishing to work in sport and active leisure will recognise that bringing new products and services to market is a key feature of the industry. Such innovation results in high-quality jobs, successful businesses, better goods and services and more efficient processes.</p>	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know the science relevant to the sport and active leisure industry</p>	<p>The learner can:</p> <p>1.1 identify anatomy and physiology relevant to safe and effective participation</p> <p>1.2 identify the principles of mechanics of movement</p>	<p>Anatomy and physiology relevant to safe and effective participation:</p> <ul style="list-style-type: none"> • Structure of the human body <ul style="list-style-type: none"> – Bones <ul style="list-style-type: none"> ○ classification ○ axial and appendicular skeleton ○ general structure of a long bone – Joints <ul style="list-style-type: none"> ○ classification ○ structure of a typical synovial joint ○ movements – Muscles <ul style="list-style-type: none"> ○ anatomy of skeletal muscle ○ muscle actions ○ locations of main muscle groups – Cardiovascular system <ul style="list-style-type: none"> ○ anatomy of the heart ○ blood and blood vessels – Respiratory system <ul style="list-style-type: none"> ○ lung structure ○ intercostal muscles ○ diaphragm • Functions of the human body <ul style="list-style-type: none"> – body systems working together to maintain homeostasis – skeleton <ul style="list-style-type: none"> ○ support ○ protection ○ assists in movement ○ manufacture of blood cells ○ storage of minerals

Learning outcomes	Assessment criteria	Exemplification
		<ul style="list-style-type: none"> – skeletal muscles <ul style="list-style-type: none"> ○ producing movement ○ muscular contraction of main muscle groups – cardiovascular system <ul style="list-style-type: none"> ○ heart rate, stroke volume, cardiac output ○ circulation of blood ○ vascular shunt – respiratory system <ul style="list-style-type: none"> ○ tidal volume, respiratory rate, minute ventilation ○ gas exchange ○ respiration process <p>Energy systems</p> <ul style="list-style-type: none"> • aerobic • anaerobic <p>The principles of mechanics of movement:</p> <ul style="list-style-type: none"> • biomechanics <ul style="list-style-type: none"> – force – levers – shock absorption and impact

Learning outcomes	Assessment Criteria	Exemplification
<p>2 understand how science and technological innovation benefits participants</p>	<p>2.1 analyse how science and technological innovation are applied to support safe and effective participation</p> <p>2.2 analyse how science and technological innovation are applied to design and develop products and services</p> <p>2.3 analyse data from testing to draw conclusions about performance</p>	<p>How science and technological innovation are applied to support safe and effective participation:</p> <ul style="list-style-type: none"> • injury prevention and rehabilitation • fitness testing • coaching/training techniques • analysis of performance <p>How science and technological innovation are applied to design and develop products and services:</p> <ul style="list-style-type: none"> • footwear and clothing • equipment <ul style="list-style-type: none"> – prosthetics – sports – play – outdoor • surfaces <ul style="list-style-type: none"> – play areas – sports • stadia <p>Analyse data to draw conclusions about performance:</p> <ul style="list-style-type: none"> • interpreting • comparing and contrasting • making links • identifying trends • questioning assumptions • questioning bias • forming judgements

Learning outcomes	Assessment criteria	Exemplification
<p>3 understand measurement techniques used to test performance in the industry</p>	<p>3.1 justify choice of measurement techniques used to test performance in the industry</p>	<p>Measurement techniques used to test performance in the industry:</p> <ul style="list-style-type: none"> • physiological <ul style="list-style-type: none"> – anaerobic tests <ul style="list-style-type: none"> ○ maximal strength <ul style="list-style-type: none"> ▪ hand grip dynamometer ▪ 1RM ○ power <ul style="list-style-type: none"> ▪ vertical jump ▪ standing broad jump ○ strength/endurance <ul style="list-style-type: none"> ▪ press-ups ▪ sit-ups – aerobic tests <ul style="list-style-type: none"> ○ cardiovascular tests <ul style="list-style-type: none"> ▪ Cooper test (12 minute run) ▪ multistage fitness test ▪ Harvard step test ▪ heart rate monitoring ○ respiratory tests <ul style="list-style-type: none"> ▪ vital capacity (peak flow meter) • biomechanical <ul style="list-style-type: none"> – analysis of movement – analysis of forces • physical tests <ul style="list-style-type: none"> – equipment <ul style="list-style-type: none"> ○ non-destructive ○ aerodynamic – clothing <ul style="list-style-type: none"> ○ hydrostatic head ○ durability ○ breathability

Learning outcomes	Assessment criteria	Exemplification
		<ul style="list-style-type: none"> – footwear <ul style="list-style-type: none"> ○ elasticity ○ stability ○ friction – surfaces <ul style="list-style-type: none"> ○ resilience ○ friction ○ torsion
4 be able to use measurement techniques to test physical performance	4.1 test participants to measure physical performance, managing risks (SM4)	Testing participants includes: <ul style="list-style-type: none"> • identify suitable participants • select appropriate tests <ul style="list-style-type: none"> ○ biomechanical ○ physiological • measure performance
5 be able to develop ideas for new products and services to support safe and effective participation	5.1 generate ideas for new products and services to support safe and effective participation (CT1) 5.2 adapt ideas for new products and services as circumstances change (CT6) 5.3 present ideas for new products and services in relevant ways (RL6)	Generating ideas includes: <ul style="list-style-type: none"> • brainstorm • mind maps • story board • lotus blossom Adapting ideas includes: <ul style="list-style-type: none"> • assess options • implement changes Presenting ideas includes: <ul style="list-style-type: none"> • communicate information • relevant ways for target audience

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

To assist centres in the teaching and assessment of this unit, OCR has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with local sector needs and allow the usage of local resources available to any consortia/centre. The model assignment includes information on which aspects of the assignment can be adapted.

The OCR model assignment also acts as an exemplar which centres can use as the basis to develop their own assignments. Further guidance on the requirements and process for centre designed assignments is available from our website www.ocr.org.uk.

Wherever possible, the assessment of this unit should enable the learner to experience real events and work alongside people in a 'sector' context. The context for the assessment should make best use of local resources; it is vital that the assessment is related to a real purpose, has clear goals and that these goals are communicated to learners in a way that ensures they know what is expected of them.

Task taking:

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time limit available to complete the assessment is 15 g/h. Consortia can determine how this overall time is allocated between assessment tasks.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Centres can determine which physical resources and information sources are appropriate for the assessment.
- Learners will complete the majority of work for assessment under direct teacher supervision. For this qualification it is acceptable for some aspects of exploration, such as research, to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work.
- Collaboration is permitted within this unit. Learners must complete and/or evidence all work individually but consortia can determine at which point within an assessment task learners can work together.

Within OCR model assignments timing may be suggested within the overall assessment time and resources defined for some individual tasks. The purpose of this is to give consortia additional guidance to help to manage the assessment task.

Task marking:

The centre must mark learners' assessment evidence using the mark descriptions provided in this unit (see the section Marking criteria) and using a 'best fit' approach. A mark must be chosen from one of the three mark bands provided in the marking criteria which best describes the quality of work submitted. (Further information on 'best fit' is also included in section 6 of the centre handbook.)

Controls	Task setting	Time	Supervision	Resource	Collaboration	Marking
	Limited	Limited	Medium	Limited	Limited	Medium

Learners **must** provide evidence that addresses all of the assessment criteria. Ideally evidence will support the concept that the knowledge and understanding underpins the applied purpose of the unit. Evidence can take a variety of formats but evidence **must** include:

- A record of generating ideas
- A justification for choice of tests
- A record of testing participants and managing associated risks
- A record of adapting ideas, supported by conclusions drawn from testing
- A record of a presentation.

Guidance to centres

The format of evidence provided by the learner for assessment could take the form of digital, written or audio evidence. Further suggestions of appropriate types of evidence can be found on the OCR model assignment for this unit.

In this unit it is recommended that learners spend 45 glh on the acquisition of knowledge, skills and understanding. The remaining 15 glh will take the form of controlled assessment where learners produce the appropriate evidence.

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
1.1 1.2	<p>identifies aspects of anatomy and physiology, few of which are relevant to safe and effective participation</p> <p>identifies principles of mechanics of movement, few of which are relevant</p> <p>[0, 1, 2]</p>	<p>identifies aspects of anatomy and physiology, some of which are relevant to safe and effective participation</p> <p>identifies principles of mechanics of movement, some of which are relevant</p> <p>[3, 4, 5]</p>	<p>identifies aspects of anatomy and physiology, most of which are relevant to safe and effective participation</p> <p>identifies principles of mechanics of movement, most of which are relevant</p> <p>[6, 7, 8, 9]</p>
2.1 2.2	<p>a simplistic analysis showing limited understanding of how science and technological innovation are applied to support safe and effective participation</p> <p>a simplistic analysis showing limited understanding of how science and technological innovation are applied to develop and design products and services</p> <p>[0, 1, 2]</p>	<p>an analysis, some of which is detailed, showing sound understanding of how science and technological innovation are applied to support safe and effective participation</p> <p>an analysis, some of which is detailed, showing sound understanding of how science and technological innovation are applied to develop and design products and services</p> <p>[3, 4, 5]</p>	<p>a detailed analysis, showing comprehensive understanding of how science and technological innovation are applied to support safe and effective participation</p> <p>a detailed analysis, showing comprehensive understanding of how science and technological innovation are applied to develop and design products and services</p> <p>[6, 7, 8, 9]</p>

Assessment criterion reference	Band 1	Band 2	Band 3
2.3 3.1	<p>a simplistic analysis of data from testing, enabling learners to draw conclusions of limited value about performance</p> <p>a simplistic justification of choice of measurement techniques, showing limited understanding of measurement techniques used to test performance in the industry</p> <p>[0, 1, 2]</p>	<p>an analysis of data from testing, some of which is detailed, enabling learners to draw broadly appropriate conclusions about performance</p> <p>a justification of choice of measurement techniques, some of which is detailed, showing sound understanding of measurement techniques used to test performance in the industry</p> <p>[3, 4, 5]</p>	<p>a detailed analysis of data from testing enabling learners to draw appropriate and realistic conclusions about performance</p> <p>a detailed justification of choice of measurement techniques, showing comprehensive understanding of measurement techniques used to test performance in the industry</p> <p>[6, 7, 8, 9]</p>
4.1 5.1	<p>with limited effectiveness tests participants to measure physical performance, managing risks in a limited way</p> <p>with limited effectiveness generates simplistic ideas for new products and services to support safe and effective participation, few of which are suitable</p> <p>[0, 1, 2, 3, 4]</p>	<p>with some effectiveness tests participants to measure physical performance, managing risks</p> <p>with some effectiveness generates ideas for new products and services to support safe and effective participation, some of which are suitable</p> <p>[5, 6, 7, 8, 9]</p>	<p>effectively tests participants to measure physical performance, managing risks capably</p> <p>effectively generates well-considered ideas for new products and services to support safe and effective participation, most of which are suitable</p> <p>[10, 11, 12, 13, 14, 15]</p>

Assessment criterion reference	Band 1	Band 2	Band 3
<p>5.2 5.3</p>	<p>with limited effectiveness adapts ideas for new products and services as circumstances change. The adapted ideas are of limited value</p> <p>hesitantly and with limited effectiveness presents ideas for new products and services</p> <p>[0, 1, 2, 3, 4, 5, 6]</p>	<p>with some effectiveness adapts ideas for new products and services as circumstances change. The adapted ideas are broadly appropriate</p> <p>with a moderate degree of confidence and with some effectiveness presents ideas for new products and services in relevant ways</p> <p>[7, 8, 9, 10, 11, 12]</p>	<p>competently adapts ideas for new products and services as circumstances change. The adapted ideas are appropriate and realistic</p> <p>effectively and confidently presents ideas for new products and services in clear and relevant ways</p> <p>[13, 14, 15, 16, 17, 18]</p>

Approaches to applied learning

There are opportunities to co-teach this unit with Unit G697: *Active and healthy lifestyle choices*. Both units fall within the *sport and active leisure and the individual* 'theme' together with Unit G698: *Encouraging participation in sport and active leisure*. Providers may also consider co-teaching this topic at Levels 1 and 2. (Level 1 Unit G693: *How the body works – introducing science in sport and exercise*.)

