

Leisure Operations

OCR Level 2 Certificate in Leisure Operations

Entry code 10279

Centre Handbook

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1 Qualification overview

Title	OCR Level 2 Certificate in Leisure Operations			
OCR entry code	10279	Qualification Number (QN)		600/2864/6
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
Suitable for	This qualification is suitable for candidates studying in preparation for employment in the Sport, Leisure and Recreation sector. Those already employed in the Sport, Leisure and Recreation sector may find this qualification useful as a focus for development activity and the opportunity to demonstrate personal competence. This qualification may also be useful for candidates wishing to gain a Level 2 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Sport, Leisure and Recreation sector.			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	a total credit of 18			
Structure and options	All 9 mandatory units			18 credits
Assessment model	<p>The grading for this qualification is pass/fail.</p> <p>This qualification is internally assessed by centre assessors and quality assurance personnel and externally verified by OCR.</p>			
Last date to enter candidates*	30 April 2014			
Last certification date*	30 April 2016			

*This is the last date that centres can enter candidates for this qualification. OCR will inform centres of any change to this date. Please refer to our website www.ocr.org.uk for current information.

2 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualifications.

OCR entry code	Title	Qualification Number
10279	OCR Level 2 Certificate in Leisure Operations	600/2864/6

The units and any supporting documentation for these qualifications can be found on the OCR website. www.ocr.org.uk

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages for details regarding updates.

It is important that centre staff involved in the delivery of the above have access to and understand the requirements laid down in this handbook.

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

2.1 Funding

These qualifications are regulated in the Qualifications and Credit Framework and may be fundable.

For further details regarding approval and funding eligibility please refer to the following websites:

Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000

<http://www.education.gov.uk/section96/>

Education Funding Agency

<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/studentssupport/funding/b00203354/efa-funding> for public funding information for 14-19 learners in England

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

LARA – Learning Aim Reference Application

<https://gateway.imservices.org.uk/sites/lara/Pages/Welcome.aspx> for information on funding rates for qualifications in England.

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for Employment and Learning www.delni.gov.uk or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

The QCF Qualifications Number (QN) should be used by centres when they wish to seek public funding for their candidates. Each unit within a qualification will also have a QCF unit code.

If you have any queries regarding funding for this qualification please contact OCR by email at funding@ocr.org.uk.

2.2 Guided learning hours

Each unit is allocated a number of guided learning hours (glh) which indicates the approximate number of hours for supervised or directed study time and assessment. Information on unit glh is given in Section 3: 'Qualification structures and entry requirements'.

2.3 Performance figures

For information on these qualifications' contribution to performance measurement please see Ofqual's Register of Regulated Qualifications <http://register.ofqual.gov.uk/> .

2.4 Unique Learner Number (ULN)

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for any of these qualifications. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank but OCR will not be able to send these achievements to the Diploma Aggregation Service. Further information about this can be found in Section 4 of the *Admin guide: Vocational Qualifications (A850)* <http://www.ocr.org.uk/administration/documents/vocational.html>.

2.5 Supporting OCR candidates

Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in section 5 'Assessment'.

3 Qualification structures and entry requirements

3.1 About these qualifications

These qualifications:

- are high quality and nationally recognised
- are vocationally-related
- are credit-based
- support achievement of Functional Skills/Essential Skills
- relate to national occupational standards (NOS)
- are regulated in the Qualifications and Credit Framework (QCF)
- appear on the Register of Regulated Qualifications
- are supported by SkillsActive, the sector body for Active Leisure and Learning.

They provide valuable opportunities for candidates to:

- develop skills
- gain underpinning knowledge and understanding
- demonstrate competence in the workplace
- improve employability
- continue professional development.

3.2 Qualification aims/objectives

The aim of this qualification is to prepare for employment in a broad occupational area. It covers the knowledge and skills required to prepare a candidate for employment as an operational member of staff in the active leisure sector.

Typical job roles include:

- Leisure attendant
- Recreation assistant

This qualification is primarily aimed at candidates who are not yet employed in these roles. However, it may also be used for new and existing members of staff who need further training and development.

The Certificate is not an NVQ or a competence based qualification. There is no requirement for the units to be assessed in a real workplace or over a period of time. However, the Certificate does contain some practical activities that must be tested in a realistic environment using real active leisure facilities and equipment.

3.3 Entry requirements

This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

There are no formal requirements for entry to this qualification.

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as candidates for one of these qualifications.

3.4 Recognition of Prior Learning

Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726). OCR encourages the use of RPL and centres should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that centres make it clear to their learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment.

