

Sport and Active Leisure

OCR Level 3 Principal Learning in Sport and Active Leisure H847

Extract from OCR Centre Handbook
Section 3 - Accredited units

The OCR centre handbook for Level 3 Principal Learning in Sport and Active Leisure is available to download, free of charge, from the OCR website (www.ocr.org.uk).

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

The centre handbook sections are:

- 1 Introduction
- 2 Principal Learning in Sport and Active Leisure – an overview
- 3 Units
- 4 General Information
- 5 External Assessment
- 6 Internal Assessment
- 7 Mapping and Signposting
- 8 Administration Arrangements
- 9 Further Support and Information
- 10 Marking Criteria – Glossary of Terms
- 11 The Diploma – Components and Features

Appendix A: Guidance for the Production of Electronic Evidence

Unit G705: The impact of an active and healthy lifestyle

Unit level Level 3	Unit size 60 Guided Learning Hours 1 hour 30 minutes will be spent on the examination.
Unit overview <p>The scientific evidence for leading an active and healthy lifestyle is compelling. Positive lifestyle choices are essential for both an individual's health and wellbeing and the health of the nation. However, changing an individual's attitude in respect of their lifestyle presents a tremendous public health challenge – a challenge the UK must rise to if the nation's health is to be improved.</p> <p>This unit will help learners to appreciate what constitutes a lifestyle choice and the rationale for making positive choices. On completion, learners will understand the ways in which behaviour change is encouraged and how these approaches are implemented.</p> <p>Many of the issues raised within the unit are emotive, controversial and subject to intense public debate. For example, is obesity an individual or a societal problem? How do we change people's perception that they are already sufficiently healthy? What is the cost to society of individuals' actions? What is the role of the state in promoting behavioural change?</p>	

Learning outcomes	Assessment criteria	Amplification
<p>The learner will:</p> <p>1 know factors which contribute to individuals' lifestyle choices</p>	<p>The learner can:</p> <p>1.1 describe lifestyle choices which impact on individuals' health and wellbeing</p> <p>1.2 identify reasons why individuals make particular lifestyle choices</p>	<p>Lifestyle choices which impact on individuals' health and wellbeing:</p> <ul style="list-style-type: none"> • diet and nutrition <ul style="list-style-type: none"> – energy requirements, RMR, BMR – diet composition – dietary requirements for bodily processes and functions • taking exercise • sleep pattern • work-life balance • substance use <p>Reasons why individuals make particular lifestyle choices:</p> <ul style="list-style-type: none"> • beliefs, feeling and attitudes • personal and social identity <ul style="list-style-type: none"> – gender – age – race – socioeconomic status • work commitments • family commitments • media coverage • advertising • income • resources/opportunities • health and wellbeing influence of others (peers, family, social networks, teacher/tutor, health professionals, government)

Learning outcomes	Assessment criteria	Amplification
<p>2 understand the implications of individuals' lifestyle choices</p>	<p>2.1 evaluate impacts of lifestyle choices on individuals' physical wellbeing</p> <p>2.2 evaluate impacts of lifestyle choices on individuals' mental wellbeing</p> <p>2.3 analyse how individual lifestyle choices impact on society</p>	<p>Impact of lifestyle choices on individuals' physical wellbeing:</p> <ul style="list-style-type: none"> • level of physical fitness • propensity to obesity • propensity to succumb to physical illness/disease/injury/medical conditions • extent of brain function <p>Impact of lifestyle choices on individuals' mental wellbeing:</p> <ul style="list-style-type: none"> • level of motivation • ability to concentrate • extent of self-confidence • sense of wellbeing • propensity to succumb to mental illness/stress <p>How individual lifestyle choices impact on society:</p> <ul style="list-style-type: none"> • level of general fitness • prevalence of risk factors that impact on health • costs to local community health/social services • life expectancy • health inequality • quality of life • workforce productivity/economic output • absenteeism in workforce • societal work-life balance

Learning outcomes	Assessment criteria	Amplification
<p>3 understand factors affecting the validity and reliability of indicators used to measure impacts of lifestyle choices on society</p>	<p>3.1 explain the indicators used to measure impacts of lifestyle choices on society</p> <p>3.2 analyse what determines the validity and reliability of indicators</p>	<p>Key indicators used to measure impacts of lifestyle choices on society:</p> <ul style="list-style-type: none"> • participation in sport and active recreation • self reported measures of individuals' overall health and well-being • all-age, all-cause mortality rate • mortality rate from circulatory diseases • mortality from cancers • healthy life expectancy • obesity among primary school age children <p>Factors that determine the validity and reliability of indicators:</p> <ul style="list-style-type: none"> • ethical considerations • sources of data available/used • scientifically effective form of measurement • justifiable methodology • recording of results • interpretation of results
<p>4 understand how changes that impact on lifestyle choices are implemented</p>	<p>4.1 assess ways that promote lifestyle choice behaviour change</p>	<p>Ways that promote lifestyle choice behaviour change:</p> <ul style="list-style-type: none"> • industry initiatives • local/national government initiatives <p><i>(Learners must consider the most up-to-date initiatives)</i></p> <ul style="list-style-type: none"> • social marketing <ul style="list-style-type: none"> – large-scale, community wide, information campaigns, media

Learning outcomes	Assessment criteria	Amplification
	<p>4.2 evaluate implementation plans for positive lifestyle choice changes</p>	<ul style="list-style-type: none"> • community ‘behavioural change’ projects and support groups • classroom-based education • legislation • individual intervention <ul style="list-style-type: none"> – acquiring information <ul style="list-style-type: none"> ○ lifestyle questionnaires ○ fitness testing ○ health screening – behaviour change programmes <ul style="list-style-type: none"> ○ inform ○ set goals ○ address obstacles ○ self-monitor – motivational support – behavioural rewards <p>Implementation plans for positive lifestyle choice change should:</p> <ul style="list-style-type: none"> • draw on the analysis and evaluation of relevant information • identify target group(s) • establish realistic objectives • determine timescales • agree measures for success • propose practical ways forward • be communicated in relevant ways • monitor and review outcomes

Form of assessment

Requirements for assessment

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

Length of paper: 1 hour 30 minutes

Number of marks: 60

- A range of questions; short response and extended answers.
- The use of different scenarios and contexts so as to reflect the breadth of the sector.
- Use of information that enables learners to demonstrate their understanding of lifestyle choices and their implications.

Guidance to centres

- In this unit it is recommended that learners spend 58.5 glh on the acquisition of knowledge, skills and understanding for the examination. The remaining 1.5 hours will be spent on the examination.
- In each examination series learners will be tested on their knowledge of selected assessment criteria for each learning outcome. The full range of assessment criteria will be tested over a period of time.
- All questions must be attempted.

Marking criteria

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

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

Approaches to applied learning

This unit falls within the *sport and active leisure and the individual* 'theme' and links to the other units that fall within this theme: Unit G706: *Effective management and leadership in sport and active leisure*, Unit G707: *Applying science to sport and active leisure* and Unit G708: *Applying scientific principles to enhance performance in sport and active leisure*. Although OCR does not impose the order of delivery for units, it is important that learners have a sound understanding of the content of this unit and that this understanding is gained early in the learner's programme as other units will use or build upon it.

The aim of this unit is to enable learners to develop an awareness of lifestyle choices and the reasons why individuals make particular choices. It requires learners to understand how changes that encourage others to make better lifestyle choices are implemented.

In respect of content delivery, OCR does not prescribe an approach that centres should adhere to; centres are free to adopt any approach that best meets local circumstances and their learners' needs. Centres should, however, seek to ensure that applied learning is secured through the approach adopted.

For instance, delivery of this unit might be centred around learners' exploration of the lifestyle choices made by a particular group (or groups) within the learner's local community. Consideration could then be given to the impact that the group's lifestyle choices have on local and national services both now and in the future. This might culminate in learners devising an 'active and healthy lifestyles' plan relevant to the group in question. Alternatively, they might report their findings to an audience of relevant stakeholders. There are a number of high profile initiatives that learners could consider in relation to making positive change, for instance, the Government's *Change4Life* campaign. Learners might be encouraged to explore the extent to which generic campaigns to effect behaviour change have different effects on individuals from diverse socioeconomic and cultural backgrounds. The potential for unexpected negative consequences might also be considered eg the perceived higher cost to individuals of 'healthy eating' and the impact of this on low income groups.

Although there are no Personal, Learning and Thinking Skills (PLTS) assessed through this unit, opportunities should be sought to develop and apply PLTS through the learning programme. An activity of this nature could require learners to organise themselves and demonstrate personal responsibility, initiative and creativity, ie the generic 'self-manager' skills as described within the PLTS framework. In addition, this approach could create opportunities to develop and apply generic 'independent enquirer skills', ie planning how to go about an investigation, processing and evaluating information and taking informed and well-reasoned decisions.

In order to undertake an investigation such as that described, learners would be required to appreciate the notion of a 'lifestyle choice' and, indeed, the factors which impact upon individuals' lifestyle choices. There are opportunities to engage learners in discussions in which they consider their own lifestyle choices, the reasons why these choices are made and the positive steps that they might take to improve their own health and well-being. Opportunities abound here to develop and apply skills such as those relating to exploring issues from different perspectives (IE3), and considering the influence of circumstances, beliefs and feelings on decisions (IE5).

As regards the impacts of lifestyle choices, there is a wealth of information in the public domain relating to the effects of poor diet and nutrition, lack of physical activity, etc. on individuals' health and wellbeing and on society as a whole. Learners should have some knowledge of the physical impacts of these lifestyle choices, for instance, diabetes type II, hypertension and risk of cancers. They should also be aware of mental impacts, which could include low confidence, depression and stress. Centres could refer learners to publications such as the Department of Health's 2004 report *At least five a week: Evidence on the impact of physical activity and its relationship to health*, The Government Office for Science's 2007 report *Foresight - Tackling Obesity - Future Choices Project* and/or The Information Centre (NHS) 2008 document *Statistics on obesity, physical activity and diet*. These documents (and many others) could be used as a basis for debate, research, reporting, etc. In addition, centres could make use of videos/DVDs, TV documentaries, newspaper

articles and guest speakers

Learners should also consider interventions that go beyond information campaigns ie approaches to individual intervention that simultaneously seek to inform, motivate and provide individuals with the necessary skills to bring about behaviour change. Individual intervention may come from a variety of sources, including medical professionals, lifestyle coaches, etc. Learners should be aware of the positive and negative implications of making use of different methods of lifestyle choice behaviour change. A range of health professionals and practitioners could be utilised to bring the topic alive and provide information about the ways in which lifestyle choice behaviour change is promoted They will have a wealth of experience and understanding about why individuals make different lifestyle choices and could lead group discussion and debate. The Transtheoretical Model of Behaviour Change could be used to develop an understanding of the process of behaviour change; it could form the basis for discussion into the stages and challenges of these changes. This model could be a useful tool to develop learning and discussion but would not be directly assessed in the examination. In addition, learners could carry out interviews with family and friends. Again, learners might look to apply and develop the skills which enable them to consider the influence of circumstances, beliefs and feelings on decisions here (IE5). If interviews are used, learners will need support in order to ensure that the individual selected for interview is appropriate and that the interview arrangements are suitable. Centres should work with learners to ensure both the suitability of their questions and that they have considered how they will record interviewees' responses. An activity, as described, would conceivably require learners to develop and apply the generic skills relating to working towards goals and showing initiative and perseverance (SM2). Similarly, organisation of time and resources would be necessary (SM3) to achieve a positive outcome.

Learners should be able to demonstrate an understanding of the key indicators that are used to measure the impact of lifestyle choices on society; in particular what the indicator involves in terms of methodology, and how and why it is used.

Learners might carry out their own research (IE2) using lifestyle analysis questionnaires. Consideration would need to be given here to relevant ethical considerations – anonymity, consent, confidentiality, etc. Learners should understand the terms validity and reliability and, therefore, be aware of what determines if a research method is suitable in terms of, for instance, the target group in question. The effectiveness of any approach should also be considered, ie determining reliability and validity via such methods as test/retest, internal consistency, control groups and sample selection.

Teaching learners the skill of analysing and evaluating research data collected (IE4) would then better enable learners to support any conclusions they arrive at with reasoned arguments and evidence (IE6). Learners will benefit from careful guidance relating to collating, analysing and interpreting statistical information and in ensuring the validity and reliability of data. Within this context all these skills would be relevant to the teaching of the subject content and should assist in meeting higher levels of learner achievement. It is feasible that an activity such as this, which potentially extends over a number of weeks, would require learners to cope with, and manage, a number of competing pressures on their time (SM5). Further examples of how additional PLTS might be developed are given below.

This activity might also provide learners with opportunities to apply English, mathematics and ICT skills in a way that supports the achievement of Functional Skills. The application of Functional Skills developed in other contexts might also support achievement within this activity and, hence, the unit. There may be opportunities within this context to encourage learners to contribute to discussions, write documents that communicate information effectively and persuasively and compare, select, read and understand texts in order to gather relevant information, ideas, arguments and opinions. Learners might also be guided towards selecting and applying relevant mathematics to draw conclusions in their research. In respect of ICT, learners might be encouraged to select and use a variety of sources of information independently in order to carry out supporting research. Finally, the opportunity to present information appropriately, given the nature of the task in hand or audience, could also be utilised. Further suggestions as regards opportunities to apply and develop English, mathematics and ICT within this unit are cited below.

Personal, Learning and Thinking Skills

There are no Personal, Learning and Thinking Skills (PLTS) embedded within the assessment criteria; however, Level 3 Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply PLTS in a number of ways. Centres should seek other opportunities for learners to develop the PLTS through the learning programme. Opportunities will depend on how the unit is delivered and the context in which the learning takes place. Some examples of opportunities, additional to those cited in the **approaches to applied learning**, are given below.

Reflective learners

- Learners could draw up plans for change for either themselves or others. This might involve the learner assessing their own lifestyle choices or the choices of others. Lifestyle choice goals, together with success criteria, could be set with feedback invited from teachers, tutors and/or peers on the perceived effectiveness of the plans.

Effective participators

- An analysis of the negative implications of individual lifestyle choices on society could involve learners discussing any issues of concern identified with teachers, tutors and/or peers.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply English, ICT and mathematics skills in a number of ways. Depending on how the unit is delivered and the context in which it takes place these opportunities should occur naturally. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions in respect of what determines the validity and reliability of key indicators.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions in respect of the implications of individual lifestyle choices on society.
- Write a plan communicating information, ideas and opinions effectively and persuasively.

ICT

- Select and use a variety of sources of information independently in order to inform understanding of the impact of lifestyle choices.
- Present a case advocating plans for changes to impact to individuals' lifestyle choices in ways that are fit for purpose and audience.

Mathematics

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

Unit G706: Effective management and leadership in sport and active leisure

Unit level Level 3	Unit size 60 Guided Learning Hours It is recommended that the learner spends 45 glh on the acquisition of knowledge, skills and understanding. The remaining 15 glh will take the form of controlled assessment where the learner produces the appropriate evidence.
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Unit overview

The Government has set a challenging target to increase the number of people taking part in sport and physical activity and is aiming to achieve this through a variety of strategies. For example, using major sport and active leisure events such as the Olympics to kick-start participation initiatives. This can only be achieved through the combined efforts and expertise of sport and active leisure businesses and organisations; exciting and engaging programmes will need to be developed in order to galvanise the nation into activity. Effective management and leadership are key to increasing and sustaining participation.

The purpose of this unit is to enable learners to propose ways to increase and sustain participation through sport and active leisure business opportunities.

Learners will explore the contribution of leaders and managers to sport and active leisure businesses and determine how they sustain increased participation. They will find out about different types of business models and develop an understanding of how business functions can be applied to sustain increased participation.

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know the roles, responsibilities and attributes of key personnel in effective sport and active leisure organisations</p>	<p>The learner can:</p> <p>1.1 identify roles and responsibilities of leaders and managers</p> <p>1.2 describe the competences and qualities required of effective leaders</p> <p>1.3 describe the skills and qualities required of effective managers</p>	<p>Roles and responsibilities of leaders:</p> <ul style="list-style-type: none"> • providing vision • overseeing change • creating business opportunities <p>Roles and responsibilities of managers:</p> <ul style="list-style-type: none"> • managing/coordinating business functions (marketing, human resources, finance and operations) • ensuring compliance with regulatory/legal requirements • developing business opportunities <p>Competences and qualities required of effective leaders:</p> <ul style="list-style-type: none"> • visionary • innovative • inspirational/motivational • driven/focused • measured/balanced • decisive • reflective <p>Skills and qualities required of effective managers:</p> <ul style="list-style-type: none"> • skills <ul style="list-style-type: none"> – providing leadership – organisational – ability to work collaboratively – delegation – communication

Learning outcomes	Assessment criteria	Exemplification
		<ul style="list-style-type: none"> - mediation - negotiation - balancing diverse views - coaching/mentoring <ul style="list-style-type: none"> • qualities <ul style="list-style-type: none"> - analytical - motivational/motivated - approachable - flexible - patient - empathetic - principled
<p>2 understand how effective management and leadership can increase and sustain active participation</p>	<p>2.1 analyse how the functions of business can be applied to increase and sustain active participation</p> <p>2.2 evaluate the leadership styles appropriate to managing diverse situations</p>	<p>How the functions of business can be applied to increase and sustain active participation:</p> <ul style="list-style-type: none"> • marketing <ul style="list-style-type: none"> - promotions and campaigns - product/service innovation/design • human resource management <ul style="list-style-type: none"> - recruitment and selection - training and development • finance <ul style="list-style-type: none"> - financial planning • operations <ul style="list-style-type: none"> - product/service delivery <p>Leadership styles appropriate to managing diverse situations:</p> <ul style="list-style-type: none"> • autocratic • democratic • laissez-faire

Learning outcomes	Assessment criteria	Exemplification
	<p>2.3 evaluate the motivational strategies leaders and managers use to sustain increased participation</p> <p>2.4 analyse how leaders and managers increase active participation in a sustainable manner</p>	<p>The motivational strategies leaders and managers use to sustain increased participation:</p> <ul style="list-style-type: none"> • intervention strategies – taster sessions, use of role models, campaigns, demonstrations • use of extrinsic rewards • positive reinforcement • building quality relationships • goal setting for retention • buddy/mentoring systems for support • performance development <p>How leaders and managers increase active participation in a sustainable manner:</p> <ul style="list-style-type: none"> • balance supply and demand • account for conflicting priorities <ul style="list-style-type: none"> – funding – facilities • balance competing social and commercial priorities <ul style="list-style-type: none"> – stakeholder analysis
<p>3 know the different types of business models used in the sport and active leisure industry</p>	<p>3.1 select business models used in industry</p>	<p>Business models used in industry:</p> <ul style="list-style-type: none"> • small- and medium-sized enterprises <ul style="list-style-type: none"> – self-employed – sole traders – partnerships – private limited companies • large corporate organisations <ul style="list-style-type: none"> – public limited companies • franchises • charitable trusts • publicly funded organisations

Learning outcomes	Assessment criteria	Exemplification
<p>4 be able to research business opportunities to increase participation</p>	<p>4.1 generate ideas for business opportunities to increase participation (CT1)</p> <p>4.2 devise questionnaires to research demand for business opportunities (IE2)</p> <p>4.3 adapt ideas for business opportunities to increase participation, based on conclusions drawn from research</p>	<p>Generating ideas includes:</p> <ul style="list-style-type: none"> • brainstorm • mind maps • story board • lotus blossom <p>Research methods: Primary research</p> <p>Devising questionnaires includes:</p> <ul style="list-style-type: none"> • develop questions in line with research objectives • select question types • refine question wording • determine appearance and layout • pilot <p>Adapting ideas includes:</p> <ul style="list-style-type: none"> • assess options • draw conclusions • implement changes

Learning outcomes	Assessment criteria	Exemplification
<p>5 be able to recommend ways to increase and sustain participation through business opportunities</p>	<p>5.1 propose ways to increase and sustain participation through business opportunities (EP2)</p>	<p>Proposing ways to increase and sustain participation through business opportunities includes:</p> <ul style="list-style-type: none"> • present a case <ul style="list-style-type: none"> – relevant to audience – persuasive – justified – consider all aspects • suggest practical ways forward • develop ideas • balance pros and cons • address conflicting priorities

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

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

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

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

Task taking:

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

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

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

Task marking:

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

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

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

- a record of generating and adapting ideas, supported by conclusions drawn from research
- a questionnaire to determine demand for business opportunities
- a proposal for a business opportunity that addresses ways to increase and sustain participation.

