

Sport and Active Leisure

OCR Level 2 Principal Learning in Sport and Active Leisure H846

Centre Handbook/Specification

Principal Learning Handbook

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1 Introduction

1.1 About this handbook

This centre handbook/specification provides information for consortium/centre staff involved in the planning, delivery, assessment or moderation of the following qualification which has been accredited onto the National Qualifications Framework (NQF) at Level 2 and is part of the OCR Principal Learning suite of qualifications:

H846 OCR Level 2 Principal Learning in Sport and Active Leisure

This qualification is a component of the Level 2 Higher Diploma in Sport and Active Leisure but it is also available as a 'stand-alone' qualification. For more information on the Diploma see section 11 of this centre handbook.

It is important that all consortium/centre staff involved in the delivery, assessment or moderation of the above Principal Learning qualification understand the requirements laid down in this handbook and have access to it. An electronic copy of the handbook is available to download free of charge from our website www.ocr.org.uk.

The information provided in this centre handbook was correct at the time of production. Occasionally OCR may update this information. Please check the qualification home pages on our website www.ocr.org.uk for details on updates to the handbook and other qualification related information.

1.2 Principal Learning suite of qualifications

The Principal Learning suite of qualifications provides learners with employer led qualifications geared to the specific knowledge and skill requirements of key sectors. Learners will learn by doing – in contexts appropriate to the sector studied. Tasks set will be relevant to the real world of work. These are attractive, work-related qualifications which intend to stimulate and interest learners.

Principal Learning qualifications are being developed in four phases and will be available in 17 sectors by 2011:

- IT (from 2008)
- Society, health and development (from 2008)
- Creative and media (from 2008)
- Engineering (from 2008)
- Construction and the built environment (from 2008)
- Environmental and land-based studies (from 2009)
- Business, administration and finance (from 2009)
- Hair and beauty (from 2009)
- Hospitality (from 2009)
- Manufacturing and product design (from 2009)
- Public services (from 2010)

- Retail business (from 2010)
- Sport and active leisure (from 2010)
- Travel and tourism (from 2010)
- Humanities and social science (from 2011)
- Languages and international communication (from 2011)
- Science (from 2011).

1.3 Administration arrangements for this qualification

Please see section 8 of this handbook for administration arrangements for this qualification. A separate publication, the *OCR Admin Guide 14–19 Qualifications* will provide full details of the administration arrangements for this qualification. This is published on the OCR website www.ocr.org.uk. We have also produced a quick overview guide to administration arrangements for internal assessment, which can be downloaded from www.ocr.org.uk/administration/assessment

1.4 If consortium/centre staff have queries

If consortium/centre staff have any queries about this qualification that are not answered in the handbook or the *OCR Admin Guide 14–19 Qualifications*, they should refer to section 9 for details of who to contact for further support.

2 Principal Learning – an overview

2.1 Key features of Principal Learning

Principal Learning is both a mandatory part of the Diploma and a qualification in its own right. (Please see section 11 of this handbook for more information on the Diploma.)

All learning is sector related and current - teaching and learning needs to draw on up-to-date developments in the sector.

A minimum of 50% of all learning must be applied, that is, knowledge and skills must be set within the contexts of tasks, problems and situations that are related to work in the sector.

All units are mandatory. One unit is externally assessed and the remainder are internally assessed.

Generic skills can be developed and applied through Principal Learning.

The assessment of Personal, Learning and Thinking Skills (PLTS) must be integrated into Principal Learning. (Please see section 2.4 of this handbook for more information on PLTS.)

The OCR qualification is based on the criteria for the Diploma qualifications for sport and active leisure at Foundation, Higher and Advanced levels which were developed by the Diploma Development Partnership (DDP) for the sector. The criteria set out the knowledge, understanding and skills required of learners who wish to achieve the Principal Learning qualification whether this is within the context of a Diploma or as a stand-alone qualification.

2.2 Structure and size of Principal Learning

OCR Level 2 Principal Learning comprises eight units. To achieve the qualification learners must complete all units and achieve a grade, units are graded as a*, a, b, c or u. In addition to the grade, each unit result will also be given a points score. The points scores of the individual units are combined to give a total points score for Principal Learning which is used to determine the overall Principal Learning grade. There is more information on grading in Section 8 of this handbook.

2.2.1 Guided learning hours

Each of the units in Principal Learning is allocated a number of guided learning hours which indicates the approximate number of hours for teacher supervised or directed study time and assessment. The total glh for this qualification is 420. Information on unit glh for this qualification is given in section 3.

2.3 Applied and experiential learning

At the heart of Principal Learning is 'learning by doing' (at least 50% of Principal Learning has to be applied). It must be concerned with the application of knowledge and skills through relevant work and work-related tasks, problems and contexts. This means that learning is intended to be carried out in a work-related environment, whether real or simulated.

Applied learning is the practical application of theory that allows learners the opportunity to engage actively with the curriculum they are studying and it is supported by effective employer engagement and reinforced through work experience. It is relevant and meaningful to learners as it allows for learning within different contexts and environments. Applied learning allows the learner to interact with teachers, other learners and individuals from outside the classroom.

Applied learning encourages:

- Linking understanding and learning activities to job roles
- Interaction with professionals
- Real life investigations and active enquiry
- Learning through doing
- Interaction with other learners through group work
- Learning in different environments
- Experiential learning.

Experiential learning, the four-stage cycle of planning, applying, reflecting and reviewing, is key to applied learning and in further progressing coherent and meaningful learning across different contexts, including the workplace. While some contexts may not support all four stages, an experiential learning cycle can be used as a learning frame around work-related activities and to critically evaluate and develop learning provision.

Through taking part in work-related experiences over time, learners progressively develop knowledge, skills and understanding in different contexts. The processes of reflection, review and planning encourage learners to think about and extract lessons learnt from their experience, to develop new insights and decide how and where they can use what they have learnt, before going on to apply their learning in new contexts.

Each unit has a section titled 'Approaches to applied learning' where we give guidance on how teachers can use practical delivery methods to enhance the learning process. Practical delivery methods aim to allow the learner to put their skills into practice in a real world context or realistic work environment and, for example, appreciate the impact of trying different solutions to problems, approaches to tasks and how to deal with different types of people. The application of a balance of theory and practice will promote experiential learning offering the learner the opportunity to experience the full cycle of 'plan, do, review and do again'.

The guidance offered in each unit aims to promote a programme of learning that is not constrained to the classroom, is applied and experiential. The guidance includes examples of activities the learners could undertake which involves participation from employers.

2.3.1 Learning by doing

Applied learning, learning by doing, must be embedded into the teaching programme. Examples of suitable activities that could take place within a school/college environment might include:

- Role plays
- Planning sessions, activities and events
- Running sessions, activities and events
- Developing ideas for products and services
- Carrying out investigations/research
- Conducting interviews
- Designing programmes to meet specific needs
- Creating media campaigns
- Planning and running a business activity
- Meeting and greeting school/college visitors
- Mock interviews
- Mentoring and coaching.

2.3.2 Employer engagement

Employer engagement means involving employers in developing the skills of 14–19 year olds through their schools and colleges. 'Employers' does not only mean business people, but also the public and voluntary sector. Employers can be engaged at local, regional or national level, either by approaching an appropriate organisation at strategic level or a specific known individual.

Employer engagement could be developed by:

- Recruiting non teaching members of staff to provide sector specific knowledge, understanding and skills
- A marketing campaign to parents – to ask for sector expertise/support
- Using staff and students during work experience to act as ambassadors to recruit employers
- Developing a professional development programme where staff meet lots of local employers
- Developing long-term partnerships with local companies to develop staff eg mentoring, coaching
- Having departmental/faculty targets for employer engagement.

An employer can be asked to:

- Set a sector relevant 'challenge'
- Participate in role plays
- Judge a competition
- Provide work shadowing opportunities (for staff and/or learners)
- Provide a tour of their organisation
- Be a guest speaker
- Take part in mock interviews
- Offer personal professional development to staff
- Act as a mentor

- Act as a class adviser
- Aid curriculum development
- Offer work experience
- Offer an extended work placement
- Allow participation in in-company training programmes.

2.3.3 Work experience

Work experience is an important and essential feature of the Diploma. It is part of the Generic Learning component of a Diploma, but is not a requirement for Principal Learning. A consortium/centre may choose to offer work experience to their learners as a matter of best practice, exposing the learner to sector activities and maximising the opportunities for applied learning. Learners could use their work experience to gather evidence for Principal Learning units.

For the Diploma a minimum of ten days' work experience is required and will enrich the Principal Learning programme, offering opportunities to develop and demonstrate the skills and knowledge in the units. Work experience does not need to be undertaken in any specific sector, although it should support work related learning, provide opportunity for the collection of evidence, enhance the learning experience and support the development of both sector specific and employability skills. Work experience should provide a valuable opportunity for the learner to develop the Personal, Learning and Thinking Skills, particularly those PLTS that are not embedded or explicit within the Principal Learning.

It would be beneficial to the learner if the work experience could be completed in the context of the Sport and Active Leisure Principal Learning. Although this is not mandatory there could be opportunities in the following areas:

- Helping to run a team, a club, activities or manage a sport and active leisure event
- Carrying out volunteer/charitable work
- Part-time employment
- Working within a sport and active leisure related organisation in either the private, public or third sector.

2.3.4 Legislation and procedures

Consortia/centres must ensure that they have in place robust policies and procedures in respect of work experience, visits and all contact with employers. Requirements will vary according to Local Authority policies, the sector and specific organisations involved. However, insurance issues, permission from parents, risk assessments and sector specific requirements (e.g. police/Criminal Records Bureau (CRB) checks) must be addressed.