The aim of this unit is to provide learners with the opportunity to develop ideas for new and improved products and/or services that encourage safe and effective participation.

There are considerable opportunities for employer engagement within this unit, opportunities that will significantly enhance the applied and experiential nature of centres' delivery.

A wide range of delivery methods should be considered so that learners acquire the knowledge relating to the scientific principles that are relevant to, and used within, the industry. These scientific principles are anatomy, physiology and biomechanics. Deliverers might consider, for example, the use of anatomical diagrams and models, videos, CD-ROMs, relevant and engaging online resources sites and laboratory work. The classroom work relating to anatomy and physiology could be complemented by practical sessions in a fitness centre and/or sports hall with a view to enhancing learners' understanding and appreciation of the body systems relevant to physical activity within that context. Other contexts such as playwork or the outdoors might also be considered as an alternative, or as a contrast. Similarly, a wide range of delivery methods could be employed to help learners gain understanding of the mechanics of movement. However, it is anticipated any classroom-based work will be consolidated with practical activities in the form of qualitative analysis of the mechanics of movement.

In terms of developing learners' appreciation of how science and technology impact on the industry, consideration might be given to the types of equipment used for performance and fitness analysis, for example, timing gates, video analysis and heart rate monitors. Alternatively, equipment or clothing used in conjunction with sport, fitness, play or outdoor activities could be evaluated. Centres could provide opportunities for learners to find out about technological innovation in the industry by arranging visits to places such as fitness centres, sports grounds and stadia, play areas, sport science laboratories, and outdoor pursuit centres. Learners might, for instance, investigate how the design and construction of slides affects their performance (and popularity!) in the playground. As regards the application of scientific principles to designing and developing products and services within the industry, relevant speakers from the industry could be invited in to centres to share their knowledge and experience.

Learners are required to recognise a range of measurement techniques; they are also required to carry out both a biomechanical and physiological test. A visit to a facility where analysis of movement takes place will support this learning. A visit could be arranged to a biomechanics laboratory where specialist equipment is used to analyse the mechanics of a sporting movement such as bowling a cricket ball, or swinging a golf club. The same analysis of movement could then be undertaken by learners in a sports hall using less advanced technology. Learners should ultimately be able to use measurement techniques to test performance.

The use of heart rate monitors and breathing rate monitoring will allow changes in the cardiovascular and respiratory systems to be observed. Practical sessions and relevant industry visits (eg fitness centres, sports clubs, playwork environments, outdoor activity centres) offer ideal environments to reinforce learning. In order to appreciate how the principles of anatomy and physiology are applied to support safe and effective participation, learners will need to be introduced to warm ups and cool downs, coaching and training techniques and fitness testing. When teaching fitness testing, test protocols should be taught with learners practising the tests on each other. The concepts of test selection, including consideration of the validity and reliability of tests, should be taught along with specificity of tests, ie selecting a test protocol that is specific to the population being tested.

For example, you would not put a footballer on a rowing machine to test cardio respiratory fitness as football is weight bearing and involves mainly the lower body. To further enhance understanding, learners could be encouraged to produce laboratory reports that include a section on the method of testing. This will seek to ensure that learners fully understand the correct way in which to carry out a variety of biomechanical and/or physiological tests. The report could also include a review of recorded results against the standards/norms of the test. This will allow the learner to make sense of the appropriateness of different tests for different situations.

Ultimately learners are required to apply their knowledge and understanding of science, technological innovation and testing so as to develop ideas for products and services that support safe and effective participation. Learners could be set 'challenges' by local providers of sports and active leisure services and/or equipment. Learners could be provided with an appropriate brief, for example, to develop an alternative to boxercise or water aerobics for a local leisure centre; learners might then test their ideas, adapting them accordingly prior to their being presented to the employer's representatives.

Personal, Learning and Thinking Skills

There are several opportunities in this unit for learners to develop and apply their Personal, Learning and Thinking Skills (PLTS). Some PLTS are naturally developed and applied through the assessment because they are embedded within the assessment criteria but other opportunities arise through the learning programme.

Those PLTS that are embedded in the assessment criteria are:

Self-managers: AC – 4.1

Creative thinkers: AC – 5.1, 5.2

Reflective learners: AC – 5.3

Centres should seek other opportunities for learners to develop the PLTS through the learning programme, particularly those PLTS that are not embedded in the assessment criteria. Opportunities will depend on how the unit is delivered and the context in which the learning takes place, but some examples are given below.

Team workers

- If learners work collaboratively to measure physical performance, one learner could prepare participants for testing, one learner could oversee testing and one learner could record data.

Effective participators

- When communicating ideas for new products and services, learners could develop their ability to present a persuasive case.

Self-managers

- Learners could organise time and resources to ensure that testing is carried out effectively and efficiently.

Independent enquirers

- Learners could support conclusions using reasoned arguments and evidence when analysing data about performance.

Functional skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to develop and apply Functional Skills in English, ICT and mathematics in a number of ways. Likewise the application of Functional Skills can support achievement in Principal Learning units. Therefore, in order for learners to make the most of the opportunities provided in this unit it would be beneficial if they have already started their Functional Skills programme of study.

Opportunities to develop and apply Functional Skills should occur naturally; these may differ depending on how the unit is delivered and the context in which the learning takes place. Such opportunities include but are not limited to the examples below.

English

- Make a range of contributions to discussions when considering how science and technological innovation benefits participants and make effective presentations in respect of their findings.
- Compare, select, read and understand texts using them to gather information, ideas, arguments and opinions when investigating how science and technological innovation are applied in the sport and active leisure industry.
- Write documents, including extended writing pieces, to communicate ideas for new products and services effectively and persuasively.

ICT

- Present ideas for new products and services in ways that are fit for purpose and audience.
- Enter, develop and format information independently in order to record, analyse and present test data using spreadsheets.

Mathematics

- Identify situation or problem and the mathematical methods needed to tackle it, for example, there could be a requirement to establish speed or velocity using an appropriate equation.
- Draw conclusions and provide mathematical justifications, for example, when analysing test data.

Unit G700: Working in sport or active leisure in your locality

<p>Unit level</p> <p>Level 2</p>	<p>Unit size</p> <p>60 Guided Learning Hours</p> <p>It is recommended that the learner spends 45 glh on the acquisition of knowledge, skills and understanding.</p> <p>The remaining 15 glh will take the form of controlled assessment where the learner produces the appropriate evidence.</p>
<p>Unit overview</p> <p>The sport and active leisure industry incorporates sectors including sport, fitness, playwork, stadium management and safety, the outdoors and sport surfaces. The industry contributes some £8.6 billion to the UK economy. In recent years it has outperformed other sectors enjoying growth at almost twice the rate experienced by the rest of the economy. The industry employs in excess of 4.8 million people, which includes nearly two million volunteers. It is a very popular industry to work in; more than 26% of young people identify it as a sector within which they would consider pursuing a full-time career.</p> <p>The purpose of this unit is to provide learners with the opportunity to explore the role the sport and active leisure industry plays within the economy and to identify where they might see themselves fitting in. The learning undertaken within this unit will help learners to start thinking about the career opportunities available to them now and in the future.</p> <p>Learners will explore the characteristics of the industry including its scope, sub-sectors, infrastructure and demographics. They will consider the relationships that exist between government and the industry and, through active research, explore the impact of government policy on sport and active leisure organisations.</p>	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know characteristics of the sport and active leisure industry</p>	<p>The learner can:</p> <p>1.1 describe characteristics of the industry's infrastructure</p> <p>1.2 identify why the infrastructure varies according to location</p> <p>1.3 identify government policy that shapes the industry</p>	<p>Characteristics of the industry's infrastructure:</p> <ul style="list-style-type: none"> • scope <ul style="list-style-type: none"> – sport, fitness, playwork, stadium management and safety, the outdoors, sports surfaces – range, type and number of providers • sub sectors – businesses, clubs, organisations, government agencies • demographics • structure <ul style="list-style-type: none"> – private – self-employed, entrepreneurs, small and medium enterprises (SMEs), large corporates – public – local authorities – third sector – charities, social enterprises, voluntary and membership sports and leisure clubs, governing bodies • infrastructure – provision of facilities and activities <p>Why the infrastructure varies:</p> <ul style="list-style-type: none"> • topography – urban and rural • demographics • history and tradition • local policy • national policy

Learning outcomes	Assessment criteria	Exemplification
		<p>Government policy that shapes the industry:</p> <ul style="list-style-type: none"> • national policy: <ul style="list-style-type: none"> – social – community cohesion initiatives – cultural – Cultural Olympiad – sport – Olympics, National Lottery • local policy: <ul style="list-style-type: none"> – access, planning, opening hours, licences, regeneration
<p>2 understand factors affecting career choices in sport and active leisure</p>	<p>2.1 analyse career opportunities in sport and active leisure</p> <p>2.2 analyse skills and personal attributes required for different job roles</p>	<p>Career opportunities in sport and active leisure:</p> <ul style="list-style-type: none"> • Job roles: <ul style="list-style-type: none"> – manager – supervisor – administrator – technician – coach/instructor • Career paths <ul style="list-style-type: none"> – sales and marketing – design – operations – security – health and safety – event management – development – elite performance

Learning outcomes	Assessment criteria	Exemplification
		<ul style="list-style-type: none"> • Sub sectors <ul style="list-style-type: none"> – sport and recreation – health and fitness – playwork – the outdoors – sports surface – stadium management <p>Skills required for different job roles:</p> <ul style="list-style-type: none"> • interpersonal • leadership • communication • team working • customer service • ICT • organisation <p>Personal attributes required for different job roles:</p> <ul style="list-style-type: none"> • enthusiastic • analytical • sensitive • disciplined • motivational • confident • flexible • observant • tolerant

Learning outcomes	Assessment criteria	Exemplification
<p>3 understand the effects of policy on government and the industry</p>	<p>3.1 evaluate how government social, cultural and sport policy impacts upon the industry</p> <p>3.2 analyse businesses' responses to policy</p> <p>3.3 analyse challenges facing government in balancing conflicting priorities</p>	<p>How government social, cultural and sport policy impacts upon the industry:</p> <ul style="list-style-type: none"> • structurally • economically • politically • environmentally • socio-culturally <p>Businesses' responses to policy:</p> <ul style="list-style-type: none"> • strategy • structure and organisation • roles and responsibilities <p>Challenges facing government:</p> <ul style="list-style-type: none"> • ensuring sustainability of organisations • meeting different stakeholder needs • opportunity cost – making difficult choices
<p>4 be able to research impacts of local policy on businesses</p>	<p>4.1 organise time and resources to carry out research (SM3, IE2)</p> <p>4.2 propose cases for change to local policy, balancing diverse views (EP2, EP5)</p>	<p>Research techniques</p> <ul style="list-style-type: none"> • primary research – interviewing <p>Organising time and resources to carry out research includes:</p> <ul style="list-style-type: none"> • select interviewees • manage appointments • determine questions • record responses

Learning outcomes	Assessment Criteria	Exemplification
		<p>Proposing cases for change to local policy includes:</p> <ul style="list-style-type: none"> • present a case <ul style="list-style-type: none"> – persuasive – justified – considering all aspects • suggest practical ways forward • develop ideas • balance pros and cons • support improvements
<p>5 be able to plan for careers in sport and active leisure</p>	<p>5.1 use methods of self-assessment to inform career planning (RL1)</p> <p>5.2 set goals for careers in sport and active leisure (RL2)</p>	<p>Methods of self-assessment include:</p> <ul style="list-style-type: none"> • consideration of own experiences • online testing • skills gap analysis <p>Setting goals includes:</p> <ul style="list-style-type: none"> • interpret results of self-assessment • brainstorm to determine personal values and interests • draw up clearly defined goals (SMART (specific, measurable, attainable, realistic, time-bound)) • identify training/development needs • establish contingencies

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

To assist centres in the teaching and assessment of this unit OCR has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with local sector needs and allow the usage of local resources available to any consortia/centre. The model assignment includes information on which aspects of the assignment can be adapted.

