

Cambridge TECHNICALS LEVEL 3

SPORT AND PHYSICAL ACTIVITY

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Unit 14

Working in active leisure
Model Assignment

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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.

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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 employees working in the Active Leisure Sector would carry out their day-to-day duties, 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.

Resources to complete the tasks

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

- For Task 3 learners will need access to appropriate facilities to clean and tidy.
- For Task 4 learners will need access to two pieces of equipment that they can set up and take down from each of the following categories:
 - simple equipment
 - complex equipment
 - powered equipment.
- For Task 5 learners will need access to two pieces of equipment that they can maintain and store from each of the following categories:
 - simple equipment
 - complex equipment
 - powered equipment.

Resources to complete the tasks

As learners will be using chemicals for cleaning and maintain equipment tutors should ensure that they use these chemicals in accordance with manufacturer's instructions. Where they are cleaning areas the students should comply with organisational health and safety policy for example ensuring appropriate signage is evident and ensuring that appropriate protective clothing is available. Whilst setting up, taking down and storing equipment it is essential that they are supervised by a responsible adult at all times to ensure safe protocol is adhered to by both the learners and those that use the equipment after it has been set up.

Time

You should plan for learners to have 20-30 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.

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 has not 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 will 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 Foundation Diploma 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 [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

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 14: Working in Active Leisure

Scenario

Brooklands Community Leisure.

You have just started working as a Recreation Assistant for Brooklands Community Leisure who have opened a brand new, Local Authority-run Health, Fitness and Wellbeing Centre in the town centre.

This is your first week and in line with Brooklands Community Leisure policy for new staff you have to undertake induction training so that you can provide a safe, clean and professional service to customers.

Introduction to the tasks.

In these tasks you will be asked to demonstrate your knowledge of the active leisure sector and the importance of customer care in active leisure. You will also be required to demonstrate your knowledge of and ability to carry out the day-to-day duties of an Assistant Recreation Assistant including the cleaning, maintenance, storing, setting-up and taking down of equipment used in the active leisure sector.

Evidence for these tasks can include:

- Video recordings
- Presentations
- Observation records
- Written reports
- Witness statement
- Posters

The tasks

Task 1: Knowing your industry

(This task should take between 5 and 6 hours.)

Learning Outcome 1: *Know the active leisure sector, is assessed in this task*

You have been asked to produce information to present to the Director of Leisure Operations to show you have a thorough knowledge of the industry you are working in. The Director wants to know you are aware of public and private organisations that operate within the sector and the important role they play within the local community. You are also required to describe the range of facilities and activities that are available and the roles of staff involved within these organisations. Finally you need to outline how organisations in the active leisure sector measure how successful they have been.

| Pass | Merit | Distinction |
|---|-------|-------------|
| P1: Describe active leisure organisations and the role they have in the community | | |
| P2: Describe facilities and activities offered in active leisure and the staff involved in them | | |
| P3: Outline how active leisure organisations measure success | | |
| Evidence | | |
| <p>The evidence for this assignment could be presented as a formal business report or a presentation.</p> <p>Learners must investigate at least two active leisure providers that cover both public and private provision and should ideally be in the local area. If this is not possible national active leisure organisations can be investigated, again covering both public and private sectors.</p> | | |

Task 2: Customer Care

(This task should take between 5 and 6 hours)

Learning Outcome 2: *Understand the importance of customer care in active leisure, is assessed in this task.*

Providing excellent levels of customer care is crucial to the success of any active leisure organisation. The Head of Customer Care has asked you to complete a competitor analysis of two active leisure providers. You have been asked to research the needs and expectations of at least two types of customers who use both leisure providers and explain why it is so important for the providers to provide excellent customer care. For one of the providers you have been asked to include an analysis of the impact of customer care on their success.

| Pass | Merit | Distinction |
|--|-------|--|
| P4: Describe the needs and expectations of different types of customers who use active leisure services. | | D1: Analyse the impact of customer care on the success of a selected active leisure organisation |
| P5: Explain the importance of customer care and being 'people-centred' to the success of active leisure organisations | | |
| Evidence | | |
| <p>The evidence for this assignment could be presented as a formal business report or presentation.</p> <p>Learners should be encouraged to use the same two leisure providers that they have used for LO1 where possible and must ensure that at least two customer types are considered.</p> | | |

Task 3: Cleaning and Tidying in Active Leisure

(This task should take between 5 and 6 hours)

Learning Outcome 3: *Be able to complete daily cleaning and tidying operations in active leisure, is assessed in this task.*

As part of your induction period as a Recreation Assistant you have to demonstrate your ability to carry out cleaning and tidying procedures independently and safely. You have also been asked to show that you understand how important standards of cleanliness are in active leisure and the impacts this can have on customers.

