

<b>Unit Title:</b>	<b>Understanding the active leisure and learning sector</b>
OCR unit number	4
Sector unit number	EA3-2
Level:	3
Credit value:	3
Guided learning hours:	23
Unit reference number:	F/600/1758

### Unit purpose and aim

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This unit aims to equip the candidate with the relevant knowledge and understanding that employees in the active leisure and learning sector need about the sector and subsectors that make up active leisure and learning; about the employment and career opportunities in the sector and the links that their subsector have with other industries.

Learning Outcomes	Assessment Criteria	Teaching Content
<b>The Learner will:</b> 1 Understand the key features of the active leisure and learning sector	<b>The Learner can:</b> 1.1 Describe the active leisure and learning sector's scope and size	Scope and size may include number of: <ul style="list-style-type: none"> <li>Facilities including ownership</li> <li>customers (participants, spectators)</li> <li>employees (full-time, part-time, seasonal and volunteers)</li> <li>range of activities and opportunities</li> </ul>
	1.2 Explain the contribution that active leisure and learning makes to the economy and society	Contribution identified as: social educational health financial
	1.3 Explain the role of the sector skills council responsible for active leisure and learning	Explain what they are and main functions which may include: <ul style="list-style-type: none"> <li>improve qualifications and training based on sector requirements</li> <li>analyse labour market</li> <li>develop National Occupational Standards (NOS)</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"> <li>• career guidance</li> <li>• drive investment</li> </ul>
	1.4 Define the main subsectors within the active leisure and learning sector	Subsectors such as <ul style="list-style-type: none"> <li>• Sport and Recreation</li> <li>• Health and Fitness</li> <li>• Outdoors</li> <li>• Playwork</li> <li>• Caravans</li> </ul>
2 Understand the key features of the active leisure and learning subsector in which they work	2.1 Describe the composition of their subsector in terms of public, private and voluntary organisations	Each of the 3 types of provider should be referred to, with examples, showing differences in their aims and objectives, funding and operational procedures
	2.2 Analyse the size of their subsector in terms of employment and participation	Analysis may include number of: <ul style="list-style-type: none"> <li>• facilities</li> <li>• employers</li> <li>• employees</li> <li>• types of employment e.g. part-time, full-time, seasonal, sessional</li> <li>• volunteering opportunities</li> <li>• sport and leisure opportunities</li> </ul>
	2.3 Interpret the economic and social value of their subsector	Economic and social value including, eg: <ul style="list-style-type: none"> <li>• health</li> <li>• cultural</li> <li>• educational</li> <li>• tourism</li> </ul>
	2.4 Explain factors causing change in their subsector	Factors causing change may include: <ul style="list-style-type: none"> <li>• market demands</li> <li>• participation trends</li> <li>• campaigns</li> <li>• economic climate</li> <li>• policy</li> </ul>
	2.5 Explain the essential principles, values or codes of practice in their subsector	Codes of practice should include reference to facility maintenance, customer service standards, health and safety. The FIA (Fitness Industry Association) is striving to ensure standard procedures are followed.

Learning Outcomes	Assessment Criteria	Teaching Content
	2.6 Describe the roles of key organisations in their sector, including any representative and regulatory bodies, trade unions and trade associations	<p>Key organisations may include:</p> <p>Regulatory and professional bodies</p> <p>Trade unions</p> <p>User groups</p> <p>Roles such as</p> <ul style="list-style-type: none"> <li>• consumer support and protection</li> <li>• training and awarding</li> <li>Information and advice</li> <li>• industry standards and law enforcement</li> <li>• research and inspection</li> </ul>
	2.7 Explain the links their subsector has with other industries	<p>Other industries may include:</p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Business</li> <li>• Retail</li> <li>• Travel and Tourism</li> <li>• Education</li> </ul>
3 Understand employment and career opportunities in the active leisure and learning subsector in which they work	3.1 Identify sources of information on career progression, training and education	<p>Sources of information may include:</p> <ul style="list-style-type: none"> <li>• Sector Skills Council</li> <li>• line manager/senior managers</li> <li>• career centres</li> <li>• awarding bodies</li> <li>• training providers</li> <li>• professional bodies</li> <li>• internet</li> <li>• journals</li> </ul>
	3.2 Describe the main job roles within their subsector	<p>Range of job roles; associated responsibilities and job specifications, within subsector. Examples may include:</p> <p>fitness instructor</p> <p>sports coach</p> <p>sports development officer</p> <p>leisure facility manager</p> <p>lifeguard</p> <p>personal trainer</p>
	3.3 Describe potential career pathways in their subsector	<ul style="list-style-type: none"> <li>• local and national career pathways within the subsector</li> <li>• diversity of career pathways</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"><li>• progression routes</li><li>• qualifications required</li></ul>

