

Vocational Qualifications (QCF, NVQ, NQF)

Sport, Recreation, Exercise & Fitness

Level 2 Certificate Fitness Instructing – **01783**

Level 3 Certificate Personal Training – **01784**

Level 2 Diploma (NVQ) Instructing Exercise and Fitness – **03914**

Level 3 Diploma (NVQ) Personal Training – **03915**

Level 1 Award (NVQ) Sport and Active Leisure – **03977**

Level 2 Certificate (NVQ) Activity Leadership – **03978**

Level 2 Certificate (NVQ) Active Leisure, Learning and Well-being
Operational Services – **03979**

Level 3 Award Understanding Business Enterprise – **10317**

Level 3 NVQ Sports Development – **05948**

Level 2 Award Employment Awareness in Active Leisure and Learning –
09885

Level 3 Award Employment Awareness in Active Leisure and Learning –
09886

Level 2 Certificate Leisure Operations – **10279**

Level 3 Certificate Leisure Management – **10280**

Level 3 NVQ Diploma Leisure Management – **10281**

Level 3 NVQ Diploma Sports Development – **10282**

OCR Report to Centres 2013-2014

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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1 The qualifications and standards

· Structure and content

Assessment Team:

The visit reports show that centres have well-qualified and experienced assessors and internal verifiers. Assessment teams include a blend of industry and academic expertise. The size of the assessment teams are generally more than sufficient for the size of their learner cohorts. Assessment teams undertake regular staff development in relation to their role. This includes vocational CPD, organisational updates / training and CPD relating to assessment and verification.

There have been a few isolated cases of centres not having staff certificates available for inspection. This has been due to certificates being held on file at other sites or to the loss and replacement of original certificates. However, this has been actioned and then resolved during subsequent EQA visits.

Resources:

The visit reports show that centres have good/excellent resources and facilities to deliver the qualifications. Most centres have strong links with reputable sports centres, leisure centres, and fitness centres. Some centres, such as colleges, have their own working sport and fitness facilities. This has enabled centres to deliver the qualifications in the context of real working environments. Resources and facilities are generally modern and updated when possible. Health and safety is being adhered to by all centres.

Candidate Support:

The visit reports show that learners are very satisfied with the level of support they receive. Overall, centres provide a comprehensive induction and initial assessment process. Learners are being supported by regular assessment planning and tutorial reviews. Centre staff appear to be very approachable and accessible to learners requiring support. Most centres use a range of valid assessment methods to meet learner needs. Unit certification is being made available to learners.

There have been isolated cases of learners not being clear about the appeals procedure. There have been isolated cases of target dates not being applied to assessment planning. It has also been recommended for some centres to take a more holistic and creative assessment approach to meet their learners' needs. For example, there has been an over-reliance on written questioning to assess knowledge and understanding. This is generally due to the time efficiency of using written assessment. These issues have been addressed through EQA recommendations.

Assessment and Verification:

The visit reports show that most centres have effective assessment and verification systems in place. Assessors and internal verifiers are well qualified and experienced. Most centres demonstrate sound IV planning and sampling. There have been isolated cases of centres receiving a sanction for insufficient time allocated to internal verification, IV documentation not being available for inspection, and insufficient IV planning. These issues seem to relate to staffing/operational changes rather than a lack of competence.

Management Systems and Records:

The visit reports show that centres are maintaining their systems and records effectively. Most centres have to fulfil these requirements for other external inspections (eg OFSTED). Centres have up to date policies and procedures which are accessible for review. Centres have clear management structures and defined individual responsibilities within their assessment teams. There are also effective lines of communication to disseminate information.

Assessment Summary:

The visit reports suggest that assessment evidence has mostly been of a sound / good standard. For NVQ programmes such as 03979, assessment is taking place within real working environments and performance evidence is being generated using a range of assessment methods. However, an overuse of written questioning to assess knowledge and understanding has been highlighted in some centres. EQA recommendations have been made to encourage holistic assessment and alternative assessment methods to meet learners' needs. Recommendations have also been made to improve the effectiveness of performance observation records. For schemes 01783 and 01784 recommendations have been made to some centres to improve the sufficiency of evidence within the planning units. This specifically relates to exercise progressions, regressions and alternatives.

2 Sector Developments

OCR will not be providing qualifications in this sector in the future. At present, there are not any relevant developments which will impact on current qualifications. A National Occupational Standards review is currently in progress by Skills Active for Exercise and Fitness and Sports and Recreation.

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