The OCR model assignment also acts as an exemplar which centres can use as the basis to develop their own assignments. Further guidance on the requirements and process for centre designed assignments is available from our website www.ocr.org.uk.

Wherever possible, the assessment of this unit should enable the learner to experience real events and work alongside people in a 'sector' context. The context for the assessment should make best use of local resources; it is vital that the assessment is related to a real purpose, has clear goals and that these goals are communicated to the learners in a way that ensures they know what is expected of them.

Task taking:

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time limit available to complete the assessment is 15 glh. Consortia can determine how this overall time is allocated between assessment tasks.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Centres can determine which physical resources and information sources are appropriate for the assessment.
- Learners will complete the majority of work for assessment under direct teacher supervision. For this qualification it is acceptable for some aspects of exploration, such as research, to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work.
- Collaboration is permitted within this unit. Learners must complete and/or evidence all work individually but consortia can determine at which point within an assessment task learners can work together.

Within OCR model assignments timing may be suggested within the overall assessment time and resources defined for some individual tasks. The purpose of this is to give consortia additional guidance to help to manage the assessment task.

Task marking:

The centre must mark learners' assessment evidence using the mark descriptions provided in this unit (see the section Marking criteria) and using a 'best fit' approach. A mark must be chosen from one of the three mark bands provided in the marking criteria which best describes the quality of work submitted. (Further information on 'best fit' is also included in section 6 of the centre handbook.)

Controls	Task setting	Time	Supervision	Resource	Collaboration	Marking
	Limited	Limited	Medium	Limited	Limited	Medium

Learners must provide evidence that addresses all of the assessment criteria. Ideally evidence will support the concept that the knowledge and understanding underpins the applied purpose of the unit. Evidence can take a variety of formats but evidence **must** include:

- A record relating to the organisation of time and resources in order to carry out research
- A case for changes to local policy
- A self-assessment to inform career planning
- A career plan.

Guidance to centres

The format of evidence provided by the learner for assessment could take the form of digital, written or audio evidence. Further suggestions of appropriate types of evidence can be found on the OCR model assignment for this unit.

In this unit it is recommended that learners spend 45 glh on the acquisition of knowledge, skills and understanding. The remaining 15 glh will take the form of controlled assessment where learners produce the appropriate evidence.

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
<p>1.1 1.2 1.3</p>	<p>description of characteristics of the industry's infrastructure is basic</p> <p>identifies reasons why the infrastructure varies according to location, few of which are relevant</p> <p>identifies aspects of government policy that shape the industry, few of which are relevant</p> <p>[0, 1, 2]</p>	<p>description of characteristics of the industry's infrastructure is adequate</p> <p>identifies reasons why the infrastructure varies according to location, some of which are relevant</p> <p>identifies aspects of government policy that shape the industry, some of which are relevant</p> <p>[3, 4]</p>	<p>description of characteristics of the industry's infrastructure is thorough</p> <p>identifies reasons why the infrastructure varies according to location, most of which are relevant</p> <p>identifies aspects of government policy that shape the industry, most of which are relevant</p> <p>[5, 6]</p>
<p>2.1 2.2</p>	<p>a simplistic analysis showing limited understanding of career opportunities in sport and active leisure</p> <p>a simplistic analysis showing limited understanding of skills and personal attributes required for different job roles</p> <p>[0, 1, 2]</p>	<p>an analysis, some of which is detailed, showing sound understanding of career opportunities in sport and active leisure.</p> <p>an analysis, some of which is detailed, showing sound understanding of skills and personal attributes required for different job roles</p> <p>[3, 4, 5]</p>	<p>a detailed analysis, showing comprehensive understanding of career opportunities in sport and active leisure</p> <p>a detailed analysis, showing comprehensive understanding of skills and personal attributes required for different job roles</p> <p>[6, 7, 8, 9]</p>

Assessment criterion reference	Band 1	Band 2	Band 3
<p>3.1 3.2 3.3</p>	<p>a basic evaluation of how government social, cultural and sport policy impacts upon the industry, resulting in judgements of limited value</p> <p>a simplistic analysis showing limited understanding of responses of businesses to policy</p> <p>a simplistic analysis showing limited understanding of challenges facing government in balancing conflicting priorities</p> <p>[0, 1, 2, 3, 4]</p>	<p>a sound evaluation of how government social, cultural and sport policy impacts upon the industry, resulting in judgements which are broadly appropriate</p> <p>an analysis, some of which is detailed, showing sound understanding of responses of businesses to policy</p> <p>an analysis, some of which is detailed, showing sound understanding of challenges facing government in balancing conflicting priorities</p> <p>[5, 6, 7, 8, 9]</p>	<p>a thorough and well-developed evaluation of how government social, cultural and sport policy impacts upon the industry, resulting in judgements that are appropriate</p> <p>a detailed analysis, showing comprehensive understanding of responses of businesses to policy</p> <p>a detailed analysis, showing comprehensive understanding of challenges facing government in balancing conflicting priorities</p> <p>[10, 11, 12, 13, 14, 15]</p>
<p>4.1 4.2</p>	<p>with limited effectiveness, organises time and resources to carry out research</p> <p>with limited effectiveness proposes changes to local policy of limited value, making a basic attempt to balance diverse views</p> <p>[0, 1, 2, 3, 4]</p>	<p>with some effectiveness, organises time and resources to carry out research</p> <p>with some effectiveness proposes broadly appropriate changes to local policy, making an attempt to balance diverse views</p> <p>[5, 6, 7, 8, 9]</p>	<p>effectively organises time and resources to carry out research</p> <p>effectively proposes clear and appropriate changes to local policy, competently balancing diverse views</p> <p>[10, 11, 12, 13, 14, 15]</p>

Assessment criterion reference	Band 1	Band 2	Band 3
<p>5.1 5.2</p>	<p>with limited effectiveness, uses self-assessment method(s) providing the learner with limited scope to inform career planning</p> <p>with limited effectiveness takes a basic approach to setting goals for careers in sport and active leisure</p> <p>[0, 1, 2, 3, 4]</p>	<p>with some effectiveness, uses self-assessment method(s) enabling the learner to inform career planning</p> <p>with some effectiveness sets appropriate goals for careers in sport and active leisure</p> <p>[5, 6, 7, 8, 9]</p>	<p>effectively uses self-assessment method(s) enabling the learner to clearly and appropriately inform career planning</p> <p>effectively sets appropriate and well-structured goals for careers in sport and active leisure</p> <p>[10, 11, 12, 13, 14, 15]</p>

Approaches to applied learning

This unit falls within the sport and active leisure and the economy 'theme' together with Unit G701: *Businesses in the sport and active leisure industry* and Unit G702: *Media in sport and active leisure*. Providers may consider co-teaching this topic at Levels 1 and 2 (Level 1 Unit G694: *Introducing the sport and active leisure industry*).

The aim of this unit is to provide learners with the opportunity to explore the role the sport and active leisure industry plays within the economy and to identify where they might see themselves fitting in. The learning undertaken within this unit will help learners to start thinking about the career opportunities available to them now and in the future.

There are considerable opportunities for employer engagement within this unit; opportunities that will significantly enhance the applied and experiential nature of centres' delivery.

In terms of delivery, classroom teaching could initially be used to introduce the key features of the industry and its infrastructure. As a starting point, the scope, sub-sectors and structure of the industry should be outlined. Centres could ensure that learners contextualise learning by visits to public leisure centres, private gyms, sports clubs, fitness chains and outdoor activity clubs. Learners need to consider why the provision of facilities and activities varies across localities. Centres should encourage learners to investigate the reasons for this variation; representatives from the local authority may be useful in providing an insight in respect of the provision of sports facilities.

Learners need to identify the government's social, cultural and sport policies that shape the industry. Working in small groups, learners could research the latest government policies on, for example, play, the outdoors and sport. Knowledge of this is vital to provide the basis for learners to then understand how policy impacts on the industry nationally and locally. For example, learners need to know how the national play policy identifies the government's long-term vision and actions before they can understand how this will impact upon the provision of play activities, services and facilities nationally and locally. Learners might also consider the staging of the Olympics and the cultural Olympiad, initiatives to get more people active and the reasons for investing in success on the world stage. As policy is continuously shifting, it is important centres maintain currency by reference to a range of resources that include government websites, trade journals as well as general texts. Case studies can also be used to study specific examples of how government policy directly impacts on the industry. For example, considering how planning policies determine the location and design of sports stadia; how strategies to increase community cohesion manifest themselves in the provision of sports and leisure pursuits to encourage interaction by engaging different sections of the community; the impact of policy on funding and participation rates.

Guest speakers from local sport and active leisure business that may include national agencies, professional institutes, national governing bodies, regional/county bodies, specialist sports colleges, the third sector, sports media and/or commercial sponsors could be invited to share their experiences with learners on how they respond to policy to ensure their long-term sustainability. Case studies could be used to explore the challenges facing the government's social, cultural and sport policies, with learners discussing how conflicting priorities can be balanced. This could include group discussion on difficult choices. For example, decisions surrounding investment to support large scale national events that could result in the diversion of resources away from community-based activities and services.

Researching the impact of local policy on businesses requires learners to actively engage with local sport and active leisure businesses. Centres may need to assist learners in thinking creatively in order to identify policy that has impacted upon these organisations. Guest speakers from a range of sport and active leisure organisations who have had to respond to changes in local policy could initially be invited in to centres to provide learners with some local context. Learners will need assistance in ensuring that interviewees are appropriate and that interview arrangements are suitable.

Centres should consider the relevancy of learners' questions and ensure they have considered how they will record responses.