The currency of knowledge and ability is often important when recognising skills and competences. Where assessment is devolved to centres through assignments or portfolio-building, centre staff

must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before OCR will quality assure and authorise certification.

3.5 Progression

This qualification has been designed to develop the skills, knowledge and understanding required to enable progression to and from qualifications along the vertical and horizontal planes in the Qualifications and Credit Framework (QCF) and from the National Qualifications Framework (NQF).

Candidates achieving the OCR Level 2 Certificate in Leisure Operations may go into employment in the Sport, Leisure and Recreation sectors. Typical job roles include:

- Leisure attendant
- Recreation assistant

Candidates could progress to further vocational study in their chosen sector, for example, the OCR Level 3 Certificate in Leisure Management or the OCR Level 3 NVQ Diploma in Leisure Management. The OCR Level 2 Certificate in Leisure Operations also provides the necessary knowledge and skills for learners to progress to the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

3.6 Qualification structure and rules of combination

Candidates do not have to achieve units in any particular order and the learning programmes should be tailored to meet individual needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of this qualification and identify opportunities to link the units together.

If a candidate is not able to complete the full qualification, their achievements will be recognised through the issue of a unit certificate listing the units and credit achieved.

The rules of combination for the qualification specify the:

- minimum credit value to be achieved
- mandatory unit credit
- required number of optional units

When combining units for these qualifications, it is the centre's responsibility to ensure that the rules of combination are followed.

3.6.1 Table of units for OCR Level 2 Certificate in Leisure Operations

The following tables contain the groups of mandatory and optional units. Please see the qualification page on the OCR website:

http://www.ocr.org.uk/qualifications/type/qcf/slr/lo_l2_cert/

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Group A						
Mandatory units						
1	EA2 - 2	Understanding the Active Leisure and Learning Sector	Y/600/1734	2	2	15
2	EA2 - 1	Understanding Employment Rights and Responsibilities	J/600/0840	2	2	15
3	LO2-03	Customer care and diversity in active leisure	T/503/0731	2	2	11
4	LO2-05	Health, safety, security and welfare in active leisure	K/503/0743	4	2	30
5	LO2-06	Developing self in an active leisure job role	Y/503/0737	1	2	5
6	LO2-07	Cleaning in active leisure	D/503/0738	1	2	7
7	LO2-08	Handling and maintaining equipment in active leisure	H/503/0739	3	2	14
8	LO2-04	Teamwork in active leisure	L/503/0735	2	2	11
9	L2EFA W	Emergency First Aid Skills	Y/600/1250	1	2	10

This qualification includes the unit Y/600//1250 - Emergency First Aid Skills. This is the same unit that is used within the Emergency First Aid at Work qualification.

Please be aware that when achieved within this Sport and Recreation qualification, the unit does not confer competence or achievement of the Emergency First Aid at Work qualification.

3.6.2 Rules of combination for OCR Level 2 Certificate in Leisure Operations

A total credit value of	18
Total credit from mandatory Group A	18

There are no barred combinations, equivalencies or exemptions for this qualification.

4 Centre assessor and quality assurance personnel requirements

4.1 Assessment centre requirements

The occupational expertise of those undertaking the roles of assessment and internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and quality assurance is of paramount importance.

The assessment centre must:

- ensure there are sufficient trained or qualified personnel to assess the number of candidates they anticipate enrolling for the course/qualification
- ensure there are sufficient trained or qualified personnel to internally quality assure for the number of candidates and assessors
- put systems and internal quality assurance personnel in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for centre personnel taking part in assessment
- ensure there is a system of standardisation in place to ensure that all assessments are consistent and fair
- ensure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualification
- ensure that there is sufficient time to conduct effective assessment and internal quality assurance.

4.2 Centre Assessors

Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. teacher, tutor, supervisor, manager.

The assessment centre must ensure that those making assessment decisions have the necessary expertise to do so, which may include assessors having, or working towards, appropriate qualifications. These would include:

- Award in Assessing Competence in the Work Environment
- Certificate in Assessing Vocational Achievement.

- Assess candidates using a range of methods (A1)
- D32/33

Where centres use trained assessors they must provide evidence, to OCR, of the training undertaken.

All centre assessors must:

- have the role of assessor identified within their role profile, where assessment forms part of an individual's role
- be occupationally competent in the units they are assessing. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding, by having worked in a relevant sports development context for two years full-time or equivalent.
- be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
- hold an appropriate sport & recreation qualification (e.g. N/SVQ Level 3 or above or a related HND, a related degree or Level 3 or above qualification from the NQF, or Level 8 or above from the SCQF)
- understand and apply OCR recording requirements.

