OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

Cambridge TECHNICALS 2016

SPORT AND PHYSICAL ACTIVITY

Pathway Delivery Guide – Assistant Fitness Instructor

Unit 5 Customer service in sport and physical activity

Version 1

ocr.org.uk/sport

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons and covers all the units within this pathway.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by unit and learning outcome so you can see how each activity helps you cover the requirements of this unit.

We've also included some English and maths activities. **These are designed to demonstrate the importance of English and maths skills within real life job roles; and to help those learners who may be re-sitting their English or maths GCSE.**

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

To find out more about this qualification, go to: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

This Delivery Guide **MUST NOT** be used directly for assessment purposes. It is intended to support the teaching and learning of the unit specified.

This pathway includes the following units:

Unit no.	Unit title	GLH	How are they assessed?
Unit 1	Physical activity, health and wellbeing	60	Examined by OCR
Unit 2	Physical preparation and readiness for sport and physical activity	30	Examined by OCR
Unit 3	Inclusivity, equality and diversity in delivering sport and physical activity	30	Centre assessed, moderated by OCR
Unit 4	Leading sport and physical activity sessions	60	Centre assessed, moderated by OCR
Unit 5	Customer service in sport and physical activity	30	Centre assessed, moderated by OCR
Unit 6	Components and principles of fitness training for sport and physical activity	60	Centre assessed, moderated by OCR
Unit 9	Fitness induction and testing	30	Centre assessed, moderated by OCR
Unit 10	Using fitness equipment	30	Centre assessed, moderated by OCR
Unit 11	Assisting in the delivery of exercise and fitness sessions	30	Centre assessed, moderated by OCR

Delivery Guides for all the units listed above are available from: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

2016 Level 2 Cambridge Technicals Suite

- New suite for first teaching September 2017
- Externally assessed content
- Student focused internal assessment rules
- Eligible for Key Stage 5 performance points from 2019
- OCR visiting moderation providing centre feedback and support
- Designed to meet the DfE technical guidance

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UNIT 5 CUSTOMER SERVICE IN SPORT AND PHYSICAL ACTIVITY

UNIT AIM

Providing excellent customer service is a key aim for everyone involved in the delivery of successful sport and physical activity. Whether you are an Assistant Fitness Instructor, Assistant Sports Coach or Leisure Assistant, understanding who your customers are and what their needs are is crucial in giving them an excellent experience.

In this unit you will learn the skills that are involved in delivering good customer service and be given the opportunity to apply these skills in sport and physical activity environments.

Regardless of the quality of service, complaints are generally inevitable. Being able to handle complaints efficiently and effectively is a sign of good customer service and so you will also demonstrate your skills in complaint handling.

http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

LO1	Understand what customer service involves and its importance to sport and physical activity providers
LO2	Be able to identify how to improve the customer experience of those who use sport and physical activity facilities
LO3	Be able to demonstrate effective communication and personal presentation skills when delivering customer service in a sport and physical activity environment
LO4	Be able to handle customer complaints effectively

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KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Complaint	This term refers to the statements that customers will make (whether verbal or written) to express their dissatisfaction about goods or services they have received
Customer service	The assistance and advice provided by a company to those people who buy or use its products or services
External customers	People who buy products or services who are not an employee, e.g. someone who buys a pair of trainers from a sports shop
Internal customers	People that work within an organisation e.g. staff, or even external contractors
Verbal communication	These are the words or sounds that you may use to express yourself
Written communication	This is where information is presented using written words, this can be in the form of letters, emails, text messages, information signs etc.

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COMMON MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
Understanding the differences between internal and external customers	In pairs learners could produce a list of customers of a typical organisation. From this list they could identify which are internal customers and which are external customers. The tutor could then use this list to stimulate discussion about the importance of each type of customer.	The Channel 4 learning website, has a detailed view of both internal and external customers: http://www.channel4learning.com/sites/gcsease/leisure_tourism/3_4_detail2.html

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SUGGESTED ACTIVITIES

LO1 Understand what customer service involves and its importance to sport and physical activity providers			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Importance of customer service	In small groups, learners could share their own experiences of good and bad customer service. This doesn't need to be is a sport or physical activity setting, learners should also detail how they felt when they received this particular level of service, and could identify any potential consequences, either on themselves or other customers. This short YouTube clip shows a variety of poor customer service situations that could provide a starting point for learners' discussions. https://www.youtube.com/watch?v=9oywp2qRRyc	20 minutes	
Internal and external customers	Initially the tutor could provide a description of internal and external customers, then in pairs learners could be given a sheet of flip chart paper, and could be given a short amount of time to identify as many types of internal and external customers common to sports and physical activity environments. Learners could then feedback to the group their findings, learners could then discuss the different environments on sport and physical activity, and could then allocate different customers to these various environments. The Channel 4 learning website, has a detailed view of both internal and external customers: http://www.channel4learning.com/sites/gcsease/leisure_tourism/3_4_detail2.html	30 minutes	