In respect of the career opportunities available within the industry, learners will need to investigate the huge range of jobs that are available within the sector. A useful starting point would be to direct learners to web resources, such as the *Nationals Skills Academy* and *SkillsActive*. Full use should be made of the school/college resources including the Learning Resource Centre (or similar) and/or the Careers Centre. These may be able to provide current and back copies of trade press, local and national newspapers and may also have job-specific information, resource packs and texts. Learners should be encouraged to explore the breadth of employment and career opportunities locally and also nationally. They could do this through a group 'ideas shower', group or individual research. The sources used could include information from electronic and paper sources, and advice from personal advisors in schools, careers teachers and/or Connexions personnel. Centres should enrich this learning process by asking employers from different sport and active leisure contexts to outline career opportunities in their sector. Employers from, for example, local health and fitness clubs, play centres, professional sports clubs, outdoor education centres, and surface manufacturers could be invited in to centres to contribute to classroom input by leading a discussion on the skills and personal attributes needed for careers in their industry. Learners should reflect on this knowledge of career opportunities to consider their own personal attributes and suitability for specific job roles.

Learners need to assess their own skills and skills gaps to inform their career planning. There are many paper-based and electronic career guidance packages available that will help learners undertake a self-assessment. Alternatively, this could be approached through a strengths and limitations exercise. This information will help learners to be realistic when assessing their own skills and skills gaps and will also inform their setting of goals in sport and active leisure.

Personal, Learning and Thinking Skills

There are several opportunities in this unit for learners to develop and apply their Personal, Learning and Thinking Skills (PLTS). Some PLTS are naturally developed and applied through the assessment because they are embedded within the assessment criteria but other opportunities arise through the learning programme.

Those PLTS that are embedded in the assessment criteria are:

Independent enquirers AC – 4.1

Reflective learners: AC – 5.1, 5.2

Self-managers: AC – 4.1

Effective participators: AC – 4.2

Centres should seek other opportunities for learners to develop the PLTS through the learning programme, particularly those PLTS that are not embedded in the assessment criteria. Opportunities will depend on how the unit is delivered and the context in which the learning takes place, but some examples are given below.

Creative thinkers

- Learners could contribute to a discussion group that seeks to explore the ways government policy impacts upon the industry, providing the opportunity to generate ideas and explore possibilities.

Team workers

- If learners work collaboratively to interview representatives of local sport and active leisure businesses, one learner could conduct the interview whilst a second records interviewee responses, adapting their behaviour to suit these different roles.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to develop and apply Functional Skills in English and ICT in a number of ways. Likewise the application of Functional Skills can support achievement in Principal Learning units. Therefore, in order for learners to make the most of the opportunities provided in this unit it would be beneficial if they have already started their Functional Skills programme of study.

Opportunities to develop and apply Functional Skills should occur naturally; these may differ depending on how the unit is delivered and the context in which the learning takes place. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions in respect of the effects of policy on government and the industry and make effective presentations in respect of their findings
- Compare, select, read and understand texts using them to gather information, ideas, arguments and opinions in respect of the factors affecting career choices in sport and active leisure
- Write documents, for example a career plan or a case for change to local policy, communicating information, ideas and opinions effectively and persuasively.

ICT

- Select and use a variety of sources of information independently in order to inform career plan.
- Present case for change to local policy in ways that are fit for purpose and audience.

Unit G701: Businesses in the sport and active leisure industry

Unit level Level 2	Unit size 60 Guided Learning Hours 1 hour 30 minutes will be spent on the examination.
Unit overview <p>Sport and active leisure is a dynamic, innovative and exciting industry. There are over 230,000 sport and active leisure organisations in the UK and these take a variety of forms: private enterprises, public and community organisations and trusts, voluntary and not-for-profit organisations.</p> <p>The purpose of this unit is to provide learners with an understanding of the effective business practices necessary to secure the future of the sport and active leisure industry, ie acquire the understanding required to resolve the sorts of problems that sport and active leisure organisations are likely to encounter.</p> <p>Learners will be introduced to the different business models that exist within the public, private and third sectors and the factors that contribute to 'success' in sport and active leisure businesses. The importance of volunteers (an army of nearly two million volunteers support thousands of events, activities and competitions) will be considered alongside the importance of managers and the significance of the relationships that characterise the industry.</p>	

Learning outcomes	Assessment criteria	Amplification
<p>The learner will:</p> <p>1 know the characteristics of business models used in the industry</p>	<p>The learner can:</p> <p>1.1 identify business models used in the industry</p> <p>1.2 describe features of business models in the industry</p>	<p>Business models used in the industry:</p> <ul style="list-style-type: none"> • small and medium sized enterprises <ul style="list-style-type: none"> – self-employed – sole traders – partnerships – private limited companies • large corporate organisations <ul style="list-style-type: none"> – public limited companies • franchises • charitable trusts • publicly funded organisations <p>Features of business models in the industry:</p> <ul style="list-style-type: none"> • sources of income • sources of finance • objectives <ul style="list-style-type: none"> – sustainable – profit-making – charitable – ethical • legal status • preference of stakeholder(s) • size • ownership <ul style="list-style-type: none"> – private – public

Learning outcomes	Assessment criteria	Amplification
2 understand how business success is measured	2.1 analyse how business success is measured	Measures of business success: <ul style="list-style-type: none"> • size <ul style="list-style-type: none"> – customer/supporter base – number of employees/volunteers – market share – turnover • profitability • sustainability • ethical performance • customer satisfaction
3 understand factors that affect business success	3.1 analyse skills and attributes of effective managers 3.2 assess impacts of paid staff and volunteers on business success 3.3 explain how different types of sport and active leisure businesses interrelate	Skills of effective managers: <ul style="list-style-type: none"> • setting and achieving objectives • providing leadership • devising and implementing strategy • financial planning <ul style="list-style-type: none"> – budgets – cash flows – costings • managing resources • problem solving/decision making • communication • balancing diverse views Attributes of effective managers: <ul style="list-style-type: none"> • analytical • motivational/motivated • approachable • flexible • patient

Learning outcomes	Assessment criteria	Amplification
		<p>Impacts of paid staff and volunteers on business success:</p> <ul style="list-style-type: none"> • paid staff <ul style="list-style-type: none"> – certainty in terms of <ul style="list-style-type: none"> ○ scheduling work ○ workforce planning ○ workforce development • volunteers <ul style="list-style-type: none"> – reducing operating costs – increasing profitability – sustaining activities/clubs/provision – provision of expertise <p>How different types of sport and active leisure businesses interrelate:</p> <ul style="list-style-type: none"> • access to human resource for local clubs, regional, national chains and national governing bodies <ul style="list-style-type: none"> – self-employed trainers/coaches – other practitioners/professionals – volunteers • provision of other specialist services <ul style="list-style-type: none"> – facilities – surfaces – equipment – promotion – advice – inspection – regulation

Learning outcomes	Assessment criteria	Amplification
		<ul style="list-style-type: none"> • financial support <ul style="list-style-type: none"> – sponsorship – funding – subsidy
<p>4 understand how businesses remain viable</p>	<p>4.1 analyse problems affecting business performance</p> <p>4.2 recommend solutions to resolve business problems</p>	<p>Problems affecting business performance relating to:</p> <ul style="list-style-type: none"> • income/revenue • costs/revenue expenditure • capital expenditure • recruitment • retention • management of <ul style="list-style-type: none"> – paid staff – volunteers • customer satisfaction <p>Solutions to resolve business problems relating to:</p> <ul style="list-style-type: none"> • income/revenue • costs/expenditure • marketing mix (product, price, promotion, place) • staff training and development • interrelationships between businesses

Form of assessment

Requirements for assessment

This unit will be set and assessed externally. The assessment will take the following format:

Length of paper: 1 hour 30 minutes

Number of marks: 60

- A range of questions; short response and extended answer.
- The use of two different sport and active leisure scenarios and contexts to reflect the breadth of the sector.
- Use of information for learners to recommend ways to resolve business problems.

Guidance to centres

- In this unit it is recommended that learners spend 58.5 glh on the acquisition of knowledge, skills and understanding for the examination. The remaining 1.5 hours will be spent on the examination.
- The paper will consist of two sections: Section A and Section B, both of which will test Learning Outcomes 1, 2, 3 and 4.
- In each exam session learners will be tested on their knowledge of selected assessment criteria for each learning outcome. The full range of assessment criteria will be tested over a period of time.
- All questions must be attempted.

Marking criteria

The total number of marks for this unit is **60**.

Sample assessment material has been developed for this unit. It exemplifies the demands we make on the learner in the assessment and through the mark scheme the standard expected of the learner in the assessment. Guidance on the allocation of marks will be detailed in the sample assessment material.

Approaches to applied learning

This unit falls within the sport and active leisure and the economy 'theme' together with Unit G700: *Working in sport and active leisure in your locality* and Unit G702: *Media in sport and active leisure*.

The purpose of this unit is to provide learners with an understanding of the effective business practices necessary to secure the future of the sport and active leisure industry, ie acquire the understanding required to resolve the sorts of problems that sport and active leisure organisations are likely to encounter.

There are considerable opportunities for employer engagement within this unit, opportunities that will significantly enhance the applied and experiential nature of centres' delivery.

Learners would benefit from familiarisation with the different business models that feature within the sector; learners should be encouraged to compare and contrast features of local authority sport and recreation centres, private health and fitness clubs, national charities such as Natural England and the National Trust, voluntary leisure clubs such as the Ramblers Association, professional sports clubs and national governing bodies such as the Amateur Swimming Association. Learners would benefit from exposure to business models from each of the public, private and third sectors of the industry.

In terms of an appreciation of what impacts upon success, learners will benefit from observing 'best practice' within different sport and active leisure organisations. Different contexts will draw upon different managerial skills and attributes; learners may contrast a playwork environment with an outdoors environment, for example. The use of role-play might provide learners with the opportunity to put some of the skills they observe into action. Exposure to a range of businesses will also highlight the extent of the interrelationships across sport and active leisure organisations. Alternatively, the use of multi-media tools, desk-based research and case studies could be used to help learners understand how different types of sport and active leisure businesses interrelate. Learners might, for instance, explore the extent to which private management companies operate local authority (public) sport and leisure facilities. Guest speakers could be called upon to provide information about the range of relevant managerial skills and attributes and also provide examples first hand, as regards the sorts of interrelationships sport and active leisure organisations enjoy. In addition, case studies and videos/DVDs could also aid learning.

Centres may also draw upon learners' experiences as participants to assess the impact of volunteers on business success within the third sector. The local swimming club is one example where learners may have come across a small, largely voluntary organisation with a turnover of around £20K per year, run by a willing body of volunteers with 'not for profit' objectives. Learners might also explore the extent to which 'national' and/or high profile events rely on volunteers and, indeed, consider the value of their contribution. For example, The Open, The Great North Run, etc. When considering the impact of volunteers on sport and active leisure businesses reference should be made to the *Volunteering England* website. This provides a range of resources including the measurement of volunteer impact. In addition, learners could interview sport and active leisure business representatives in order to establish how volunteers impact upon their organisation. If interviews are used, learners will need assistance in ensuring that the person selected for interview is appropriate and that the interview arrangements are suitable.

Learners should ultimately be able to recommend solutions to the sorts of business problems encountered in the industry. Centres should ensure that learners are provided with opportunities to explore common business problems (relating to generating income/revenue, managing costs and expenditure and personnel issues (including volunteers)) across a variety of contexts and business models. For example, a self-employed personal trainer, a representative from a walking club based on voluntary membership, a local authority run play scheme manager and/or a representative from a large football club could all offer valuable insights into both problems encountered and, of course, the means of their being resolved. In order to ensure that learners are exposed to a breadth of examples, a case study approach could be used to support delivery.

Personal, Learning and Thinking Skills

There are no Personal, Learning and Thinking Skills (PLTS) embedded within the assessment criteria.