Guidance to centres

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

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
1.1	identifies roles and responsibilities of leaders and managers, few of which are relevant	identifies roles and responsibilities of leaders and managers, some of which are relevant	identifies roles and responsibilities of leaders and managers, most of which are relevant
1.2	a basic description of competences and qualities required of effective leaders	a description, some of which is detailed , of competences and qualities required of effective leaders	a thorough and clear description of competences and qualities required of effective leaders
1.3	a basic description of skills and qualities required of effective managers	a description, some of which is detailed , of skills and qualities required of effective managers	a thorough and clear description of skills and qualities required of effective managers
2.1	a simplistic analysis showing limited understanding of how business functions can be applied to increase and sustain active participation	an analysis, some of which is detailed , showing clear understanding of how business functions can be applied to increase and sustain active participation	a detailed analysis, showing comprehensive understanding of how business functions can be applied to increase and sustain active participation
	[0, 1, 2, 3]	[4, 5, 6, 7]	[8, 9, 10, 11, 12]

Assessment criterion reference	Band 1	Band 2	Band 3
2.2	a basic evaluation of the leadership styles appropriate to managing diverse situations resulting in judgements of limited value	a developed evaluation of the leadership styles appropriate to managing diverse situations resulting in judgements which are broadly appropriate	a thorough and well-developed evaluation of the leadership styles appropriate to managing diverse situations resulting in judgements which are clear and appropriate
2.3	a basic evaluation of how leaders and managers use motivational strategies to sustain increased participation resulting in judgements of limited value	a developed evaluation of how leaders and managers use motivational strategies to sustain increased participation resulting in judgements which are broadly appropriate	a thorough and well-developed evaluation of how leaders and managers use motivational strategies to sustain increased participation resulting in judgements which are clear and appropriate
2.4	a simplistic analysis showing limited understanding of how to increase active participation in a sustainable manner	an analysis, some of which is detailed , showing clear understanding of how to increase active participation in a sustainable manner	a detailed analysis, showing comprehensive understanding of how to increase active participation in a sustainable manner
3.1	selects business models of limited value used in industry [0, 1, 2, 3, 4, 5, 6]	selects broadly appropriate business models used in industry [7, 8, 9, 10, 11, 12]	selects appropriate business models used in industry [13, 14, 15, 16, 17, 18]

Assessment criterion reference	Band 1	Band 2	Band 3
4.1	with limited effectiveness generates simplistic ideas for business opportunities to increase participation, few of which are suitable	with some effectiveness generates ideas for business opportunities to increase participation, some of which are suitable	effectively and capably generates well-considered ideas for business opportunities to increase participation, most of which are suitable
4.2	hesitantly and with limited effectiveness devises questionnaires to research the demand for business opportunities, resulting in questionnaires of limited value	with some effectiveness devises questionnaires to research demand for business ideas, resulting in broadly appropriate questionnaires	confidently and effectively devises questionnaires to research demand for business opportunities, resulting in clear and appropriate questionnaires
4.3	ideas for business opportunities are adapted with little reference to conclusions drawn from research. The adapted ideas for business opportunities are of limited value	ideas for business opportunities are adapted with some reference to conclusions drawn from research. The adapted ideas for business opportunities are broadly appropriate	ideas for business opportunities are adapted with effective use of conclusions drawn from research. The adapted ideas for business opportunities are appropriate and realistic
	[0, 1, 2, 3, 4, 5, 6]	[7, 8, 9, 10, 11, 12]	[13, 14, 15, 16, 17, 18]
5.1	with limited effectiveness proposes basic ways to increase and sustain participation through business opportunities	with some effectiveness proposes broadly appropriate ways to increase and sustain participation through business opportunities	effectively proposes appropriate and realistic ways to increase and sustain participation through business opportunities
	[0, 1, 2, 3]	[4, 5, 6, 7]	[8, 9, 10, 11, 12]

Approaches to applied learning

This unit falls within the *sport and active leisure and the individual* 'theme' together with Unit G705: *The impact of an active and healthy lifestyle*, Unit G707: *Applying science to sport and active leisure* and Unit G708: *Applying scientific principles to enhance performance in sport and active leisure*. This unit links to, and may support the delivery of, Unit G712: *Promoting opportunities for all in the sport and active leisure industry* and Unit G713: *Developing community cohesion through sport and active leisure*.

The aim of this unit is to enable learners to propose ways to increase and sustain participation through sport and active leisure business opportunities.

Learners will benefit from exposure to a wide range of sport and active leisure organisations; consideration, wherever possible, should encompass the full breadth of the sector footprint. Learners must know about the different types of business models used in the industry (self-employed, voluntary and membership sports and leisure clubs, third sector organisations, local authorities and large corporate organisations) from both an organisational and a strategic perspective. Learners should be encouraged to compare and contrast features of local authority sport and recreation centres, private health and fitness clubs, national charities such as Natural England and the National Trust, voluntary leisure clubs such as the Ramblers Association, professional sports clubs and national governing bodies such as the Amateur Swimming Association. Learners would benefit from exposure to organisations from across each of the three sectors of provision – private, public and third sector. Consideration might also be given to the ways in which different models are suited to increasing and sustaining active participation.

Learners must also recognise the contribution of both leaders and managers to driving up and sustaining active participation. Classroom teaching, complemented with discussion and debate, could be used to encourage learners to draw out the distinctions in terms of leaders' and managers' roles and responsibilities. Learners will already have some experience of working with 'effective' managers/leaders whether this is at school, through membership of sports/leisure clubs and/or as a result of part-time work. Visiting speakers from local employers could enhance classroom teaching; learners could interview managers/leaders operating in different environments (a playwork scheme, a fitness centre and event security, for example) and question them about their roles and responsibilities and how this relates to the competences and qualities they are required to exhibit in order to contribute to increasing and sustaining participation. Learners should appreciate that managers and leaders may be required to draw on, and demonstrate, different competences and qualities given the nature or the specifics of their particular job/role, ie adopt leadership styles to suit different situations and scenarios. Learners may also have opportunities to observe leaders and managers perhaps through work-shadowing opportunities or during a work experience placement.

In order to propose ways to increase and sustain participation through business opportunities, learners must recognise the means by which participation might be increased – and in a sustainable way. Local providers are well placed to instil in learners recognition of the relevance and importance of adopting a sustainable approach; learners may wish to consider the impact of the Government's free swimming initiative, for instance. Learners should consider both the contribution of leaders and managers per se and the ways in which the functions of business each play a role in driving up (and sustaining) participation. The strategies employed to increase (and sustain) participation (taster sessions, use of role models, campaigns, demonstrations, etc) might be discussed with local providers. They could also share best practice with learners in respect of the means by which they look to determine the likely success of their attempts to increase participation. For instance, sharing with learners their experience of carrying out research, devising questionnaires, collating, recording and analysing results, etc. In terms of learners developing effective questionnaires, they will need to be directed to examples exhibiting best practice. A variety of questionnaires might be considered in order to determine the type of questions most likely to elicit useful responses. In small groups, learners might also consider the approaches adopted by particular organisations. For example, an indoor climbing club, an after school play scheme or a swimming club. Again, opportunities to interview leaders and managers about the motivational strategies they employ in striving to increase

participation would be beneficial. Alternatively, observations in this regard would be valuable. Centres might also draw upon case study material. For example, the Sport England 'Community Sports Coach Case Study' provides details of initiatives to drive up participation in schools by providing a Community Coach in specific sports. The Youth Sport Trust has developed a whole series of initiatives designed to raise and sustain young peoples' active participation. Learners could consider one of the following initiatives - Norwich Union GirlsActive (set up to get girls and their peers more active and stay active), TOP Activity, supported by Sainsbury's (designed to help increase and sustain participation for young people who may not be accessing physical activity through traditional routes) and finally, Sky Living For Sport (a secondary school initiative designed to get young people to take part in diverse sport and leisure activities).

In respect of content delivery, OCR does not prescribe an approach that centres should adhere to; centres are free to adopt any approach that best meets local circumstances and their learners' needs. Centres should, however, seek to ensure that applied learning is secured through the approach adopted.

Representatives from local organisations (including community group leaders, youth group leaders, religious leaders, sports development officers, local providers, representatives from statutory, voluntary and community organisations) could set learners a challenge that involves them researching ways for increasing and sustaining participation locally. For instance, filling a particular time slot for a facility at a leisure centre, making use of an empty community centre or sports hall or meeting the needs of a particular specified group. This might include formulating ideas, researching the likely demand and making a case for taking the idea to fruition with representatives listening to, and feeding back on, learners' presentations.

In addition to the Personal, Learning and Thinking Skills (PLTS) assessed through this unit, a learning activity of this nature presents learners with opportunities to develop and apply additional PLTS, eg the generic 'creative thinkers', 'independent enquirers' and 'effective participator' skills as described within the PLTS framework perhaps. Learners may ask questions to extend their thinking in relation to a particular specified group (CT2). Based on the answers to these sorts of questions, learners may then need to adapt their ideas (CT6). The analysis and evaluation of research data collected (IE4) could provide opportunities for learners to support their conclusions and, hence any proposals, with reasoned arguments and evidence (IE6). Opportunities for acting as an advocate for views and beliefs that differ from their own also may well arise (EP6). Within this context these skills would be relevant to the teaching of the subject content and should result in higher levels of learner achievement both in this and other units. Further examples of how additional PLTS might be developed and applied through this unit are given below.

This activity might also provide learners with opportunities to apply English, mathematics and ICT skills in a way that supports the achievement of Functional Skills. The application of Functional Skills developed in other contexts might also support achievement within this activity and, hence, the unit. There may be opportunities within this context to encourage learners to contribute to discussions, write documents that communicate information effectively and persuasively and compare, select, read and understand texts in order to gather relevant information, ideas, arguments and opinions. Learners might also be guided towards selecting and applying relevant mathematics to find solutions and/or draw conclusions providing mathematical justifications. In respect of ICT, learners might be encouraged to select and use a variety of sources of information independently in order to carry out this task. Finally, the opportunity to present information appropriately could also be utilised. Further suggestions as regards opportunities to develop English, mathematics and ICT within this unit are cited below.

Personal, Learning and Thinking Skills

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

Those PLTS that are embedded in the assessment criteria are:

Creative thinkers: AC - 4.1

Independent enquirers: AC - 4.2

Effective participators: AC - 5.1

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

Independent enquirers

- Learners could, when carrying out primary research, ensure that their sampling of any population takes account of different perspectives. For instance, the demographics of the potential market (including consideration of specific populations) will need to be taken account of for any research to be valid, credible, etc.

Team workers

- If learners work collaboratively to carry out research, learners could share out team roles – learners adapting their behaviour accordingly. Learners could take it in turns to assume a leadership role, for instance, managing the discussions that result in their reaching agreements in respect of common goals to work towards.

Effective participators

- Learners will be taught to propose ways to increase and sustain participation through business opportunities; any proposal seeking to garner support for a business opportunity would also benefit from careful consideration of the sorts of improvements that might accrue to the lives of the wider community.

Self-managers

- When teaching learners to research or, indeed, to devise a proposal, opportunities could arise to develop learners' abilities to organise their time and relevant resources. Similarly, in tasks of this nature the ability to work towards goals, to demonstrate initiative as well as commitment and perseverance could result in better outcomes.

Reflective learners

- A proposal relating to a business opportunity will potentially impact on a range of stakeholders; learners could be taught to pitch any proposal appropriately given the nature of the audience.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply English, mathematics and ICT skills in a number of ways. Depending on delivery, there may be opportunities in this unit to develop English, mathematics and ICT. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions in respect of the importance of sustainable approaches to increasing participation.
- Write a proposal in order to communicate a proposal for a business idea effectively and persuasively.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions in respect of skills of effective leaders and managers.

Mathematics

- Select and apply mathematics in order to analyse the results of research.
- Draw conclusions in respect of research, providing mathematical justifications.

ICT

- Select and use a variety of sources of information independently in order to inform ideas for business opportunities.
- Enter, develop and format findings from research independently to suit meaning or purpose.
- Propose business opportunities in ways that are fit for purpose and audience.

Unit G707: Applying science to sport and active leisure

Unit level Level 3	Unit size 90 Guided Learning Hours 1 hour 30 minutes will be spent on the examination.
Unit overview The purpose of this unit is to provide learners with an understanding of how individuals' response to, and experience of, sport and active leisure can be enhanced through the use of products and services relevant to the industry. Whether overseeing an athlete's rehabilitation following injury, improving the ergonomics of swimsuits or designing prosthetic limbs, an understanding of the disciplines of anatomy, physiology and biomechanics is paramount. Learners will secure an understanding of each of these scientific disciplines and consider how they are applied in the industry. Science underpins many aspects of the sport and active leisure industry and learners who want to progress into a career related to sports science will acquire essential underpinning knowledge and understanding through this unit.	

Learning outcomes	Assessment criteria	Amplification
<p>The learner will:</p> <p>1 know the anatomical and physiological systems relevant to sport and active leisure</p>	<p>The learner can:</p> <p>1.1 describe the anatomical and physiological systems of the human body</p>	<p>Anatomical and physiological systems of the human body:</p> <ul style="list-style-type: none"> • muscular-skeletal system <ul style="list-style-type: none"> – synovial joints (shoulder, elbow, radio-ulnar, wrist, spine, hip, knee ankle) – type and articulating bones – movements (flexion and extension, horizontal flexion and horizontal extension, abduction and adduction, rotation, circumduction, lateral flexion, supination and pronation, dorsiflexion and plantarflexion) – muscle function <ul style="list-style-type: none"> ○ agonist and antagonistic for joints and movements above ○ type of contraction (isotonic, isometric, isokinetic) – function of articular cartilage, ligaments and tendons • histology of muscle <ul style="list-style-type: none"> – microscopic anatomy of skeletal muscle – structure and function of muscle fibre types • physiology of muscle <ul style="list-style-type: none"> – the nerve-muscle relationship (a motor unit) – muscle contraction (sliding filament theory) • energy systems <ul style="list-style-type: none"> – role in ATP resynthesis, ATP/PC, lactic acid and aerobic energy systems

Learning outcomes	Assessment criteria	Amplification
		<ul style="list-style-type: none"> • digestive system <ul style="list-style-type: none"> – anatomy of the gastrointestinal system (oral cavity, pharynx, oesophagus, stomach, small intestine, large intestine) – digestion and absorption of nutrients • cardiovascular system <ul style="list-style-type: none"> – anatomy and blood flow through the heart – conduction system linked to cardiac cycle – cardiac dynamics ($Q = HR \times SV$) – blood composition and functions – structure and function of blood vessels – vascular shunt mechanism – blood pressure – venous return • respiratory system <ul style="list-style-type: none"> – anatomy of the respiratory system – the respiration process <ul style="list-style-type: none"> ○ mechanics of breathing ○ respiratory dynamics ($VE = f \times TV$) ○ gaseous exchange (internal and external respiration) • endocrine system <ul style="list-style-type: none"> – function of endocrine system – major endocrine glands and their hormones (adrenal gland - adrenaline, testes - testosterone, pituitary gland - growth hormone, pancreas - insulin and glucagon also erythropoietin produced by the kidney)

Learning outcomes	Assessment criteria	Amplification
2 know the principles of biomechanics relating to movement	2.1 describe the principles of biomechanics relating to movement	<p>Principles of biomechanics relating to movement:</p> <ul style="list-style-type: none"> • Newton's laws of motion • linear locomotion <ul style="list-style-type: none"> – speed – velocity – acceleration – stride, stroke pattern • force <ul style="list-style-type: none"> – effects of force – types of force (weight, reaction force, friction, air resistance) • hydrodynamics and fluid friction (velocity, frontal cross-sectional area, streamlining, nature of surfaces) • work <ul style="list-style-type: none"> – calculation of work done – efficiency of movement (in relation to sporting techniques)
3 understand how knowledge of relevant science is applied in sport and active leisure	3.1 evaluate the methods used to improve individuals' response to, and experience of, sport and active leisure	<p>The methods used to improve individuals' response to, and experience of, sport and active leisure:</p> <ul style="list-style-type: none"> • methods of training: <ul style="list-style-type: none"> – continuous, Fartlek – resistance – interval circuit – cross – plyometrics – flexibility (dynamic, PNF, static (active and passive)) <p><i>(Learners should apply the principles of training - overload (FITT), moderation, progression,</i></p>