4.3 Internal quality assurance personnel (IQA)

Internal quality assurance is an activity that can be performed by dedicated individuals or as part of an individual's wider role.

All internal quality assurance personnel must:

- be qualified in quality assurance; appropriate qualifications would include: Award in the Internal Quality Assurance of Assessment Processes and Practice, or as a verifier, (V1, D34). Where Centres use trained quality assurance personnel, they must provide evidence to OCR of the training undertaken
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role, by having worked in a relevant sports development context for two years full-time or equivalent
- hold an appropriate sport & recreation qualification (eg N/SVQ Level 3 or above or a related HND, a related degree or Level 3 or above qualification from the NQF, or Level 8 or above from the SCQF)
- sample the assessment process to ensure accurate and consistent decisions between centre assessors and against standards

- resolve differences and conflicts on assessment decisions
- ensure that assessment has been carried out by persons who are occupationally competent within the area they are assessing
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments within the sector
- be responsible for corrective measures identified by OCR External Verifiers and OCR.

5 Assessment

5.1 Assessment: How it works

Teachers/tutors must make sure that the teaching content for each criterion is fully addressed so that candidates can effectively meet the requirements. Specific evidence requirements may be detailed within each unit, together with assessment guidance. Centre teachers/tutors must ensure that candidates meet all of the specific requirements of each unit. The units are available to review on the qualification page on the OCR website:

http://www.ocr.org.uk/qualifications/type/qcf/slr/lo_l2_cert/documents/

The identified teaching content in the unit is not exhaustive and may be expanded upon or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

We recommend that teaching and development of subject content and associated skills be referenced to real-life situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real-life case situations.

When centre assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

If a candidate fails the assessment for a unit, they may be entered again. There is no restriction, other than the life of the qualification, on the number of times a candidate may be entered for a unit. Unit fees are available for this purpose. The OCR Fees List (available on the OCR website) provides details of all fees applicable to these units and qualification.

5.2 Authentication

Assessors must be confident that the work they assess is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

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

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore

important that centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the assessor to ensure that the details of any feedback and guidance are clearly recorded. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

5.3 Direct Claim Status (DCS)

In recognition of centres having achieved a high level of internal verification and management of their quality assurance systems OCR will allow a centre to have direct claims status (DCS). This is when centres can claim certification for identified qualifications in between their external verifier visits. Centres who have consistently met all the required criteria and delivered high quality assessment for the individual qualification over approximately a twelve month period could be awarded DCS.

In the centre report, the OCR external verifier may recommend your centre for direct claim status.

If OCR agrees with the EV's recommendation, the centre will be sent:

- DCS agreement
- DCS Quality Assurance Team Register (containing the names of the centre quality assurance personnel that the EV has recommended can authorise DCS certification claims).
- Composite list of qualifications approved for DCS

Once the Centre returns the appropriate documentation OCR will notify them that they can use DCS.

Each person who the external verifier has checked and who then signs the DCS declaration form will be eligible to submit claims for the qualifications in question.

Once the centre has submitted claims, the external verifier will select a sample of candidates' work, which will be reviewed at the next external verifier visit. The centre must retain all portfolios claimed with direct claim status until the next external verifier visit. Certificates issued under 'Direct Claim' procedures will remain provisional until such time as they are confirmed through a verification visit.

All candidates including any who leave the centre following certification, must be asked to retain their evidence, portfolios and cumulative assessment record (CAR) for one year as they may be required for audit.

Withdrawal of DCS

DCS may be withdrawn at any time if in the opinion of OCR any of the centre information given is no longer current, the conditions of the approval are not met or the quality of assessment and quality assurance at the centre is compromised.

Re-instatement of DCS

OCR will apply one of the following two routes:

- Reinstatement DCS at the next External Verifier visit if all action points have been completed
- Centre is required to go through the full DCS process and meet the DCS criteria again.

The route for reinstatement will depend upon which of the DCS criteria are not in place at the point of DCS withdrawal.

Critical points regarding Direct Claim Status

- Certificates issued under 'Direct Claim' procedures will remain provisional until such time as they are confirmed through a verification visit.
- The quality assurance signature on all DCS claims will be checked to ensure that only quality assurance personnel listed on the Centres' DCS Internal Quality Assurance Team Register have authorised the claims.
- Centres must keep assessment and quality assurance records relating to all candidates for at least three years from the date of the claim.
- The decision on whether DCS is awarded, retained or withdrawn lies with OCR.