2.4 Personal, Learning and Thinking Skills

Personal, Learning and Thinking Skills (PLTS) are necessary for work and for general learning. A framework has been developed for describing PLTS that applies to all young people aged 11-19. They are part of the Generic Learning component of the Diploma and also a key feature of Principal Learning and so they form an integral part of the teaching and learning of this qualification.

The aims of the Diploma mean that young people should become successful learners, confident individuals and responsible citizens. The development of PLTS is an essential part of meeting these aims and has considerable impact on young people's ability to enter work and adult life as

confident and capable individuals who can make a positive contribution. These transferable generic skills are essential to success in life, learning and work.

There are ample opportunities for the learner to develop and apply the PLTS through the delivery and assessment of this qualification.

The PLTS framework comprises six groups that characterise a successful learner:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators.

Each group has a detailed set of outcomes that are indicative of the skills, behaviours and personal qualities associated with it. Each group of skills is distinctive and coherent and will be developed and applied via Principal Learning.

Some of the detailed PLTS outcomes will naturally be covered in the delivery and assessment of this qualification because of the requirement described by the learning outcome and they have, therefore, been embedded within the assessment criteria. These PLTS will occur naturally no matter what the local or sector context in which the learner is learning and being assessed. There are other opportunities for the learner to develop and apply those detailed PLTS outcomes that are not already embedded in the unit. This will depend on the approach the consortium/centre takes when delivering or assessing the unit.

Section 7 in this centre handbook contains a description of the PLTS statements with a summary of where PLTS can be developed and applied across the units. Each unit includes details of which PLTS are embedded in the assessment criteria and which can be developed through teaching and learning, please see the section in each unit titled 'Personal, Learning and Thinking Skills'.

It is important that consortia/centres note that the PLTS are not assessed **discretely** by the awarding bodies. Consortia/centres, therefore, must ensure the learner achieves the PLTS. (If learners are undertaking the Principal Learning as part of a Diploma the consortium/centre must report the achievement of PLTS separately to the Diploma Aggregation Service (DAS), for further information please see QCDA's website www.qcda.gov.uk.)

For learners who have entered on to a Diploma programme, 60 glh are allocated to developing, planning and reviewing the application of PLTS. Learners may also develop and apply the PLTS through work experience.

2.5 Functional Skills

Functional Skills are essential for life, learning and work. They are practical skills in English, mathematics and information and communication technology (ICT) and will help learners gain the most out of work, education and everyday life.

Functional Skills qualifications are part of the Generic Learning component of the Diploma and play an important part in the development of the learners' skills and knowledge necessary for employment and personal development. Learners will have opportunities to develop and apply Functional Skills across the Diploma curriculum. To help with the integration of Functional Skills and the planning and reviewing of learners' achievements, guidance is given in the Principal Learning units on a range of opportunities for developing and applying them through the delivery

and assessment of the Principal Learning. These opportunities are also signposted in section 7.2 of this handbook.

Whilst the Functional Skills are a mandatory part of the Diploma, their achievement is not a compulsory part of the Principal Learning.

2.6 Unit format

The information contained in each unit is structured in the same way. This will help consortium/centre staff and learners to understand fully the requirements of this qualification. Each unit contains 11 distinct sections. Some cover mandatory requirements, others provide advice and guidance. The 11 sections are described below.

For information on unit specifications see section 3 of this centre handbook.

Unit level

This section indicates whether the unit is at level 1, 2 or 3 on the National Qualifications Framework.

Unit size

This section indicates the size of the unit in terms of the guided learning hours (glh) needed for its completion; this includes the time for assessment (see section 2.2.1).

Unit overview

This section provides an overview of the unit describing the aims and purposes of the unit.

Learning outcomes

This section indicates the learning outcomes that a learner will achieve when meeting the assessment criteria associated with the unit.

Assessment criteria

This section indicates the criteria that a learner will be assessed against.

For internally assessed units, it is a mandatory requirement of this qualification that the learner provides evidence of their skills, knowledge and understanding in relation to each assessment criterion. For externally assessed units the learner's skills, knowledge and understanding will be assessed through an examination.

PLTS have been integrated into the assessment criteria and these are signposted using a reference code explained in the PLTS grid in section 7 of this handbook.

Exemplification and amplification

Each unit provides information on what should be covered in the teaching programme for the unit. The section will provide information on the breadth and depth of the content to be taught and it will supplement the learning outcomes. In internally assessed units this section is called Exemplification and in the externally assessed unit it is called Amplification.

For internally assessed units

The information in **Exemplification** should help the consortium/centre to prepare to deliver and assess the unit as it describes what is expected to be taught. The unit cannot anticipate every local context, and in some cases the sector context, that might be used in the teaching and assessment, but, this section will give sufficient range of information to enable the consortium/centre to understand what would be required of the learners in more than one context.

For externally assessed unit

The information in **Amplification** should enable the consortium/centre to prepare to deliver the unit and ultimately help prepare learners for the external assessment. The question papers will be set in the context of the content included in the amplification.

Form of assessment

This section indicates whether the unit will be internally or externally assessed. It specifies the mandatory requirements in relation to the assessment of the unit.

Marking criteria

This section confirms the number of marks available for the unit and **for internally assessed units** it indicates the marking criteria in three bands. Each band states the quality of evidence a learner needs to provide in order to meet the band specified. It also indicates how marks are allocated between assessment criteria and bands. Further information on marking is included in section 6.4 of this handbook.

Approaches to applied learning

This section provides additional guidance for assessors/teachers on the variety of methods that can be used to apply knowledge, understanding and skills through a range of learning strategies. It provides guidance as to how the consortium/centre could develop and incorporate employer engagement into the learning programme.

An holistic approach and the acquisition and application of skills, knowledge and understanding in the context of the sectors that constitute Sport and Active Leisure are fundamental to this qualification.

Personal, Learning and Thinking Skills

This section summarises which of the PLTS the learner can develop and apply while undertaking the unit.

Functional Skills

This section signposts where there may be opportunities within the unit for the learner to develop and apply Functional Skills. However, it should be noted that depending on approaches to delivery/assessment, consortia/centres may well include additional Functional Skills.

3 Units

OCR unit entry code	Unit title	GLH	Form of assessment	Ofqual unit accreditation code
G697	Active and healthy lifestyle choices	30	Internally assessed	D/600/1623
G698	Encouraging participation in sport and active leisure	60	Internally assessed	R/600/1585
G699	Science in sport and active leisure	60	Internally assessed	H/600/1624
G700	Working in sport or active leisure in your locality	60	Internally assessed	T/600/1630
G701	Businesses in the sport and active leisure industry	60	Externally assessed	A/600/1631
G702	Media in sport and active leisure	60	Internally assessed	L/600/1634
G703	The customer experience in sport and active leisure	30	Internally assessed	Y/600/1636
G704	Access for all in sport and active leisure	60	Internally assessed	K/600/1639

For a copy of each unit please visit our website www.ocr.org.uk. The units can be downloaded free of charge.

4 General Information

4.1 Profile of Principal Learning

Title	OCR Level 2 Principal Learning in Sport and Active Leisure			
OCR qualification code	H846			
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 2			
QAN	500/6467/8 (Qualification Accreditation Number)			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	<ul style="list-style-type: none"> Learners studying in preparation for employment in the sport and active leisure sector Learners wishing to gain a Level 2 qualification to support further study in Further Education (FE) and Higher Education (HE) in the sport and active leisure sector Learners wishing to gain a Level 2 qualification to support further study in FE in any other sector or subject area 			
Entry requirements	There are no formal entry requirements for this qualification			
Qualification structure	Please refer to section 2.2			
Internal assessment	Seven of a total of eight units are internally assessed and externally moderated by OCR. Learners may complete these units at a time that suits the centre. (Moderation will normally be available twice a year. Please see section 8.2 for more information.)			
External assessment	Unit G701: Businesses in the sport and active leisure industry, is externally assessed (see section 5 for further details)			
Grading	The qualification is graded as A*–C or U Units are graded as a*–c or u			
Funding	For information on funding please contact your Local Authority			
Performance figures	For information on this qualification's contribution to performance measurement please see the Ofqual's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk			
PLTS	Mapping to Personal, Learning and Thinking Skills is provided within this handbook. See section 7.1			
Functional skills	Signposting to functional skills is provided within this handbook. See section 7.2			
Last entry date**	June 2014	Revised date:		

**OCR will inform consortia/centres of changes to this date. All centre records must be updated accordingly, please use the revised date box in this table to note the new date.

4.2 Target audience

This qualification is typically (although not exclusively) aimed at young people aged 14-19 in full-time education who wish to develop and apply their knowledge, understanding and skills in the context of the sport and active leisure sector and at Level 2 of the National Qualifications Framework (NQF).

More mature learners wishing to undertake a course that prepares them for further learning or work involving sport and active leisure sector related activities are equally served by this qualification.

4.3 Entry requirements

This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression, thereby supporting equality and diversity.

All consortium/centre staff involved in the assessment or delivery of this qualification should understand its requirements and match them to the needs and capabilities of individual learners before entering them as learners for the qualification. There is no requirement for learners to achieve any other qualification before progressing onto Principal Learning. As a general guide, learners with qualification profiles comparable to Level 1 of the National Qualifications Framework (NQF) will normally be at a level suitable for entry onto a programme leading to this qualification. Individuals should be considered equally for entry whether they hold certificates easily recognisable against the NQF or present more varied profiles for consideration.

4.4 Progression opportunities

Principal Learning is designed to enable learners to either enter employment within a wide range of sport and active leisure environments or to develop the skills, knowledge and understanding required to enable progression to qualifications along the vertical and horizontal planes in the National Qualifications Framework.