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SUGGESTED ACTIVITIES

LO2 Be able to identify how to improve the customer experience of those who use sport and physical activity facilities			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Types of customer	Learners could be given some sticky notes, and in 5 minutes could be asked to identify as many different customers that use sport and physical activity facilities. Building on learning from units 1, 2 and 3, learners should discuss why different target groups are customers, what their needs might be and how they differ. The Channel 4 Learning website describes the many different types of customer: http://www.channel4learning.com/sites/gcsease/leisure_tourism/3_3.html **English extension activity** As part of the whole group discussion, individuals could be given specific roles to play. These could include: 1. Chairperson, who introduces the topic for discussion, keeps all speakers on task and moves the discussion on when necessary. 2. Note-taker who summarises the key points at the end of the discussion. 3. Contributors who start a new discussion e.g. by introducing another type of customer and identifying their needs. 4. Developers who provide examples to support new topic.	15 minutes 35 minutes	Unit 5, LO1
Customer needs	Learners could visit a local sports centre, here the learners could identify what facilities/activities are available, and what customers use the centre. Building on their knowledge and understanding of the various types of customer, learners could match the different type of customer to the various activities available at the centre. Learners could then explain the needs of each customer using the sports centre. The BBC GCSE Bitesize website provides some useful information about responding to the needs of different customers: http://www.bbc.co.uk/schools/gcsebitesize/business/production/methodsofproductionrev3.shtml	20 minutes	Unit 5, LO1

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SUGGESTED ACTIVITIES

LO3 Be able to demonstrate effective communication and personal presentation skills when delivering customer service in a sport and physical activity environment

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Communication in sports and active leisure facilities	As a group learners could tour a local sports active leisure facility. As part of this tour, learners could complete a checklist which aims to identify the various types of communication used by the facility. Learners could then split their findings into verbal and non-verbal communication, and could assess the effectiveness of the different types of communication. The Channel 4 Learning website describe the many different types of communication: http://www.channel4learning.com/sites/gcsease/leisure_tourism/3_6.html **Maths extension activity** In small groups learners could visit a centre and record and analyse the different types of communication observed. They could decide on categories, design a recording document, record the results over a specific time and decide how to best present these results graphically. These results could be shared amongst the groups and compared using statistical analysis to see the most common, to see if there are differences across different centres and to see if there are common themes.	1 hour 1 hour	
Barriers to communication	In pairs, learners could produce an information leaflet which explains the barriers to effective communication. This leaflet could also detail some of the methods that can be used to overcome these barriers. The website below, explains the potential barriers and suggests some methods which can be used to overcome them (although it may be useful to allow learners to come up with their own methods): http://www.skillsyouneed.com/ips/barriers-communication.html **Maths extension activity** In small groups learners could visit a centre and record and analyse how satisfied customers were with the quality of customer service they have received. They could decide on questions to ask, design a recording document, record the results over a specific time and decide how to best present these results graphically. These results could be compared to the communication data collected in activity 1, shared amongst the groups and compared using statistical analysis to see if there are differences across different centres, any patterns emerging and to see if there are common themes.	30 minutes 30 minutes	

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SUGGESTED ACTIVITIES

LO4 Be able to handle customer complaints effectively

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Stages of dealing with complaints	As a group the learners could watch the following YouTube video: https://www.youtube.com/watch?v=vjSenw6PgrM Learners could then write a list of strengths of the way the employee dealt with the customer complaint. Learners could then relate this to their own experiences when making or dealing with complaints. **English extension activity** Learners could work in pairs or small groups. Using information gathered from Activity 1, learners create a list of examples of negative or aggressive language used by customers when making complaints. For each example, learners could create a positive, helpful response using language that is non-confrontational that suits the purpose and audience.	15 minutes 40 minutes	Unit 5, LO3
Dealing with customer complaints – role play	The tutor could play the role of an angry customer, and the learner could play the role of sports and active leisure facility receptionist. The tutor could make a complaint and the learner would have to respond in the correct way. This could vary with the different types of customer and also could include possible barriers to effective communication. Other learners who observe the role play could then identify strengths and areas for development. The Channel 4 learning website discusses the ways complaints can be handled: http://www.channel4learning.com/sites/gcsease/leisure_tourism/3_8.html	30 minutes	Unit 5, LO3

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RELATED ACTIVITIES

The suggested activities in this delivery guide listed below have also been related to other units and learning outcomes (LOs) within this qualification. This could help with delivery planning and enable learners to cover multiple parts of units.

Unit 2	Title of suggested activity	Other units/LOs	
LO2	Types of customer	Unit 5 Customer service in sport and physical activity	LO1 Understand what customer service involves and its importance to sport and physical activity providers
	Customer needs	Unit 5 Customer service in sport and physical activity	LO1 Understand what customer service involves and its importance to sport and physical activity providers
LO4	Stages of dealing with complaints	Unit 5 Customer service in sport and physical activity	LO3 Be able to demonstrate effective communication and personal presentation skills when delivering customer service in a sport and physical activity environment
	Dealing with customer complaints – role play	Unit 5 Customer service in sport and physical activity	LO3 Be able to demonstrate effective communication and personal presentation skills when delivering customer service in a sport and physical activity environment

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