

Cambridge TECHNICALS LEVEL 2

Cambridge
TECHNICALS
2016

SPORT AND PHYSICAL ACTIVITY

Unit 5

Customer service in sport and
physical activity

Model Assignment

J/615/2388

Version 1 July 2017

Contents

Guidance for tutors on using this assignment	3
General	3
Before using this assignment to carry out assessment	3
When completing the assignment	3
Time	4
Format of evidence	4
Group work	4
After completing the assignment	5
Reworking the assignment	5
Modifying the model assignment	5
General information for learners	6
Assignment for learners	8
Scenario	8
The tasks	9
Task 1: Presentation for your application: The importance of good customer service	9
Task 2: The Interview	10
Task 3: Starting work: the probation period	11
Evidence Checklist	12

Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

ALL THESE MATERIALS MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how assistant fitness instructors and coaches and leisure assistants would demonstrate good customer service skills, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

There are resource requirements for this assignment. Every learner will need access to the following resources:

- For Task 3 learners will need access to 'customers' in an appropriate sport and physical activity environment. This could be in a leisure facility, in a gym or dance studio, in a sports hall or outdoors. This could be with 'real' customers or simulated with peers.
- For Task 3 learners are likely to require some simulated role play in order to enable them to achieve pass, merit and distinction criteria as this requires them to deal with a straight forward and complex complaint and then one that requires supervisor input.

Time

You should plan for learners to have 6–10 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Extended Certificate or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 5: Customer service in sport and physical activity

Scenario

Interview for a leisure assistant post.

You have seen an advert for a part time leisure assistant at your local leisure centre while reading the local newspaper. You have decided to apply for the role as it would be good experience to complement the sport course you are taking, and the part time hours would mean that you could combine studying and working.

Because they are anticipating a large number of applications, they would like applicants to complete a task in order to help them make a selection for interview (as well as completing an application form and sending in a CV). Following the applications, they will then have a day of interviews, including some role play in order to help the managers to identify who would be best suited to the role. There will be several stages to the interview process but the main focus will be around providing good customer service.

Task 1: Presentation for your application: The importance of good customer service

(This task should take between 2 and 3 hours.)

Learning Outcome 1: Understand what customer service involves and its importance to sport and physical activity providers, is assessed in this task.

The managers want to know if you have a good understanding of what the role of a leisure centre assistant would involve in terms of customer service and so the first interview task is to produce a presentation or a poster that describes at least three different situations in sport and physical activity where customer service can be provided.

They would also like you to describe at least three impacts of providing excellent customer service, showing that you understand why good customer service is so important, to both internal and external customers.

Your task is to provide evidence of your understanding of this for the leisure centre managers.

Pass	Merit	Distinction
P1: Describe a range of different situations in sport and physical activity where customer service can be provided.		
P2: Describe a range of impacts of providing excellent customer service.		
Evidence		
As this presentation is being sent to the leisure centre as part of the application, evidence could be in the form of a PowerPoint presentation or a poster.		

Task 2: The Interview

(This task should take between 1 and 2 hours.)

Learning Outcome 2: Be able to identify how to improve the customer experience of those who use sport and physical activity facilities, is assessed in this task.

You have received a letter stating that you have been successful in gaining an interview - well done! As a big part of the role will be working with a range of customers, you have been told to prepare to be asked questions on the following points at your interview:

- the different types of customers that use sport and physical activity facilities
- the needs that at least three of these different types of customers will have
- ways of improving the customer experience for these customers.

Your task is to prepare for and respond to questions on these issues.

Pass	Merit	Distinction
P3: Describe the main customer types that use sport and physical activity facilities.		
P4: Identify the needs of different customer types and ways of improving the customer experience for them.		
Evidence		
Evidence could be generated through a question and answer session between assessor and learner as mock interview. This could be recorded and/or witness statement to support grades awarded. Interview notes/notes made in preparation could also be used as supporting evidence.		

Task 3: Starting work: the probation period

(This task should take between 3 and 5 hours.)

Learning Outcome 3: Be able to demonstrate effective communication and personal presentation skills when delivering customer service in a sport and physical activity; and

Learning Outcome 4: Be able to handle customer complaints effectively, are assessed in this task.

You perform well in the interview and are successful in getting the job. You have a two week probation period to show you can do the job.

The probation period will focus on your personal presentation, communication skills and your ability to handle customer complaints effectively.

Your communication skills and personal presentation will be assessed by observation when you are delivering coaching or activity sessions over a 2 hour period. This can be in one session or in several parts. The manager will make notes of what they observe which you will be able to see after the probation period. During or after your sessions you will also be asked two questions:

- why might your communication need to be adapted to suit different customer needs?
- why is personal presentation important in delivering good customer service?

As part of your role you would be expected to handle customer complaints effectively. You may experience this during your probationary period in which case the manager will observe how you cope with these. If there are no complaints during this time, your manager will role play some scenarios for you.

Your task is to demonstrate these skills successfully as part of the probation period.

Pass	Merit	Distinction
P5: Demonstrate effective communication skills in a sport and physical activity environment.	M1: Demonstrate effective communication skills for a range of customer types in sport and physical activity environment.	D1: Explain why communication needs to be adapted to suit different customer types.
P6: Demonstrate appropriate personal presentation for a sport and physical activity facility.	M2: Explain why personal presentation is important for delivering good customer service in a sport and physical activity facility.	
P7: Demonstrate how to handle a straightforward complaint, with support, in a sport and physical activity environment.	M3: Demonstrate how to handle a complex customer complaint effectively in a sport and physical activity environment.	D2: Demonstrate how to handle complaints which require supervisor input effectively in a sport and physical activity environment.
Evidence		
Evidence could be in the form of video recording, photographs and witness statements or letters.		
Any notes made in preparation for D1 and M2 could also be used as supporting evidence.		

Evidence Checklist

OCR Level 2 Cambridge Technicals in Sport and Physical Activity

Unit 5: Customer service in sport and physical activity

LEARNER NAME:

For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Described a range of different situations in sport and physical activity where customer service can be provided?	
P2: Described a range of impacts of providing excellent customer service?	
P3: Described the main customer types that use sport and physical activity facilities?	
P4: Identified the needs of different customer types and ways of improving the customer experience for them?	
P5: Demonstrated effective communication skills in a sport and physical activity environment?	
P6: Demonstrated appropriate personal presentation for a sport and physical activity facility?	
P7: Demonstrated how to handle a straightforward complaint, with support, in a sport and physical activity environment?	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Demonstrated effective communication skills in a sport and physical activity environment?	
M2: Explained why personal presentation is important for delivering good customer service in a sport and physical activity facility?	
M3: Demonstrated how to handle a complex customer complaint effectively in a sport and physical activity environment?	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Explained why communication needs to be adapted to suit different customer types?	
D2: Demonstrated how to handle complaints which require supervisor input effectively in a sport and physical activity environment?	

To find out more
ocr.org.uk/sport

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.