5.4 Initial assessment of candidates

It is important for centres to carry out an initial assessment that identifies the competence, knowledge and understanding candidates already have and any potential gaps that need to be addressed. This will also:

- allow centre assessors to plan the assessment
- help candidates to identify units which they might find most appropriate
- enable candidates to understand the best place to start collecting evidence.

5.5 Assessment planning

Centre assessors must take responsibility for assessment planning with candidates. This will involve discussing a number of issues with candidates including:

- agreeing the best source of evidence to use for particular units
- determining the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place
- agreeing a flexible timetable for unit completion and assessment.

Centre assessors must make a note of their assessment planning and regularly give feedback to candidates.

5.6 Making assessment decisions

It is not necessary for candidates to meet all the criteria every time they carry out an activity, but **it is necessary that all candidates produce evidence to demonstrate they have met all assessment criteria**. They must consistently provide sufficient evidence for centre assessors to be able to confirm that the candidate is competent in their working environment. Candidates must meet the specific evidence requirements detailed in each unit.

In line with the Learning and Development standards, centre assessors should:

- plan with the candidate
- assess candidate performance, knowledge and understanding
- look at the evidence
- question and give feedback to the candidate working towards the qualifications being assessed.

They should also be satisfied that the candidate has demonstrated competence when meeting the assessment criteria.

All criteria in the unit must be completed before the centre assessor can sign the unit off as complete.

Full details of the administration arrangements associated with these qualifications are included in the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website <http://www.ocr.org.uk/administration/documents/vocational.html>.

5.7 Methods of assessment

It is the centre assessor's responsibility to agree the best method of assessing a candidate in relation to their individual circumstances. The methods agreed must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the candidate.

Valid

A valid assessment method is one that is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are not relevant to the qualification or difficult for the candidate to understand, not in terms of the content but the way they are phrased, the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's policy on "health & safety" as evidence towards the requirement of unit 4 "Understanding how to manage health, safety and welfare in active leisure", unless developed by the candidate, unless the candidate assisted in the development of the promotional method, as it would not allow for valid assessment. It may be more appropriate for the candidate and centre assessor to have a discussion about the promotional plan and for the candidate to explain their role in its development, illustrated with examples from their work. This discussion could then be assessed by the internal centre assessor and recorded as evidence, together with the plan.

Reliable

A reliable method of assessment will produce consistent results for different internal centre assessors on each assessment occasion. Internal quality assurance personnel must make sure that all centre assessors' decisions are consistent.

Safe and manageable

Centre assessors and internal quality assurance personnel must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

OCR has tried to make sure that achievement of these qualifications are free from constraints outside the requirements of the unit and the candidate's job role.

For candidates who have access requirements please see Section 6.5 '[Access arrangements and special consideration](#)'.

If centre staff think that any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR, in partnership with SkillsActive and other awarding bodies, has identified the main assessment methods suitable for these qualifications:

- **examining of the evidence** by a centre assessor
- **direct observation** of practice by a qualified centre assessor or by the expert witness for occupational specific units
- **questioning** the candidate or witness by a centre assessor
- **inference of knowledge** from direct observation
- **professional discussion.**

In some situations, the centre assessor can arrange a formal discussion with the candidate to provide evidence of the candidate's performance and knowledge (see Section 5.11 [Professional discussion](#)).

5.8 Examining the evidence

Approved and qualified centre assessors (see Section 4 Centre assessor and Quality assurance personnel requirements) must examine the evidence for the assessment of these qualifications.

Evidence can:

- reflect how the candidate carried out the process/activity
- be the product of a candidate's work
- be a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in an observation or witness testimony. It is the centre assessor's responsibility to make sure that the evidence a candidate submits for assessment is authentic and meets the requirements of the qualification.

The product of a candidate's work could be, for example, the production of a development plan as a result of discussing and agreeing their professional development with their supervisor, or reports, job descriptions or other documents produced which relate to relevant assessment criteria.

After the centre assessor has examined the evidence, they must record an assessment decision and the justification for the decision. They should also give feedback to the candidate.

5.9 Direct observation

Approved and qualified centre assessors (see [Section 4 Centre assessor and Quality assurance personnel requirements](#)) may carry out observations for the assessment of these qualifications.

The centre assessor and candidate should plan observations together but it is the centre assessor's responsibility to record the observation properly.