For example, a learner achieving the OCR Level 2 Principal Learning qualification in Sport and Active Leisure may:

- Enter employment and training, eg fitness instructor, playworker, football steward, grounds-keeper, coaching assistant, leisure centre assistant, caravan park assistant, pool lifeguard, youth support worker.
- Undertake an Apprenticeship/Advanced Apprenticeship, eg coaching, teaching and instructing, instructing exercise and fitness, outdoor education development training and recreation, sports development, leisure management, Advanced Apprenticeship in sporting excellence, spectator safety, activity leadership, playwork, amenity horticulture, equine
- Pursue NVQs, VRQs or other Level 3 qualifications
- Pursue OCR National Awards and Certificates, AS/A Levels/Applied AS/A Levels or other Level 3 qualifications
- Progress to the Level 3 (Advanced) Diploma qualification in Sport and Active Leisure or other Level 3 Diploma qualifications (see section 11 of this centre handbook for more details on the Diploma).

4.5 Supporting OCR learners

Consortia/centres should ensure that learners are informed of the title of the qualification they have been entered for and that OCR is the awarding body for their chosen qualification.

Assessors/teachers (or other consortium/centre staff) should provide guidance to learners on the assessment process and help learners prepare for assessment. Full details on how the units are assessed are in sections 5 and 6 of this centre handbook.

4.6 Wider issues

This qualification provides potential for consortia/centres to develop learners' understanding of moral, ethical, legislative, economic, social and cultural issues and heighten their awareness of sustainable development, health and safety considerations and European developments, consistent with international agreements.

Spiritual, moral, ethical, social, legislative, economic and cultural issues

Assessors/teachers delivering the OCR Principal Learning in Sport and Active Leisure would have opportunities to address spiritual, moral, ethical, social, legislative, economic or cultural issues throughout the units in the exploration of issues such as: principles and values, individual responsibility, group/team responsibility, organisations' social responsibilities, individual responsibilities towards people who use services, courtesy and protocols in dealing with colleagues, security and confidentiality of information.

	Spiritual	Moral	Ethical	Social	Legislative	Economic	Cultural
G697		✓	✓	✓			✓
G698		✓	✓	✓		✓	✓
G699	✓	✓	✓				✓
G700		✓	✓	✓		✓	✓
G701		✓	✓	✓		✓	
G702		✓	✓	✓	✓	✓	✓
G703				✓		✓	✓
G704	✓	✓	✓	✓	✓	✓	✓

Sustainable development, health and safety considerations and European developments, consistent with international agreements

Assessors/teachers delivering Principal Learning in Sport and Active Leisure would have opportunities to address sustainable development, health and safety considerations and European developments, consistent with international agreements in the following units:

	Sustainable development	Health and safety considerations	European developments
G697		✓	
G698		✓	
G699	✓	✓	
G700	✓	✓	✓
G701	✓	✓	✓
G702		✓	✓
G703		✓	
G704	✓	✓	✓

4.7 Language

The specification and associated materials are in English only.

4.8 Mode of delivery

OCR does not specify the mode of delivery or specify a timescale for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities (please see the National Database of Accredited Qualifications for up-to-date information on expiry dates www.accreditedqualifications.org.uk).

Consortia/centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners and which complies with the requirements for applied learning (see section 2.3). Whatever mode of delivery is used, consortia/centres must ensure that learners have appropriate access to the resources needed to complete the learning and assessment as required by individual units.

Consortia/centres should consider the learners' complete learning experience when designing learning programmes. This is particularly important in relation to learners studying part-time alongside real work commitments where they may bring with them a wealth of experience that should be utilised to maximum effect by assessors/teachers.

Information on the applied and experiential learning process that is at the heart of Principal Learning is in section 2.3 of this handbook.

4.9 Resources

Each unit has a section entitled 'Approaches to applied learning'. This section details ways for the consortium/centre to develop and incorporate employer engagement into the learning programme. It may contain suggestions for appropriate websites, television programmes and texts, etc., which will enhance the learning experience.

OCR strongly advises that the teaching and development of subject content and associated skills be referenced to real vocational situations through the utilisation of some of the following:

- Visits to sport and active leisure related organisations and interviews with employers/employees
- Talks given by informed employee on a specific area of operation
- National and local newspapers
- The Internet
- In-house work based activities
- Employer workshops.

It is assumed that learners will have access to computer facilities including Internet access as well as library-based resources.

To support this qualification, OCR will make the following materials available:

- A full programme of IN-Service Training (INSET) meetings arranged by our Training Customer Support Division
- An e-community for deliverers of this qualification. This e-resource will provide a discussion forum for teachers and practitioners of this qualification to share good practice on delivery and assessment
- A report on the examination, compiled by senior assessment personnel after each examination series
- Individual feedback to each centre on the external moderation of learners' work.

Some useful websites include¹:

SkillsActive is the Sector Skills Council for Active Leisure and Learning. SkillsActive leads the skills and productivity drive across the sport and recreation, health and fitness, outdoors, playwork and caravan industries

www.skillsactive.com

Provides a starting point for accessing essential information on delivering diploma qualifications

www.diploma-support.org/resourcesandtools/handbooks

Information on health issues

www.bbc.co.uk/health/

Information on healthy living

www.nhs.uk/LiveWell/Pages/Livewellhub.aspx

Change4life offers health advice for all the family

www.nhs.uk/Change4life/

Choices – Highlights health issues by gender, age etc. Offers comprehensive guide to NHS

www.nhs.uk/Pages/HomePage.aspx

¹ OCR is not responsible for the content of external websites.

National Institute for Clinical Excellence - NICE is an independent organisation responsible for providing guidance on promoting good health

www.nice.org.uk/

British Diabetic Association - Diabetes UK is the largest organisation in the UK working for people with diabetes

www.diabetes.org.uk/

Cancer Research UK - Cancer Research UK is the world's leading charity dedicated to beating cancer

www.cancerresearchuk.org/

British Heart Foundation – promotes research, prevention activity and quality care. Offers support for everyone living with heart disease

www.bhf.org.uk/

Mind - provides information and advice and campaigns to promote and protect good mental health for everyone

www.mind.org.uk/

Action on Smoking and Health (ASH) is a campaigning public health charity that works to eliminate the harm caused by tobacco

www.ash.org.uk/

Drink Aware - highlights the dangers of alcohol misuse

www.drinkaware.co.uk/

The Department for Health - Policy, guidance and publications for NHS and social care professionals

www.dh.gov.uk/en/index.htm

British Nutrition Foundation - exists to deliver authoritative, evidence-based information on food and nutrition in the context of health and lifestyle

www.nutrition.org.uk/

BBC Human Body and Mind – explores the human body and mind

www.bbc.co.uk/science/humanbody

Human Anatomy Online – a guide to human anatomy; each topic has animations, anatomy graphics and descriptive links

www.innerbody.com

American College of Sports Medicine - largest sports medicine and exercise science organisation in the world

www.acsm.org

Department for Culture, Media and Sport – Government department responsible for policy relating to sport

www.culture.gov.uk

The Olympic Movement – Official Olympics site

www.olympic.org

The Football Association -The FA is responsible for all regulatory aspects of the game of football in England

www.thefa.com/

The Lawn Tennis Association - information about British tennis and the LTA

www.lta.org.uk

The Rugby Football Union - national governing body for grassroots and elite rugby in England

www.rfu.com/

Badminton England – the official site of Badminton's governing body

www.badmintonengland.co.uk/

Sport England - focused on the creation of a world-leading community sport system

www.sportengland.org

Disability Sport England - promotes participation opportunities for disabled people
www.disabilitysport.org.uk

Sports Leaders UK offer awards and qualifications that use the medium of sport to help people to learn to lead
www.bst.org.uk

UK Sport - responsible for managing and distributing public investment and National Lottery funds
www.ukSPORT.gov.uk

Youth Sport Trust - a charity that strives to improve the quality and quantity of PE and sport for young people
www.youthsporttrust.org

UK National Statistics - Details UK statistics across range of social topics
www.statistics.gov.uk

Institute for Sport, Parks and Leisure is the professional membership body representing sport, parks and leisure industry professionals.
www.ispal.org.uk

Institute for Outdoor Learning - encourages outdoor learning by developing quality, safety and opportunity to experience outdoor activity
www.outdoor-learning.org

Business in Sport and Leisure - umbrella organisation representing the interests of over 100 private sector companies in the sport, leisure, hospitality and tourism industry
www.bisl.org

Volunteering England - Volunteering England works to support and increase the quality, quantity, impact and accessibility of volunteering throughout England
www.volunteering.org.uk

National Skills Academy - employer-led centres of training excellence
www.nationalskillsacademy.co.uk

Connexions Direct - information and advice for young people.
www.connexions-direct.com

Institute of Customer Service - professional body for customer service; main purpose is to lead customer service performance and professionalism
www.instituteofcustomerservice.com

Physical Activity and Health Alliance
www.paha.org.uk

2012 Olympics site - facts and figures and initiatives
www.london2012.com/index.php

Useful bitesize information on sports science and PE related topics
www.bbc.co.uk/schools/gcsebitesize/pe/analysis/