Centres should seek other opportunities for learners to develop the PLTS through the learning programme, particularly those PLTS that are not embedded in the assessment criteria. Opportunities will depend on how the unit is delivered and the context in which the learning takes place, but some examples are given below:

Creative thinkers

- Learners could extend their own thinking by asking business representatives questions about the sorts of problems encountered within the industry and the potential solutions.

Effective participators

- Learners could present a persuasive case in respect of a solution to a particular business problem. This could involve proposing practical ways forward and breaking these ways down into manageable steps. Learners could discuss issues of concern that might arise in relation to the solution for particular stakeholders.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to develop and apply Functional Skills in English, ICT and mathematics in a number of ways. Likewise the application of Functional Skills can support achievement in Principal Learning units. Therefore, in order for learners to make the most of the opportunities provided in this unit it would be beneficial if they have already started their Functional Skills programme of study.

Opportunities to develop and apply Functional Skills should occur naturally; these may differ depending on how the unit is delivered and the context in which the learning takes place. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions when considering business problems commonly encountered in the industry and make effective presentations in respect of their findings.
- Compare, select, read and understand texts using them to gather information, ideas, arguments and opinions when investigating factors that affect business success.
- Write documents, including extended writing pieces, to communicate solutions to problems encountered in business effectively and persuasively.

ICT

- Present solutions to problems encountered in business in ways that are fit for purpose and audience.
- Enter, develop and format information independently in order to analyse and present financial data using spreadsheets.

Mathematics

- Select and apply a range of mathematics to find solutions, for example, improving profitability or cash flow.
- Draw conclusions and provide mathematical justifications, for example, when recommending solutions to business problems.

Unit G702: The media in sport and active leisure

<p>Unit level</p> <p>Level 2</p>	<p>Unit size</p> <p>60 Guided Learning Hours</p> <p>It is recommended that the learner spends 48 glh on the acquisition of knowledge, skills and understanding.</p> <p>The remaining 12 glh will take the form of controlled assessment where the learner produces the appropriate evidence.</p>
<p>Unit overview</p> <p>The total value of the media and TV rights packages for the English Premier League for the three years from the start of the 2007–08 season is a staggering £2.7 billion. Football clearly enjoys a huge financial boost as a result of its relationship with TV and radio, internet and mobile phone content providers and, of course, the print media. However, this relationship is mutually beneficial; sport and active leisure and the media are intrinsically linked and mutually dependent. The impact and value of sport and active leisure to the media should not be underestimated!</p> <p>As well as having a significant impact on one another, the media and the sport and active leisure industry, when working together, are able to be a force for good. They have the influence and means to shape public perception and are thus in a position to be able to address social issues such as nationalism, crime and racism.</p> <p>The purpose of this unit is to provide learners with the opportunity to devise media campaigns to address social issues.</p> <p>Learners will explore the influence that sport and active leisure and the media have on one another, as well as the effect they can have together. They will consider existing media campaigns that focus on social issues and investigate the use and effectiveness of a range of media approaches.</p>	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know types of media that influence sport and active leisure activities</p>	<p>The learner can:</p> <p>1.1 identify types of media used in coverage of sport and active leisure activities</p> <p>1.2 identify means through which media influences sport and active leisure</p>	<p>Types of media used in coverage of sport and active leisure activities:</p> <ul style="list-style-type: none"> • TV • radio • internet – blogs, video-sharing sites, social networks • digital resources • local and national press <p>Means through which media influences sport and active leisure:</p> <ul style="list-style-type: none"> • extent of TV coverage • take up of TV rights for events • column inches in print media • images used/style of language
<p>2 understand relationships between sport and active leisure and the media</p>	<p>2.1 evaluate benefits of relationships between sport and active leisure and the media</p> <p>2.2 analyse how the industry promotes its own initiatives with the media</p> <p>2.3 assess impacts of negative, biased and critical media reporting on sport and active leisure</p>	<p>Benefits of relationships between sport and active leisure and the media:</p> <ul style="list-style-type: none"> • raised profiles • increased awareness • fame and celebrity • increased participation • increased revenue: <ul style="list-style-type: none"> – sales – subscriptions – advertising • influences legislation • influences social agenda

Learning outcomes	Assessment criteria	Exemplification
		<ul style="list-style-type: none"> – promotion of participation as a remedy for social issues (such as obesity, drug and alcohol misuse, crime and pollution) • highlights social issues <ul style="list-style-type: none"> – issues faced by minority groups <p>How the industry promotes its own initiatives with the media:</p> <ul style="list-style-type: none"> • provides copy • public relations • media campaigns • role models/celebrities <p>Impact of negative, biased and critical media reporting on sport and active leisure:</p> <ul style="list-style-type: none"> • damaged profile/perception • lack of/declining awareness of minority interest sports • invasion of privacy • event scheduling • reinforcing stereotypes
<p>3 be able to research media approaches to inform media campaigns</p>	<p>3.1 judge relevance and value of media approaches to inform campaigns (IE4)</p>	<p>Judge relevance and value:</p> <ul style="list-style-type: none"> • determine if goals achieved • determine if target audience reached • clarity of message • determine efficiency of approach • determine cost effectiveness of approach

Learning outcomes	Assessment criteria	Exemplification
<p>4 be able to devise media campaigns to address social issues</p>	<p>4.1 set communication goals for media campaigns (RL2)</p> <p>4.2 address social issues through media campaigns (EP1)</p>	<p>Setting communication goals includes:</p> <ul style="list-style-type: none"> • identify target groups • establish message(s) • determine approach <p>Addressing social issues through media campaigns includes:</p> <ul style="list-style-type: none"> • encapsulate concern • influence audience • avoid bias • balance views • make relevant to target audience and media

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

To assist centres in the teaching and assessment of this unit, OCR has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with local sector needs and allow the usage of local resources available to any consortia/centre. The model assignment includes information on which aspects of the assignment can be adapted.

The OCR model assignment also acts as an exemplar which centres can use as the basis to develop their own assignments. Further guidance on the requirements and process for centre designed assignments is available from our website www.ocr.org.uk.

Wherever possible, the assessment of this unit should enable the learner to experience real events and work alongside people in a 'sector' context. The context for the assessment should make best use of local resources, it is vital that the assessment is related to a real purpose, has clear goals and that these goals are communicated to the learners in a way that ensures they know what is expected of them.

Task taking:

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time limit available to complete the assessment is 12 glh. Consortia can determine how this overall time is allocated between assessment tasks.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Centres can determine which physical resources and information sources are appropriate for the assessment.
- Learners will complete the majority of work for assessment under direct teacher supervision. For this qualification it is acceptable for some aspects of exploration, such as research, to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work.
- Collaboration is permitted within this unit. Learners must complete and/or evidence all work individually but consortia can determine at which point within an assessment task learners can work together.

Within OCR model assignments timing may be suggested within the overall assessment time and resources defined for some individual tasks. The purpose of this is to give consortia additional guidance to help to manage the assessment tasks.

Task marking:

The centre must mark learners' assessment evidence using the mark descriptions provided in this unit (see the section Marking criteria) and using a 'best fit' approach. A mark must be chosen from one of the three mark bands provided in the marking criteria which best describes the quality of work submitted.

(Further information on 'best fit' is also included in section 6 of the centre handbook.)

Controls	Task setting	Time	Supervision	Resource	Collaboration	Marking
	Limited	Limited	Medium	Limited	Limited	Medium

Learners **must** provide evidence that addresses all of the assessment criteria. Ideally evidence will support the concept that the knowledge and understanding underpins the applied purpose of the unit. Evidence can take a variety of formats but evidence **must** include:

- A report on the relationship between sport and active leisure and the media
- A record of research which focuses on a media campaign(s) that addresses a social issue
- Communication goals for a media campaign
- Proposal for a media campaign to address a social issue.

Guidance to centres

The format of evidence provided by the learner for assessment could take the form of digital, written or audio evidence. Further suggestions of appropriate types of evidence can be found on the OCR model assignment for this unit.

In this unit it is recommended that learners spend 48 glh on the acquisition of knowledge, skills and understanding. The remaining 12 glh will take the form of controlled assessment where learners produce the appropriate evidence.

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
<p>1.1 1.2</p> <p>identifies types of media used in coverage of sport and active leisure activities, few of which are relevant</p> <p>identifies means through which media influences sport and active leisure, few of which are relevant</p> <p>[0, 1, 2]</p>	<p>identifies types of media used in coverage of sport and active leisure activities, some of which are relevant</p> <p>identifies means through which media influences sport and active leisure, some of which are relevant</p> <p>[3, 4]</p>	<p>identifies types of media used in coverage of sport and active leisure activities, most of which are relevant</p> <p>identifies means through which media influences sport and active leisure, most of which are relevant</p> <p>[5, 6]</p>	
<p>2.1 2.2 2.3</p> <p>a basic evaluation of benefits of relationships between sport and active leisure and the media, resulting in judgements of limited value</p> <p>a simplistic analysis showing limited understanding of how the industry promotes its own initiatives with the media</p> <p>a simplistic assessment showing limited understanding of impacts of negative, biased and critical media reporting on sport and active leisure</p> <p>[0, 1, 2, 3, 4]</p>	<p>a sound evaluation of benefits of relationships between sport and active leisure and the media, resulting in judgements which are broadly appropriate</p> <p>an analysis, some of which is detailed, showing sound understanding of how the industry promotes its own initiatives with the media</p> <p>an assessment, some of which is detailed, showing sound understanding of impacts of negative, biased and critical media reporting on sport and active leisure</p> <p>[5, 6, 7, 8, 9]</p>	<p>a thorough and well-developed evaluation of benefits of relationships between sport and active leisure and the media, resulting in judgements which are clear and appropriate</p> <p>a detailed analysis, showing comprehensive understanding of how the industry promotes its own initiatives with the media</p> <p>a detailed assessment, showing comprehensive understanding of impacts of negative, biased and critical media reporting on sport and active leisure</p> <p>[10, 11, 12, 13, 14, 15]</p>	

Assessment criterion reference	Band 1	Band 2	Band 3
3.1	with limited effectiveness judges relevance and value of media approaches, providing learner with limited scope to inform media campaigns [0, 1, 2, 3]	with some effectiveness judges relevance and value of media approaches, enabling learner to inform media campaigns [4, 5, 6, 7]	effectively and capably judges relevance and value of media approaches, enabling learner to clearly and appropriately inform media campaigns [8, 9, 10, 11, 12]
4.1	hesitantly and with limited effectiveness sets communication goals for media campaigns [0, 1, 2]	with a moderate degree of confidence and some effectiveness sets communication goals for media campaigns [3, 4, 5]	confidently and effectively sets communication goals for media campaigns [6, 7, 8, 9]
4.2	takes a basic approach to addressing social issues through media campaigns, resulting in media campaigns that are of limited value [0, 1, 2, 3, 4, 5, 6]	with some effectiveness addresses social issues through media campaigns, resulting in media campaigns that are broadly appropriate [7, 8, 9, 10, 11, 12]	effectively addresses social issues through media campaigns, resulting in media campaigns that are clear and appropriate [13, 14, 15, 16, 17, 18]

Approaches to applied learning

This unit falls within the sport and active leisure and the economy 'theme' together with Unit G700: *Working in sport and active leisure in your locality* and Unit G701: *Businesses in the sport and active leisure industry*.

The aim of this unit is introduce learners to the idea that sport and active leisure and the media are intrinsically linked and mutually dependent. Learners will consider how the sport and active leisure industry, together with the media, influences both public perception and the social agenda before devising their own media campaigns, which should seek to address social issues.