After the observation has taken place, the centre assessor needs to record an assessment decision and the justification for the decision. They should also give feedback to the candidate.

5.10 Questioning

Approved and qualified centre assessors (see [Section 4 Centre assessor and Quality assurance personnel requirements](#)) may question a candidate or witness for the assessment of these qualifications.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the activities a candidate has been involved in.

Centre assessors should ask open questions; that is, questions where the candidate has to give an answer (other than 'yes' or 'no'). Centre assessors should also be careful to avoid complicated questions which may confuse the candidate.

It is important that centre assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that centre assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, they must record enough information about what they asked and how the candidate replied, to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Centre assessors

should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

5.11 Professional discussion

Professional discussion is a structured, planned and in-depth discussion recorded by the centre assessor. It allows the candidate to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The centre assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

5.12 Witness testimonies

The witness must be an individual not related to the candidate, who is in a position to make valid comment about their performance, e.g. tutors or workplace supervisors.

Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the centre assessor or could be written in a short note.

If a witness provides a written statement they should include the following:

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony
- a description of the witness' relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The centre assessor will then judge whether the candidate's activities demonstrate competence to the standards. It is not acceptable for candidates or centre assessors to produce written witness testimonies for witnesses to sign.

5.13 Personal statements

This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, reflective accounts, but someone who can authenticate them as a true account of what took place must countersign these.

5.14 Performance evidence

Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide inferred evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product
- if group work is used as evidence, the candidate's contribution must be clearly identified. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence; this must be clearly identified
- proof of the way the candidate carried out their work (that is, the process they went through). Both an internal centre assessor's observation of a candidate or a witness' testimony provides performance evidence and either would be suitable for these qualifications.

5.15 Where evidence comes from

Evidence may come from a number of different sources, for example:

- performance and knowledge evidence may come from a candidate carrying out workplace activities
- knowledge evidence may come from answering the centre assessor's questions.

5.16 Real work

The qualifications require that most assessment of a candidate's performance must take place within the workplace, and that observation should be of naturally occurring practice within the candidate's work role. This will include the demonstration of the application of knowledge. This principle will apply to all units, except where simulation has been deemed acceptable.

5.17 Simulation

Simulations should only be undertaken in a minority of cases, where the candidate is unable to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies or other incidents which will not necessarily occur frequently. Where simulation is permitted for this qualification, it will be specified within the 'Evidence Requirements' section of the unit (available on the qualification page on the OCR website). As an indication, simulation will be allowed for certain Learning Outcomes within the following units:

- Unit 3 – Customer care and diversity in active leisure
- Unit 4 – Health, safety, security and welfare in active leisure
- Unit 5 – Developing self in active leisure
- Unit 6 – Cleaning in active leisure
- Unit 7 – Handling and maintaining equipment in active leisure
- Unit 8 – Teamwork in active leisure

Simulation may be used as a supplementary form of evidence.

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see [Section 5.21.1 Internal quality assurance](#)).

Where simulations are used they **must** replicate working activities in a realistic workplace environment.

The permitted use of simulation will be indicated in each unit. A realistic working environment is defined by an environment that replicates what is likely to happen when an individual is carrying out their normal duties and activities.

5.18 Type of evidence

Evidence can take many forms, for example, photographs, DVDs, digital recordings, CD and paper-based or digitally formatted documents.

5.19 Amount of evidence needed

It is difficult to give detailed guidance regarding the amount of evidence needed, as it depends on the type of evidence collected and the judgement of centre assessors.

For a candidate to be judged competent in a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether a centre assessor is confident that a candidate is competent or not. Centre assessors must be convinced that candidates working on their own can work independently to the required standard.

SkillsActive have specified some evidence requirements for certain units e.g. where a minimum number of examples must be identified. Where this is the case, the requirements are listed within the 'Evidence Requirements' section of the unit (available on the qualification page on the OCR website).

5.20 Cumulative assessment record (CAR)

Templates for the recording documents to be used in a **cumulative assessment record (CAR)** may be provided by OCR or they may be designed by the centre and approved during the approval visit or by the OCR external verifier. The forms can be in any format but as a minimum they must contain the information identified in OCR's publication *Admin guide: Vocational Qualifications (A850)*.

Candidates must record, on the relevant documents, all the evidence presented for assessment. These records will also be used by the centre assessor and internal quality assurance personnel to record assessment decisions. They can also be used to record progress towards the achievement of units.

Filling in these documents is an ongoing process involving discussion and agreement between the candidate and their centre assessor. The candidate should fill in and keep the CAR while working towards their qualification. A centre assessor may help the candidate complete the CAR if necessary. It may be viewed by the centre's internal quality assurance personnel and OCR external verifier for sampling purposes as part of the quality assurance process.

Examples of other forms and recording documents are provided to assist centres and candidates as they work towards these qualifications, please see the OCR website www.ocr.org.uk.

5.21 Verification – how it works

5.21.1 Internal quality assurance

It is the centre's responsibility to appoint internal quality assurance personnel to manage the internal quality assurance process. The purpose of internal quality assurance is to make sure and show that assessment is valid, reliable and consistent, through monitoring and sampling assessment decisions.

Where simulation is permitted, internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section 5.17 [Simulation](#)).

5.21.2 External verification

OCR will allocate an external verifier who will visit the centre to verify assessments and internal quality assurance.

External verifiers will want to interview candidates, centre assessors and internal quality assurance personnel during their visits. Assessment records and evidence for all candidates must also be available for external verifiers to see if they ask to. It is the centre assessor's (and not the quality assurance personnel or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for these qualifications, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios) and CARs
- access to OCR on-line claim system (Interchange)
- relevant centre assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios relating to certificates claimed through DCS should be accessible
- a copy of the external verifier's last visit report
- a sample signature list for all centre assessors and internal quality assurance personnel
- details of training curriculum vitae and certificates for new members of the assessment team
- all **centre records** (see **Centre records – assessment and verification** for more details)
- evidence of achieving action points and/or recommendations since the last external verifier visit
- notes of any action carried out following particular points mentioned by an external verifier in any correspondence since their last visit
- recommendations to the external verifier
- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

5.21.3 Centre records – assessment and verification

Centres must make sure that assessment and quality assurance records are available for external verification purposes. These must record the following minimum information:

- candidate's name and location
- the title and level of the qualification they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the centre assessor
- name of the internal quality assurance personnel
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- assessment method(s) used
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessments to justify the decision made
- an indication of frequency of, and reason for, the use of simulation, if used
- dates and outcomes of internal quality assurance
- action resulting from internal quality assurance
- certification.

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the candidate.

6 Delivery

6.1 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the last entry date laid down by the regulatory authorities detailed in the qualification overview.

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

6.2 Wider issues

These qualifications provide opportunities for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Teachers/Tutors delivering a programme of learning leading towards these qualifications would have opportunities to develop candidates' understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, for example through:

- Client confidentiality
- Maintaining professional relationship boundaries

Environmental issues, health and safety considerations and European developments

Teachers/Tutors delivering a programme of learning leading towards these qualifications would have opportunities to have opportunities to develop candidates' understanding of health and safety issues, environmental issues and European developments such as:

- Health and safety and their application in a leisure environment

6.3 Centre resources and requirements

OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real-life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Health and Safety).

In addition, each unit will contain guidance on the resources required. Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to candidates.

6.4 Delivery in Wales and Northern Ireland

These qualifications have been regulated by Ofqual for delivery in England/Wales/Northern Ireland during the life of the qualifications.

They have been approved by the Department for Education and Skills (DfES) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

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

We will provide specifications, assessments and supporting documentation in English.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

6.5 Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk.

This document should also be referred to for those candidates who may require a post-examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications (A850)* on the [OCR website](http://www.ocr.org.uk).

6.6 Centre malpractice guidance

It is the responsibility of the Head of Centre* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

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

Further information is contained in the JCQ publication: *General and Vocational Qualifications - Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk together with OCR's [Malpractice Procedures – A Guide for Centres](#).

* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

7 Certification

Candidates who achieve the full qualification will receive:

- a unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s), and
- a certificate giving the full qualification title and the qualification number.

Candidates achieving one or more units but who do not meet the credit requirements for a full qualification will receive a certificate listing the units they have achieved along with their credit value.

7.1 Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued, centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications (A850)* <http://www.ocr.org.uk/administration/documents/vocational.html> for full details.

For details on how to make online claims for QCF qualifications see the step-by-step guide for centres *Making online claims for QCF and Functional Skills qualifications* <http://www.ocr.org.uk/interchange/docs/index.html>.

7.2 Multiple certificates recognising candidate achievement

Centres may receive certificates for qualifications that are part of a suite but for which the candidate has not been entered.

As the centre claims units for this qualification, OCR's system will validate that the combination of units matches the rules of combination for this qualification.