Professional body for sport and recreation management
www.isrm.co.uk/

Trade magazine with current job listings
www.leisureopportunities.co.uk/

JobsCircuit
www.jobscircuit.co.uk

Jobswithballs
www.jobswithballs.com

Resources for sports psychology
www.mindtools.com/page11.html

Useful resources and normative data for different aspects of fitness

www.topendsports.com/index.htm

Independent voice of sport in UK for governing bodies

www.ccpr.org.uk/

English Federation of Disability Sport - national body responsible for developing sport for people with disabilities

www.efds.co.uk/

An information service for all teachers of PE. It offers regular updates on Sport England, health and fitness, inclusion, professional development, travel and new products

www.sportsteacher.co.uk/

Popular site for health issues affecting children including sections on nutrition and fitness

http://kidshealth.org/parent/nutrition_fit/index.html

The Caravan Club of Great Britain - provides information and advice to UK caravanners

www.caravanclub.co.uk/

The British Holiday and Homes Parks Association - professional association that represents the holiday park and caravanning industry

www.bhhpa.org.uk/

Networking organisation for those involved in delivery of play initiatives

www.playwork.co.uk/index.asp?page=home

Qualification provider for playwork

www.cache.org.uk/cachednn/Home/tabid/36/Default.aspx

Play England. Offer strategic advice and support to childrens' play providers

www.playengland.org.uk/Page.asp

British Canoe Union - governing body for canoeing

www.bcu.org.uk/

The British Mountaineering Council - governing body for mountaineering

www.thebmc.co.uk/

Governing body for the sport of orienteering

www.britishorienteering.org.uk/

National governing body for snowsports

www.snowsportengland.org.uk/

English Institute of Sport - works in partnership with sport to improve performances through the delivery of high quality sport science and medical support to elite athletes through its nationwide network of expertise and facilities

www.eis2win.co.uk

Australian Institute of Sport - Australia's premiere sports training institute, internationally acknowledged as a world's best practice model for high performance athlete development.

www.ausport.gov.au/ais/

American Council on Exercise – non-profit organisation committed to enriching quality of life through safe and effective exercise and physical activity

www.acefitness.org

Street games – developing doorstep sport with disadvantaged communities

www.streetgames.org

Sports Coach UK – The National Coaching Foundation

www.sportscoachuk.org

4.10 Access arrangements and special consideration

For learners who may require access arrangements, pre-examination adjustments primarily based on a history of need and a history of provision, assessors/teachers should consult the Joint Council of Qualifications' (JCQ) publication *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk. This document should also be referred to for those learners who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

4.11 Funding

The Department for Children, Schools and Families (DCSF) website includes information on funding for Diplomas. Please refer to its website www.dcsf.gov.uk. To find information on funding use the key search word '14-19 Funding' or follow the links on the home page to 'funding'. Alternatively, you should contact your Local Authority.

4.12 Enquiries about results

Under certain circumstances, a consortium/centre may wish to query the result issued to one or more learner(s). Enquiries about results must be made immediately following the series in which the relevant unit was taken (by the enquiries about results deadline).

Please refer to the JCQ *Post Results Services* booklet and the *OCR Admin Guide 14–19 Qualifications* for further guidance about action on the release of results and making enquiries. The booklet has **specific information for centres who are part of a Diploma consortium**. Copies of the latest versions of these documents can be obtained from the OCR website.

4.13 Centre malpractice guidance

It is the responsibility of the Head of Centre to report to OCR (in writing) all cases of suspected malpractice involving consortium/centre staff or learners.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

For more details, please see the JCQ publication *Suspected Malpractice in Examinations and Assessments*, together with the OCR *Malpractice Procedures – A guide for Centres*, available from the OCR website www.ocr.org.uk.

4.14 Disability Discrimination Act

The Principal Learning qualification and the line of learning criteria on which it is based have been reviewed to identify whether any of the competences required by the subject present a barrier to learners with a disability. Where this was the case, such competences were included only where essential to the subject.

Reasonable adjustments may be made for learners with a disability in order to enable them to access assessments and to demonstrate what they know and can do. Consortia/centres are encouraged to consider very carefully any choices available, so that they select options at the beginning of the course which may best accommodate the learner's needs. They should also consider how the learner will be able to meet the competence standards being tested. Information on access arrangements and reasonable adjustments can be found in the publication *Access Arrangements, Reasonable Adjustments and Special Consideration* produced by the Joint Council (www.jcq.org.uk).

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

5 External Assessment

5.1 The externally assessed units

There is one unit that is externally assessed in this qualification:

Unit G701 Businesses in the sport and active leisure industry.

5.2 Form of assessment

Full details on the form of assessment are included in the unit. The assessment will cover all the learning outcomes for the unit. The assessment is externally set and marked by OCR.

Length of assessment: 1 hour 30 minutes

Number of marks: 60

Please see section 8 in this handbook for details on the availability of assessment for externally assessed units.

Full details on the administrative arrangements for this line of learning are provided in the *OCR Admin Guide 14–19 Qualifications*.

5.3 Sample assessment materials

Sample assessment materials for the externally assessed unit (G758) can be downloaded from our website www.ocr.org.uk.

6 Internal Assessment

6.1 The internally assessed units

All units, except Unit G701, are internally assessed, applying the principles of controlled assessment as set out in the QCDA document *Diploma Principal Learning: CAB Guidelines for Controlled Assessment*. Controls are set for assessments so that validity and reliability are ensured and the assessors can confidently authenticate the learners' work. These controls take a variety of forms in each stage of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach for OCR Level 2 Principal Learning in Sport and Active Leisure.

Controlled assessment is a form of summative assessment, or assessment of learning, that is intended to summarise what learners know or can do at a given time, and enable teachers to measure a learner's achievement. Controlled assessment can take place at either specific points through their learning programme or at the end of their learning programme.

While the learning programme should enable learners to acquire sector knowledge and understanding and develop appropriate practical skills in a variety of relevant contexts, controlled assessment allows learners to apply their learning to a specific context through a set of assessment tasks.

A guide to controlled assessment has been produced for Diploma consortium by QCDA and includes information on staff development activities in relation to controlled assessment. The guide, *Controlled assessment in Diploma principal learning: a consortium guide*, is available to download free of charge from www.qcda.gov.uk

6.2 Task setting

6.2.1 The OCR approach

For this qualification OCR will assume a limited level of control in relation to the setting of tasks. OCR will provide a model assignment for each internally assessed unit. These will be a series of complementary tasks placed within a work-related context to ensure coherence. This will usually take the form of a scenario; a case study; a brief for a defined client or customer; or an assignment.

OCR model assignments for internally assessed units (G697, G698, G699, G700, G702, G703 and G704) are published on our website: www.ocr.org.uk.

Alternatively, consortia/centres may develop their own assessment tasks and OCR model assignments act as an exemplar therefore helping to establish the standard expected of a controlled assessment activity.

It is intended that over time additional model assignments will be developed in partnership with consortia/centres and quality assured by OCR. These additional model assignments will be made available to other consortia/centres, ideally being made available to download from our website www.ocr.org.uk.

6.2.2 Using model assignments

OCR model assignments have been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment tasks.

Model assignments are designed so that they can be used as they are or adapted by consortia/centres to fit with local sector needs and allow the usage of local resources available to any consortium/centre. The model assignment includes information on which aspects of the assignment can be adapted. (Model assignments may be modified by consortia/centres in ways which will not put at risk the opportunity for learners to meet the assessment criteria, including the chance to gain marks at the highest level. For some units this may allow for little to be modified other than cosmetic details e.g. the description and nature of a sport and active leisure organisation on which a model assignment is based. For other units the medium in which the learners are working may be a matter of choice.)

Any assignment that is used by learners as practice material must NOT be given to those learners again for use as live assessment material.

6.2.3 Guidance for consortia/centres adding to the bank of exemplar materials

OCR model assignments can also be used as models and benchmarks for consortia/centres to devise their own exemplar material. Consortia/centres should utilise appropriate tasks which will generate the essential evidence to meet the particular unit assessment criteria; these tasks may be set within overarching scenarios and briefs more relevant to their own local sport and active leisure environment and targeted at their particular cohorts of learners.

In setting or modifying tasks consortia/centres should draw on good practice in relation to the setting of assignments, work-related activities and case studies. Tasks must be set within the context of the assessment criteria and the marking grids but, additionally, the importance of the applied nature of the qualification should be addressed. The tasks for the internal assessment, which form the majority of the Principal Learning, must be developed to fit into a consortium/centre's programme of delivery both at unit level and across the qualification; they must not be bolt on additions to the learning process. Tasks must be placed in an appropriate sector context and, wherever possible, be practical to ensure the applied nature of the qualification is not lost and contribute to a coherent activity to avoid an atomistic approach.

Criteria for the development of exemplar assessment material and guidance on a quality assurance process will be published during the first year of the programme.

6.3 Task taking

6.3.1 The OCR approach

Under the process of task taking, levels of control are set for each unit under the key aspects of time, resources, supervision and collaboration and not for the whole stage in the assessment process. This allows for the levels to vary across units within the task taking stage of the assessment process. Any variation is based on specific, justifiable requirements of an individual unit.

Time control: The level of control for time is limited for all internally assessed units. The time limit available to learners to complete the assessment task is suggested in terms of guided learning hours (glh) and specified within the unit. Consortia/centres can determine how this overall assessment time is allocated between specific assessment activities as appropriate to the task. Learners should be allowed sufficient time to complete all of the tasks, while each unit will give a suggested number of glh for completing the assessment tasks, the time required will vary depending on the nature of the task and the ability of the individual learner.

Learners may carry out preparations prior to undertaking the tasks; there is no time limit for this but this will be over and above the guided learning hours designated for the assessment.

Within OCR model assignments timing may be suggested for some individual tasks within the assessment. The purpose is to give consortia/centres additional guidance to help to manage the assessment task.

Resource control: The level of control for resource is limited for all internally assessed units. Access to resources will be limited to those appropriate to the task and as required by the unit. Learners will need to be provided with the most appropriate materials and equipment to allow them full and fair access to the marking criteria.