There are considerable opportunities for employer engagement within this unit; opportunities that will significantly enhance the applied and experiential nature of centres' delivery.

In the first instance, learners could consider the different types of media used in the coverage of sport and active leisure; they could identify the types of media used in the coverage of a specified activity such as the Great North Run, the Clipper round the world Yacht race and/or the British and Irish Lions rugby tours. Analysis of a range of print media (including national broadsheet and tabloid newspapers, local newspapers, sport, leisure and celebrity magazines) and TV and/or radio coverage could be undertaken. For example, learners might consider the extent to which different aspects of the sector enjoy equal coverage across TV schedules, national radio, etc. Determining the extent to which this coverage is favourable/balanced/unbiased might also be entertained.

Learners would benefit from contact with representatives from both the sector and the media in order to assess the nature, the relevance and the importance of the relationship that exists between the sector itself and the media. For instance, representatives of organisations from parts of the industry that regularly enjoy media coverage and support might relay their experiences and the value of the benefits that accrue. Similarly, representatives of, or journalists from, national and/or local newspapers or other forms of broadcast media could be asked to explain the extent of the value of sport and active leisure to their organisations. Use of case studies, for example, the development of 20-20 cricket, changes to rules, rescheduling of events or use of technology, could be used to explain the influence of media on the sport and active leisure industry.

Learners could consider a range of media output in order to consider the benefits of promotion that accrue to sport and active leisure. There are a range of initiatives that should appeal to learners that teachers could use to this end. For example, Adidas' digital and street marketing campaign to support its adiZones initiative that aims to get young Londoners participating in sport. In addition, market intelligent reports (such as Mintel, Keynote, Leisure Forecasts and Sport Market Forecasts) could be used to provide learners with supporting information. Reference to the CCPR's monthly policy updates may provide teachers with material that may assist learners in their understanding of why the industry promotes its initiatives with the media.

Learners need to assess how media reporting can shape public perception. Formal input, group discussions and reference to local and national print material, film, video and online media would enable learners to assess the impact of negative, biased or critical media reporting on sport and active leisure. Learners might consider the experiences of sport and active leisure 'celebrities' and/or 'organisations' that have been the subject of unfavourable media coverage. For instance, the RFU following 'bloodgate', as well as the coverage relating to the ongoing allegations of doping in professional cycling. Arguably there are also aspects of the sector that tend to elicit predominantly negative coverage; these examples all provide context for learners to debate the wider effects such coverage has on the industry.

Learners will have the opportunity to consider how sport and active leisure and the media, working together, can seek to influence social issues. Learners would benefit from formal classroom input into the elements of a media campaign prior to investigating the relevance and value of approaches. Learners might consider national and/or local campaigns that have run in the past. Alternatively, current high profile campaigns such as *Change4life*, might be considered.

Representatives from sport and active leisure organisations that have experience of marketing and/or promotion could discuss their experiences of devising media campaigns, explaining the processes involved in their development. Classroom teaching can be supported by learners making reference to a range of texts and online resources that detail the steps involved in the creation of a media campaign. For example, reference could be made to Sport England's Promoting Sport toolkit, an online encyclopaedia of simple-to-use information on how to promote sport and active leisure to the public. Learners will also need directing to ensure they understand both what is meant by 'social issues' and the significant influence the sport and active leisure industry, together with the media, has on public perceptions. For example, together they can raise the profile of specific leisure activities, increase participation rates, highlight the issues faced by minority groups, or increase awareness of social issues such as drug and alcohol misuse and obesity.

Centres must ensure that campaigns selected relate to an appropriate social issue and are relevant to the sport and active leisure industry. The campaigns may be about the use of sport to educate people about health or in relation to countryside pursuits and access. Examples of campaigns may include Sustrans GOAL (Greenways for the Olympics and London) that has a vision of a city wide network of walking and cycling routes in an effort to decrease pollution and increase the health of the nation on the back of London 2012 or Sport England and Street Games partnership campaign to provide sports and exercise opportunities for young people in disadvantaged communities.

Personal, Learning and Thinking Skills

There are several opportunities in this unit for learners to develop and apply their Personal, Learning and Thinking Skills (PLTS). Some PLTS are naturally developed and applied through the assessment because they are embedded within the assessment criteria but other opportunities arise through the learning programme.

Those PLTS that are embedded in the assessment criteria are:

Independent enquirers: AC – 3.1

Reflective learners: AC – 4.1

Effective participators: AC – 4.2

Centres should seek other opportunities for learners to develop the PLTS through the learning programme, particularly those PLTS that are not embedded in the assessment criteria. Opportunities will depend on how the unit is delivered and the context in which the learning takes place, but some examples are given below.

Team workers

- If learners work collaboratively to research media approaches, they could apportion discrete research tasks to individuals whilst working towards a common goal. Learners could provide each other with constructive support and feedback throughout the process.

Self-managers

- Learners could work towards goals, showing initiative, commitment and perseverance, when devising media campaigns. Learners could organise their time and resources appropriately in order to complete work to schedule.

Creative thinkers

- When researching media approaches, learners could ask questions to extend their thinking and inform their media campaigns. Learners could connect their own and others' ideas and experiences in inventive ways when devising media campaigns.

Independent enquirers

- Learners could explore social issues or problems from different perspectives in order to inform their media campaigns.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to develop and apply Functional Skills in English, ICT and mathematics in a number of ways. Likewise the application of Functional Skills can support achievement in Principal Learning units. Therefore, in order for learners to make the most of the opportunities provided in this unit it would be beneficial if they have already started their Functional Skills programme of study.

Opportunities to develop and apply Functional Skills should occur naturally; these may differ depending on how the unit is delivered and the context in which the learning takes place. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions in respect of the impact of negative, biased and critical media reporting on sport and active leisure and make effective presentations in respect of their findings
- Compare, select, read and understand texts using them to gather information, ideas, arguments and opinions in respect of the benefits of relationships between sport and active leisure and the media
- Write documents, for example a plan for a media campaign, communicating information, ideas and opinions effectively and persuasively.

ICT

- Select and use a variety of sources of information independently in order to research media approaches
- Present plans for media campaigns in ways that are fit for purpose and audience.

Mathematics

- Select and apply mathematics in order to assess bias in media reporting, for example, the proportion of newspaper coverage given over to football in comparison to minority interest sports.

Unit G703: The customer experience in sport and active leisure

Unit level Level 2	Unit size 30 Guided Learning Hours It is recommended that the learner spends 22 glh on the acquisition of knowledge, skills and understanding. The remaining 8 glh will take the form of controlled assessment where the learner produces the appropriate evidence.
Unit overview The government's Change4Life strategy and London 2012 have focused the spotlight on the UK's sport and active leisure industry. Delivering excellent customer service is essential across all aspects of the sector; sport, fitness, playwork, stadium management and safety and the outdoors. It is also a key requirement of roles as diverse as managers, supervisors, technical staff and coaches/instructors. The purpose of this unit is to provide learners with the opportunity to enhance the customer experience in the sport and active leisure industry through a team approach to customer service. Learners may already know something about the importance of customer service from their experience of part-time work or, indeed, as a consumer of sport and active leisure. They will build on their understanding and consider the components of first-class customer service, how to communicate with different groups and the importance of interpersonal skills and conflict resolution to running a 'people-focused' business.	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know how to meet customers' needs to encourage repeat business</p>	<p>The learner can:</p> <p>1.1 identify components that underpin first-class customer service</p> <p>1.2 identify management and leadership skills needed to deliver first-class customer service</p> <p>1.3 identify means of communicating with customers</p>	<p>Components that underpin first-class customer service:</p> <ul style="list-style-type: none"> • behaviours: <ul style="list-style-type: none"> – reinforcement of positive behaviours – conflict resolution – meet/exceed expectations – receptive to customer viewpoint – fulfilling responsibilities • provision of services: <ul style="list-style-type: none"> – comfortable environment – hospitality <p>Management and leadership skills:</p> <ul style="list-style-type: none"> • communication • influencing • delegation • time-management • team building • innovation, vision, creativity <p>Means of communicating with customers:</p> <ul style="list-style-type: none"> • customers <ul style="list-style-type: none"> – internal – external

Learning outcomes	Assessment criteria	Exemplification
		<ul style="list-style-type: none"> • media <ul style="list-style-type: none"> – face to face – visual – reading materials – pictorial – audio
<p>2 understand factors impacting on the customer experience</p>	<p>2.1 evaluate the appropriate use of interpersonal skills to engage different groups</p> <p>2.2 analyse how teamwork impacts on customer service delivery</p>	<p>Appropriate use of interpersonal skills to engage different groups, taking account of:</p> <ul style="list-style-type: none"> • disability • culture and religion • race • gender • age <p>How teamwork impacts on customer service delivery:</p> <ul style="list-style-type: none"> • increased effectiveness <ul style="list-style-type: none"> – complementary skill mix – shared expertise • increased productivity • increased customer satisfaction
<p>3 be able to contribute to team working to enhance the customer experience</p>	<p>3.1 take responsible action to address customer issues (TW4)</p>	<p>Taking responsible action to address customer issues includes:</p> <ul style="list-style-type: none"> • prioritise issues • escalate issues • seek support from colleagues • provide support to colleagues

Learning outcomes	Assessment criteria	Exemplification
	<p>3.2 adapt communication methods to take account of needs of customer groups (TW3)</p> <p>3.3 review team approaches to enhancing the customer experience to inform future progress (RL3)</p>	<p>Adapting communication methods to take account of needs of customer groups includes:</p> <ul style="list-style-type: none"> • assess customer needs • evaluate communication methods • respond accordingly <p>Reviewing includes:</p> <ul style="list-style-type: none"> • peer assessment • self-assessment • customer feedback

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

To assist centres in the teaching and assessment of this unit OCR has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with local sector needs and allow the usage of local resources available to any consortia/centre. The model assignment includes information on which aspects of the assignment can be adapted.

The OCR model assignment also acts as an exemplar which centres can use as the basis to develop their own assignments. Further guidance on the requirements and process for centre designed assignments is available from our website www.ocr.org.uk.

Wherever possible, the assessment of this unit should enable the learner to experience real events and work alongside people in a 'sector' context. The context for the assessment should make best use of local resources; it is vital that the assessment is related to a real purpose, has clear goals and that these goals are communicated to the learners in a way that ensures they know what is expected of them.

Task taking:

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time limit available to complete the assessment is 8 glh. Consortia can determine how this overall time is allocated between assessment tasks.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Centres can determine which physical resources and information sources are appropriate for the assessment.
- Learners will complete the majority of work for assessment under direct teacher supervision. For this qualification it is acceptable for some aspects of exploration, such as research, to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work.
- Collaboration is required within this unit. It is vital to be able to identify a learner's individual contribution, perhaps by using personal log, peer assessment, supported by witness statements. At all times the teacher must be sure each learner can produce evidence of their own contribution to each assessment criteria.

Within OCR model assignments timing may be suggested within the overall assessment time and resources defined for some individual tasks. The purpose of this is to give consortia additional guidance to help to manage the assessment task.

Task marking:

The centre must mark learners' assessment evidence using the mark descriptions provided in this unit (see the section Marking criteria) and using a 'best fit' approach. A mark must be chosen from one of the three mark bands provided in the marking criteria that best describes the quality of work submitted. (Further information on 'best fit' is also included in section 6 of the centre handbook.)