Learning outcomes	Assessment criteria	Amplification
	<p>3.2 analyse how the human body responds to sport and exercise</p>	<p><i>specificity, variation - to all methods of training in recognition of avoiding the dangers of over-exercise. Learners should also be able to match the types of training used to increase the efficiency of each of the three energy systems)</i></p> <ul style="list-style-type: none"> • talent identification and development programmes (Long-Term Athlete Development / LTAD models) <p><i>(Learners must consider the most up-to-date programmes that reflect current industry initiatives. Learners should also consider the employment of LTAD models in helping young and aspiring performers to avoid the dangers of over-exercise in terms of the detrimental effects certain types of exercise can have on their muscular-skeletal system)</i></p> <ul style="list-style-type: none"> • use of ergogenic aids <ul style="list-style-type: none"> – dietary manipulation and hydration (pre, during, post exercise) – supplementation <ul style="list-style-type: none"> ○ creatine/phosphate ○ protein – acclimatisation <ul style="list-style-type: none"> ○ altitude ○ temperature <p>How the human body responds to sport and exercise:</p> <ul style="list-style-type: none"> • the building of muscle : anaerobic/strength training – long-term adaptations <ul style="list-style-type: none"> – hypertrophy – delayed onset muscle soreness (muscle tears and edema) – increased ATP, PC and glycogen stores

Learning outcomes	Assessment criteria	Amplification
		<ul style="list-style-type: none"> – increased anaerobic/glycolytic enzymes – increased buffering capacity – recruitment of more motor units • the building of stamina: aerobic training – long-term adaptations <ul style="list-style-type: none"> muscular-skeletal system <ul style="list-style-type: none"> – increased thickness of ligaments and articular cartilage – increased myoglobin stores and mitochondrial density – increased aerobic enzymes – increased glycogen and triglyceride stores cardiovascular system <ul style="list-style-type: none"> – cardiac hypertrophy – increased elasticity of arterial walls – increased capillary density at alveoli and muscle cell – increased haemoglobin/RBCs – increased blood volume/plasma respiratory system <ul style="list-style-type: none"> – increased strength of respiratory muscles – increased surface area of alveoli
<p>4 understand how technological innovation can improve individuals' response to, and experience of, sport and active leisure</p>	<p>4.1 analyse how the application of science relevant to sport and active leisure results in technological innovation</p>	<p>How the application of science relevant to sport and active leisure results in technological innovation:</p> <ul style="list-style-type: none"> • material/fabric/clothing: <ul style="list-style-type: none"> – sensitive to temperature regulation – fluid friction resistant/aerodynamic – shock absorbent • equipment/facilities/surfaces: <ul style="list-style-type: none"> – shock absorbent – take account of grip/friction – fluid friction resistant/aerodynamic

Learning outcomes	Assessment criteria	Amplification
	<p>4.2 evaluate the impacts of new products and services used within the industry</p>	<ul style="list-style-type: none"> • training aids designed to: <ul style="list-style-type: none"> – replicate the effects of altitude, temperature and humidity – take account of resistance, type of contractions – specificity of joint/movement patterns – maximise overload/adaptations – increase variation/motivation – delay muscle fatigue • rehabilitation techniques designed to: <ul style="list-style-type: none"> – speed up recovery <p>The impacts of new products and services used within the industry:</p> <ul style="list-style-type: none"> • facilitate/support sport and active leisure professionals (instructors, dieticians, physiologists, biomechanists) and services (sports science/rehabilitation/testing centres) • encourage, increase and sustain participation • propensity to improve performance and the effectiveness and efficiency of training • propensity to improve safety (in respect of the use of equipment/facilities) • propensity to improve recovery/rehabilitation from injury • increase level of media interest • increase scope for marketing of sport/activity • increase dependency on technology

Form of assessment

Requirements for assessment

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

Length of paper: 1 hour 30 minutes

Number of marks: 60

- A range of questions; short response and extended answers.
- The use of different sport and active leisure scenarios and contexts to reflect the breadth of the sector.
- Use of information to enable learners to demonstrate their understanding of the application of science to sport and active leisure.

Guidance to centres

- In this unit it is recommended that learners spend 88.5 glh on the acquisition of knowledge, skills and understanding for the examination. The remaining 1.5 hours will be spent on the examination.
- In each exam session learners will be tested on their knowledge of selected assessment criteria for each learning outcome. The full range of assessment criteria will be tested over a period of time.
- All questions must be attempted.

Marking criteria

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

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

Approaches to applied learning

This unit falls within the *sport and active leisure and the individual* 'theme' and links to the other units that fall within this theme; Unit G705: *The impact of an active and healthy lifestyle*, Unit G706: *Effective management and leadership in sport and active leisure* and Unit G708: *Applying scientific principles to enhance performance in sport and active leisure*.

The purpose of this unit is to provide learners with an understanding of how individuals' response to, and experience of, sport and active leisure can be enhanced through the use of products and services relevant to the industry. Learners will consider how a knowledge and understanding of the scientific disciplines of anatomy, physiology and biomechanics are applied in the sport and active leisure industry. Learners will have the opportunity to consider how the industry's products and services are enhanced by science and technology and explore the impact of new products or services within an industry context. This unit links to Unit G708: *Applying scientific principles to enhance performance in sport and active leisure* and consideration may be given to teaching units G707 and G708 together.

In respect of content delivery, OCR does not prescribe an approach that centres should adhere to; centres are free to adopt any approach that best meets local circumstances and their learners' needs. Centres should, however, seek to ensure that applied learning is secured through the approach adopted.

For instance, delivery of this unit might involve learners examining the application of science and technology within a particular industry context. Learners might research the design of children's play area equipment and surfaces, the ergonomics of swimsuits or the design of clothing and/or equipment relating to a particular sport and active leisure activity. This might culminate in learners delivering a report or presentation to an audience of relevant stakeholders and making suggestions as to how products and/or services might be modified so as to enhance an individual's response to, and experience of, sport and active leisure. Although there are no PLTS assessed through this unit, opportunities should be sought to develop and apply personal learning and thinking skills (PLTS) through the learning programme. An activity of this nature could require learners to develop and apply generic 'independent enquirer skills' as described within the PLTS framework i.e. planning how to go about an investigation (IE2), processing and evaluating information (IE4) and drawing conclusions using reasoned arguments and evidence (IE6).

This activity might also provide learners with opportunities to apply English, mathematics and ICT skills in a way that supports the achievement of Functional Skills. The application of Functional Skills developed in other contexts might also support achievement within this unit. There may be opportunities within this context to encourage learners to contribute to discussions relating to technology within a particular industry context, make an effective presentation to stakeholders and write a supporting document that communicates information effectively and persuasively. In respect of their research, learners might be encouraged to compare, select, read and understand texts in order to gather relevant information and ideas. As regards ICT, learners might be encouraged to select and use a variety of sources of information independently in order to carry out their research. Finally, the opportunity to present information appropriately, given the nature of the task in hand or audience, could also be utilised. Further suggestions as regards opportunities to apply and develop English, mathematics and ICT within this unit are cited below.

Irrespective of the applied approach adopted learners will need to know about the anatomical and physiological systems relevant to sport and active leisure and the principles of biomechanics relating to movement.

As regards anatomy and physiology, whilst it is not a requirement, it is recommended that learners have some prior knowledge of body systems and scientific principles eg through GCSE science or PE or, indeed, the Advanced Level Diploma in Sport and Active leisure. A wide-range of delivery methods might be considered so that learners acquire a sound understanding of these particular disciplines. For example, the use of anatomical diagrams and models, videos, CD ROMs, relevant internet sites and laboratory work might be considered. It is important, however, that learners value and appreciate that this knowledge underpins understanding of how the body systems respond/adapt during sport and exercise. For example:

- the muscular-skeletal system – learners need to look at the movements performed at the synovial joint in the body while taking part in a range of sport and active leisure activities. They should be able to identify and locate the agonist and antagonist muscles for each movement and explore the types of contraction through practical delivery eg an exercise circuit or multi-gym session. Learners' understanding of the histology and physiology of muscle should be such that they can relate their knowledge to certain types of performers in the sport and active leisure industry as well as form the basic understanding for the analysis of how the human body responds to sport and exercise in Learning Outcome 3;
- energy systems – learners need to be able to describe each of the three energy systems in terms of type of reaction, fuel used, site of reaction, enzymes, main reactions occurring and efficiency in relation to number of ATP re-synthesised. Learners should also be able to match each energy system with types of muscle fibre and discuss the effect of intensity and duration of exercise on the system used by performers in the sport and active leisure industry. Discussion here may link to aspects of Learning Outcome 3 in terms of training methods used, talent identification programmes and ergogenic aids that are used to delay the thresholds of the energy systems;
- the digestive system – learners do not need an in depth knowledge of the anatomy and histology of this body system. The main functions of the features listed should be covered in terms of providing the cells of the body with the nourishment they require;
- the cardiovascular system – after acquiring knowledge of the cardiac cycle (cardiac anatomy and conduction system), learners need to look at cardiac dynamics and blood pressure both at rest and during different types of activity within the sport and active leisure industry. Knowledge can be acquired through practical sessions and the use of heart rate and blood pressure monitors. Learners should also understand the impact of venous return on stroke volume and the vascular shunt mechanism on the distribution of cardiac output during exercise;
- the respiratory system – after acquiring knowledge of respiratory anatomy, learners should be able to describe the mechanics of breathing, respiratory dynamics and internal and external gaseous exchange both at rest and during exercise. Much of this can be via practical delivery ie the use of respiratory monitors or a visit to a local sport science laboratory;
- the endocrine system – the main purpose of this section is for learners to be introduced to the hormones that are relevant to the body systems when taking part in different activities within the sport and active leisure industry. The endocrine glands and related hormones are listed and discussion may link to aspects of Learning Outcome 3 in terms of ergogenic aids.

The principles of biomechanics relating to movement are similarly best delivered in a practical and applied fashion. The theory is best delivered in the context of accessible sport and active leisure examples. Where practical application is difficult, use of appropriate video might be considered and video analysis of the technique of the elite performer can be used to draw out the biomechanical principles that underpin efficient techniques in relation to the scientific principles studied. For example:

- linear locomotion – learners can develop an understanding of linear motion by analysing a 100m sprint and collecting data on split times every 10 or 20

metres. This data can be collected via a practical investigation initiated by learners themselves or alternatively data relating to elite sprinters could be acquired from on-line sources. Learners can plot and use distance/time and velocity/time graphs to identify acceleration periods and the distance during the race when maximum speed is achieved. This can be linked to stride patterns or rates at various times of the race. The stride or stroke patterns in other activities within the sport and active leisure industry should also be discussed, for example, rowing races, swimming races etc. Learners could compare the world records of today with those from previous times and consider the technological innovations that have contributed to enhancing performance.

- force – having looked at the effects of a force and the types of force that act on performers within the sport and active leisure industry, learners should consider the net force acting on a performer who is:
 - stationary – eg a gymnast balanced on the beam;
 - travelling with constant velocity – eg a middle distance runner in the middle part of their race;
 - accelerating – eg a tennis player charging to the net;
 - decelerating eg a sprinter towards the end of the race.

In addition, discussion could take place on the technological innovations that seek to maximise the effect of a force. For example, studs on football boots which aim to maximise the effect of friction, weightlifters or gymnasts who chalk their hands before performing to maximise friction between their hands and the bars to prevent slipping. As regards minimising the effect of a force, padded equipment for hockey goalkeeper to minimise the impact of the hard ball, tight fitting clothing and aerodynamic helmets in sprint cycling to minimise the effect of air resistance.

- hydrodynamics and fluid friction – using examples from sport and active leisure, such as swimming, cycling, sprinting, skiing, learners need to understand the factors that slow down a performer travelling through a fluid. Learners could research how science and technology has helped performers to minimise fluid friction in sports such as cycling in terms of the design of the racing bikes and the clothing worn by the cyclists or swimming where advances have been made in terms of the material and design of swim suits to make them more buoyant and aerodynamic.
- work – learners should be able to apply their knowledge of work done (force x time) to look at the reasons for effective and efficient techniques used in sport and active leisure activities. For example, the Fosbury flop in the high jump, the 'set' position in sprinting, the 'take your marks' position in swimming.

In Learning Outcome 3, learners evaluate the methods used to improve an individual's response to, and experience of, sport and active leisure in terms of looking at the strengths and weaknesses of different methods of training and particular ergogenic aids used to enhance performance. Learners could devise a training programme to promote their own or somebody else's performance in sport or active leisure taking care to avoid the dangers of exercising too hard, too quickly by thinking about the training principles of overload, moderation, progression and specificity. Opportunities could be sought here to develop and apply PLTS relating to the generic 'reflective learner skills' as described within the PLTS framework. Fitness tests could be undertaken prior to the programme (RL1). Subsequent testing should show how their body has responded to exercise (RL3). The use of heart rate and respiratory monitors will allow changes in the cardiovascular and respiratory systems to be monitored effectively. Learners might then invite feedback from peers and/or teachers in respect of their progress. Opportunities to apply and develop skills relating to dealing with praise, setbacks and criticism will abound here (RL4). Similarly, learners could look to evaluate their experiences in order to inform future progress in this regard (RL5). During the programme itself, learners might consider how different methods of training seek to achieve different ends. In respect of any programme undertaken, consideration might be given to relevant technological innovation. For example, the use of resistance equipment, diet and nutrition and other ergogenic aids, and even rehabilitation

techniques.

Learners should also discuss the relevance of talent identification programmes and LTAD models in selected sports in terms of the developing performer and the impact that sport and active leisure can have on an immature muscular-skeletal system. Learners should be encouraged to research the TI programme and LTAD models of at least two activities within the sport and active leisure industry and be able to compare their characteristics with the demands of the activity. Learners will need to use their knowledge gained in Learning Outcome 1 to evaluate the effects of training methods and ergogenic aids on each of the body systems. For example, knowledge of the structure and function of the vascular and respiratory system and its taking in and transporting oxygen, together with an understanding of how the vascular and respiratory system responds/adapts at altitude, has led to the development of altitude training. This training is designed to improve an individual's aerobic performance. In addition, this knowledge and understanding has resulted in technical innovation eg altitude tents, which allow the athletes to replicate hypoxic conditions at sea level and follow the LHTL scenario. Although there are a number of ergogenic aids listed in this session, learners should be encouraged to explore other aids that have been developed to enhance performance and link them to their knowledge of the endocrine system. For example, anabolic steroids in terms of increasing testosterone levels, RhRPO in terms of increasing red blood cell production, human growth hormone in terms of maximising muscle mass. In the second part of this section, learners analyse how the human body responds to sport and exercise and look at the long term adaptations to both anaerobic and aerobic training programmes.

As regards technological innovation, learners need to investigate a range of products and/or services and consider how the application of science has brought about their development. In respect of Assessment Criteria 4.1, there is an expectation that learners use the knowledge acquired in previous sections to understand the thinking behind the development of various technological products and services within the industry. Assessment criteria 4.2 looks at the impact of these products on the industry. For example, in respect of clothing, learners might investigate the radical overhaul of professional rugby strips, all-in-one running and swimming 'suits' and the advances in clothing designed for outdoor activities (skiing, climbing, etc.). In terms of footwear, they might investigate football, ski and/or walking boot design. Learners might look at the development of athletics tracks and/or astro turf, the use of composite materials in racquets, golf clubs, bicycles and other sports equipment. In terms of rehabilitation techniques the use of ice baths, regulated ice packs, cryotherapy, hydrotherapy and ultrasound might be considered. Finally, in respect of training aids/strategies/methods the use of pulleys, parachutes and isokinetic resistance training aids, dietary strategies, such as CHO loading together with acclimatisation training using altitude tents might be considered.

Consideration should also be given to the impact of new/improved products and services developed for use within the industry. Indeed, learners might be encouraged to take a particular context (sport and recreation, health and fitness, playwork, the outdoors and the wider footprint where relevant) and investigate the impacts.

Industry visits can be used to demonstrate the application of these innovations. For example, a visit could be arranged to a training session at a local athletics club to see how the scientific principles are applied to athlete training and equipment, surfaces, clothing, etc. Centres could provide opportunities for learners to find out about technological innovation elsewhere in the industry by arranging visits to places such as fitness centres, sports grounds and stadia, play areas, sport science laboratories, and outdoor pursuit centres. For example, learners could investigate how the design of, and materials used in, slides affects their performance in the playground. Visits from professionals working in the industry could also be arranged, for example a sports equipment/surface designer, to talk about how technological innovation draws on the application of the scientific principles discussed.

Personal, Learning and Thinking Skills

There are no Personal, Learning and Thinking Skills (PLTS) embedded within the assessment criteria; however, Level 3 Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply PLTS in a number of ways. Centres should seek other opportunities for learners to develop the PLTS through the learning programme. Opportunities will depend on how the unit is delivered and the context in which the learning takes place. Some examples of opportunities, additional to those cited in the **approaches to applied learning**, are given below.

Team workers

- If learners work collaboratively towards a common goal, for instance researching adaptations to the human body following exercise, they could work together to reach agreements in respect of the focus of the research itself and, indeed, its organisation. They could develop and apply the skills required to manage discussions to achieve results. Learners could take the opportunity to assume different roles within the teams including that of 'leader'. Learners could seek to adapt their behaviour to suit different roles and, indeed, different situations or scenarios. Learners could take the opportunity to develop and apply skills relating to providing constructive support and feedback to peers.

Self-managers

- Should learners undertake a training programme, outcomes will be enhanced if learners consider strategies to better manage their time and any relevant resources in this regard. A collaborative approach to a research task, such as an investigation of the impacts of new products and services within an industry context, will provide learners with the opportunity to develop and apply skills required to both manage their emotions and build and maintain relationships.

Creative thinkers

- If learners make suggestions as to how products and/or services relevant to sport and active leisure might be further enhanced, there are opportunities to develop and apply skills relating to the generating of ideas and the exploring of possibilities. Learners could seek to arrive at better outcomes by connecting their own and others' ideas in inventive ways.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply English, ICT and mathematics skills in a number of ways. Depending on how the unit is delivered and the context in which it takes place, these opportunities should occur naturally. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions relating to different types of training methods and make effective presentations in respect of anatomical and physiological systems.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions about the impact of new products and services in an industry context.
- Write a report on adaptations to the human body following exercise, communicating information, ideas and opinions effectively and persuasively.