| Pass | Merit | Distinction |
|---|--|-------------|
| P6: Describe health and safety considerations for cleaning in active leisure | M1: Explain how standards of cleanliness in an active leisure organisation can impact on customers | |
| P7: Demonstrate cleaning and tidying operations in an active leisure environment | | |
| Evidence | | |
| <p>The evidence for this assignment could be a practical activity where learners are asked to demonstrate cleaning and tidying procedures followed by a discussion or presentation in which they describe the health and safety considerations for these in active leisure. For M1 learners could complete a written response explaining the impacts of cleanliness on customers or they could continue it as an extension to the practical scenario where they verbally explain the impacts of cleanliness on customers.</p> <p>Learners must complete cleaning and tidying procedures for two different active leisure environments and for M1 learners explanations must consider standards of cleanliness throughout an active leisure organisation which could include environments such as changing rooms, sports hall, poolside, reception area, outdoor pitches, studio, gym or café.</p> | | |

Task 4: Taking down and setting up equipment

(This task should take between 5 and 6 hours)

Learning Outcome 4 : *Be able to set up and take down equipment in active leisure, is assessed in this task.*

As you continue your induction you have now been asked to demonstrate you can set up and take down a range of equipment in a safe manner. You have also been asked to show that you understand the health and safety considerations for setting up and taking down equipment and what the procedure is if you find a faulty or damaged piece of equipment. Your manager also needs you to show that you understand the health and safety and business impacts on Brooklands Community Leisure if customers use damaged or faulty equipment.

| Pass | Merit | Distinction |
|---|---|---|
| P8: Describe health and safety considerations when setting up and taking down equipment in active leisure | M2: Explain the procedure for different types of active leisure equipment if they are found to be damaged or faulty | D2: Analyse the potential health and safety and business impacts of damaged or faulty equipment being used by customers |
| P9: Set up and take down different types of active leisure equipment, checking their condition in the process | | |
| Evidence | | |
| <p>This task could be practically based where learners take down and set up equipment, describing the health and safety considerations while doing so. They could also be given a scenario where the equipment they are working on is found to be faulty and they submit a written response explaining the procedures they would use, analysing what the health and safety and business impacts would be.</p> <p>Learners must be able to set up, take down and explain the procedures for at least two pieces of equipment from each of the types identified in the Teaching Content. For D2 learners must consider the impact of each type of equipment identified in the Teaching Content.</p> | | |

Task 5: Maintaining and storing equipment

(This task should take between 5 and 6 hours)

Learning Outcome 5: Be able to maintain and store equipment in an active leisure environment, is assessed in this task.

Your final induction task is to show you can carry out routine maintenance checks and safely store active leisure equipment. Your manager has identified the pieces of equipment they want you to check and store and has asked that this be completed by the end of your shift to complete your induction period.

| Pass | Merit | Distinction |
|--|--------------|--------------------|
| P10: Carry out routine maintenance checks on active leisure equipment | | |
| P11: Safely store different types of active leisure equipment | | |
| Evidence | | |
| <p>The evidence for this assignment could be practically based where learners are given pieces of equipment that they must complete maintenance checks on and store safely according to manufacturer's instructions.</p> <p>Learners must carry out checks and store at least two pieces of equipment from each of the types identified in the Teaching Content.</p> | | |

Evidence Checklist

OCR Level 3 Cambridge Technicals in Sport

Unit 14: Working in Active Leisure

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. |
|--|--|
| Describe active leisure organisations and the role they have in the community (P1) | |
| Describe facilities and activities offered in active leisure and the staff involved in them (P2) | |
| Outline how active leisure organisations measure success (P3) | |
| Describe the needs and expectations of different types of customers who use active leisure services. (P4) | |
| Explain the importance of customer care and being 'people-centred' to the success of active leisure organisations (P5) | |
| Describe health and safety considerations for cleaning in active leisure (P6) | |
| Demonstrate cleaning and tidying operations in an active leisure environment (P7) | |
| Describe health and safety considerations when setting up and taking down equipment in active leisure (P8) | |
| Set up and take down different types of active leisure equipment, checking their condition in the process (P9) | |
| Carry out routine maintenance checks on active leisure equipment (P10) | |
| Safely store different types of active leisure equipment (P11) | |

| For Merit have you: | Where can your tutor find the evidence? Give page no(s)/digital timings, etc. |
|--|--|
| Explain how standards of cleanliness in an active leisure organisation can impact on customers (M1) | |
| Explain the procedure for different types of active leisure equipment if they are found to be damaged or faulty (M2) | |

| For Distinction have you: | Where can your tutor find the evidence? Give page no(s)/digital timings, etc. |
|--|--|
| Analyse the impact of customer care on the success of a selected active leisure organisation (D1) | |
| Analyse the potential health and safety and business impacts of damaged or faulty equipment being used by customers (D2) | |

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