Controls	Task setting	Time	Supervision	Resource	Collaboration	Marking
	Limited	Limited	Medium	Limited	Medium	Medium

Learners **must** provide evidence that addresses all of the assessment criteria. Ideally evidence will support the concept that the knowledge and understanding underpins the applied purpose of the unit. Evidence can take a variety of formats but evidence **must** include:

- A record of learners' preparation for delivering customer service
- A record confirming learners' demonstration of customer service to address customer issues
- A review of customer service delivery.

Guidance to centres

The format of evidence provided by the learner for assessment could take the form of digital, written or audio evidence. Further suggestions of appropriate types of evidence can be found on the OCR model assignment for this unit.

In this unit it is recommended that learners spend 22 glh on the acquisition of knowledge, skills and understanding. The remaining 8 glh will take the form of controlled assessment where learners produce the appropriate evidence.

Marking criteria

The total number of marks for this unit is **48**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
<p>1.1 1.2 1.3</p> <p>identifies components that underpin first class customer service, few of which are relevant</p> <p>identifies management and leadership skills needed to deliver first class customer service which are of limited relevance</p> <p>identifies means of communicating with customers which are of limited relevance</p> <p>[0, 1, 2]</p>	<p>identifies components that underpin first class customer service, some of which are relevant</p> <p>identifies management and leadership skills needed to deliver first class customer service of which are relevant</p> <p>identifies means of communicating with customers which are relevant</p> <p>[3, 4, 5]</p>	<p>identifies components that underpin first class customer service, most of which are relevant</p> <p>identifies management and leadership skills needed to deliver first class customer service which are relevant and well considered</p> <p>identifies means of communicating with customers which are relevant and well considered</p> <p>[6, 7, 8, 9]</p>	
<p>2.1 2.2</p> <p>a basic evaluation of the appropriate use of interpersonal skills to engage different groups, resulting in judgements of limited value</p> <p>a simplistic analysis showing limited understanding of how team work impacts on customer service delivery</p> <p>[0, 1, 2, 3]</p>	<p>a sound evaluation of the appropriate use of interpersonal skills to engage different groups, resulting in judgements that are broadly appropriate</p> <p>an analysis, some of which is detailed, showing sound understanding of how team work impacts on customer service delivery</p> <p>[4, 5, 6, 7]</p>	<p>a thorough and well-developed evaluation of the appropriate use of interpersonal skills to engage different groups, resulting in judgements that are clear and appropriate</p> <p>a detailed analysis, showing comprehensive understanding of how team work impacts on customer service delivery</p> <p>[8, 9, 10, 11, 12]</p>	

Assessment criterion reference	Band 1	Band 2	Band 3
3.1	<p>hesitantly and with limited effectiveness takes responsible action to address customer issues</p> <p>[0, 1, 2]</p>	<p>with a moderate degree of confidence and some effectiveness takes responsible action to address customer issues</p> <p>[3, 4, 5]</p>	<p>confidently and effectively takes responsible action to address customer issues</p> <p>[6, 7, 8, 9]</p>
3.2	<p>with limited effectiveness adapts communication methods showing limited awareness of needs of customer groups</p> <p>[0,1, 2]</p>	<p>with some effectiveness adapts communication methods showing some awareness of needs of customer groups</p> <p>[3, 4, 5]</p>	<p>effectively adapts communication methods clearly taking account of needs of customer groups</p> <p>[6, 7, 8, 9]</p>
3.3	<p>carries out a basic review of team approaches to enhancing the customer experience, providing limited scope to inform future progress</p> <p>[0, 1, 2]</p>	<p>carries out a review of team approaches to enhancing the customer experience, some of which is detailed, providing scope to inform future progress</p> <p>[3, 4, 5]</p>	<p>carries out a comprehensive review of team approaches to enhancing the customer experience, providing scope to clearly and appropriately inform future progress</p> <p>[6, 7, 8, 9]</p>

Approaches to applied learning

There are opportunities to co-teach this unit with Unit G704: *Access for all in sport and active leisure*. Both units fall within the *sport and active leisure and the community* 'theme' and the learning relating to customer service has an obvious relevance to contexts where learners are seeking to improve access to sport and active leisure for specific populations. Providers may also consider co-teaching this topic at Levels 1 and 2. (Level 1 Unit G695: *Working with customers in the sport and active leisure industry*.)

The aim of this unit is to provide learners with the opportunity to enhance the customer experience in the sport and active leisure industry through a team approach to customer service.

Learners will benefit from witnessing customer service 'best practice' first-hand. As such, opportunities for employer engagement should be sought. Ideally, this should be in an industry context and learners should observe customer service across a range of different situations and types of customers. Centre/learners could consider contacting organisations that have been recognised as delivering first-class customer service, for example, organisations nominated for the ICS Customer First award.

Employers could be invited to deliver customer service training to learners; this might be enhanced with employer led role-play which could replicate 'real' customer service scenarios. Learners will benefit from practising and developing customer service and interpersonal skills in such a context. Role-play situations will build confidence in a non-threatening environment and enable learners to face a variety of situations and customer types providing them with opportunities to put into practice appropriate team working and interpersonal skills as well as the communication methods used to engage different groups. Learners could be given the opportunity to practise conflict resolution in these role-play situations. During the role-plays, learners should be encouraged to respond to customers with diverse needs and propose practical ways forward to resolve conflict and customer issues.

Learners could, via their part-time jobs, work experience or in conjunction with willing employers prepared to offer work-shadowing opportunities, be placed in 'real' customer service situations. In these situations learners should be supported by more experienced staff who can share their experience and offer advice and guidance. Experienced customer service professionals will prove invaluable in assisting learners to appreciate how to manage conflict and deal with customer issues successfully.

There are many materials that employers could supply or be invited to prepare for a centre; customer policies and/or procedures, customer service training DVDs, examples of businesses monitor customer satisfaction, internal staff procedures, etc. Many sports/leisure centres publish their own customer service statistics regularly on their websites and these could be used to discuss the importance of customer service. There are also many consumer advice programmes on television, such as Watchdog, and consumer publications such as Which? that report on customer service. Online resources may also prove useful (eg Institute of Customer Service).

Personal, Learning and Thinking Skills

There are several opportunities in this unit for learners to develop and apply their Personal, Learning and Thinking Skills (PLTS). Some PLTS are naturally developed and applied through the assessment because they are embedded within the assessment criteria but other opportunities arise through the learning programme.

Those PLTS that are embedded in the assessment criteria are:

Team workers: AC – 3.1, 3.2.

Reflective learners: AC – 3.3

Centres should seek other opportunities for learners to develop the PLTS through the learning programme, particularly those PLTS that are not embedded in the assessment criteria. Opportunities will depend on how the unit is delivered and the context in which the learning takes place, but some examples are given below.

Independent enquirers

- Learners could explore customer needs from the perspective of different customer groups in order to enhance the customer experience.

Creative thinkers

- Learners could think creatively about ways to enhance the customer experience trying out alternative approaches for different groups or as circumstances change.

Self-managers

- Learners could organise time and relevant resources to ensure that they are best placed to deliver effective customer service.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to develop and apply Functional Skills in English and ICT in a number of ways. Likewise the application of Functional Skills can support achievement in Principal Learning units. Therefore, in order for learners to make the most of the opportunities provided in this unit it would be beneficial if they have already started their Functional Skills programme of study.

Opportunities to develop and apply Functional Skills should occur naturally; these may differ depending on how the unit is delivered and the context in which the learning takes place. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions in respect of what constitutes first-class customer service and make effective presentations in respect of their findings.
- Compare, select, read and understand texts using them to gather information, ideas, arguments and opinions in respect of the appropriate use of interpersonal skills to engage different groups.
- Write documents, for example a review of team approaches to enhancing the customer experience, communicating information, ideas and opinions effectively and persuasively.

ICT

- Select and use ICT to communicate and exchange information with customers safely, responsibly and effectively. For example, responding to email queries.

Unit G704: Access for all in sport and active leisure

<p>Unit level</p> <p>Level 2</p>	<p>Unit size</p> <p>60 Guided Learning Hours</p> <p>It is recommended that the learner spends 48 glh on the acquisition of knowledge, skills and understanding.</p> <p>The remaining 12 glh will take the form of controlled assessment where the learner produces the appropriate evidence.</p>
<p>Unit overview</p> <p>Research suggests that the benefits of participating in sport and active leisure are many and varied; participation can help to increase educational attainment, reduce crime and even reduce the rate of long-term unemployment. Participation can also improve individuals' health. Access to sport and active leisure for all, therefore, is fundamental to improving the nation's health and wellbeing.</p> <p>Barriers to active participation may, however, exist in relation to issues of culture, disability, gender, race, age, sexual orientation and religion or belief. The purpose of this unit, therefore, is to enable learners to investigate access to sport and active leisure for specific populations and make recommendations for how access might be improved for these target groups.</p> <p>In this unit learners will examine the impact of equality and diversity legislation on the industry and consider how it can be used to help leaders and managers overcome prejudices and stereotyping, address inequalities and, ultimately, improve access for all.</p>	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know needs of specific populations</p>	<p>The learner can:</p> <p>1.1 identify specific populations</p> <p>1.2 describe needs of specific populations</p>	<p>Specific populations:</p> <ul style="list-style-type: none"> • children and young people • older people • different cultures and religions • people with learning difficulties and/or disabilities • people living in areas of deprivation • people with health conditions (including the obese and those with injury) <p>(Good practice in respect of diversity and inclusion will mean that learners would also think about gender and sexual orientation)</p> <p>Needs of specific populations:</p> <ul style="list-style-type: none"> • ease of access • financial support, eg concessions, subsidies • accepted by others • adapted activities, programmes and equipment

Learning outcomes	Assessment criteria	Exemplification
<p>2 understand how the sport and active leisure industry works to achieve access for all</p>	<p>2.1 explain the need to recognise specific populations when promoting access for all</p> <p>2.2 explain how sport and active leisure organisations respond to equality and diversity requirements</p> <p>2.3 evaluate how the industry improves access for diverse groups</p>	<p>The need to recognise specific populations when promoting access for all:</p> <ul style="list-style-type: none"> • target promotions/programmes • enhance community cohesion • promote social inclusion • improve participation rates • reduce feelings of isolation • ensure diverse needs are better met <p>How sport and active leisure organisations respond to equality and diversity requirements</p> <ul style="list-style-type: none"> • in the workplace: <ul style="list-style-type: none"> – Race Relations Act – Sex Discrimination Act – Equal Pay Act – Disability Discrimination Act – Employment Equality (Religion or Belief) Regulations – Age Discrimination Act <p>(Learners must consider the most up-to-date version as that will reflect current industry practice.)</p> <ul style="list-style-type: none"> • delivery of goods and services <ul style="list-style-type: none"> – provision of inclusive programmes – provision of specialist equipment to aid accessibility – staff training and development – compliance with industry/organisational policies and procedures

Learning outcomes	Assessment criteria	Exemplification
		<p>How the industry improves access for diverse groups:</p> <ul style="list-style-type: none"> • complies with regulations and legislation • limits barriers <ul style="list-style-type: none"> – structural – personal – perception • use of different community facilities • promotes activity through targeted media • work with community leaders • use of role models
<p>3 understand the contribution of managers to improving access for all</p>	<p>3.1 analyse how managers overcome prejudice and stereotyping when working with specific populations</p> <p>3.2 analyse management and leadership skills required to improve access for all</p>	<p>How to overcome prejudice and stereotyping when working with specific populations:</p> <ul style="list-style-type: none"> • recognise individual differences • challenge myths and misunderstandings • accept people as they are; recognise their different needs, aspirations and capabilities • ensure fair and equal treatment of others • evaluate opinions, ideas and values <p>Management and leadership skills required to improve access for all:</p> <ul style="list-style-type: none"> • communication • vision • innovation • creativity • influencing • formulating strategy

Learning outcomes	Assessment criteria	Exemplification
<p>4 be able to research specific populations' access to the sport and active leisure industry</p>	<p>4.1 create questions to determine specific populations' access to the sport and active leisure industry (CT2)</p>	<p>Research methods: Primary research – questionnaires</p> <p>Creating questions includes:</p> <ul style="list-style-type: none"> • establish research objectives • determine issues to explore • select question types <ul style="list-style-type: none"> – open vs. closed – quantitative vs. qualitative • devise questions
<p>5 be able to recommend improvements to access for specific populations</p>	<p>5.1 present a case to recommend improvements to access for specific populations (EP2, EP4)</p>	<p>Presenting a case to recommend improvements includes:</p> <ul style="list-style-type: none"> • communicate improvements • justify merits • exemplify suggestions

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

To assist centres in the teaching and assessment of this unit OCR has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with local sector needs and allow the usage of local resources available to any consortia/centre. The model assignment includes information on which aspects of the assignment can be adapted.