Within OCR model assignments resources may be listed for some individual tasks within the assessment. These are specific to the OCR model assignment and the purpose of the list is to give consortia/centres additional guidance to help to manage the assessment task.

Supervision control: The level of control for supervision is medium for all internally assessed units. Learners will complete the majority of work for assessment under direct teacher supervision. For this qualification it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work and can insist on acknowledgement and referencing of any sources used. The consortium/centre must ensure that:

- All learners participate in the assessment
- Plagiarism does not take place
- Sources used by learners are clearly recorded
- Each learner's preparation for the final production of work is the learner's own.

When supervising tasks, teachers are also expected to exercise continuing supervision of practical work to ensure essential compliance with health and safety requirements.

Parameters will be given in the OCR model assignment as to which tasks or types of task can be carried out by the learner while unsupervised.

Collaboration control: The level of control for collaboration is mainly limited. This means consortia/centres can determine at which point within an assessment task learners can work together but at all times learners must complete and/or evidence all work individually. Collaboration may be required where team working is at the essence of the applied purpose and therefore, relevant skills will be developed through the unit, in which case the level of control is medium. The level of control for collaboration for a unit is confirmed in the unit itself under the section form of assessment.

In cases where group work is prescribed or suggested as an alternative to individual work, it is vital to be able to identify the individual contribution, perhaps by using personal log, peer assessment, teacher witness statements. At all times the teacher must be sure each learner can produce evidence of their own contribution to each assessment criteria.

Where collaboration is required parameters will be given in the OCR model assignment on the size of a group and how the activities of a group should be managed.

6.3.2 Feedback and resubmission of work

For advice on giving feedback to learners on the work they have produced for assessment consortia/centres should refer to JCQ document *GCSE specifications and Principal Learning units within Diploma Qualifications - Instructions for conducting controlled assessment*.

6.3.3 Completing the tasks

Learners should be allowed sufficient time to complete all of the tasks. Each unit will give a suggested number of guided learning hours for completing the assessment tasks and this will vary depending on the nature of the task and the ability of the individual learner. It is suggested that evidence is produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills.

Each learner must produce individual and authentic evidence for each of the tasks. It is particularly important that learners working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Consortium/centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them. It is not acceptable for teachers to provide model answers or to work through answers in detail.

Learners may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used. If this is the case it will be clearly identified within the particular unit.

Where case material or a dataset is provided it is acknowledged that learners in their responses will refer to situations in the assessment material but as this is fictitious this does not break any rules of confidentiality or copyright. However, in general, learners must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

6.3.4 Production and presentation of work for controlled assessment

The controls for task taking must apply equally to any type of evidence, recognising that a paper-based approach may not be the most appropriate. For electronic evidence there will be a particular onus on the consortium/centre to ensure authenticity. Web- or CD-based repositories may be used but consortia/centres should be aware of the ease with which materials can be transmitted. However, technology can be used to track interventions within portfolios thus providing an additional security check.

Learners must observe certain procedures in the production of work for internally assessed units:

- Tables, graphs and spreadsheets may be produced using appropriate ICT. If these are part of a written piece of evidence they should be inserted at the appropriate place
- Any copied material must be suitably acknowledged
- Any quotations must be clearly marked and a reference provided wherever possible
- Ephemeral evidence will need to be supported by logs, witness statements, observation records, progress reports and digital images with learner comments, and judged in relation to the final product.
- If a learner uses filmed or recorded material, for example when carrying out customer service role plays then the contribution of the learner must be easily identifiable. The

centre/consortium must also ensure that they meet all necessary ‘Safeguarding Children’ guidelines relating to the filming of children for educative purposes.

- Work to be marked or submitted for moderation must be clearly identified with the:
 - Centre number
 - Centre name
 - Candidate number
 - Candidate name
 - Unit entry code and title.

A sample of work will have to be submitted to OCR for moderation. It can be submitted either on paper or digitally using the OCR Repository (please note the entry code determines the method of submission. Entry codes are listed in Section 8.1). Consortia/centres should observe the following:

- Work submitted on paper must be secured and easily accessible, work should be presented for example as a notebook or stapled booklet. Consortia/centres should discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process
- Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number. For more information on the production of electronic evidence please see Appendix A of this centre handbook.

6.3.5 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in this section of this centre handbook and the individual units are imposed. OCR may quality assure this through a system of centre inspection which will include assuring the centre’s processes and observing some local assessment on a sampling basis. For this reason consortia/centres may be asked to notify OCR of dates and times when learners are undertaking the tasks which comprise the assessment of the locally assessed units.

Consortia/centres may choose to manage the quality assurance process through the Lead and Domain Assessor roles. Consortia/centres are advised to refer to the QCDA booklets *Delivering the Diploma: A training guide for lead and domain assessors* and *Delivering the Diploma: A Guide to Managing Internal Assessment*.

6.3.6 Authentication

Teachers/assessors must be confident that the work they mark is the learner’s own. This does not mean that a learner must be supervised throughout the completion of all work but the teacher/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the learner’s work.

Wherever possible, the teacher/assessor should discuss work-in-progress with learners. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for the teacher/assessor to check authenticity of the work and provide general feedback.

Learners must not plagiarise. Plagiarism is the submission of another’s work as one’s own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the learner being disqualified. Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that consortia/centres ensure that learners understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Learners may

refer to research, quotations or evidence but they must list their sources. Learners will be asked to sign a declaration to confirm that the work they submit is their own, and the form must be retained at the centre (consortia/centres can download a Candidate Authentication Form from our website). Consortia/centres should reinforce this message to ensure learners understand what is expected of them.

Please note: Consortia/centres must confirm to OCR that the evidence produced by learners is authentic. The Centre Authentication Form which can be downloaded from our website (www.ocr.org.uk) includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received.

6.3.7 Malpractice in controlled assessment

Any instances of suspected malpractice must be treated seriously and reported to OCR. Further information on the responsibilities of consortia/centres to report malpractice is given in section 4.13 of this handbook.

The actions which constitute malpractice, for which a penalty (for example a disqualification from the examination) will be applied, and the action to be taken in the event of malpractice being suspected are found in the *JCQ GCSE specifications and Principal Learning units within Diploma Qualifications - Instructions for conducting controlled assessment*. Teachers must inform learners of the JCQ regulations concerning malpractice.

6.4 Task marking

6.4.1 The OCR approach

For this qualification OCR will assume a medium level of control in relation to the marking of tasks. All internally assessed units will be marked by the centre assessor(s) using awarding body marking grids and guidance and moderated by the OCR appointed moderator.

6.4.2 Applying the assessment criteria

Each unit has its own marking grid, which should be used for assessing the evidence learners present and arriving at an appropriate mark. Marking grids contain descriptors that relate to different levels of attainment in relation to the assessment criteria.

A glossary of key words used in the marking grids for Principal Learning in Sport and Active Leisure can be found in section 10.

6.4.3 Use of 'best fit' approach to marking grids

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, one of the three descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the learner.

To select the most appropriate mark within the descriptor, teachers are required to use the following guidance:

- Where the learner's work convincingly meets the statement, the highest mark should be awarded;
- Where the learner's work adequately meets the statement, the most appropriate mark in the middle range should be awarded;
- Where the learner's work just meets the statement, the lowest mark should be awarded.

Consortia/centres should use the full range of marks available to them; consortia/centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from learners working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

The final mark for the learner for each unit is out of a total of 30, 48 or 60 (details are included in each unit) and is found by totalling the marks for each of the marking criteria strands.

6.4.4 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Consortia/centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

Internal standardisation can be done in a number of ways. Consortia/centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made. Consortia/centres are advised to refer to QCDA's booklet *Delivering the Diploma: A Guide to Managing Internal Assessment*.

6.4.5 External moderation

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

The following notes are for general guidance; detailed instructions can be found in the *OCR Admin Guide 14–19 Qualifications* and in the guidance for administering internal assessment which can be downloaded from our website www.ocr.org.uk.

Normally OCR will offer two moderation periods within the year and awarding will also be twice yearly. Further information on the availability of moderation and awarding can be found in section 8 of this centre handbook.

All internal marking and standardisation procedures must be completed before moderation can take place. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures.

OCR will notify the centre of the moderation sample required, based on submitted marks. Sample work can be submitted to the moderator either on paper or digitally using the OCR Repository (the submission method will have been determined at the time the entry was made, and work must be submitted accordingly). Only one route must be used for an individual unit. The centre is expected

to comply strictly with published deadlines for the return of marks, and despatch, or upload on to the OCR Repository, the requested sample within three days.

The sample of work that is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in the units. Each learner's work should have a unit recording sheet attached to it with a summary of the marks awarded for each unit. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each learner's files.

Normally sampled work will be returned to the consortium/centre upon the completion of moderation. However, OCR may need to retain work for the following reasons:

- To complete moderation
- As an example of work for the Awarding Committee
- Because there is an issue a member of the senior moderating team needs to consider
- For exemplification or exhibition purposes.

Digitally submitted evidence will **not** be returned to the centre, as it is assumed that a copy of the evidence was taken by the centre prior to submission.

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

Any subsequent requests from the moderator should be acted upon with the minimum of delay. The outcome of the moderation will be notified to the centre in due course at which stage the centre will have the right of appeal. After moderation has been completed, all unit evidence must be kept securely in the centre until the results have been published and until any enquiries about results/appeals have been concluded.

6.4.6 Minimum requirements for controlled assessment

There should be clear evidence that work has been attempted and some work produced.

If a learner submits no work for an internally assessed unit, then the learner should be indicated as being absent from that unit on the mark sheets submitted to OCR. If a learner completes any work at all for an internally assessed component, then the work should be assessed according to the assessment criteria and marking instructions and the appropriate mark awarded, which, for work worthy of no marks will be zero.