ICT

- Select and use a variety of sources of information independently in order to inform understanding of the principles of biomechanics.
- Enter develop and organise test data in a way that is fit for purpose.
- Create and develop charts and graphs to better analyse test data.
- Present information relating to the impacts of new products and services in ways that are fit for purpose and audience.

Mathematics

- Select and apply mathematics in order to analyse the results of testing the effects of drag on speed.
- Use appropriate checking procedures when analysing test data.
- Draw conclusions from performance tests, providing mathematical justifications.

Unit G708: Applying scientific principles to enhance performance in sport and active leisure

Unit level Level 3	Unit size 60 Guided Learning Hours It is recommended that the learner spends 48 glh on the acquisition of knowledge, skills and understanding. The remaining 12 glh will take the form of controlled assessment where the learner produces the appropriate evidence.
Unit overview Enhancing performance, whether this is in the context of pushing elite athletes to their limits or in an attempt to widen participation, relies on the application of scientific principles. The purpose of this unit is to enable learners to advise participants about ways in which they can improve their future performance in a sport and active leisure context. Learners will consider the application of technological solutions to enhance performance. Learners with an interest in a particular sport might consider looking at how sports equipment has changed over time and what effect these changes have had on performance. Learners might consider changes in the design of tennis rackets or swimsuits, for example. Alongside the application of technological innovation to performance enhancement, learners will consider the role of psychology. Learners could consider the role of psychology in the context of elite performers as well as in respect of recreational athletes; rock climbers, for example. Learners will use appropriate measurement techniques to analyse performance in order to suggest how participants' performance might be enhanced.	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know how performance can be enhanced</p>	<p>The learner can:</p> <p>1.1 describe how performance can be enhanced</p>	<p>How performance can be enhanced:</p> <ul style="list-style-type: none"> • physiologically <ul style="list-style-type: none"> – training to improve fitness (strength, muscular endurance, cardiovascular endurance, speed, flexibility and agility) • psychologically <ul style="list-style-type: none"> – psychological skills training (imagery, biofeedback, relaxation techniques, motivational techniques and goal setting) • technologically <ul style="list-style-type: none"> – making use of aids to improve or correct performance
<p>2 understand the technological innovations that enhance performance</p>	<p>2.1 explain the technological innovations that enhance performance</p>	<p>Technological innovations that enhance performance:</p> <ul style="list-style-type: none"> • equipment • clothing and footwear • sports surfaces • sports nutrition • performance and fitness assessment • injury prevention and rehabilitation techniques

Learning outcomes	Assessment criteria	Exemplification
3 understand the role of psychology in performance enhancement	3.1 evaluate the role of psychology in the enhancement of performance	<p>The role of psychology in the enhancement of performance:</p> <ul style="list-style-type: none"> • motivation theories <ul style="list-style-type: none"> – intrinsic/extrinsic – achievement – attribution • arousal and anxiety <ul style="list-style-type: none"> – state anxiety – trait anxiety – cognitive anxiety – somatic anxiety • team cohesion <ul style="list-style-type: none"> – social cohesion – task cohesion • leadership <ul style="list-style-type: none"> – leadership styles
4 understand how performance measurement techniques can be used to analyse participant performance	<p>4.1 evaluate performance measurement techniques used to analyse participant performance</p> <p>4.2 analyse performance data to draw conclusions about performance</p>	<p>Performance measurement techniques used to analyse participant performance:</p> <ul style="list-style-type: none"> • sport/activity specific aerobic testing • sport/activity specific anaerobic testing • technical analysis • tactical analysis • psychological (interviews, questionnaires, observations) <p>Analyse performance data to draw conclusions about performance:</p> <ul style="list-style-type: none"> • interpreting • comparing and contrasting (to norms where appropriate) • making links

Learning outcomes	Assessment criteria	Exemplification
		<ul style="list-style-type: none"> • identifying trends • questioning assumptions • questioning bias • forming judgements
<p>5 be able to use performance measurement techniques</p>	<p>5.1 organise time and resources to measure participants' performance (SM3)</p> <p>5.2 measure participants' performance</p>	<p>Organising time and resources includes:</p> <ul style="list-style-type: none"> • plan <ul style="list-style-type: none"> – performance measurement technique(s) – participant(s) – facilities – equipment – support • schedule • prioritise <p>Using performance measurement techniques includes:</p> <ul style="list-style-type: none"> • follow procedures • adhere to test protocols • ensure validity and reliability • record/collate results

Learning outcomes	Assessment criteria	Exemplification
6 be able to advise participants on ways to improve future performance	6.1 communicate recommendations for future performance enhancement, proposing practical ways forward (EP3)	<p>Communicating recommendations for future performance enhancement includes:</p> <ul style="list-style-type: none"> • feedback <ul style="list-style-type: none"> – timely – appropriate environment – opportunity for self-assessment – constructive/supportive – objective – focused – alternatives/options explored – way(s) forward agreed • propose practical ways forward <ul style="list-style-type: none"> – agree timescales – determine success criteria – review

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

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

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

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

Task taking:

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

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

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

Task marking:

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

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

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

- an evaluation of performance measurement techniques
- a record of organising time and resources to measure participants' performance
- a record of measuring participants' performance
- an analysis of performance data
- a record of communicating recommendations for performance enhancement, supported by conclusions drawn from an analysis of performance.

Guidance to centres

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

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

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
1.1	a basic description of how performance can be enhanced	a description, some of which is detailed , of how performance can be enhanced	a thorough and clear description of how performance can be enhanced
2.1	a simplistic explanation showing limited understanding of technological innovations that enhance performance	an explanation, some of which is detailed , showing clear understanding of technological innovations that enhance performance	a detailed explanation, showing comprehensive understanding of technological innovations that enhance performance
	[0, 1, 2]	[3, 4, 5]	[6, 7, 8, 9]

Assessment criterion reference	Band 1	Band 2	Band 3
3.1	a basic evaluation of the role of psychology in the enhancement of performance, resulting in judgements of limited value	a developed evaluation of the role of psychology in the enhancement of performance, resulting in judgements which are broadly appropriate	a thorough and well-developed evaluation of the role of psychology in the enhancement of performance, resulting in judgements which are clear and appropriate
4.1	a basic evaluation of performance measurement techniques, showing limited understanding of measurement techniques used to analyse participant performance	a developed evaluation of performance measurement techniques, some of which is detailed , showing sound understanding of measurement techniques used to analyse participant performance	a thorough and well-developed evaluation of performance measurement techniques, showing comprehensive understanding of measurement techniques used to analyse participant performance
4.2	a simplistic analysis of participants' performance data enabling learners to draw conclusions of limited value about performance	an analysis of participants' performance data, some of which is detailed , enabling learners to draw broadly appropriate conclusions about performance	a detailed analysis of participants' performance data enabling learners to draw appropriate and realistic conclusions about performance
	[0, 1, 2, 3, 4]	[5, 6, 7, 8, 9]	[10, 11, 12, 13, 14, 15]
5.1	with limited effectiveness, organises time and resources in order to measure participants' performance	with some effectiveness, organises time and resources in order to measure participants' performance	effectively organises time and resources in order to measure participants' performance
5.2	with limited effectiveness measures participants' performance with limited accuracy	with some effectiveness measures participants' performance with some accuracy	effectively measures participants' performance with a high level of accuracy
	[0, 1, 2, 3, 4, 5, 6]	[7, 8, 9, 10, 11, 12]	[13, 14, 15, 16, 17, 18]

Assessment criterion reference	Band 1	Band 2	Band 3
6	<p>with limited effectiveness communicates basic recommendations for future performance enhancement. With limited effectiveness proposes practical ways forward</p> <p>[0, 1, 2, 3, 4, 5, 6]</p>	<p>with some effectiveness communicates broadly appropriate recommendations for future performance enhancement. With some effectiveness proposes practical ways forward</p> <p>[7, 8, 9, 10, 11, 12]</p>	<p>effectively communicates appropriate and realistic recommendations for future performance enhancement. Effectively proposes practical ways forward</p> <p>[13, 14, 15, 16, 17, 18]</p>

Approaches to applied learning

This unit falls within the *sport and active leisure and the individual* 'theme' together with Unit G705: *The impact of an active and healthy lifestyle*, Unit G706: *Effective management and leadership in sport and active leisure* and Unit G707: *Applying science to sport and active leisure*.

The aim of this unit is to enable learners to advise participants about ways in which they can improve their future performance in a sport and active leisure context.

This unit links to Unit G707: *Applying science to sport and active leisure* and consideration could be given to teaching units G707 and G708 together.

The role of this unit is to allow learners to consider the concept of performance enhancement and explore how performance is measured and analysed. Learners will use performance measurement techniques to measure and analyse performance in a sector context. The focus is on the role of applied psychology and the application of technological solutions to enhancing performance.

In respect of content delivery, OCR does not prescribe an approach that centres should adhere to; centres are free to adopt any approach that best meets local circumstances and their learners' needs. Centres should, however, seek to ensure that applied learning is secured through the approach adopted.

An initial discussion of the principles of performance enhancement should include consideration of the physiological means by which performance can be enhanced. It should be reiterated, however, that learners' focus should be on psychological factors and suitable interventions and the application of technological solutions. Learners will become aware of the range of approaches to the enhancement of performance in respect of these and ultimately be able to advise participants on how they might improve their future performance. Performance enhancement should be considered across the sector footprint, ie in the context of sport and recreation, health and fitness, playwork, the outdoors and the wider footprint where relevant.

During initial discussions learners might be encouraged to apply their existing knowledge and understanding of anatomy, physiology and biomechanics to performance enhancement particularly in relation to technological solutions. For example, when designers develop clothing for endurance cyclists they ensure that the materials used allow the athlete to benefit from the effects of temperature regulation resulting from the evaporation of perspiration. Other examples relating to the development of sports and play area surfaces, equipment, dietary supplements and rehabilitation techniques could all elicit knowledge and understanding of scientific principles acquired through GCSE science and/or the Advanced Level Diploma in Sport and Active Leisure.

An introduction of this nature clearly lends itself to class/group discussion, learner research, etc. Wherever possible, learners should observe and/or utilise a range of technological advances that may result in performance enhancement from across the sector. Alternatively, visiting speakers could be invited to talk to learners about the technological influences on performance in the industry, eg the analysis of performance, sports equipment, clothing or footwear design, etc.

The unit also requires that learners appreciate the role of psychology in performance enhancement; a range of factors that influence performance should be considered (confidence, concentration, motivation, etc). In addition, the techniques utilised by participants in order to enhance performance should also be considered. Learners might undertake a range of psychological tests/questionnaires that enable them to determine their situational anxiety, motivational goals, personality type, confidence and attentional styles. They might also try out techniques such as mental rehearsal, imagery, positive self-talk, thought

stopping, progress muscle relaxation and biofeedback, considering how their use impacts on their own performance and/or the performance of their peers in a sport and active leisure context. Alternatively, learners could be presented with particular situations and/or scenarios. For example, an individual keen to try indoor climbing in an attempt to help them overcome mild concerns relating to heights. Students could interview the subject and develop a psychological skills training (PST) plan. Learners might firstly assess a number of variables (see above). They could then combine a number of techniques, as described, to help deal with any anxiety. Learners could conceivably also test the climbing equipment in order to help reinforce its effectiveness to the participant. Other scenarios might include a gymnast who has lost confidence after a fall off a piece of equipment that resulted in injury, for example.

Learners will need to analyse the range of performance measurement techniques used across the sport and active leisure industry. The inclusion of physiological, biomechanical and psychological measurement techniques is intended to allow learners to select and use the most appropriate techniques to measure performance. NB The term 'performance' should not be limited to elite-level participants.

Learners' consideration of performance measurement techniques should encompass the test protocol, validity, reliability and normative results. Two physiological tests that might be considered and used to measure the impact of technological solutions are the Illinois Agility Test (IAT) and the Multi Stage Fitness Test (MSFT). This would allow them to apply classroom-based work in a practical situation. This could be supplemented by visits to laboratories where more detailed analysis may take place.

Personal, Learning and Thinking Skills (PLTS) are embedded and assessed through this unit, however, an approach of this nature will provide centres with opportunities to develop and apply a number of additional PLTS as described within the PLTS framework. Developing and applying these skills can both support achievement within the unit and the effective application and transfer of learning to other contexts. An activity of this nature might lend itself to developing and applying the generic 'Self-manager' skills; ie learners could carry out an activity along the lines of the activity described above, establishing and working towards goals showing initiative, commitment and perseverance (SM2). An activity of this nature would also provide opportunities for learners to develop and apply skills relating to anticipating, taking and managing risks (SM4). Working closely with performers and/or participants could provide the opportunity for learners to explore and develop strategies for building and maintaining close working relationships. Indeed, better outcomes could be achieved should learners acquire approaches that support the managing of their emotions (SM7).

Similarly, this activity might also provide learners with opportunities to apply English, mathematics and ICT skills in a way that both supports the achievement of Functional Skills and also allows for the application of Functional Skills already acquired which will support learners' achievement in this unit. Examples are cited below.

Psychological testing could include the use of interviews, questionnaires or observation, which could be carried out on peers to gain experience of testing. Again, these can be applied to situations that allow a participant to consider their own performance and how it might be enhanced. Learners may look at the individual or consider a group.

Learners should be able to organise time and resources (participants, equipment, etc) in order to measure participants' performance. They should use appropriate techniques to collect data. Following the administering of tests, they should be able to analyse the data, draw conclusions that are related to scientific principles and feedback to the participant(s).

Personal, Learning and Thinking Skills

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

Those PLTS that are embedded in the assessment criteria are:

Self-managers: AC – 5.1

Effective participators: AC – 6.1

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

Team workers

- If learners work collaboratively with others in order to analyse participants' performance, learners could adapt their behaviour to suit different roles; one learner could look after and instruct participants during performance analysis, one learner could take measurements and one learner could record observations.

Independent enquirers

- In arriving at recommendations, learners are likely to achieve a better outcome if the conclusions they reach are supported using reasoned arguments and appropriate evidence drawing on the analysis and evaluation of relevant data; in this instance likely to be both quantitative and qualitative.

Reflective learners

- Working closely with others (potentially one on one) could enable the learner to develop strategies to deal with feedback from peers and/or centre staff, sector professionals and employers. This could involve acquiring the skills to deal positively both with praise as well as managing setbacks and criticism. The experience of working closely with others is one that learners will undoubtedly carry forward to other contexts; the opportunity could thus be taken to develop learners' approaches to evaluating their experiences in order to inform their future progress.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply English, ICT and mathematics skills in a number of ways. Depending on how the unit is delivered and the context in which it takes place, these opportunities should occur naturally. Such opportunities are not limited to the examples below.

English

- Make a range of contributions to discussions when considering the role of psychology in performance enhancement and make effective presentations in respect of their findings.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions when investigating the technological innovations that enhance performance.
- Write documents, including extended writing pieces, to communicate ideas in respect of plans to enhance future performance.

ICT

- Present ideas to enhance performance in ways that are fit for purpose and audience.
- Enter, develop and format information independently in order to record, analyse and present performance analysis data using spreadsheets.

Mathematics

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

Unit G709: The sport and active leisure workforce and the economy

Unit level Level 3	Unit size 30 Guided Learning Hours 1 hour 30 minutes will be spent on the examination.
Unit overview <p>In recent years the sport and active leisure industry has enjoyed the status of one of the fastest growing sectors within the UK economy. In 2007, the sport and active leisure sector employed a workforce of around 4.8 million people (both in paid and unpaid roles) and the industry contributed in the region of £7 billion to the UK's GDP. As such, the sport and active leisure market is a highly significant part of the UK and global economy.</p> <p>This unit enables learners to develop understanding that will make them better managers within the sport and active leisure industry; learners will recognise the contribution to the national and global economy of the industry and its workforce. Learners will have the opportunity to consider the unique nature of the industry's workforce; they will develop an appreciation of the importance of volunteers to the industry and the opportunities that the industry affords workers in terms of their developing transferable skills. The extent to which these skills also benefit the wider economy will also be considered.</p> <p>Learners will have an opportunity to explore the relationship that the industry enjoys with other associated industries such as, law, media and health, and how, together, they contribute to the national and global economy.</p>	

Learning outcomes	Assessment criteria	Amplification
<p>The learner will:</p> <p>1 know the structure and characteristics of the sport and active leisure workforce</p>	<p>The learner can:</p> <p>1.1 describe the structure and characteristics of the sport and active leisure workforce</p>	<p>Characteristics in terms of:</p> <ul style="list-style-type: none"> • paid vs unpaid • employment status <ul style="list-style-type: none"> – employed/self-employed – part-time/full-time – permanent/temporary • gender balance • age profile <p>Structure in terms of:</p> <ul style="list-style-type: none"> • sport and active leisure organisations <ul style="list-style-type: none"> – private – public – third sector • sectors <ul style="list-style-type: none"> – sport and recreation – health and fitness – playwork – outdoors – caravans – security – sports surfaces • job roles including <ul style="list-style-type: none"> – sports coach – sports professional – leisure centre manager/assistant – fitness instructor – community activator – operational staff – caravan park professional – outdoor activity leader – playworker – sports specialist construction worker

Learning outcomes	Assessment criteria	Amplification
		<ul style="list-style-type: none"> – grounds staff/green-keeper – equine industry professional – stewards/spectator/crowd safety professional – event manager
<p>2 understand the contribution of volunteers to the industry</p>	<p>2.1 assess the characteristics of the volunteer workforce</p> <p>2.2 evaluate the impacts of volunteers within the industry</p>	<p>Characteristics of the volunteer workforce:</p> <ul style="list-style-type: none"> • range of roles undertaken <ul style="list-style-type: none"> – managerial, administrative, support, face-to-face • range of skills contributed • extent of commitment <ul style="list-style-type: none"> – formal/informal • extent of time volunteered <ul style="list-style-type: none"> – regular/occasional <p>The impact of volunteers within the industry:</p> <ul style="list-style-type: none"> • fulfil vital roles • sustain provision of sport and active leisure <ul style="list-style-type: none"> – quantity and diversity • increase scope for growth and development of sport and active leisure provision • reduce operating costs <ul style="list-style-type: none"> – increase sustainability/viability of provision • encourage inclusivity and participation