In the process it will also check against the OCR candidate number to:

- check if qualifications/units already claimed contribute to this qualification
- identify if this claim contributes to the achievement of the rules of combination for other qualifications.

If this is the case certificates will automatically be generated to recognise the candidate's achievement e.g. if candidates are entered for an OCR qualification which is part of a suite, for example a Level 3 Diploma in Business and Administration, when the units are claimed the system

will check if the combination of units entitles the candidate to any other qualifications such as the Award or Certificate.

7.3 Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. If the request is made within six months of the certificate issue date, replacements will be provided free of charge.

8 Administration arrangements

8.1 Administration arrangements for these qualifications

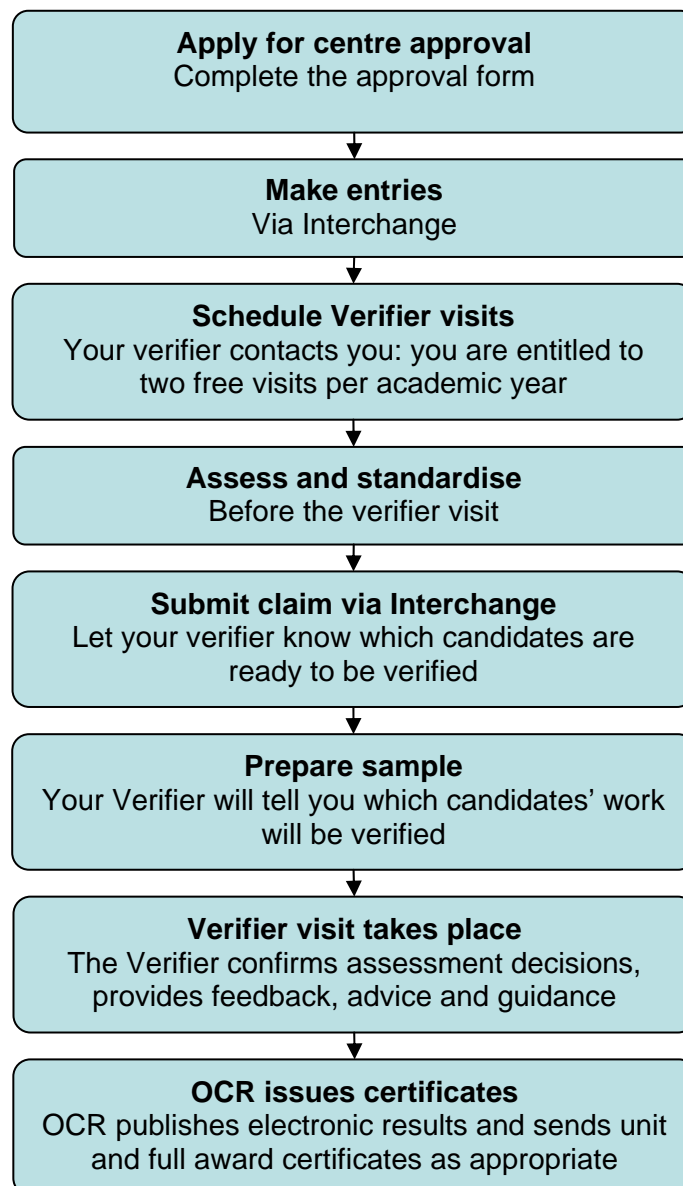
This section provides an overview of the administration arrangements operating for these qualifications. For detailed information centres must refer to OCR's *Admin guide: Vocational Qualifications (A850)* which is available to download from our website:

<http://www.ocr.org.uk/administration/documents/vocational.html>.

8.2 Overview of full process

The following flow chart provides a brief summary of how these qualifications are delivered.

Administration flowchart for verification



8.3 How to gain centre approval

Centres can download and complete the electronic Centre Approval Form from the OCR website and return it to OCR Operations (or complete and submit it electronically). Alternatively contact the OCR Customer Contact Centre on 024 7685 1509.

8.4 How to enter candidates

In order to let OCR know which qualifications your candidates wish to take, you need to make entries. Note that the term 'registrations' has been replaced by the term 'qualification entry'.

Making entries must be carried out via OCR Interchange - OCR's secure extranet facility. For full details of the process please see [Making entries using OCR Interchange](#).

8.5 Entry options

Options for candidate entry:

- Full award entry – Candidates can be entered for the full award when they are intending to complete the whole qualification rather than just individual units. This is often a more cost-effective way to make entries. Please note, however, if a candidate does not complete the full award, the remaining units cannot be transferred to another candidate.
- Unit entry – It is possible for candidates to build up their qualification unit by unit. This may be useful if a centre is unsure whether a candidate is intending to complete the full qualification.