7 Mapping and Signposting

7.1 Mapping to Personal, Learning and Thinking Skills

All six PLTS are integrated into the assessment criteria for Principal Learning and an indication of assessment opportunities is given within the assessment criteria. The grid below provides an overview, across the qualification of where those opportunities are and these are shown against the skill statement in the grid below as ✓

There may be other opportunities for the learner to develop and apply PLTS, particularly those that are not already embedded in the unit and these are shown against the skill statement in the grid below as ◇.

Level 2 Principal Learning in Sport and Active Leisure – PLTS		Unit G697	Unit G698	Unit G699	Unit G700	Unit G701	Unit G702	Unit G703	Unit G704
Independent enquirers	Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.								
	IE1: Identify questions to answer and problems to resolve								
	IE2: Plan and carry out research, appreciating the consequences of decisions				✓				
	IE3: Explore issues, events or problems from different perspectives		◇				◇	◇	
	IE4: Analyse and evaluate information, judging its relevance and value						✓		
	IE5: Consider the influence of circumstances, beliefs and feelings on decisions and events								◇
	IE6: Support conclusions, using reasoned arguments and evidence			◇					
Creative thinkers	Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.								
	CT1: Generate ideas and explore possibilities			✓	◇				
	CT2: Ask questions to extend their thinking					◇			✓
	CT3: Connect their own and others' ideas and experiences in inventive ways	◇					◇		
	CT4: Question their own and others' assumptions								
	CT5: Try out alternatives or new solutions and follow ideas through		◇						◇
	CT6: Adapt ideas as circumstances change			✓					◇

Level 2 Principal Learning in Sport and Active Leisure – PLTS		Unit G697	Unit G698	Unit G699	Unit G700	Unit G701	Unit G702	Unit G703	Unit G704
Reflective learners	Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.								
	RL1: Assess themselves and others, identifying opportunities and achievements	◇			✓				
	RL2: Set goals with success criteria for their development and work				✓		✓		
	RL3: Review progress, acting on the outcomes							✓	
	RL4: Invite feedback and deal positively with praise, setbacks and criticism	◇							
	RL5: Evaluate experiences and learning to inform future progress								
	RL6: Communicate their learning in relevant ways for different audiences			✓					
Team workers	Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.								
	TW1: Collaborate with others to work towards common goals		◇	◇	◇		◇		
	TW2: Reach agreements, managing discussions to achieve results								
	TW3: Adapt behaviour to suit different roles and situations		◇		◇			✓	
	TW4: Show fairness and consideration to others							✓	
	TW5: Take responsibility, showing confidence in themselves and their contribution								
	TW6: Provide constructive support and feedback to others						◇		
Self-managers	Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.								
	SM1: Seek out challenges or new responsibilities and show flexibility when priorities change								
	SM2: Work towards goals, showing initiative, commitment and perseverance		◇				◇		
	SM3: Organise time and resources, prioritising actions	✓		◇	✓		◇	◇	
	SM4: Anticipate, take and manage risks			✓					
	SM5: Deal with competing pressures, including personal and work-related demands								

Level 2 Principal Learning in Sport and Active Leisure – PLTS		Unit G697	Unit G698	Unit G699	Unit G700	Unit G701	Unit G702	Unit G703	Unit G704
	SM6: Respond positively to change, seeking advice and support when needed								
	SM7: Manage their emotions and build and maintain relationships								
Effective participators	Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.								
	EP1: Discuss issues of concern, seeking resolution where needed					◇	✓		
	EP2: Present a persuasive case for action				✓	◇			✓
	EP3: Propose practical ways forward, breaking these down into manageable steps	✓				◇			
	EP4: Identify improvements that would benefit others as well as themselves		✓						✓
	EP5: Try to influence others, negotiating and balancing diverse views to reach workable solutions		✓		✓				
	EP6: Act as an advocate for views and beliefs that may differ from their own								◇

7.2 Signposting to Functional Skills

Guidance on the full range of opportunities for developing and applying Functional Skills within a sector specific context are indicated in each unit of Principal Learning. The grid below provides an overview across the qualification of where those opportunities are.

Level 2 Principal Learning in Sport and Active Leisure – signposting to functional skills	Unit G697	Unit G698	Unit G699	Unit G700	Unit G701	Unit G702	Unit G703	Unit G704
English	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics			✓		✓	✓		✓
ICT	✓	✓	✓	✓	✓	✓	✓	✓

8 Administration Arrangements

A separate publication, the *OCR Admin Guide 14–19 Qualifications* provides full details of the administration arrangements for this qualification. The guide is published on our website at www.ocr.org.uk.

Consortia/centres must consult the Admin Guide for all administrative arrangements concerned with this qualification but a summary of the main arrangements follows.

For consortia/centres who are offering Principal Learning as part of a Diploma there is additional administrative information in the *OCR Diploma Admin Guide*. The guide is also published on our website.

8.1 Making unit entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries (centres who have already registered with OCR do not need to register again). It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

It is essential that unit entry codes are quoted in all correspondence with OCR.

Unit Entry code	Submission method	Unit titles
G697/A	OCR Repository	Active and healthy lifestyle choices
G697/B	Postal moderation	
G698/A	OCR Repository	Encouraging participation in sport and active leisure
G698/B	Postal moderation	
G699/A	OCR Repository	Science in sport and active leisure
G699/B	Postal moderation	
G700/A	OCR Repository	Working in sport or active leisure in your locality
G700/B	Postal moderation	
G701	Externally assessed	Businesses in the sport and active leisure industry
G702/A	OCR Repository	Media in sport and active leisure
G702/B	Postal moderation	
G703/A	OCR Repository	The customer experience in sport and active leisure
G703/B	Postal moderation	
G704/A	OCR Repository	Access for all in sport and active leisure
G704/B	Postal moderation	

Entries can be made online via Interchange or using EDI.

The consortium/centre must quote the learner's Unique Learner Number when making a unit entry. The Unique Learner Number (ULN) is a personal 10-digit number, which is essential for learners taking a **Diploma programme of study**. This is used to link the Diploma component results together for Diploma certification. The ULN is obtained by the learner's home centre within the consortium and must accompany a learner's entry for any qualification which they intend to count

towards their Diploma, including Principal Learning, Foundation, Higher and Extended Project, Functional Skills and Additional and Specialist Learning, e.g. GCSE or GCE.

8.2 Assessment availability

There are two assessment series each year, in January and June. The grid below shows the availability of assessment for each unit.

Unit	January 2011	June 2011	January 2012 etc	June 2012 etc
G697	✓	✓	✓	✓
G698	✓	✓	✓	✓
G699	✓	✓	✓	✓
G700		✓	✓	✓
G701		✓	✓	✓
G702		✓	✓	✓
G703		✓	✓	✓
G704		✓	✓	✓

Full details of the examinations series are published and found in the *OCR Admin Guide (14-19 Qualifications)*, available from our website www.ocr.org.uk.

8.3 Terminal rules

There are no terminal rules in this qualification and units can be taken in any order.

8.4 Unit and qualification re-sits

Learners may re-sit each unit an unlimited number of times before entering for certification for OCR Level 2 Principal Learning in Sport and Active Leisure.

Learners may enter for the qualification an unlimited number of times.

8.5 Making qualification entries

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

The qualification certification code and qualification title to be quoted when making an entry is:

H846 OCR Level 2 Principal Learning in Sport and Active Leisure

Principal Learning certification is available from June 2011 for Level 2.

8.6 Grading

Grading of Principal Learning

Each Principal Learning unit will be either internally or externally assessed according to set criteria and mark schemes. This will result in a 'raw' mark for each learner. Assessors will be awarding marks and not grades to learners. Raw mark grade boundaries for each unit will be determined by an awarding committee consisting of senior assessors and based on the performance of the learners. These boundaries are not pre-set and may change from series to series. Once the grade boundaries have been chosen, each raw mark score is converted to a points score depending on the grade achieved. Although raw mark grade boundaries may vary, points boundaries are pre-set.

Principal Learning is a qualification in its own right. Once a learner has results for all the Principal Learning units in a line of learning at a given level, and a certification entry has been made, qualification grades are then calculated by adding learners' points score for each unit. This total score will determine the Principal Learning qualification grade.

Grading the Diploma

There are three constituents to the Diploma: Principal Learning, Additional and Specialist Learning and Generic Learning. Generic Learning consists of the Project (Foundation, Higher or Extended), Functional Skills, work experience and PLTS. Of these six elements only the Principal Learning and the Project contribute to the Diploma grade. The points awarded separately for Principal Learning and the Project are added together and the total points score determines the Diploma grade. Provided that this score is more than the minimum required for the lowest achievable grade for the level of the Diploma and all other elements of the Diploma have been passed (ie. Additional and Specialist Learning, Functional Skills, work experience and PLTS), then a Diploma can be awarded.

To gain a Diploma grade, candidates do not have to pass both the Principal Learning and Project separately. Provided the aggregate score is greater than the minimum required for a Pass, a Diploma grade will be issued. However, all elements must be attempted, it is not sufficient to gain enough points to pass the Diploma and, for example, fail to attempt the Project.

For further guidance on making claims for a Diploma award, please refer to the *Diplomas Admin Guide* which can be found on OCR's website www.ocr.org.uk.