Learning outcomes	Assessment criteria	Amplification
<p>3 understand the specialist requirements relevant to working within the industry in the UK</p>	<p>3.1 describe the legal requirements relevant to working within the industry</p> <p>3.2 assess the need for regulation and specialist training within the industry</p>	<p>The legal requirements relevant to working in the industry:</p> <ul style="list-style-type: none"> • statutory legislation, self-regulation in relation to: <ul style="list-style-type: none"> – health and safety – working with young people and vulnerable adults <p><i>(Learners must consider the most up-to-date legislation)</i></p> <p>The need for regulation and specialist training in the industry:</p> <ul style="list-style-type: none"> • reduce litigation • reduce risk of harm during activities • protect vulnerable participants • regulate providers • ensure appropriate participant-staff ratios <p><i>(Learners must consider the most up-to-date regulation practices)</i></p>
<p>4 understand the relationship between sport and active leisure and the wider economy</p>	<p>4.1 assess the relationship between sport and active leisure and associated industries</p>	<p>The relationship between sport and active leisure and associated industries:</p> <ul style="list-style-type: none"> • associated industries <ul style="list-style-type: none"> – law – media – retail – tourism – health • interdependencies <ul style="list-style-type: none"> – role within, and alongside, sport and active leisure – mutual benefits derived (financial, non-financial)

	<p>4.2 assess where transferable skills developed through sport and active leisure are applied across economies</p>	<ul style="list-style-type: none"> • workforce <ul style="list-style-type: none"> – career progression <p>Transferable skills developed through sport and active leisure:</p> <ul style="list-style-type: none"> • leadership • coaching • mentoring • communication • team working • organisation • negotiation • influencing • mediation • conflict resolution
<p>5 understand how the sport and active leisure industry contributes to the national and global economy</p>	<p>5.1 evaluate ways in which sport and active leisure (together with associated industries) contributes to the national and global economy</p> <p>5.2 analyse how the industry in the UK differs from the industry in other parts of the world</p>	<p>Ways in which sport and active leisure (together with associated industries) contributes to the national and global economy:</p> <ul style="list-style-type: none"> • income and expenditure • employment and output • taxation • investment in infrastructure • investment in regeneration • social impacts <p>How the industry in the UK differs from the industry in other parts of the world in terms of:</p> <ul style="list-style-type: none"> • contribution to GDP • national reputation • level of sport and active leisure-related tourism • workforce • structure

Form of assessment

Requirements for assessment

The total number of marks for this unit is **60**. This unit will be set and assessed externally. The assessment will take the following format:

- A range of questions; short response and extended answer.
- The use of different sport and active leisure scenarios and contexts to reflect the breadth of the sector.
- Use of information (including data presented in the form of text, tables, graphs and charts) that enables learners to demonstrate their understanding of the sport and active leisure workforce and the economy.

Guidance to centres

- In this unit it is recommended that learners spend 28.5 glh on the acquisition of knowledge, skills and understanding for the examination. The remaining 1.5 hours will be spent on the examination.
- In each exam session learners will be tested on their knowledge of selected assessment criteria for each learning outcome. The full range of assessment criteria will be tested over a period of time.
- All questions must be attempted.

Approaches to applied learning

This unit falls within the *sport and active leisure and the economy* 'theme' together with Unit G710: *Globalisation and the sport and active leisure industry* and Unit G711: *Politics and policies in sport and active leisure*. This unit links to, and may support the delivery of, Units G710 and G711.

On completion of this unit, learners will have developed an understanding of the sport and active leisure workforce and an appreciation of the contribution the industry makes to the national and international economy, making them better potential managers within the sport and active leisure industry.

OCR does not prescribe an approach to content delivery that centres should adhere to; centres are free to adopt any approach that best meets local circumstances and their learners' needs. Centres should, however, seek to ensure that applied learning is secured through the approach adopted.

Although there are no Personal, Learning and Thinking Skills (PLTS) assessed through this unit, opportunities should be sought to develop and apply PLTS through the learning programme.

An activity could be devised which provides opportunities to apply and develop the generic 'Team workers' skills as described within the PLTS framework, ie requiring learners to form collaborative relationships, resolve issues and reach agreed outcomes. For instance, the learning programme might include a requirement for learners to collaborate with others in order to generate a case in support of a plan for significant investment in a local sport and active leisure facility (TW1). This could culminate in learners presenting their case to an audience of relevant stakeholders. The activity may provide opportunities for learners to develop and apply skills that relate to their managing discussions in relation to the investment (TW2). The teaching of this unit should instil in learners an understanding of what makes the sport and active leisure sector unique. One strand of the supporting case might be a consideration of the nature of the sport and active leisure workforce likely to be required by the facility. A second might relate to the likely relevance and importance of volunteers in respect of delivering a programme of activities and events at the facility.

Centres might consider making best use of access to local sport and active leisure organisations as a means of 'exploring' the sport and active leisure workforce. Centres might entertain encouraging learners to arrive at initial hypotheses relating to the nature of the workforce and then test these hypotheses in conjunction with local providers. It would be useful if a range of organisations could be considered, ie firms from within the private sector, voluntary sports clubs, third sector organisations, etc. Learners may already have access to organisations through part-time work, club membership, work experience, work shadowing, centre arranged visits, etc. Such opportunities might enable learners to 'map' the workforce of the organisation, ie whether employees are paid/unpaid, part-time/full-time, skilled/unskilled, etc. It may even be possible to interview a representative of the organisation as a means of acquiring comprehensive data. Alternatively, learners could look to speak with a variety of employees in an attempt to collect relevant data. Learners might then compare and contrast the information collected prior to collating and then 'testing' their hypotheses. Employer representation might prove especially useful during such an exercise. Learners, working together acquiring data, might look to adopt different roles at different stages of the process, for example taking it in turns to lead the team (TW3).

The relevance and importance of volunteers to the sport and active leisure industry should become apparent to learners during the delivery of this unit. Learners might be encouraged to reflect on their experiences of sport and active leisure together with the opportunities afforded to them as a

result of their membership of sport and active leisure clubs, ie considering the contribution of volunteers in this regard. Alternatively, centres will usually have links with local voluntary sports clubs, not for profit community groups, etc. Learners can witness first hand the role that volunteers play within sport and active leisure. Learners could engage in some additional research in this area; secondary research could be undertaken in an attempt to gauge the impact of volunteers across the industry nationally. The Institute for Volunteering Research and Volunteering England's report (A Winning Team? The impacts of volunteers in sport, 2008), for instance, may provide a starting point. Alternatively, learners could carry out primary research into organisations that they are familiar with, or have access to, in order to establish the impact of volunteers at a local level.

In relation to the activity cited above, consideration might also be given to any legal requirements, regulatory implications and/or need for specialist training. Learners will be aware of the need for regulation in specific sections of the industry, notably the outdoors, playwork and health and fitness instructing. Reference to bodies such as the Register of Exercise Professionals, The Institute for Sport, Parks and Leisure and SkillsActive – Playwork, will provide an insight as to the sorts of specialist training required and the nature of any regulation.

Many sport and active leisure organisations provide extensive health and safety and other regulatory briefings before allowing participants to undertake certain activities and learners might benefit from a visit to a paintballing centre, or indoor ski facility, for example, where they might be able to observe briefings, tour facilities and discuss the operation's legal obligations with members of staff. Learners might then relate what they have learned to the learning activity as described, ie determining the specialist requirements relevant to their facility. If learners work in small groups, then it may be possible to build in opportunities to develop and apply the skills of providing each other with constructive support and feedback (TW6).

Learners could conceivably also use this activity as a vehicle for exploring the relationship between the sport and active leisure industry and associated industries. Alternatively, the learner might be encouraged to engage in research, exploring the nature of the interrelationships between sport and active leisure and law, media, retail, tourism and health. Guest speakers from different industries would further enhance learning.

Learners might also be encouraged to engage in an activity that involves an exploration of how the transferable skills developed through participating in sport and active leisure and/or working in the industry might be applied across the economy. Learners may acquire an appreciation of the types of skills developed in a sport and active leisure environment by considering their own involvement. An analysis of practical activities such as coaching, playing, officiating or leading a group of peers on an outwards bound adventure will enable learners to recognise the skills needed to carry out these particular roles. Various forms of feedback may be adopted, such as video analysis, peer feedback and self-reflection. The relevance and value to the wider economy of these transferable skills can then be considered for range of jobs, roles and/or careers. Person specifications/job descriptions often identify the nature of the skills required.

Learners will also become aware of the contribution of the industry to the UK economy. In respect of the learning activity, consideration might be given to the impacts on the local economy of the facility, ie in respect of jobs, attracting visitors and the impact of their spending in local shops, amenities, etc. Reference to documents provided by the Department of Culture Media and Sport, CCPR, Sport England, UK Sport, the European Union and the Office for National Statistics will ensure currency and focus when considering the picture in relation the UK. For example, Sport England's publications 'The Contribution of Sport to Economic Vitality and Workforce Development' and 'The Economic Importance of Sport in England 1985-2005' are resources that will help learners to appreciate the importance of the sport and active leisure industry to the UK economy. An ability to analyse information presented in the form of text, tables, graphs and charts is required. Learners should be able to identify both the differences and similarities of the sport and active leisure industry in the UK and the industry in other parts of the world. What is key here is that

learners are able to interpret and compare and contrast information presented to them. They should also be encouraged to question assumptions and bias within any data.

The learning activity as described might also provide learners with opportunities to apply English, mathematics and ICT skills in a way that supports the achievement of Functional Skills. The application of Functional Skills might also support achievement within this activity and, hence, the unit. There may be opportunities within this context to encourage learners to contribute to discussions, compare, select, read and understand texts in order to gather relevant information, ideas, arguments and opinions and make effective presentations. In respect of ICT, learners might be encouraged to select and use a variety of sources of information independently in order to carry out this task. Finally, the opportunity to present information appropriately could also be utilised.

Personal, Learning and Thinking Skills

There are no Personal, Learning and Thinking Skills (PLTS) embedded within the assessment criteria; however, Level 3 Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply PLTS in a number of ways. Centres should seek other opportunities for learners to develop the PLTS through the learning programme. Opportunities will depend on how the unit is delivered and the context in which the learning takes place. Some examples of opportunities, additional to those cited in the **approaches to applied learning**, are given below.

Independent enquirers

- Learners could plan and carry out research in order to investigate the structure and characteristics of the sport and active leisure workforce locally or the importance of volunteers to local provision. The consequences of decisions relating to the nature and scale of any research undertaken could also be considered.

Self-managers

- Learners could, if undertaking research, use this opportunity to develop their ability to organise their time and any relevant resources. Similarly, in tasks of this nature the ability to work towards goals, to demonstrate initiative as well as commitment and perseverance, could result in better outcomes.

Creative thinkers

- Learners could ask questions to extend their own thinking when considering the value to the economy of the relationship between sport and active leisure and associated industries.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply English, ICT and mathematics skills in a number of ways. Depending on how the unit is delivered and the context in which it takes place, these opportunities should occur naturally. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions in respect of the impact of the sport and leisure industry on the UK and global economy.
- Make an effective presentation in order to communicate the economic impact of volunteers within the industry.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions in respect of the need for regulation and specialist training in the industry.

ICT

- Select and use a variety of sources of information independently in order to inform understanding of how the sport and active leisure industry contributes to the economy.
- Present information about how the sport and active leisure industry contributes to the economy in ways that are fit for purpose and audience.

Mathematics

- Select and apply mathematics in order to analyse how the industry in the UK differs from the industry in other parts of the world.
- Draw conclusions in respect of how the industry in the UK differs from the industry in other parts of the world, providing mathematical justifications.

Unit G710: Globalisation and the sport and active leisure industry

Unit level Level 3	Unit size 60 Guided Learning Hours It is recommended that the learner spends 45 glh on the acquisition of knowledge, skills and understanding. The remaining 15 glh will take the form of controlled assessment where the learner produces the appropriate evidence.
Unit overview <p>The sport and active leisure industry increasingly has a global dimension. The delivery of products and services within the sports and active leisure industry are linked both directly and indirectly to global forces.</p> <p>On completing this unit learners will research the impact of the globalisation of the sport and active leisure industry and recommend ways to address issues arising from it.</p> <p>Learners with an interest in global sporting events, such as the Olympic Games or the FIFA World Cup, might consider looking at the economic, geographical, technological, socio-cultural and political issues involved with holding such an event. Alternatively, learners could consider the sustainability of a global sporting event, considering issues such as the event's carbon footprint, environmental impact and exploitation of resources.</p> <p>Learners will examine how commercial imperatives are impacting on the industry globally. Learners will also be required to consider ethical issues arising from globalisation. For example, how the industry seeks to balance the tension between sustainable development and commercialisation.</p>	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know what is meant by globalisation and sustainability in the context of the sport and active leisure industry</p>	<p>The learner can:</p> <p>1.1 describe what globalisation means in the context of the industry</p> <p>1.2 describe what sustainability means in the context of the industry</p>	<p>Globalisation in the context of the industry:</p> <ul style="list-style-type: none"> • economic – increased international trade and flow of capital and investment • socio-cultural – internationalisation of competitions and events, international diffusion of events • technological – global transmission of events • geographical – improved accessibility, better transport links • political – creation of international agreements and organisations <p>Sustainability in the context of the industry:</p> <ul style="list-style-type: none"> • within an organisation – pricing, infrastructure, service design and delivery, capacity to deliver, ‘champions’/leaders • within a community – community ownership and awareness, relationships between different groups, degree of community participation • environmentally – promoting and adopting sustainable forms of transport, new build, current management practices, visitor management • planning for major events

Learning outcomes	Assessment criteria	Exemplification
<p>2 understand the effects of the globalisation of the sport and active leisure industry</p>	<p>2.1 evaluate the impacts on the economy of a global sport and active leisure industry</p> <p>2.2 evaluate the impacts on the environment of a global sport and active leisure industry</p>	<p>Impacts on the economy of a global sport and active leisure industry:</p> <ul style="list-style-type: none"> • opportunities for increased income and expenditure • creates employment and increases output • generates sport and active leisure-related tourism • opportunities for other related industries (law, retail and health) • affects balance of trade • results in investment in infrastructure <p>Impacts on the environment of a global sport and active leisure industry:</p> <ul style="list-style-type: none"> • increased carbon footprint • using green sites and brown sites for facilities • pollution through waste • exploitation of resources
<p>3 understand the impact of commercial and ethical issues on the industry</p>	<p>3.1 analyse how commercial imperatives impact on the industry</p>	<p>How commercial imperatives impact on the industry:</p> <ul style="list-style-type: none"> • organisational objectives focused on profits/revenues • winning at all costs <ul style="list-style-type: none"> – illegal practices – match-fixing – substance misuse • creating opportunities for merchandising • importance of branding and celebrity culture • diversification of revenue streams • increased significance of public relations and marketing • redesign of products/services to maximise

Learning outcomes	Assessment criteria	Exemplification
	3.2 analyse how ethical issues have impacted on the development of the industry	<p>commercial appeal</p> <ul style="list-style-type: none"> • commercialisation and widening gap between 'rich' and 'poor' providers <p>How ethical issues have impacted on the development of the industry:</p> <ul style="list-style-type: none"> • equality of access to sport and active leisure • fairly traded products and services • measures to protect workforce (home and abroad) • measures to protect athletes/performers • shifting attitudes towards rule-breaking
4 understand how the industry balances the tensions brought about by globalisation	<p>4.1 evaluate the ways in which the industry balances the tension between ethics and commercialisation</p> <p>4.2 evaluate ways in which the industry helps to balance the tension between sustainable development and commercialisation</p>	<p>Ways in which the industry balances the tension between ethics and commercialisation:</p> <ul style="list-style-type: none"> • adheres to principles of good corporate governance • condemns deviance • regulates commercial partnerships • exploits commercial links <ul style="list-style-type: none"> – sponsorship and funding sources • investigates corruption • involves sports celebrities to promote fairtrade practices, sportsmanship <p>Ways in which the industry helps to balance the tension between sustainable development and commercialisation:</p> <ul style="list-style-type: none"> • implementing corporate social responsibility (in relation to suppliers, community, employees, environment, shareholders) • recognition of the principles of sustainable development • implementing European and International

Learning outcomes	Assessment criteria	Exemplification
		policies <ul style="list-style-type: none"> • involvement of iconic sports ambassadors in environmental education • redistribution of wealth from income generators to developing countries, community projects
5 be able to research the impacts on the economy and environment of global sport and active leisure events	5.1 research the impacts on the economy and environment of global sport and active leisure events (IE2)	Research Methods: secondary research Carrying out research includes: <ul style="list-style-type: none"> • define parameters • decide on information required • identify sources <ul style="list-style-type: none"> – diverse viewpoints • select sources <ul style="list-style-type: none"> – evaluate credibility • analyse and evaluate evidence • synthesise • draw conclusions
6 be able to recommend ways to address ethical issues arising from the globalisation of sport and active leisure	6.1 propose ways to address ethical issues (EP3)	Proposing ways to address ethical issues includes: <ul style="list-style-type: none"> • language, pace and tone relevant to audience and purpose • introduce issue with summary/overview • define problem • provide background information • propose practical resolutions • consider alternatives, balance pros and cons • consider outcomes/beneficiaries • conclusion, with realistic recommendations

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

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

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

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

Task taking:

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

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

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

Task marking:

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

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

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

- a record of carrying out research
- a proposal focusing on ways to address ethical issues supported by conclusions drawn from research.