Candidates should be entered either for the full award or individual units. They should not be entered for both.

Route for making entries:

- Named entry – This is where you provide specific candidate information (e.g. name and date of birth) for each qualification. The advantage of named entry is that materials we supply are personalised, requiring less manual work later. In general, this is OCR's preferred entry route.

8.6 How to make claims

All claims should be carried out via OCR Interchange. For full details of the process please see [Making a claim using OCR Interchange](#).

9 Supporting Documentation

9.1 OCR assessment documents

The OCR assessment documents for use in candidate assessment for the OCR Level 2 Certificate in Leisure Operations include:

- Assessment feedback record
- Assessment planning record
- Evidence Record Sheet
- Candidate Achievement Record

Centres must use these, or an approved equivalent form capturing the same information for the summative assessment of candidates. These forms are available to download from the qualification page of the OCR website.

Assessment Feedback Record

This form (or a suitable alternative) is mandatory for centre records. It is designed to be completed by an assessor to provide candidates with written feedback after an assessment has been carried out. It can also be used to capture any feedback the candidate gives to the assessor. Please note: the assessment planning, assessment decision and assessment feedback records do not need to be separate documents. One or two forms which combine these activities can be used as long as each stage is clearly recorded.

Assessment Planning Record

This form (or a suitable alternative) is mandatory for centre records. It is designed to be completed by an assessor to capture when and how assessment planning took place.

Evidence Record Sheet (one to be completed for each verified unit)

For verified units this form (or a suitable alternative) is mandatory for candidates' CARs (see cumulative assessment record). It is the vehicle for linking the evidence to the assessment criteria. The evidence for the unit should be listed (as it is gathered) down the left hand side. The Evidence Record Sheet, where possible, should be completed by the candidate with the help of an assessor if necessary.

You are free to design alternative recording sheets for your candidates and centre to use. The sheets must meet certain criteria and be approved by your external verifier. Full details on the

design and approval of recording sheets are described in the *Admin guide: Vocational Qualifications (A850)*.

Candidate Achievement Record

For use by candidates to record progress through their chosen units. The use of this form is **optional**.

10 Mapping and signposting

10.1 National Occupational Standards (NOS) Mapping

These qualifications provide a key progression route between education and employment or further study/training leading to employment. They are directly relevant to the needs of employers and relate to National Occupational Standards (NOS) in the Sport, Leisure and Recreation sector.

Each unit contains details of the signposting to the NOS.

10.2 Functional skills signposting

Training provided may help to prepare candidates for the functional skills assessment (e.g. report writing may be good preparation for English). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

11 Further support and information

This Centre Handbook and the *Admin guide: Vocational Qualifications (A850)* contain the information needed to deliver and administer these qualifications. If there are any queries about these please see below for contact details. Support is also available on the OCR webpages at www.ocr.org.uk.

11.1 Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate, free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

11.2 Enquiries

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

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

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

11.3 Customer feedback

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

The OCR Qualification Manager
Sport, Leisure and Recreation Qualifications
Customers, Curriculum and Qualifications
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

11.4 Results enquiries and appeals

Please refer to the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website www.ocr.org.uk.

11.5 OCR training events

We offer a range of training to support the delivery of our qualifications. View details and make online bookings at www.ocreventbooker.org.uk or visit our website www.ocr.org.uk/training to view an A to Z list of training and our digital training booklets.

We also offer in-house events (<http://www.ocr.org.uk/training/inhouse/index.html>) which can be delivered in your own centre. If you are unable to find what you are looking for, or would like to request information about our in-house training contact us by e-mail training@ocr.org.uk or telephone 02476 496398.

11.6 OCR publications

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

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

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

11.7 Documents related to these qualifications

<i>Admin guide: Vocational Qualifications (A850)</i>	http://www.ocr.org.uk/administration/documents/vocational.html
<i>Making entries for Vocational qualifications via Interchange</i>	http://www.ocr.org.uk/interchange/docs/index.html
<i>Making online claims for vocational qualifications</i>	http://www.ocr.org.uk/interchange/docs/index.html
JCQ publications: <ul style="list-style-type: none"> – <i>Access Arrangements, Reasonable Adjustments and Special Consideration</i> – <i>Suspected Malpractice in Examinations and Assessments</i> 	http://www.jcq.org.uk/exams_office/index.cfm