8.7 Shelf-life of units

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

9 Further Support and Information

9.1 General enquiries

For general enquiries relating to any of OCR's qualifications, please contact the OCR Customer Contact Centre:

For queries relating to vocational qualifications:

Telephone: 02476 851 509

Fax: 02476 421 944

Email: vocational.qualifications@ocr.org.uk

For queries relating to general qualifications:

Telephone: 01223 553 998

Fax: 01223 552 627

Email: general.qualifications@ocr.org.uk

(The teams in both our contact centres can help you with your queries relating to Diplomas, Principal Learning and the Project.)

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

9.2 Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The Qualification Manager
Principal Learning in Sport and Active Leisure
Progress House
Westwood Way
Coventry
CV4 8JQ

9.3 OCR training events

Information on OCR's training events for centres can be found on our website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

9.4 OCR Publications

The OCR Publications Service offers support to OCR customers, centres, parents and learners. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order; to obtain a copy of this and to order publications, please go to <http://publications.ocr.org.uk> or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk

10 Marking Criteria – Glossary of Terms

This glossary is to be used in conjunction with the marking criteria in the internally assessed units. These are generic descriptions for the most commonly included words.

Adapt	Make suitable by changing
Address	Take account of all relevant issues and/or requirements
Adequate	Sufficient for the task – meets necessary requirements but does not go beyond this
Adequately	It is clear that the learner understands the concepts and principles but may not have provided the full details, expansion or examples needed in order to gain the highest marks. (relates to the 'best fit' approach in the handbook.)
Adjust	Change to make suitable
Adopt	Choose to accept
Advocate	Argue for
Agree	Concur
Analyse	Separate information into components and identify their characteristics – should be thorough/complete
Anticipated	Foreseen event, expect something will happen, possibly taking action in preparation for it happening
Apply	Put into effect in an organised/practical way
Appreciate / Appreciation	Recognise the full worth of something or someone; grasp the full implications
Appropriate	Relevant to the purpose/task
Argue	Present a reasoned case
Assemble	Fit together the parts or sub-elements
Assess	Offer a reasoned judgement informed by relevant facts
Assess	Make an informed judgement
Autonomy	Freedom from external control or influence
Awareness	Having knowledge or perception of a situation or fact
Balance	Considering all aspects
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included
Basic	Gives the minimum required
Brief	Accurate and to the point but lacking detail/contextualisation/examples
Broad	Generally but not completely – exhibits errors and omissions but serves the purpose (when a qualitative word relating to performance); an overview (when referring to scope/scale)
Broadly	Generally but not completely - exhibits errors and omissions but serves the purpose
Calculate	Apply mathematical principles
Capable	Conveys a sense of confidence that any task undertaken will be done reliably and well
Carry out	Put into practice
Check	Test for accuracy and correctness
Clear	Focussed and accurately expressed, without ambiguity
Collaborate	Work in partnership
Collect	Gather together

Comment	Present an informed opinion
Communicate	Make known, transfer information
Compare	Identify similarities and differences
Competence	Evidence that can do to the necessary standard for the task
Competent	Evidence that meets the necessary standard for the task
Complete	Finish/bring to a conclusion (without major omissions)
Complex	Consists of several interwoven parts, all of which relate together
Complicated	Containing intricately combined or involved parts
Comprehensive	The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth
Confident	Exhibiting certainty; having command over one's information/argument etc
Consider	Review and respond to given information
Considered	Reached after or carried out with careful thought
Contrast	Identify differences
Contribute	Offer ideas and/or practical input, commonly to a group activity
Convincing	All material requirements met; evidence presented with confidence
Convincingly	All the material requirements of a statement have been met including the provision of sufficient examples and contexts. Anything additional would move a candidate into the next band. (Relates to the 'best fit' approach in the handbook.)
Create	To originate (eg to produce a solution to a problem)
Critical	Incisive – exposing/recognising flaws
Criticise	Assess worth against explicit criteria/assumptions
Debate	Present different perspectives on an issue
Deduce	Draw conclusions from information provided
Define	Specify meaning
Demonstrate	Show in an explicit way
Describe	Set out characteristics
Design	Work out creatively/systematically
Detail	To describe something item by item, giving all the facts
Detailed	Point-by-point consideration of eg analysis, argument
Detect	Identify
Determine	Find out, decide (eg what is relevant)
Develop	Progress/expand (aspects of a piece of work) from a starting point
Devise	Work out by thinking or doing
Diligence	Careful and persistent work or effort
Direction	Specific instruction/indication where Teacher states/sets out what learners should do
Disassemble	Take apart the parts of a machine or structure
Discuss	Present, explain and evaluate salient points eg for/against an argument
Draw	Put ideas down on paper
Effective	Applies skills appropriately to a task and achieves the desired outcome; Successful in producing a desired or intended result
Efficient	Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge, skill and effort

<i>Note on effective versus efficient: both express approval of the way in which someone or something works but their meanings are different. Effective describes something which successfully produces an intended result, without reference to morality, economy or effort, or efficient use of resources. Efficient applies to someone or something able to produce results with the minimum expense or effort, as a result of good organisation or good design and making the best use of available resources</i>	
Enable	Allow, to make someone able to do something, or to make something possible
Estimate	Assign an approximate value
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience
Examine(d)	Investigate closely
Exchange	Provide a substitute, transfer data
Executed	Carried out
Exhibit	Demonstrates or has certain properties
Explain	Set out the purposes or reasons
Explore	Investigate purposefully and without preconceptions
Extend	Build upon
Extract	Draw out
Few	A small number or amount, not many but more than one
Follow	Carry out a procedure
Formed and worked	Shaped
Gather	Collect purposefully
Generate	Produce (eg a range of ideas)
Give	Supply
Guidance	Information and instructions provided by teacher for use by learners (often generic)
Hesitant	Lacking decisiveness of character; unable to act or decide quickly or firmly
Identify	Name or otherwise characterise
Illustrate	Present examples which help to clarify a particular point/issue
Implement	Put into action/use
Improve	Make better
In depth	Well beyond the basics, extensive, well-balanced, fully developed
Independent	Without reliance on others
Individual	Learner takes responsibility (for task/project)
Influence	Affect in some way
Input	Contribution (eg to an argument/discussion/activity)
Interpret	Translate information into recognisable form, translate/explain information in an understandable form
Investigate	Examine, delve into (eg an issue or theory)
Judge	Consider, to form, give or have an opinion
Just	If there was any less evidence for the statement in the candidate's work, a statement at the next lowest band would be more appropriate. (Relates to the 'best fit' approach in the handbook.)
Justify	Present a reasoned case
Know how	Knowledge and understanding based on experience
Limited	The work produced is small in range or scope and includes only a part of the information required; it evidences partial, rather than full, understanding

List	Document a series of outcomes or events or information
Little	A very small amount of evidence, or low number of examples, compared to what was expected, is included in the work
Logical	Clear rational, using reason, capable of or reflecting the capability for correct and valid reasoning
Maintain	Keep working, to keep machinery etc in good working condition
Manage	Exercise proper control over planning, execution, monitoring, taking action as necessary
Manufacture	Work and assemble materials to create products
Many	A large number of (<i>less than 'most' see below</i>)
Minimal	Of a minimum amount, quantity or degree
Model	A representation which can be tested
Modest	Moderate in amount or extent
Modification	Make worthwhile changes
Modify	To change
Most	Greatest in amount; the majority of; nearly all of; at least 75% of the content which is expected has been included
Negotiate	Discussion leading to agreement
Obtain	Acquire
Occasionally	Occurring, appearing or done infrequently and irregularly
Operate	Control the action of a product
Organise	Structure logically
Outline	Set out main characteristics
Participate	Take part in
Perform	Present, enact (to a given audience)
Persuade	Make someone do or believe, do something by reasoning
Plan	Consider, set out and communicate what is to be done
Predict	To say that an event or action will happen in the future, as a result of knowledge or experience
Present	1. Produce an exposition/resumé for an audience eg at the conclusion of the project to demonstrate what has been done and the outcome 2. Set out (project) aims, content, outcomes and conclusions clearly/logically for the use/benefit of others
Prioritise	Order in sequence of priority
Produce	Construct, manufacture, make, present
Proficient	Clearly competent – completes task with ease using appropriate skills and techniques
Promote	Work for, urge the adoption of (eg a particular course of action/solution)
Propose	Suggest
Prototyped	First manufactured product which is then tested
Prove	Demonstrate validity on the basis of evidence
Provide	Make available
Purposeful	With real meaning, appropriate to the task, having meaning through having an aim
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact
Realistic	With an understanding and recognition of the true situation
Realistically	With an understanding and recognition of the true situation

Reasonable	Enough to complete a task but not flawless, omissions/inaccuracies are present, the work, whilst not ideal, is of a quality and type which is acceptable for the task and level
Reasoned	Justified, to understand and to make judgments based on practical facts
Recognise	Identify
Record	To indicate/note something, keep information for the future, by writing it down, drawing it or storing it
Refer	Reflect upon
Refine	Improve, make more precise, polish through review and further consideration
Reflect	Look back upon and appraise, relate to (eg to stated aims), give contemplative, balanced consideration to an issue or action
Reflective	Balanced, contemplative consideration of what has been produced/achieved
Rehearse	Practise or run through
Relate	Demonstrate interconnections
Relevant	Correctly focused on the activity
Research	look into and extract relevant information, issues etc (can be from external sources)
Respond	Reply
Review	Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not
Rudimentary	Basic, simple, uncompleted or undeveloped
Running	Operating a process
Seek out	Find
Select	Choose, to choose things or to choose by making decisions
Set up	Prepare a system for operation
Several	<i>See some</i>
Show	Present, produce an exposition/resume for an audience, set out (project) aims, content, outcomes and conclusions clearly/logically for the use/benefit of others
Simple	The work is composed of one part only, either in terms of its demands or in relation to how a more complex task has been interpreted by the candidate
Simulated	To reproduce the conditions of a procedure as in carrying out an experiment
Skilful	Evidence that relevant skills are applied to a high standard and with insight/flexibility in varying contexts
Skilfully	Applies relevant skills to a high standard, with insight/flexibility in varying situations
Skilfully	Evidence that can do and can apply relevant skills to a high standard and with insight/flexibility in varying situations
Some	About 50% of the content which would have been expected is included
Sophisticated	Uses refined and complex applications efficiently and effectively
Sound	Valid, logical, justifiable, well reasoned
State	Express in precise terms, express in unequivocal terms
Substantial	Significant, recognisable and clearly sufficient for the task involved
Suggest	Give possible alternatives, produce an idea, put forward (eg an idea, plan) for consideration
Summarise	Concisely present principal points
Support	Teacher gives training, instruction, guidance and advice as appropriate and monitors activities to assist learners in tackling/completing their projects, ensuring authenticity and a fair and accurate assessment
Tailored	Fashioned or adapted to a particular purpose/need