Guidance to centres

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

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

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
1.1	a basic description of what globalisation means in the context of the industry	a description, some of which is detailed , of what globalisation means in the context of the industry	a thorough and clear description of what globalisation means in the context of the industry
1.2	a basic description of what sustainability means in the context of the industry	a description, some of which is detailed , of what sustainability means in the context of the industry	a thorough and clear description of what sustainability means in the context of the industry
2.1	a basic evaluation of the impacts on the economy of a global sport and active leisure industry, resulting in judgements of limited value	a developed evaluation of the impacts on the economy of a global sport and active leisure industry, resulting in judgements which are broadly appropriate	a thorough and well-developed evaluation of the impacts on the economy of a global sport and active leisure industry, resulting in judgements which are clear and appropriate
2.2	a basic evaluation of the impacts on the environment of a global sport and active leisure industry, resulting in judgements of limited value	a developed evaluation of the impacts on the environment of a global sport and active leisure industry, resulting in judgements which are broadly appropriate	a thorough and well-developed evaluation of the impacts on the environment of a global sport and active leisure industry, resulting in judgements which are clear and appropriate
	[0, 1, 2, 3, 4]	[5, 6, 7, 8, 9]	[10, 11, 12, 13, 14, 15]

Assessment criterion reference	Band 1	Band 2	Band 3
3.1	a simplistic analysis showing limited understanding of how commercial imperatives impact on the industry	an analysis, some of which is detailed , showing clear understanding of how commercial imperatives impact on the industry	a detailed analysis, showing comprehensive understanding of how commercial imperatives impact on the industry
3.2	a simplistic analysis showing limited understanding of how ethical issues have impacted on the development of the industry	an analysis, some of which is detailed , showing clear understanding of how ethical issues have impacted on the development of the industry	a detailed analysis, showing comprehensive understanding of how ethical issues have impacted on the development of the industry
	[0, 1, 2]	[3, 4, 5]	[6, 7, 8, 9]
4.1	a basic evaluation of ways in which the industry balances the tension between ethics and commercialisation, resulting in judgements of limited value	a developed evaluation of ways in which the industry balances the tension between ethics and commercialisation, resulting in judgements which are broadly appropriate	a thorough and well-developed evaluation of ways in which the industry balances the tension between ethics and commercialisation, resulting in judgements which are clear and appropriate
4.2	a basic evaluation of ways in which the industry helps to balance the tension between sustainable development and commercialisation, resulting in judgements of limited value	a developed evaluation of ways in which the industry helps to balance the tension between sustainable development and commercialisation, resulting in judgements which are broadly appropriate	a thorough and well-developed evaluation of ways in which the industry helps to balance the tension between sustainable development and commercialisation, resulting in judgements which are clear and appropriate
	[0, 1, 2, 3]	[4, 5, 6, 7]	[8, 9, 10, 11, 12]
5.1	with limited effectiveness researches the impacts on the economy and environment of global sport and active leisure events	with some effectiveness researches the impacts on the economy and environment of global sport and active leisure events	effectively and capably researches the impacts on the economy and environment of global sport and active leisure events
	[0, 1, 2, 3]	[4, 5, 6, 7]	[8, 9, 10, 11, 12]

Assessment criterion reference	Band 1	Band 2	Band 3
6.1	with limited effectiveness, proposes ways to address ethical issues, some of which are practical [0, 1, 2, 3]	with some effectiveness, proposes well-reasoned ways to address ethical issues, most of which are practical [4, 5, 6, 7]	effectively proposes well-reasoned and practical ways to address ethical issues [8, 9, 10, 11, 12]

Approaches to applied learning

This unit falls within the *sport and active leisure and the economy* 'theme' together with Unit G709: *The sport and active leisure workforce and the economy* and Unit G711: *Politics and policies in sport and active leisure*. This unit links to, and may support the delivery of, Units G709 and G711.

The aim of this unit is to enable learners to recommend ways to address ethical issues arising from the globalisation of the sport and active leisure industry. Learners will consider both globalisation and sustainability as it applies to the sport and active leisure industry. Learners will explore the tensions that exist between ethics, sustainability and commercialisation.

In respect of content delivery, OCR does not prescribe an approach that centres should adhere to; centres are free to adopt any approach that best meets local circumstances and their learners' needs. Centres should, however, seek to ensure that applied learning is secured through the approach adopted.

One approach to delivery might involve learners researching and compiling a report for a sport and active leisure industry client. The report might consider the environmental and/or economic and/or ethical implications of a particular course of action relating to the staging of an international event, for instance. There are Personal, Learning and Thinking Skills (PLTS) embedded and, hence, assessed through this unit. However, an approach of this nature will provide centres with opportunities to develop a number of additional PLTS as described within the PLTS framework. Developing these skills can both support achievement within the unit and the effective application and transfer of learning to other contexts. Similarly, this activity might also provide learners with opportunities to apply English, mathematics and ICT skills in a way that both supports the achievement of Functional Skills and also allows for the application of Functional Skills already acquired which will support learners' achievement in this unit.

In relation to this activity, learners could seek to develop and apply the generic 'Effective participator' skills as described within the PLTS framework. For example, an activity of this nature would provide opportunities for learners to develop and apply skills relating to their discussing particular issues of concern, seeking resolution where needed (EP1). The activity might result in learners presenting a persuasive case for action to the client (EP2). If learners work in groups it is conceivable that the 'resolutions' presented by the group may not conform to some learners' views and beliefs. As such, opportunities may arise for learners to develop and apply skills relating to acting as an advocate for the views and beliefs of others (EP6). Further examples of how additional PLTS might be developed are given below.

Irrespective of the approach to delivery undertaken, learners will need to consider the effects of the globalisation of the sport and leisure industry on both the economy and the environment. A range of delivery methods should be considered: lectures, discussion, research tasks, videos/DVDs and external visits. Centres should encourage learners to reference documents produced by international organisations such as the IOC, UNEP and World Business Council for Sustainable Development, as well as those produced by national bodies such as Sport England, UK Sport, the Department of Culture Media and Sport, the Department of Communities and Local Government, Skills Active and leading sports universities such as Sheffield and Loughborough. For example, the IOC has published a manual on Sport and the Environment that will serve as a means of better understanding the environmental issues relating to the sport. In addition, learners' understanding of sustainability may be further reinforced with external visits to eco-friendly sports stadia, or districts of towns or cities that have undergone urban regeneration as a result of a development of a sporting facility/event. An alternative to the approach described above might be to encourage learners to focus on a particular facet or feature of globalisation relating to the sport and active leisure industry. Indeed, different groups of learners could focus on a varied range of facets/features and share their knowledge and understanding in a group debate attended and/or chaired by relevant stakeholders. For example, learners might be asked to research the effects of the Formula One (a truly global enterprise) Grand Prix being held in the UK and the impacts this has had on local transport links. Other learners might investigate how having the majority

of Formula One racing teams based in the UK has impacted on technology in particular and, more generally, the wider economy. Learners might investigate the UK Government's willingness, or otherwise, to invest in a UK Grand Prix and the factors that have influenced the decision-making process. Liaison with the different lobby groups (local authorities, the FIA, FOMC, national government and environmental campaigners) and interested parties is likely to yield significant benefits for the learning process.

Learners must also consider the tensions, in relation to ethics and sustainability, which come about as a result of the sport and active leisure industry pursuing commercial imperatives. Learners may have encountered incidents relevant to this debate within the media from across the sector footprint; for example, the use of low-wage, or illegal child labour to manufacture sport and active leisure related products, moving manufacturing abroad or the impact of new ski resorts in Eastern Europe, etc.

To further support the learner, there are opportunities for local sport and active leisure representatives from a range of public, private and voluntary organisations to share their strategies and practices that aim to balance tensions between sustainable development and/or ethics and commercialisation. Learners will ultimately be able to act as managers/consultants proposing ways in which the sport and leisure industry can address ethical issues that arise in the pursuit of its activities.

Personal, Learning and Thinking Skills

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

Those PLTS that are embedded in the assessment criteria are:

Independent enquirers: AC – 5.1

Effective participators: AC – 6.1

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

Self-managers

- When teaching learners to research or, indeed, to devise a proposal, opportunities could arise to develop a learner's ability to organise their time and relevant resources. Similarly, in tasks of this nature the ability to work towards goals, to demonstrate initiative as well as commitment and perseverance could result in learners achieving better outcomes.

Reflective learners

- A proposal to address ethical issues will potentially impact on a range of stakeholders; learners could be taught to pitch their proposal appropriately given the nature of the audience.

Independent enquirers

- When proposing ways to address ethical issues, learners will draw on their research conclusions. To achieve a better outcome, learners could be taught to be selective in their use of source material, judging its relevance and value in light of their requirements. Learners are also likely to achieve a better outcome if the conclusions they reach following their research are supported using reasoned arguments and appropriate evidence.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply English and ICT skills in a number of ways. Depending on delivery, there may be opportunities in this unit to develop English, ICT and mathematics. Such opportunities are not limited to the examples below.

English

- Make a range of contributions to discussions in respect of how the industry balances the tensions brought about by globalisation.
- Make an effective presentation in order to communicate ways to address ethical issues.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions in respect of the impacts on the economy and environment of global sport and active leisure events.

ICT

- Select and use a variety of sources of information independently in order to inform recommendations in respect of ways to address ethical issues arising from the globalisation of sport and active leisure.
- Enter, develop and format findings from research about ways in which global sport and active leisure events impact on the economy and environment.
- Present a case advocating ways to address ethical issues.

Mathematics

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

Unit G711: Politics and policies in sport and active leisure

Unit level Level 3	Unit size 60 Guided Learning Hours It is recommended that the learner spends 48 glh on the acquisition of knowledge, skills and understanding. The remaining 12 glh will take the form of controlled assessment where the learner produces the appropriate evidence.
Unit overview The UK continues to be the country of choice for hosting international sports and active leisure events such as the Ryder Cup in golf and, of course, London 2012. This also extends to hosting international trade shows such as those used to launch new products to caravan and boat owners. On completion of this unit, learners will be able to present recommendations relating to the ways in which the benefits of hosting major sport and active leisure events can be sustained. In this unit, learners will consider the relationship between government policy and the sport and active leisure industry. Many of these issues are emotive, controversial and subject to intense public debate. Learners may already know something about politics and policies in sport and active leisure given media coverage. Learners will also examine the importance of event legacies.	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know the drivers that impact on the sport and active leisure industry</p>	<p>The learner can:</p> <p>1.1 identify the drivers that impact on the industry</p>	<p>Drivers that impact on the industry:</p> <ul style="list-style-type: none"> • key government policies and initiatives (learners should consider the most up-to-date policies and initiatives) • customer trends • increase in health awareness • innovation in provision • globalisation and technology • economic development
<p>2 understand the relationship between the industry and government policies and initiatives</p>	<p>2.1 assess why policies and initiatives that impact on the industry are created</p> <p>2.2 analyse how the industry influences government policy</p>	<p>Why policies and initiatives that impact on the industry are created:</p> <ul style="list-style-type: none"> • increase participation • improve health and wellbeing • improve opportunities • enhance community cohesion • promote success and reputation • ensure regulation, licensing, safeguarding <p>How the industry influences government policy:</p> <ul style="list-style-type: none"> • through individuals and communities • lobbying • the use of campaigns • evidence-based research

Learning outcomes	Assessment criteria	Exemplification
<p>4 understand challenges facing decision-makers in the industry</p>	<p>4.1 analyse why decision-makers in the industry face difficult choices</p> <p>4.2 evaluate ethical considerations that may impact on achieving success</p>	<p>Why decision-makers in the industry face difficult choices:</p> <ul style="list-style-type: none"> • balancing different perspectives <ul style="list-style-type: none"> – social – political – ethical – economic <p>Ethical considerations that may impact on achieving success:</p> <ul style="list-style-type: none"> • doping • misuse of sponsorship • sport and the celebrity culture • grass roots versus elite performance • impact of hosting major events • opportunity costs of investment • sustainability of policies, initiatives and programmes
<p>5 be able to recommend ways in which benefits of hosting major sport and active leisure events can be sustained</p>	<p>5.1 present cases for action to work towards positive legacies (EP2)</p>	<p>Presenting cases for action includes:</p> <p>persuasive presentation techniques</p> <p>oral presentation</p> <ul style="list-style-type: none"> • voice <ul style="list-style-type: none"> – pace – clarity – tone – confidence • body language <ul style="list-style-type: none"> – posture

Learning outcomes	Assessment criteria	Exemplification
		<ul style="list-style-type: none"> - gesticulation - interaction - eye contact <p>written report</p> <ul style="list-style-type: none"> • clear, logical structure <ul style="list-style-type: none"> - title page - contents page - summary - terms of reference - methodology - background - analysis - conclusions - recommendations - references/bibliography • technique appropriate for audience and purpose

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

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

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

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

Task taking:

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

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

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

Task marking:

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

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

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

- a record of presenting a case, with accompanying justification, which recommends ways of achieving a positive legacy.

Guidance to centres

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

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

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
1.1	identifies the drivers that impact on the industry, few of which are relevant	identifies the drivers that impact on the industry, some of which are relevant	identifies the drivers that impact on the industry, most of which are relevant
2.1	with limited effectiveness assesses why policies and initiatives that impact on the industry are created resulting in judgements of limited value	with some effectiveness assesses why policies and initiatives that impact on the industry are created resulting in judgements which are broadly appropriate	effectively and capably assesses why policies and initiatives that impact on the industry are created resulting in judgements which are clear and appropriate
2.2	a simplistic analysis showing limited understanding of how the industry influences government policy [0, 1, 2, 3]	an analysis, some of which is detailed , showing clear understanding of how the industry influences government policy [4, 5, 6, 7]	a detailed analysis, showing comprehensive understanding of how the industry influences government policy [8, 9, 10, 11, 12]

Assessment criterion reference	Band 1	Band 2	Band 3
<p data-bbox="159 376 203 403">3.1</p> <p data-bbox="159 580 203 608">3.2</p>	<p data-bbox="280 376 907 475">a basic evaluation of the importance of legacy to planning major sport and active leisure events resulting in judgements of limited value</p> <p data-bbox="280 580 907 679">with limited effectiveness assesses who benefits from positive legacies resulting in judgements of limited value</p> <p data-bbox="280 751 450 778">[0, 1, 2, 3, 4]</p>	<p data-bbox="929 376 1516 509">a developed evaluation of the importance of legacy to planning major sport and active leisure events resulting in judgements which are broadly appropriate</p> <p data-bbox="929 580 1516 679">with some effectiveness assesses who benefits from positive legacies resulting in judgements which are broadly appropriate</p> <p data-bbox="929 751 1099 778">[5, 6, 7, 8, 9]</p>	<p data-bbox="1538 376 2125 544">a thorough and well-developed evaluation of the importance of legacy to planning major sport and active leisure events resulting in judgements which are clear and appropriate</p> <p data-bbox="1538 580 2125 713">effectively and capably assesses who benefits from positive legacies resulting in judgements which are clear and appropriate</p> <p data-bbox="1538 751 1843 778">[10, 11, 12, 13, 14, 15]</p>

Assessment criterion reference	Band 1	Band 2	Band 3
4.1	a simplistic analysis showing limited understanding of why employees in the industry face difficult choices	an analysis, some of which is detailed , showing clear understanding of why employees in the industry face difficult choices	a detailed analysis, showing comprehensive understanding of why employees in the industry face difficult choices
4.2	a basic evaluation of ethical considerations that may impact on achieving success resulting in judgements of limited value [0, 1, 2, 3, 4]	a developed evaluation of ethical considerations that may impact on achieving success resulting in judgements which are broadly appropriate [5, 6, 7, 8, 9]	a thorough and well-developed evaluation of ethical considerations that may impact on achieving success resulting in judgements which are clear and appropriate [10, 11, 12, 13, 14, 15]
5.1	with limited effectiveness presents a case for action to work towards positive legacies [0, 1, 2, 3, 4, 5, 6]	with some effectiveness presents a case, some of which is persuasive , for action to work towards positive legacies [7, 8, 9, 10, 11, 12]	effectively presents a persuasive case for action to work towards positive legacies [13, 14, 15, 16, 17, 18]

Approaches to applied learning

This unit falls within the *sport and active leisure and the economy* 'theme' together with Unit G709: *The sport and active leisure workforce and the economy* and Unit G710: *Globalisation and the sport and active leisure industry*. This unit links to, and may support the delivery of, Units G709 and G710.

On completion of this unit, learners will be able to present recommendations relating to the ways in which the benefits of hosting major sport and active leisure events can be sustained.

In respect of content delivery, OCR does not prescribe an approach that centres should adhere to; centres are free to adopt any approach that best meets local circumstances and their learners' needs. Centres should, however, seek to ensure that applied learning is secured through the approach adopted.

One approach to delivery might involve learners researching and compiling a report for a sport and active leisure industry client. The report might consider the implications, for the client, of the UK Government's changing philosophy and focus in respect of a policy relating to sport. There are PLTS embedded and, hence, assessed through this unit. However, an approach of this nature will provide centres with opportunities to develop and apply a number of additional PLTS as described within the PLTS framework. Developing these skills can both support achievement within the unit and the effective application and transfer of learning to other contexts. Similarly, this activity might also provide learners with opportunities to apply English, mathematics and ICT skills in a way that both supports the achievement of Functional Skills and also allows for the application of Functional Skills already acquired which will support learners' achievement in this unit.

In relation to this activity, learners could be taught how they might go about planning and carrying out secondary research (IE2). In this instance, this is likely to involve learners considering a range of published materials. As such, opportunities might arise to teach learners the skills of analysing and evaluating in order to determine the relevance and value of information given the task in hand (IE4). As part of their Functional Skills teaching, learners will have been taught to compare, select, read and understand texts in order to gather information, ideas, arguments and opinions. In addition, learners will have been taught to select and use a variety of sources of information in order to undertake a complex task. Further examples of how additional PLTS might be developed are given below.

As part of their research, learners might be directed towards the Department for Culture Media and Sport's (DCMS) website and in particular the 2002 policy entitled *Game Plan: A strategy for delivering government's sport and physical activity objectives* together with the more recent, 2008 policy, *Playing to Win: A new era for sport*. The change in the title of DCMS's sport policy itself reflects a significant change in focus! The report could require them to explore the impact of policy from different stakeholder perspectives (learners may need support in this regard) prior to arriving at conclusions, for the benefit of the client, supported by reasoned arguments and evidence drawn from research (IE6). As regards producing a report, learners should have been taught how to write extended pieces communicating their ideas and opinions effectively and persuasively. Further suggestions for opportunities to apply English, mathematics and ICT Functional Skills within this unit are cited below.

Learners should explore a range of government policies and initiatives. Policies and initiatives will, however, come and go in relation to government thinking and philosophy and it is important that centres ensure currency at all times. At the time of writing, the DCMS is focused on overseeing the development of

'a world leading sporting nation'. Initiatives highlighted within the overarching strategy include attempts to, via the Youth Sports Trust, increase the numbers of 5–16 year olds participating in at least two hours of PE and sport in school each week and creating new opportunities for 5–16 year olds to participate in three hours of sporting activity each week. Sport England are charged with sustaining and increasing participation and developing sporting talent at all levels whilst UK Sport leads on the development of world-class sporting talent. Learners might also be directed to consider an array of other policies and initiatives that impact on the sport and active leisure industry such as the banning of alcohol at certain sports grounds, free live TV access to 'crown jewel' sports events, the minimum wage on employment, the need for ISA/CRB checks for those working with young and vulnerable groups and the decision to bid to host the 2018 World Cup.

As regards other drivers impacting on the industry, further reference to government websites such as the Department of Culture, Media and Sport would be a useful starting point. This might be supplemented by material available from a range of other sport and active leisure organisations such as Sport England (*Sport Shaping Places*), the Play England Council, professional bodies such as ISPLA and sector skills councils, including SkillsActive. Learners could also be directed to trade publications such as 'Leisure Management' or the CCPR's monthly update on policy issues.

As regards furthering learners' understanding of the interrelationship between policy and the sport and active leisure industry, centres may choose to use case studies which illustrate the extent to which the industry influences government policy. Current campaigning and lobbying being undertaken by groups such as the CCPR, the Fitness Industry Association (FIA) and Business In Sport and Leisure (BISL) may help to engage learners as they evaluate the extent to which the industry influences government policy. Similarly, research by a host of agencies and organisations is regularly used to inform and influence government. Learners also need to further their appreciation of the impact of government policies on the sport and active leisure industry. Centres may choose to introduce learners to programmes that have come about as a result of government policy. For example, the Sport Unlimited initiative to encourage greater participation by children turned off by 'traditional' sports and Play England's adventure playground funding programme to update and modify their play spaces run by the voluntary and community sector.

In terms of delivery, a second approach centres may choose to take might involve learners acting as consultants for a client planning a sport and active leisure 'event'. This might involve learners comparing and contrasting the legacies of well-known, major sport and active leisure events with research culminating in a presentation of recommendations to an audience playing the role of key 'decision-makers'. Again, an activity of this nature will provide opportunities to develop Personal, Learning and Thinking Skills (PLTS) additional to those assessed within the unit and as described within the PLTS framework. In preparation, learners might be taught the skills that will enable them to influence others via their presentations (EP5). If learners work with others on this activity they may find themselves in a position where they are required to balance a series of diverse views across the team in order to arrive at a workable solution (EP5). Learners may not always agree with any compromise reached and, as such, opportunities for acting as an advocate for views and beliefs that differ from their own may well arise (EP6).

There has been widespread reporting of recent major sport and active leisure event's legacies; learners might consider the legacy arrangements for London 2012 and also draw on lessons learned from previous events (the Manchester Commonwealth Games, the Rugby World Cup, the Athens Olympics, etc). As part of this process, learners should recognise that different stakeholders benefit to varying degrees from positive legacies. Learners could work in small groups to investigate a range of such events drawing on an array of relevant online resources (newspaper articles, consultancy reports and independent research findings) and determining what constitutes a positive legacy. It is important learners recognise that, whilst major events have the potential to offer significant benefits, at the same time they are likely to entail immense resource utilisation and enormous risk. Contact with appropriate organisers and representatives from major national and local events would certainly enhance the learning process. Also visits to areas where major events

have taken place or are scheduled to take place would allow learners to experience first-hand what legacy 'looks' like. This might include visits to facility developments, such as the Weymouth and Portland National Sailing Academy, or areas of urban regeneration, in East London for instance.

Whether in relation to policy implementation or legacy planning, learners should become aware that difficult choices inevitably have to be made by decision-makers when trying to balance different perspectives. Learners might explore examples that have directly affected them such as the selling off of school playing fields for the building of supermarkets in return for sponsorship of school and local amenities. Learners may be able to draw on other relevant personal experiences and debate the implications of these sorts of choices. Through this debate, they should be encouraged to draw out the underpinning ethical considerations when trying to balance social, political, ethical and economic perspectives. Centres should facilitate this process by providing topical and emotive issues for debate that cover the footprint of the industry (sport, fitness, play work, stadia management and safety, the outdoors and sports surfaces). There are opportunities for local sport and active leisure representatives from a range of public, third-sector and private organisations to inform this process, by explaining to learners how they have had to grapple with decision-making and balance ethical considerations within their own organisations and clubs.

Personal, Learning and Thinking Skills

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

Those PLTS that are embedded in the assessment criteria are:

Effective participators: AC – 5.1

Centres should seek other opportunities for learners to develop the Personal, Learning and Thinking Skills (PLTS) through the learning programme, particularly those PLTS that are not embedded in the assessment criteria. Opportunities will depend on how the unit is delivered and the context in which the learning takes place. Some examples of opportunities, additional to those cited in the **approaches to applied learning**, are given below.

Self-managers

- In respect of research, better outcomes might be achieved if learners are taught how to organise their time and any relevant resources, prioritising their actions where appropriate. Similarly, learners will benefit if taught how to set and work towards goals.

Creative thinkers

- Learners will consider existing/historical plans for legacy. In respect of their recommending ways in which the benefits of hosting major sport and active leisure events can be sustained, learners' outcomes will be enhanced if they are guided to ask questions in relation to legacy that will enable them to extend and inform their own thinking, connecting their own and others' ideas to arrive at inventive recommendations.

Team workers

- If learners work collaboratively to carry out research, learners could share out team roles – learners adapting their behaviour accordingly. Learners could take it in turns to assume a leadership role and managing the discussions that result in their reaching agreements in respect of common goals.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply English ICT and mathematics skills in a number of ways. Depending on how the unit is delivered and the context in which it takes place, these opportunities should occur naturally. Such opportunities include, but are not limited to, the examples below.

English

- Make a range of contributions to discussions in respect of the significance of legacy in the context of major sport and active leisure events.
- Make an effective presentation in order to present cases for action to work towards positive legacies.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions in respect of the present cases for action to work towards positive legacies.

ICT

- Select and use a variety of sources of information independently in order to inform recommendations in respect of ways in which benefits of hosting major sport and active leisure events can be sustained.
- Enter, develop and format findings from research in order to judge the relevance and value of plans for legacies.

Mathematics

- Select and apply mathematics in order to analyse the relevance and value of plans for legacies.

Unit G712: Promoting opportunities for all in the sport and active leisure industry

Unit level Level 3	Unit size 60 Guided Learning Hours It is recommended that the learner spends 45 glh on the acquisition of knowledge, skills and understanding. The remaining 15 glh will take the form of controlled assessment where the learner produces the appropriate evidence.
Unit overview The UK has one of the most diverse populations in the world. This diversity manifests itself in terms of ethnicity, race, religious beliefs, socio-economic status and sexual orientation. Meeting the needs of diverse participant groups is a very real challenge for the sport and active leisure industry. In this unit learners will plan how to promote inclusion for specific populations' participation in sport and active leisure. The needs of specific populations must be understood along with an appreciation of the physical and perceived barriers and the cultural and social values which may impact on specific populations' access to sport and active leisure. Learners will examine how equality and diversity legislation can positively impact on the sport and active leisure industry, ie providing a framework for ensuring fair and equitable access for all. Learners will also be given the opportunity to develop an understanding of the principles of inclusion and the specialist management, leadership and customer service skills needed to work effectively with specific populations across communities.	

Learning outcomes	Assessment criteria	Exemplification
1 know how the industry defines specific populations	1.1 identify specific populations	<p>Specific populations:</p> <ul style="list-style-type: none"> • children and young people • older people • different cultures and religions • people with learning difficulties and/or disabilities • people living in areas of deprivation • people with health conditions (including the obese and those with injuries) <p><i>(Good practice in respect of diversity and inclusion will mean that learners would also think about gender and sexual orientation)</i></p>
2 understand issues affecting the planning of specific populations' access to sport and active leisure	<p>2.1 analyse ways in which access to sport and active leisure may be restricted for specific populations</p> <p>2.2 evaluate factors that affect the suitability of activities for specific populations</p>	<p>Ways in which access to sport and active leisure may be restricted for specific populations:</p> <ul style="list-style-type: none"> • barriers (physical and perceived) <ul style="list-style-type: none"> – economic factors – choice (provision, awareness, availability of transport) – lifestyle and aspirations – disability access and provision – issues of equality and diversity • cultural and social values and norms <ul style="list-style-type: none"> – traditions – preferences – opinions <p>Factors that affect the suitability of activities for specific populations:</p> <ul style="list-style-type: none"> • health conditions (including pregnancy) • socio-economic factors

Learning outcomes	Assessment criteria	Exemplification
		<ul style="list-style-type: none"> • culture and religion • race • gender • disability • age
<p>3 understand how the industry works to uphold the principles of inclusion</p>	<p>3.1 analyse the leadership, management and customer service skills and attributes required to promote inclusion</p> <p>3.2 evaluate the importance of personal values, beliefs and attitudes to customer relationships</p>	<p>Leadership, management and customer service skills and attributes required to promote inclusion:</p> <ul style="list-style-type: none"> • vision • innovation • communication • influencing • integrity • strategic • reinforcement of positive behaviours • conflict resolution • balancing diverse views • inviting feedback • dealing positively with praise, setbacks and criticism • respect for other identities, personal values and attitudes • managing equality and diversity <p>The importance of personal values, beliefs and attitudes to customer relationships:</p> <ul style="list-style-type: none"> • to engender mutual understanding and respect • to break down perceived and actual barriers to access • to impact on decision-making and behaviour patterns

Learning outcomes	Assessment criteria	Exemplification
	3.3 analyse how the industry responds to implications brought about by equality and diversity legislation	<ul style="list-style-type: none"> • to create and promote a positive image of the industry • to avoid stereotyping • to ensure fair and equitable treatment of all • to balance the needs of the wider community <p>How the industry responds to implications brought about by equality and diversity legislation:</p> <ul style="list-style-type: none"> • evaluate implications for provision of products and services • evaluate implications for workforce • plan to adapt existing or deliver new products and services <ul style="list-style-type: none"> – allocation of resources – distribution of funding – recruitment, training and development of staff – procurement of specialist equipment • plan recruitment, training and staff development
4 be able to work with others to plan to promote inclusion for specific populations	<p>4.1 set goals for plans to promote inclusion (TW1)</p> <p>4.2 manage discussions to agree plans to promote inclusion for specific populations (TW2)</p>	<p>Setting goals includes:</p> <ul style="list-style-type: none"> • brainstorm – determine how to promote inclusion • draw up clearly defined goals (SMART (specific, measurable, attainable, realistic, time-bound)) • establish contingencies <p>Managing discussions includes:</p> <ul style="list-style-type: none"> • encourage contributions • balance diverse views • show fairness and consideration

Learning outcomes	Assessment criteria	Exemplification
	4.3 invite feedback to inform future progress (RL4)	<ul style="list-style-type: none"> • give constructive feedback and receive feedback positively • resolve disagreements • reach agreements <p>Inviting feedback includes:</p> <ul style="list-style-type: none"> • peer assessment <ul style="list-style-type: none"> – talk, discuss, explain, challenge • deal with praise, setbacks and criticism <ul style="list-style-type: none"> – reflect on behaviours to change/modify – reflect on skills, attributes, qualities to develop

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

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

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

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

Task taking:

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

- The time limit available to complete the assessment is 15 glh. Consortia can determine how this overall time is allocated between assessment tasks.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Centres can determine which physical resources and information sources are appropriate for the assessment.
- Learners will complete the majority of work for assessment under direct teacher supervision. For this qualification it is acceptable for some aspects of exploration, such as research, to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work.
- Collaboration is required within this unit. It is vital to be able to identify a learner's individual contribution, perhaps by using personal log, peer assessment, supported by witness statements. At all times the teacher must be sure each learner can produce evidence of their own contribution to each assessment criteria.

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

Task marking:

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

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

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

- a plan, with accompanying justification, to promote inclusion for a specific population
- a record confirming learner's contribution to the planning process
- a record relating to the learner inviting feedback.

Guidance to centres

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

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

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
1.1	identifies specific populations of limited relevance	identifies broadly relevant specific populations	identifies specific populations which are relevant and well-considered
2.1	a simplistic analysis, showing limited understanding of the ways in which access to sport and active leisure may be restricted for specific populations	an analysis, some of which is detailed , showing clear understanding of the ways in which access to sport and active leisure may be restricted for specific populations	a detailed analysis, showing comprehensive understanding of the ways in which access to sport and active leisure may be restricted for specific populations
2.2	a basic evaluation of factors that affect the suitability of activities for specific populations, resulting in judgements of limited value	a developed evaluation of factors that affect the suitability of activities for specific populations, resulting in judgements which are broadly appropriate	a thorough and well-developed evaluation of factors that affect the suitability of activities for specific populations, resulting in judgements which are clear and appropriate
	[0, 1, 2, 3]	[4, 5, 6, 7]	[8, 9, 10, 11, 12]

Assessment criterion reference	Band 1	Band 2	Band 3
3.1	a simplistic analysis showing limited understanding of leadership, management and customer service skills and attributes required to promote inclusion	an analysis, some of which is detailed , showing clear understanding of leadership, management and customer service skills and attributes required to promote inclusion	a detailed analysis, showing comprehensive understanding of leadership, management and customer service skills and attributes required to promote inclusion
3.2	a basic evaluation of the importance of personal values, beliefs and attitudes to customer relationships, resulting in judgements of limited value	a developed evaluation of the importance of personal values, beliefs and attitudes to customer relationships, resulting in judgements which are broadly appropriate	a thorough and well-developed single evaluation of the importance of personal values, beliefs and attitudes to customer relationships, resulting in judgements which are clear and appropriate
3.3	a simplistic analysis showing limited understanding of how the industry responds to implications brought about by equality and diversity legislation	an analysis, some of which is detailed , showing clear understanding of how the industry responds to implications brought about by equality and diversity legislation	a detailed analysis, showing comprehensive understanding of how the industry responds to implications brought about by equality and diversity legislation
	[0, 1, 2, 3, 4]	[5, 6, 7, 8, 9]	[10, 11, 12, 13, 14, 15]
4.1	with limited effectiveness, sets goals for plans to promote inclusion, resulting in goals of limited value	with some effectiveness, sets goals for plans to promote inclusion, resulting in goals, which are broadly appropriate	effectively and competently sets goals for plans to promote inclusion, resulting in goals which are clear and appropriate
	[0, 1, 2]	[3, 4, 5]	[6, 7, 8, 9]

Assessment criterion reference	Band 1	Band 2	Band 3
4.2	with limited effectiveness manages discussions to agree plans, which are of limited value in terms of promoting inclusion for specific populations [0, 1, 2, 3]	with some effectiveness manages discussions to agree plans, which are broadly appropriate in terms of promoting inclusion for specific populations [4, 5, 6, 7]	effectively manages discussions to agree plans, which are clear and appropriate in terms of promoting inclusion for specific populations [8, 9, 10, 11, 12]
4.3	with limited effectiveness, invites feedback to inform future progress [0, 1, 2, 3]	with some effectiveness, invites feedback to inform future progress [4, 5, 6, 7]	effectively invites feedback to inform future progress [8, 9, 10, 11, 12]

Approaches to applied learning

This unit falls within the sport and active leisure and the community ‘theme’ and links to the other unit that falls within this theme: Unit G713: *Developing community cohesion through sport and active leisure*.

The aim of this unit is to plan, with others, how to promote inclusion for specific populations’ participation in sport and active leisure.

In respect of content delivery, centres are free to adopt any approach that best meets local circumstances and their learners’ needs. Centres should, however, seek to ensure that applied learning is secured through the approach adopted.

For instance, delivery of this unit might be centred around a challenge presented to learners whereby they seek to plan a programme of sport and active leisure activities for a particular group or designated specific population. This could culminate in their presenting their programme to an audience of representatives from the group in question and/or other relevant stakeholders.

In addition to the Personal, Learning and Thinking Skills (PLTS) assessed through this unit, opportunities should be sought to develop and apply additional PLTS through the learning programme. An activity of this nature could be designed to apply and develop the generic ‘creative thinkers’ skills as described within the PLTS framework, ie generating ideas and exploring possibilities in relation to the programme (CT1), liaising with the group in question in order to connect their own and others’ ideas and experiences in inventive ways (CT3), question their own assumptions in relation to the group in question (CT4), pilot or try out alternative ideas with representatives from the group (CT5) and adapting the programme following feedback or as circumstances change (CT6).

This activity might also provide learners with opportunities to apply English, mathematics and ICT skills in a way that supports the achievement of Functional Skills. The application of Functional Skills developed in other contexts might also support achievement within this activity and, hence, the unit. There may be opportunities within this context to encourage learners to contribute to discussions, write documents that communicate information effectively and persuasively and compare, select, read and understand texts in order to gather relevant information, ideas, arguments and opinions. Learners might also be guided towards selecting and applying relevant mathematics to analyse the results of any research. In respect of ICT, learners might be encouraged to select and use a variety of sources of information independently in order to carry out supporting research. Finally, the opportunity to present information appropriately, given the nature of the task in hand or audience, could also be utilised. Further suggestions as regards opportunities to apply and develop English, mathematics and ICT within this unit are cited below.

Learners should be made aware of the key issues affecting specific populations’ access to sport and active leisure. A good starting point for accessing information on specific population groups can be found on the Physical Activity and Health Alliance website. Another useful source that contains generic information on equality and diversity is the Sport England website; it has a range of downloadable resources. Learners need to have an awareness of the ways in which access to sport and active leisure may be restricted for specific populations. Representatives from specific population groups could be invited into centres to assist with delivery. For example, they could provide information to learners about their different needs and the barriers they face.

The specialist skills and attributes required to promote inclusion within the industry should also be considered. Learners should appreciate the importance of being able to reconcile diverse personal values (so as to ensure that they, themselves, do not become a barrier to participation), setting aside personal prejudices and recognising that their own personal values and beliefs might differ from those of different groups. A range of professionals who interact with specific population groups could be invited into centres to outline the specialist skills that they require in their role. These might include coaches, centre managers, personal trainers, play workers, youth club leaders and outdoor activity instructors.

Learners need to be able to appreciate how values, beliefs and attitudes are influenced by external factors such as culture, society, peer groups, perception and stereotyping; how values, beliefs and attitudes impact on decision making and behaviour patterns, and upon relationships with internal and external customers.