The OCR model assignment also acts as an exemplar which centres can use as the basis to develop their own assignments. Further guidance on the requirements and process for centre designed assignments is available from our website www.ocr.org.uk.

Wherever possible, the assessment of this unit should enable the learner to experience real events and work alongside people in a 'sector' context. The context for the assessment should make best use of local resources; it is vital that the assessment is related to a real purpose, has clear goals and that these goals are communicated to the learners in a way that ensures they know what is expected of them.

Task taking:

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time limit available to complete the assessment is 12 glh. Consortia can determine how this overall time is allocated between assessment tasks.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Centres can determine which physical resources and information sources are appropriate for the assessment.
- Learners will complete the majority of work for assessment under direct teacher supervision. For this qualification it is acceptable for some aspects of exploration, such as research, to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work.
- Collaboration is permitted within this unit. Learners must complete and/or evidence all work individually but consortia can determine at which point within an assessment task learners can work together.

Within OCR model assignments timing may be suggested within the overall assessment time and resources defined for some individual tasks. The purpose of this is to give consortia additional guidance to help to manage the assessment task.

Task marking:

The centre must mark learners' assessment evidence using the mark descriptions provided in this unit (see the section Marking criteria) and using a 'best fit' approach. A mark must be chosen from one of the three mark bands provided in the marking criteria that best describes the quality of work submitted. (Further information on 'best fit' is also included in section 6 of the centre handbook.)

Controls	Task setting	Time	Supervision	Resource	Collaboration	Marking
	Limited	Limited	Medium	Limited	Limited	Medium

Learners **must** provide evidence that addresses all of the assessment criteria. Ideally evidence will support the concept that the knowledge and understanding underpins the applied purpose of the unit. Evidence can take a variety of formats but evidence **must** include:

- A questionnaire to determine specific populations' access to the sport and active leisure industry
- A case recommending improvements to access for specific populations.

Guidance to centres

The format of evidence provided by the learner for assessment could take the form of digital, written or audio evidence. Further suggestions of appropriate types of evidence can be found on the OCR model assignment for this unit.

In this unit it is recommended that learners spend 48 glh on the acquisition of knowledge, skills and understanding. The remaining 12 glh will take the form of controlled assessment where learners produce the appropriate evidence.

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 2 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
1.1 1.2	<p>identifies specific populations, few of which are relevant</p> <p>a basic description of needs of specific populations</p> <p>[0, 1, 2]</p>	<p>identifies specific populations, some of which are relevant</p> <p>a description, some of which is detailed, of needs of specific populations</p> <p>[3, 4]</p>	<p>identifies specific populations, most of which are relevant</p> <p>a thorough description of needs of specific populations</p> <p>[5, 6]</p>
2.1 2.2 2.3	<p>a basic explanation, with limited clarity, of the need to recognise specific populations when promoting access for all</p> <p>a basic explanation, with limited clarity, of how sport and active leisure organisations respond to equality and diversity requirements. The explanation is supported with few examples, some of which may be relevant</p> <p>a basic evaluation of how the industry improves access for diverse groups resulting in judgements of limited value</p> <p>[0, 1, 2, 3]</p>	<p>an explanation, with some clarity, of the need to recognise specific populations when promoting access for all</p> <p>a explanation, with some clarity, of how sport and active leisure organisations respond to equality and diversity requirements. The explanation is supported with some relevant examples</p> <p>a sound evaluation of how the industry improves access for diverse groups resulting in judgements that are broadly appropriate</p> <p>[4, 5, 6, 7]</p>	<p>a clear and logical explanation of the need to recognise specific populations when promoting access for all</p> <p>a clear and logical explanation of how sport and active leisure organisations respond to equality and diversity requirements. The explanation is supported by a variety of clear and relevant examples</p> <p>a thorough and well-developed evaluation of how the industry improves access for diverse groups resulting in judgements that are clear and appropriate</p> <p>[8, 9, 10, 11, 12]</p>

Assessment criterion reference	Band 1	Band 2	Band 3
<p>3.1 3.2</p>	<p>a simplistic analysis showing limited understanding of how managers overcome prejudice and stereotyping when working with specific populations</p> <p>a simplistic analysis showing limited understanding of the management and leadership skills required to improve access for all</p> <p>[0, 1, 2, 3]</p>	<p>an analysis, some of which is detailed, showing sound understanding of how managers overcome prejudice and stereotyping when working with specific populations</p> <p>an analysis, some of which is detailed, showing sound understanding of the management and leadership skills required to improve access for all</p> <p>[4, 5, 6, 7]</p>	<p>a detailed analysis, showing comprehensive understanding of how managers overcome prejudice and stereotyping when working with specific populations</p> <p>a detailed analysis, showing comprehensive understanding of the management and leadership skills required to improve access for all</p> <p>[8, 9, 10, 11, 12]</p>
<p>4.1</p>	<p>hesitantly and with limited effectiveness creates questions to determine access to the sport and active leisure industry, few of which are suitable to determine access for specific populations</p> <p>[0, 1, 2, 3, 4]</p>	<p>with a moderate degree of confidence and some effectiveness creates questions to determine access to the sport and active leisure industry, some of which are suitable to determine access for specific populations</p> <p>[5, 6, 7, 8, 9]</p>	<p>confidently and effectively creates questions to determine access to the sport and active leisure industry, most of which are suitable to determine access for specific populations</p> <p>[10, 11, 12, 13, 14, 15]</p>
<p>5.1</p>	<p>with limited effectiveness presents a case recommending improvements of limited value to access for specific populations</p> <p>[0, 1, 2, 3, 4]</p>	<p>with some effectiveness presents a case recommending improvements to access for specific populations, which are broadly appropriate</p> <p>[5, 6, 7, 8, 9]</p>	<p>effectively and capably presents a case recommending improvements to access for specific populations, which are clear and appropriate</p> <p>[10, 11, 12, 13, 14, 15]</p>

Approaches to applied learning

There are opportunities to co-teach this unit with Unit G703: *The customer experience in sport and active leisure*. Both units fall within the *sport and active leisure and the community* 'theme' and the learning relating to customer service has an obvious relevance to contexts where learners are seeking to improve access to sport and active leisure for specific populations. Providers may also consider co-teaching this topic at Levels 1 and 2. (Level 1 Unit G696: *sport and active leisure for specific populations*).

The purpose of this unit is to enable learners to investigate access to sport and active leisure for specific populations and make recommendations for how access might be improved for these target groups.

Representatives from specific population groups could be invited into centres to assist with delivery; they could provide information to learners about their different needs and the barriers they face, why it is important actively to promote participation and why there is a need to recognise specific population groups when promoting access for all. Guest speakers could provide first-hand experience of current legislation and the extent of its impact on access to sport and active leisure for their particular group.

Through working with local organisations, this topic will provide opportunities for learners to investigate how the needs of specific populations are recognised and balanced with those of the wider community. Representatives from local sport and active leisure organisations (playworkers, youth club leaders, coaches, outdoor activity instructors, stadia managers, personal trainers and health club operators) could be invited into centres to explain first hand how they work to achieve access for specific groups.

Representatives from local organisations (including community group leaders, youth group leaders, religious leaders, sports development officers, local providers, representatives from statutory, voluntary and community organisations and their peers) could set learners challenges that involve them researching the extent to which the needs of diverse participant groups are being met. Employers could set learners the challenge of meeting the needs of particular individuals or groups with specific needs. Learners could be encouraged to present and/or report their findings and/or recommendations. In terms of developing effective questionnaires, learners will need to be directed to examples exhibiting best practice. A variety of questionnaires might be considered in order to determine the type of questions most likely to elicit useful responses.

A case study approach may also complement classroom delivery; learners could consider existing initiatives such as those undertaken by Manchester and Leicester City Councils, for example.

There are a wealth of online resources that will similarly enhance classroom delivery; a good starting point for accessing information on specific population groups can be found on the *Physical Activity and Health Alliance* website. A useful website containing generic information on equality and diversity is the *Sport England* website, which has a range of downloadable resources.

Finally, centres should encourage learners to consider the various means by which they might effectively present a case, a presentation, a written report, video, audio, etc.

Personal, Learning and Thinking Skills

There are several opportunities in this unit for learners to develop and apply their Personal, Learning and Thinking Skills (PLTS). Some PLTS are naturally developed and applied through the assessment because they are embedded within the assessment criteria but other opportunities arise through the learning programme.

Those PLTS that are embedded in the assessment criteria are:

Creative thinkers: AC – 4.1

Effective participators: AC – 5.1

Centres should seek other opportunities for learners to develop the PLTS through the learning programme, particularly those PLTS that are not embedded in the assessment criteria. Opportunities will depend on how the unit is delivered and the context in which the learning takes place, but some examples are given below.

Independent enquirers

- Learners could consider the influence of circumstances, beliefs and feelings of specific populations when arriving at recommendations for improvements to access.

Effective participators

- Consideration of the needs of specific populations may bring about an awareness and appreciation of the needs of others; learners could thus act as an advocate for views and beliefs that may differ from their own.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to develop and apply Functional Skills in English, ICT and mathematics in a number of ways. Likewise the application of Functional Skills can support achievement in Principal Learning units. Therefore, in order for learners to make the most of the opportunities provided in this unit it would be beneficial if they have already started their Functional Skills programme of study.

Opportunities to develop and apply Functional Skills should occur naturally; these may differ depending on how the unit is delivered and the context in which the learning takes place. Such opportunities include but are not limited to the examples below:

English

- Make a range of contributions to discussions in respect of planning research into specific populations' access to the sport and active leisure industry, in particular in respect of devising suitable questions.
- Make an effective presentation in respect of improvements to access for specific populations.
- Compare, select, read and understand texts using them to gather information, ideas, arguments and opinions in respect of current equality and diversity legislation related to equality of access.

ICT

- Select and use a variety of sources of information independently in order to inform recommendations for improvements to access for specific populations.
- Enter, develop and format findings from research independently to suit meaning or purpose.
- Present a case to recommend improvements to access for specific populations in ways that are fit for purpose and audience.

Mathematics

- Select and apply mathematics in order to analyse the results of research.