Test	An examination or trial
Thorough	Extremely attentive to accuracy and detail
Understanding	Know the meaning of
Undertake	Take part in
Use	Bring into action
Varied	Differ in size, amount, degree or nature from something else of the same class
Variety	A number or range of things of the same general class that are distinct in character or quality
Verified	Prove to be true
Wide	The learner has included many relevant details, examples or contexts thus avoiding a narrow or superficial approach, broad approach taken to scope/scale; comprehensive list of examples given
Well-structured	Put together in a clear and logical way
Worked	Undertake tasks

11 The Diploma - components and features

11.1 An introduction

OCR introduced its Diplomas into consortia/centres from 2008. Designed principally, although not exclusively, for 14–19 year olds, each Diploma explores a range of widely applicable skills and knowledge within the context of one employment sector. At the heart of the Diploma is the concept of applied learning – acquiring knowledge and skills through tasks or contexts that have many of the characteristics of real work.

Each Diploma has three components:

- Principal Learning
- Generic Learning
- Additional and Specialist Learning.

For a full list of the Diploma work-related sectors please refer to www.qcda.gov.uk.

11.2 Diploma aims

The purpose of the Diploma in sport and active leisure at Foundation, Higher and Advanced levels is to introduce learners to the world of sport and active leisure. It is for all learners and has particular relevance to learners who are aged 14 to 19 and who seek to acquire knowledge and develop skills in the broad context of the relevant sport and leisure industries.

Principal Learning provides the essential knowledge, skills and understanding for all learners within the sector(s) covered. Specialist learning enables learners to acquire a deeper understanding and/or application of the topics covered in principal learning or to explore a related topic with a more local focus.

Each Diploma in sport and active leisure will:

- enable individuals to acquire relevant Personal, Learning and Thinking Skills (PLTS) in a sport and active leisure context
- give opportunities to acquire and practise essential Functional Skills in English, mathematics and information and communication technology (ICT) that are relevant to the level and delivered in the context of sport and active leisure
- offer progression to other Diplomas and opportunities to transfer laterally and progress to further education, apprenticeships, training and employment
- aid effective transition to further education, work-based learning or higher education and to working life by providing a wide range of transferable skills and knowledge
- provide a motivating learning experience through a blend of general education and applied learning within a coherent and stimulating programme
- meet the skills needs of employers by developing broad knowledge and understanding about the sector as well as the skills and attributes related to the industry
- ensure teaching and learning draws on up-to-date developments from the sport and active leisure industry
- provide an education that helps learners thrive in a constantly changing global economy

- offer rich and varied learning environments
- support diversity and inclusion
- include opportunities for developing understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues; sustainable development; health and safety considerations; and European developments consistent with international agreements.

11.3 Diploma structure

<p>Principal Learning 240 glh</p> <p>50% Applied Learning</p> <p>30 glh must be externally assessed</p>	<p>Generic Learning 240 glh</p> <ul style="list-style-type: none"> • Functional skills English, mathematics and ICT at Level 1 = 120 glh • Project = 60 glh • Work experience min 10 days 	<p>Additional and Specialist Learning 120 glh</p>
<p>Personal, Learning and Thinking Skills = 60 glh</p>		

Level 2 Higher Diploma: 800 glh

Principal Learning 420 glh 50% Applied Learning 60 glh must be externally assessed	Generic Learning 200 glh <ul style="list-style-type: none"> • Functional skills English, mathematics and ICT at Level 2 = 80 glh • Project = 60 glh • Work experience min 10 days 	Additional and Specialist Learning 180 glh
Personal, Learning and Thinking Skills = 60 glh		

Level 3 Advanced Diploma: 1080 glh

Principal Learning 540 glh 50% Applied Learning 120 or 180 glh* must be externally assessed	Generic Learning 180 glh <ul style="list-style-type: none"> • Functional skills English, mathematics and ICT at Level 2 • Extended Project = 120 glh • Work experience min 10 days 	Additional and Specialist Learning 360 glh
Personal, Learning and Thinking Skills = 60 glh		* Dependent on line of learning

Level 3 Progression Diploma: 720 glh – for learners 16+

Principal Learning 540 glh 50% Applied Learning 120 or 180 glh* must be externally assessed	Generic Learning 180 glh <ul style="list-style-type: none"> • Functional skills English, mathematics and ICT at Level 2 • Extended Project = 120 glh • Work experience min 10 days 	
Personal, Learning and Thinking Skills = 60 glh		* Dependent on line of learning

11.4 Principal Learning

Please see section 2 of this centre handbook for the key features of OCR Level 2 Principal Learning in Sport and Active Leisure.

11.5 Generic learning

Through the Generic Learning component, learners develop and apply the knowledge and skills necessary for learning, employment and personal development. Generic Learning includes:

- Functional Skills
- Personal, Learning and Thinking Skills
- Work experience
- A Foundation, Higher or Extended Project.

11.5.1 Functional skills

Key features of Functional Skills:

- Functional Skills are available in English, mathematics and information and communication technology (ICT)
- Functional Skills are discrete qualifications as well as an integral part of the Diploma qualification
- Learners studying a Level 1 Diploma must acquire Functional Skills in English, mathematics and ICT at Level 1
- Learners studying a Level 2 or Level 3 Diploma must acquire Functional Skills in English, mathematics and ICT at Level 2
- Consortia should integrate Functional Skills development into learning and assessment. OCR has signposted these skills within the Principal Learning qualification (see section 7 of this centre handbook).

11.5.2 Personal, Learning and Thinking Skills

Please see section 2.4 of this centre handbook for the key features of Personal, Learning and Thinking Skills.

11.5.3 Work experience

Key features of work experience:

- Work experience is not a compulsory part of the Principal Learning component
- Work experience is a compulsory part of the Diploma. All learners must undertake a minimum of 10 days work experience
- This work experience should support work related learning, provide opportunity for the collection of evidence, enhance the learning experience and support the development of both sector specific and employability skills
- Work experience is not assessed.

11.5.4 The Project

Key features of the Project:

- The Project provides an opportunity to learn about project management and encourages independent learning
- Each learner is able to tailor their Project to fit their individual needs, choices and aspirations. The project topic must complement and develop the themes and topics of the learner's Principal Learning or support learner progression
- Topics for the Project must be negotiated and agreed between the learner and assessor.

A Project Qualification is available at three levels, Foundation, Higher and Extended. Level 2 Diploma learners should complete the Higher Project.

11.6 Additional and Specialist Learning

Key features of Additional and Specialist Learning:

- Additional and Specialist Learning comprises qualifications selected by the learner (or consortium/centre) from the Diploma catalogue
- Additional learning is complementary to the sector and allows learners to choose topics to reflect their interests, needs and aspirations
- Specialist Learning comprises qualifications recommended by employers or higher education advisers and they support progression within the sector
- Specialist Learning pathways are available within some qualifications identified as Additional and Specialist Learning. Learners can select units from within the qualification to follow these specialist areas.

For a full, up-to-date list of all the qualifications recognised as Additional and Specialist Learning please refer to the Diploma catalogue at www.accreditedqualifications.org.uk.

Appendix A: Guidance for the Production of Electronic Evidence

Each Principal Learning qualification is made up of a number of mandatory units.

The evidence for these qualifications will vary depending on the approach taken. The various forms of evidence can be submitted electronically using the OCR Repository from June 2009.

The following evidence **must** be submitted:

- Total mark for the unit
- Outcome of the unit
- Unit Recording Sheet
- Centre Authentication Form.

Structure for evidence

The learner's evidence should be filed in a collection of folders and files which should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by using an index, called 'Home Page'.

In order to facilitate ease of upload to the OCR Repository, each filename should commence with the candidate's 4 digit candidate number. This will allow the centre to upload multiple files simultaneously. If the filenames do not commence in this way, the files will need to be individually uploaded to each candidate's own area of the Repository. (Please note that individual file size is limited to 20 MB.)

There should be a top-level folder detailing the learner's centre number, unique learner number, surname and forename, together with the qualification code and unit code, so that the evidence is clearly identified as the work of one learner.

Each learner's folders should be stored in a secure area on the centre network. The centre should upload the following documentation to the centre folder in the Repository by the coursework submission deadline:

- Unit Recording Sheet
- Centre Authentication Form.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save learners' work using an appropriate file format. (Further information on this topic is provided in the separate *OCR Guidance on Digital Controlled Assessment Submissions*.)

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

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

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises

against changing the file format in which the document was originally created. It is the centre's responsibility to ensure that the electronic evidence submitted for moderation is accessible to the Moderator and fully represents the evidence available for each learner.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

PDF (.pdf)

Comma Separated Values (.csv)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

Access (.mdb)

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.