Learners need to recognise the importance of equality and diversity legislation. Legislation that could be considered might include the Race Relations Act, Sex Discrimination Act, Equal Pay Act, Disability Discrimination Act, Employment Equality (Religion or Belief) Regulations and the Age Discrimination Act. Learners would benefit from recognising that legislation sets a minimum standard – in terms of promoting inclusion and increasing participation it is the attitudes and approach of employees within organisations that make the difference. (A useful website containing generic information on equality and diversity is the Sport England website, which has a range of downloadable resources.) Guest speakers from a range of specific population groups as well as representatives from sport and active leisure organisations could talk first hand about how organisations respond to the requirements of legislation and, indeed, the principles of inclusion. This might include adapting existing provision to better meet the needs of those with less opportunity. For example, rescheduling programmes, providing transport for distant users, providing taster sessions for reluctant users, developing staff to cope with users of low skills or disability and facilitating access and use by grouping users by gender. This could be achieved through talking to key representatives from the industry as well as local authority leisure departments.

Learners should be prepared to enable them to produce plans, with others, that promote inclusion. Learners could visit a range of sport and active leisure organisations or facilities to determine how effectively they are meeting the diverse needs of specific populations. Learners could collaborate with others (including community group leaders, youth group leaders, religious leaders, sports development officers, local providers, representatives from statutory, voluntary and community organisations and their peers) to determine the degree to which the needs of diverse participant groups are being met, and to make realistic recommendations for improvement based on the information gathered.

Personal, Learning and Thinking Skills

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

Those PLTS that are embedded in the assessment criteria are:

Team workers: AC – 4.1, 4.2

Reflective learners: AC – 4.3

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

Team workers

- In working together to plan how to promote inclusion, learners could take the opportunity to assume different roles within the team; including that of 'leader'. Learners could seek to adapt their behaviour to suit different roles and, indeed, different situations or scenarios. Learners will better manage discussions if they seek to develop their ability to show fairness and consideration to others and explore approaches to providing constructive feedback to others within the team.

Self-managers

- The team-working environment could provide the opportunity for learners to explore and develop strategies for building and maintaining close working relationships. Indeed, better outcomes could be achieved should learners acquire approaches that support the managing of their emotions.

Independent enquirers

- Learners could explore ways in which access may be restricted from the perspective of different populations. When learners are discussing the importance of balancing the needs of specific populations with those of the wider community, they could consider the influence of circumstances, beliefs and feelings.

Functional Skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply English, ICT and mathematics skills in a number of ways. Depending on how the unit is delivered and the context in which it takes place these opportunities should occur naturally. Such opportunities are not limited to the examples below:

English

- Make a range of contributions to discussions in respect of planning how to promote inclusion.
- Make an effective presentation in order to communicate plans.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions in respect of current equality and diversity legislation related to equality and diversity legislation.

ICT

- Select and use a variety of sources of information independently in order to inform plans to promote inclusion.
- Enter, develop and format findings from research about ways in which access to sport and active leisure may be restricted for specific populations independently to suit meaning or purpose.
- Present a case advocating plans in ways that are fit for purpose and audience.

Mathematics

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

Unit G713: Developing community cohesion through sport and active leisure

Unit level Level 3	Unit size 60 Guided Learning Hours It is recommended that the learner spends 45 glh on the acquisition of knowledge, skills and understanding. The remaining 15 glh will take the form of controlled assessment where the learner produces appropriate evidence.
Unit overview Sport and active leisure has the potential to play a positive role in addressing social cohesion, engaging even the most disaffected. Through its ability to bring people together from all sections of the community, sport and active leisure can be at the forefront of developing cohesive communities. On completion of this unit, learners will be able to devise strategies that seek to enhance community cohesion. In this unit learners will examine the ways in which the industry seeks to make the most of its unique opportunity to bring about change. Learners will consider the ways in which managers and leaders, through the use of culture, behaviours and role models, influence the development of cohesive communities through sport and active leisure.	

Learning outcomes	Assessment criteria	Exemplification
<p>The learner will:</p> <p>1 know the role of sport and active leisure in promoting community cohesion</p>	<p>The learner can:</p> <p>1.1 describe the role of sport and active leisure in promoting community cohesion</p>	<p>Cohesive communities include:</p> <ul style="list-style-type: none"> • shared vision for community • knowing rights and responsibilities • equal life opportunities • diversity appreciated and valued • sense of belonging • common values • strong and positive relationships • trust in local institutions <p>The role of sport and active leisure in promoting community cohesion:</p> <ul style="list-style-type: none"> • provision of sport and active leisure programmes/initiatives/events/activities for individuals and community groups <i>(learners should consider the most up-to-date programmes and initiatives)</i> • provision of shared sport and active leisure facilities and open spaces with sustainable programmes of future use • provision of secure environments for young people to socialise and participate in structured sport and active leisure activities

Learning outcomes	Assessment criteria	Exemplification
<p>2 understand how leaders and managers influence the development of cohesive communities through sport and active leisure</p>	<p>2.1 analyse how leaders and managers use strategies to influence behaviour patterns</p> <p>2.2 evaluate impacts of leaders' and managers' use of role models to enhance community cohesion</p>	<p>How leaders and managers use strategies to influence behaviour patterns:</p> <ul style="list-style-type: none"> • fostering interest amongst 'hard to reach' community groups (disaffected children and young adults, ethnic minorities, older people) • creating a sense of place and pride • building community spirit • developing stronger social networks • promoting opportunities for social, religious and cultural inclusion • providing opportunities for community groups to come together • bridging individual and community divisions • reducing propensity to commit crime/anti-social behaviour <p>The impact of using role models to enhance community cohesion:</p> <ul style="list-style-type: none"> • influences primary and secondary participation rates • reinforces positive cultural identities • promotes positive and challenges negative social images • promotes positive and challenges negative beliefs • promotes positive and challenges negative behaviours • promotes positive and challenges negative behaviour traits

Learning outcomes	Assessment criteria	Exemplification
	2.3 analyse leadership skills required to balance positive and negative influences when working in sport and active leisure in a community	<p>Leadership skills required to balance positive and negative influences when working in sport and active leisure in a community:</p> <ul style="list-style-type: none"> • communication • understanding the needs and characteristics of others (motives, values, norms) • motivating • counselling • setting an example • problem solving • evaluation
3 understand factors affecting communities' responses to sporting and active leisure cultures	3.1 analyse factors that determine how communities respond to sporting and active leisure cultures	<p>Factors that determine how communities respond to sporting and active leisure cultures:</p> <ul style="list-style-type: none"> • sense of community and civic pride • community involvement in the development and administration of programmes and initiatives • existing relationships with target groups • access to programmes and initiatives • cost to individuals and community groups of programmes and initiatives • knowledge, skills and competences of community coaches • existing capacity, skills and confidence in communities to enable them to tackle wider community issues • extent of tribal group, gang culture, peer pressure • relationships between people of different racial, cultural and religious communities

Learning outcomes	Assessment criteria	Exemplification
<p>4 be able to develop strategies to enhance community cohesion through sport and active leisure</p>	<p>4.1 devise strategies to enhance community cohesion</p> <p>4.2 communicate strategies to invite feedback</p>	<p>Devising strategies includes:</p> <ul style="list-style-type: none"> • generate ideas for using sport and active leisure • set objectives – techniques such as SMART (specific, measurable, attainable, realistic, time-bound) • draft implementation plan <ul style="list-style-type: none"> – identify tasks – prioritise tasks – sequence tasks • identify resource requirements <ul style="list-style-type: none"> – financial – human resources • determine success criteria <p>Communicating strategies to invite feedback includes:</p> <ul style="list-style-type: none"> • methods of communicating strategies to generate environments conducive for feedback <ul style="list-style-type: none"> – presentation with question and answer session – interview – focus group • communication skills required to generate environments conducive for feedback <ul style="list-style-type: none"> – tone of communication – body language – receptive to others' opinions

Learning outcomes	Assessment criteria	Exemplification
	4.3 adapt strategies to enhance community cohesion in response to feedback (CT6)	Adapting strategies includes: <ul style="list-style-type: none"> • judge relevance and value of feedback • prioritise viewpoints • draw conclusions • implement changes <ul style="list-style-type: none"> – refine objectives – review draft implementation plan from different viewpoints

Form of assessment

Requirements for centres

This unit is internally assessed and externally moderated. Assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking. Further, overarching information on controlled assessment is provided in section 6 of the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Task setting:

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

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

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

Task taking:

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

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

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

Task marking:

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

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

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

- a case for using sport and active leisure to enhance community cohesion
- a record of communicating the leadership skills required to work in sport and active leisure in a community
- a record of communicating strategies in order to invite feedback
- a strategy, with relevant adaptations, to enhance community cohesion.

Guidance to centres

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

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

Marking criteria

The total number of marks for this unit is **60**. For a description of the key words used in the marking criteria please see the Marking Criteria Glossary of Terms in the OCR Level 3 Principal Learning in Sport and Active Leisure centre handbook.

Assessment criterion reference	Band 1	Band 2	Band 3
1.1	a basic description of the role of sport and active leisure in promoting community cohesion	a description, some of which is detailed , of the role of sport and active leisure in promoting community cohesion	a thorough and clear description of the role of sport and active leisure in promoting community cohesion
2.1	a simplistic analysis showing limited understanding of how strategies for using sport and active leisure influence behaviour patterns	an analysis, some of which is detailed , showing clear understanding of how strategies for using sport and active leisure influence behaviour patterns	a detailed analysis, showing comprehensive understanding of how strategies for using sport and active leisure influence behaviour patterns
2.2	a basic evaluation of impacts of leaders' and managers' use of role models to enhance community cohesion resulting in judgements of limited value	a developed evaluation of impacts of leaders' and managers' use of role models to enhance community cohesion resulting in judgements which are broadly appropriate	a thorough and well-developed evaluation of impacts of leaders' and managers' use of role models to enhance community cohesion resulting in judgements which are clear and appropriate
	[0, 1, 2, 3, 4]	[5, 6, 7, 8, 9]	[10, 11, 12, 13, 14, 15]

Assessment criterion reference	Band 1	Band 2	Band 3
2.3	a simplistic analysis showing limited understanding of the skills required to balance positive and negative influences when working in sport and active leisure in a community	an analysis, some of which is detailed , showing clear understanding of the skills required to balance positive and negative influences when working in sport and active leisure in a community	a detailed analysis, showing comprehensive understanding of the skills required to balance positive and negative influences when working in sport and active leisure in a community
3.1	a simplistic analysis showing limited understanding of the factors that determine how communities respond to sporting and active leisure cultures	an analysis, some of which is detailed , showing clear understanding of the factors that determine how communities respond to sporting and active leisure cultures	a detailed analysis, showing comprehensive understanding of the factors that determine how communities respond to sporting and active leisure cultures
	[0, 1, 2, 3]	[4, 5, 6, 7]	[8, 9, 10, 11, 12]
4.1	with limited effectiveness devises simplistic strategies to enhance community cohesion, which are of limited value	with some effectiveness devises strategies to enhance community cohesion, which are broadly appropriate	effectively and capably generates well-considered strategies to enhance community cohesion, which are appropriate and realistic
	[0, 1, 2, 3]	[4, 5, 6, 7]	[8, 9, 10, 11, 12]
4.2	hesitantly and with limited effectiveness communicates strategies to invite feedback	with a moderate degree of confidence and some effectiveness communicates strategies to invite feedback	confidently and effectively communicates strategies to invite feedback
	[0, 1, 2, 3]	[4, 5, 6, 7]	[8, 9, 10, 11, 12]
4.3	strategies are adapted with little reference to feedback. The adapted strategies are of limited value	strategies are adapted with some attention to feedback. The adapted strategies are broadly appropriate	strategies are adapted with effective use of feedback. The adapted strategies are appropriate and realistic
	[0, 1, 2, 3]	[4, 5, 6]	[7, 8, 9]

Approaches to applied learning

This unit falls within the *sport and active leisure and the community* 'theme' and links to the other unit that falls within this theme: Unit G712: *Promoting opportunities for all in the sport and active leisure industry*. There are also links to Unit G706: *Effective management and leadership in sport and active leisure* and G711: *Politics and policies in sport and active leisure*.

The aim of the unit is to enable learners to devise strategies that seek to enhance community cohesion.

In respect of content delivery, centres are free to adopt any approach that best meets local circumstances and their learners' needs. Centres should, however, seek to ensure that applied learning is secured through the approach adopted.

For instance, delivery of this unit might be centred around learners' exploration of examples of local/regional initiatives designed to facilitate community development. For example, learners might investigate the success locally of a StreetGames project and/or a Positive Futures or Step into Sport programme. This might culminate in learners devising a project or programme relevant to the needs of their locality. Alternatively, they might report their findings to an audience of relevant stakeholders offering recommendations for improvement, refinement and/or enhancement.

In addition to the Personal, Learning and Thinking Skills (PLTS) assessed through this unit, opportunities should be sought to develop and apply additional PLTS through the learning programme. An activity of this nature could be designed to bring together a range of transferable skills that learners have acquired throughout the principal learning teaching and learning programme as a whole. As such, there may be an opportunity to apply and develop the generic 'reflective learner' skills as described within the PLTS framework, ie assessing themselves and identifying their achievements in respect of their developing other transferable skills (RL1). They might set goals for the further development of these skills through this activity (RL2), evaluating their experiences and learning to date so as to inform their future progress in this regard (RL5). Further examples of how other additional PLTS might be developed are given below.

This activity might also provide learners with opportunities to apply English, mathematics and ICT skills in a way that supports the achievement of Functional Skills. The application of Functional Skills developed in other contexts might also support achievement within this activity and, hence, the unit. There may be opportunities within this context to encourage learners to contribute to discussions, write documents that communicate information effectively and persuasively and compare, select, read and understand texts in order to gather relevant information, ideas, arguments and opinions. Learners might also be guided towards selecting and applying relevant mathematics to sequence activities within a strategy. In respect of ICT, learners might be encouraged to select and use a variety of sources of information independently in order to carry out supporting research. Finally, the opportunity to present information appropriately, given the nature of the task in hand or audience, could also be utilised. Further suggestions as regards opportunities to apply and develop English, mathematics and ICT within this unit are cited below.

As regards achieving the aim of the unit, learners need to know that community cohesion is a term used to describe social relations, patterns and interaction amongst persons and groups within a community. Learners need to be aware of the most common characteristics of community cohesion. The list provided in the exemplification is a good starting point. However, it is not exhaustive and may vary depending on locality. With support from the local authority and community groups, learners might hold a community action evening at their centre as part of the activity as described. Members of the local community could be invited to speak about what they value about their community and what they think detracts from cohesion.

Learners need to understand how leaders and managers within the industry can influence the development of cohesive communities through the implementation of programmes, initiatives and strategies which seek to influence behaviour patterns in society. Leaders and managers, in this context,

might include sports development managers, health education professionals or facility managers who have a brief for community engagement within their role. In addition to any primary research undertaken, learners could consider case studies relating to sport and active leisure-based initiatives, such as those undertaken by many local authorities. Such examples will assist in developing learners' understanding of how sport and active leisure can be used as a basis for developing and improving community cohesion. Managers and leaders from the sport and active leisure industry could be invited to speak to learners. They might be encouraged to outline their role and discuss the skills required of them in terms of their striving to develop more cohesive communities. There are numerous industry-based case studies on the use and influence of role models from the sport and active leisure sector and these could be considered by learners to help develop their understanding of how role models can be used by the industry to influence behaviour patterns and enhance community cohesion.

Learners might be encouraged to undertake local investigations to determine the factors that influence how community groups in their area respond to sporting and active leisure cultures. Learners could work with sports development officers and/or members of the leisure services department of their local council to determine influencing factors and how these impact upon the strategies undertaken to develop cohesive communities in their area. Alternatively, these groups and activities might be invited to/take place at a community action event at the centre.

In terms of devising strategies to enhance community cohesion through sport and active leisure, learners could work with local leisure development officers to gain an understanding of how objectives are established and strategies devised. In addition, a number of local authorities publish their leisure strategies on their websites.

Personal, Learning and Thinking Skills

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

Those PLTS that are embedded in the assessment criteria are:

Creative thinkers: AC – 4.3

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

Effective participators

- Learners will be taught to devise a strategy; if learners work together, this may provide opportunities for learners to develop and apply skills relating to their discussing particular issues of concern. Learners would also have opportunities to develop and apply skills that would enable them to present a case for action persuasively. Indeed, learners are likely to achieve a better outcome within the unit if they are able to learn this skill. If learners work together, it is conceivable that the 'case for action' may not conform to some learners' views and beliefs. As such, opportunities may arise for learners to develop and apply skills relating to acting as an advocate for the views and beliefs of others.

Team workers

- If learners work together to develop a strategy to enhance community cohesion, learners could take the opportunity to assume different roles within the team, including that of 'leader'. Learners could seek to adapt their behaviour to suit different roles and, indeed, different situations or scenarios.

Independent enquirers

- Learners could explore ways different communities respond to sporting and active leisure cultures. In doing so, they could consider the influence of the circumstances, beliefs and feelings relevant to those particular communities. When adapting strategies, learners are likely to achieve a better outcome if they analyse and evaluate feedback, judging its relevance and value.

Self-managers

- The requirement to elicit feedback could provide the opportunity for learners to acquire approaches that support the managing of their emotions in what could be a challenging process. Outcomes will also be enhanced if learners consider strategies to better manage their time and any relevant resources in this regard.

Functional skills

Principal Learning in Sport and Active Leisure will provide learners with opportunities to apply English, ICT and mathematics skills in a number of ways. Depending on how the unit is delivered and the context in which it takes place these opportunities should occur naturally. Such opportunities are not limited to the examples below.

English

- Make a range of contributions to discussions in respect of the role of sport and active leisure in promoting community cohesion.
- Make an effective presentation in order to communicate strategies.
- Compare, select, read and understand texts, using them to gather information, ideas, arguments and opinions in respect of how strategies for using sport and active leisure influence behaviour patterns.

ICT

- Select and use a variety of sources of information independently in order to inform strategies to enhance community cohesion.
- Bring together information in order to communicate strategies in ways that suit content and purpose.
- Present strategies in ways that are fit for purpose and audience.

Mathematics

- Select and apply mathematics in order to sequence tasks within strategy.