Learning Outcomes	Assessment Criteria	Teaching Content
	3.4 Identify what is required to progress in their subsector in terms of qualifications, skills and knowledge, experience and personal qualities	This may include: <ul style="list-style-type: none"> <li>• transferable skills</li> <li>• personal qualities</li> <li>• vocational qualifications</li> <li>• technical certificates</li> <li>• communication skills</li> <li>• team work</li> </ul>
	3.5 Explain how skills and knowledge acquired in their subsector could relate to job opportunities elsewhere	Importance of: <ul style="list-style-type: none"> <li>• transferable skills and personal qualities</li> <li>• qualifications and experience</li> <li>• application process</li> <li>• references</li> </ul>

## Assessment

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Candidates will have to produce a portfolio of evidence that meets the requirements of the learning outcomes and assessment criteria in full, taking account of the additional knowledge understanding and skills specified in the unit content.

The evidence produced for the unit will be assessed in the centre and verified by OCR External Verifiers.

Outcomes will be graded Pass/Fail.

## Evidence requirements

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For assessment criterion 1.4, at least 3 of the subsectors listed in the Knowledge, Understanding and Skills section should be referred to.

For assessment criterion 2.7, at least 3 of the industries listed in the Knowledge, Understanding and Skills section should be referred to.

For assessment criterion 3.2, at least 3 job roles listed in the Knowledge, Understanding and Skills section should be described.

## Guidance on assessment and evidence requirements

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This section provides guidance for tutors on the types of assessment activities that can be used and evidence to be produced that will ensure coverage of the learning outcomes and related assessment criteria.

Evidence can be generated in a variety of ways – through completion of OCR-devised workbooks, through centre-devised assignments, projects or tasks or through naturally occurring work-based activities. Any centre-devised assignments, projects or tasks must be cross-referenced to the appropriate learning outcomes and assessment criteria to ensure that full coverage can be achieved.

Portfolios of evidence must be produced independently and centres must confirm to OCR that the evidence is the original work of the candidate. Recording documents are provided on the website for this purpose.

**Examples of possible sources of evidence are shown below but these are not exhaustive nor are the examples shown mandatory.**

The content of this unit is similar to Unit EA2-2 Understanding the Active Leisure and Learning Sector at level 2 but assessors should consider differences in depth of information required between the level 2 and level 3 units. For example at level 3, particular attention needs to be given to the demands of command words such as 'describe', 'explain' and 'analyse' and the different expectations it sets in terms of depth and breadth of evidence.

To meet evidence requirements for 1.1-1.4, candidates may produce a report on the size and scope of the Active Leisure and Learning sector. This should be compiled following individual research of the Sector Skills Council ([www.skillsactive.com](http://www.skillsactive.com)) referring to size and scope, number of facilities, customers, employees, activities and opportunities available. This research should be undertaken for the candidate's subsector; however it would also be beneficial to have a broader understanding of this important organisation and its responsibilities.

A second report could be compiled showing an understanding of the variety of subsectors in the industry. Examples of subsectors are provided in the Knowledge, Understanding and Skills section of the unit.

Evidence for 2.1-2.7 could take the form of a presentation or a leaflet with a focus on their own subsector, showing an understanding of its composition, size, key organisations and codes of practice. Evidence should be supported by current and accurate statistics identifying sources particularly when interpreting economic and social value (2.3) and also when explaining factors which cause change in their subsector (2.4). The Fitness Industry Association ([www.fia.org.uk](http://www.fia.org.uk)) is also a good starting point when investigating Codes of Practice for 2.5.

Links with other industries (2.7) should initially be explained on a local level and then the study extended to show knowledge and understanding of their subsector in a wider context. This information could be incorporated in the presentation or leaflet or treated; alternatively candidates can produce a separate report as evidence for this assessment criterion.

Evidence for 3.1-3.5 could be produced in a research project based on their own findings and supported by notes following guest speaker contributions. As well as personal research, candidates should be encouraged to develop links with local employers to gain first hand knowledge and experience.

For information on progression routes and transference between sectors, candidates should be guided to Skillsactive/careers where information on key roles such as Sports Development Officer, Fitness Instructor and Caravan Park Manager can be found.

Centres are also encouraged to invite guest speakers in from local facilities as they will be able to provide up to date information on the current employment situation and will be a valuable asset.

During the assessment of evidence for this unit centres should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Resources

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This section contains details of any specific resources that may support learning.

[www.skillsactive.com](http://www.skillsactive.com)

Trade Unions such as ACAS

Trade Associations such as National Caravan Council

Representative and Regulatory Bodies such as Register of Exercise Professionals (REPS)

Guest Speakers from local relevant organisations.

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .