

GCE Subject Criteria for Applied Leisure Studies

For first teaching from September 2009



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Contents

The criteria	3
Introduction.....	3
Aims and objectives	3
Specification content.....	5
Assessment objectives	11
Scheme of assessment.....	12

The criteria

Introduction

GCE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCE specifications in a given subject.

They provide the framework within which the awarding organisation creates the detail of the specification.

Aims and objectives

1. The subject criteria define the relationships between the AS (3-unit), the AS double award (6-unit), the A level (6-unit) and the A level double award (12-unit).
2. Any GCE specification that contains significant elements of the subject leisure studies must be consistent with the relevant parts of these subject criteria. Awarding organisations must ensure that GCE specifications and external assessment approaches are clearly differentiated from other qualifications they offer in this and similar subject(s) at this level.
3. The titles of the qualifications are:
 - Advanced Subsidiary General Certificate of Education in Leisure Studies;
 - Advanced Subsidiary General Certificate of Education in Leisure Studies (double award);
 - Advanced General Certificate of Education in Leisure Studies;
 - Advanced General Certificate of Education in Leisure Studies (double award).
4. The scope of the leisure industry for the purposes of these criteria includes sport, play, formal and informal use of leisure time, sport providers, participants, spectators, health and fitness, home-based leisure, leisure shopping, the business infrastructure, countryside activities, popular entertainment facilities, lifelong learning, heritage and museums, and team and individual sport activities. This list illustrates the broad range of activities and settings that are regarded as appropriate areas for exploration.

5. All specifications in Leisure Studies should encourage learners to develop broad skills, knowledge and understanding of the leisure industry. They should prepare learners for further study or training in the leisure industry and related occupations. They should encourage learners to:
 - develop an understanding of the nature, structure, scale, range and importance of the leisure industry within the UK and Europe;
 - develop skills and techniques related to participation, leadership and organisation within the leisure industry;
 - develop an understanding of the current issues, working practices and procedures of the leisure industry;
 - develop an understanding of the importance of the customer to the leisure industry;
 - recognise the contribution and impact of technology on the leisure industry and its potential effect on the immediate future;
 - develop an understanding and appreciation of the benefits of a healthy and active lifestyle;
 - develop an interest in leisure in a vocational context.
6. AS and AS (double award) specifications should focus on developing an understanding of the structure and skills of the leisure industry. The acquisition of knowledge and understanding should relate to that required of an employee working directly with customers.
7. A level and A level (double award) specifications should encourage learners to develop a thorough understanding of the leisure industry and the connections between different parts of the industry, through sustained use of a range of research techniques, and apply this understanding in unfamiliar contexts.
8. A level and A level (double award) specifications should encourage an holistic view of the leisure industry and an understanding of its current issues. There should be provision for an in-depth study of one or more issues and settings within the scope of the leisure industry (see paragraph 4). Specifications should encourage learners to use a range of analysis skills to prepare, develop, monitor and refine plans and identify significant outcomes in a vocational context.

Specification content

9. All specifications should build on the knowledge, understanding and skills that may be acquired through level 2 qualifications such as a GCSE in Leisure and Tourism (double award) or through equivalent experience.
10. The core content, which is common to all awarding organisation specifications, is grouped into areas of study, with amplification. The core content to be included in AS is in normal type; the core content to be included in A2 is in **bold** type. Areas of study titles do not necessarily constitute assessment unit titles. All areas of study and associated amplification must be covered in awarding organisation specifications.
11. In order that learners gain an holistic understanding of the leisure industry it is essential that each section of knowledge and understanding allows for progression from AS to A2. A2 content will develop higher-level skills and extend beyond AS in terms of depth, complexity and application of knowledge and understanding to the leisure industry.
12. The core content (knowledge, skills and understanding) to be included in the specification for the AS (three-unit) is specified in areas of study 1, 2 and 3.
13. The core content of the AS (three-unit) specified in areas of study 1, 2 and 3 comprises at least two thirds of the total AS (three-unit) content.

Area of study	Amplification
1. The structure of the leisure industry AS (three-unit).	<ul style="list-style-type: none"> ■ The range, scale and importance of the leisure industry within UK and Europe ■ Sectors and partners within the leisure industry, including the role of the media ■ Key factors influencing access, participation and barriers in the leisure industry ■ Current developments in the leisure industry
2. The customer AS (three-unit).	<ul style="list-style-type: none"> ■ The importance of the customer to the leisure

	<p>industry</p> <ul style="list-style-type: none"> ■ Key principles of successful customer service ■ The significance of product knowledge in providing customer service in the leisure industry ■ Different methods used to evaluate standards of customer service in the leisure industry ■ The development of customer service skills and their application in dealing with a range of customers with different needs in the leisure industry
<p>3. Practices and procedures in the leisure industry</p> <p>AS (three-unit).</p>	<ul style="list-style-type: none"> ■ Safe working practices in the leisure industry ■ Key aspects of marketing used in the leisure industry ■ Simple budgeting used in leisure organisations ■ Key quality systems used in the leisure industry, including Quest and IIP ■ Key business systems used in leisure organisations, including finance, membership schemes and ticketing systems

14. The core content (knowledge, skills and understanding) to be included in the specification for the AS double award (six-unit) is specified in areas of study 4 and 5.
15. The core content specified in areas of study 4 and 5 comprises at least one-third of the additional AS content to be included in the AS double award (six-unit).

Area of study	Amplification
<p>4. Leisure facilities</p> <p>AS double award (six-unit).</p>	<ul style="list-style-type: none"> ■ The range of leisure facilities ■ Aims and policies of leisure facilities and the effect of these on programming and access ■ Key design factors and features of leisure facilities ■ Key factors influencing the location of leisure facilities ■ Key pieces of legislation and their influence on working practices and procedures in a range of leisure facilities ■ Resources, including physical, financial and human
<p>5. Lifestyle and life changes</p> <p>AS double award (six-unit).</p>	<ul style="list-style-type: none"> ■ The current health status of the nation ■ The definition and scope of health and lifestyle in the context of the leisure industry ■ Lifestyles and life stages and their implications on the leisure industry ■ Access and opportunities for all lifestyles and life stages

16. The additional core content (knowledge, skills and understanding) to be included in the A2 part of the specification for the A level (six-unit) is specified in areas of study 6, 7 and 8.

17. The core content specified in areas of study 6, 7 and 8 comprises at least two-thirds of the content of the A2 part of the A level (six-unit).

Area of study	Amplification
<p>6. Leisure in action</p> <p>A2 part of A level (six-unit).</p>	<p>Specifications must include project or event management in leisure, including:</p> <ul style="list-style-type: none"> ■ identifying aims and objectives of a project/event in the leisure industry; ■ the selection and planning of a project/event in the leisure industry; ■ participation in a project/event in the leisure industry; ■ evaluation of a project/event in the leisure industry; ■ team work in the leisure industry; ■ the development of individual skills through a project/event in the leisure industry.
<p>7. Current issues in the leisure industry</p> <p>A2 part of A level (six-unit).</p>	<p>Specifications must include current issues in the leisure industry reflecting the dynamic nature of the industry, and ensure that learners' learning is vocationally relevant.</p>
<p>8. Employment in the leisure industry</p> <p>A2 part of A level (six-unit).</p>	<p>Specifications must include:</p> <ul style="list-style-type: none"> ■ the range of employment opportunities in the leisure industry; ■ methods of employment in leisure, including trainee programmes, self-employment, motivational techniques and volunteers; ■ recruitment and selection, including how to apply and

	<p>prepare for a job in the leisure industry;</p> <ul style="list-style-type: none"> ■ employment issues and procedures in the leisure industry.
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18. The additional core content (knowledge, skills and understanding) to be included in the A2 part of the specification for the A level double award (12-unit) is specified in area of study 9.

19. The core content specified in area of study 9 comprises at least one-third of the additional A2 part of the A level double award (12-unit).

Area of study	Amplification
<p>9. Lifestyle management</p> <p>A2 part of A level double award (12-unit).</p>	<ul style="list-style-type: none"> ■ The challenge, benefits and implications of lifestyle management to an individual and society as a whole ■ The physiological, psychological and sociological implications of lifestyle management ■ The current health status of the nation and how this will be affected by the changing demographics of culture and society

20. Awarding organisation specifications must include other areas of study related to the vocational setting that build on the knowledge, understanding and skills set out in the areas of study in the remaining proportions of the AS (3-unit), AS double award (6-unit), A level (6-unit) and A level (12-unit) listed below:

- AS: a maximum of one-third awarding organisation devised content;
- AS (double award): a maximum of one-half awarding organisation devised content;

- A level (6-unit): a maximum of one-third awarding organisation devised content;
 - A level double award (12-unit): a maximum of one-half awarding organisation devised content.
21. Specifications must present content in a coherent and appropriate manner, fit for teaching, learning and assessment purposes.
22. All specifications must:
- include guidance for teachers on the provision of the vocational context;
 - set out for learners the purpose and vocational relevance of the content (knowledge, skills and understanding);
 - set out for learners the knowledge, skills and understanding that they will need to demonstrate to achieve the assessment units;
 - set out for learners the evidence that they will need to produce for the internally assessed units;
 - set out for learners the marking criteria for the internally assessed units against which they will be assessed;
 - set out for learners the challenges, benefits and implications of lifestyle management to an individual and society as a whole;
 - set out for learners the physiological, psychological and sociological implications of lifestyle management;
 - set out for learners the current health status of the nation and how this will be affected by the changing demographics of culture and society.

Assessment objectives

23. All specifications in Leisure Studies must require learners to demonstrate the assessment objectives in a range of vocationally related contexts.
24. The weightings for the assessment objectives over the whole qualification must be within the ranges set out below:

Assessment objective		Weighting (%)		
		AS	A2	A level / A level (double award)
AO1	<p>Knowledge, skills and understanding Learners demonstrate knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally related contexts.</p>	25–35	15–25	20–30
AO2	<p>Application of knowledge, skills and understanding Learners apply knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally related contexts.</p>	25–35	20–30	22.5–32.5
AO3	<p>Research and analysis Learners use appropriate research methods to obtain information from a range of sources to analyse the leisure industry.</p>	20–30	20–30	20–30
AO4	<p>Evaluation Learners evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally related contexts.</p>	10–20	25–35	17.5–27.5

Scheme of assessment

25. Assessment units must be assessed either internally or externally.
26. AS content and A2 content must be assessed separately.
27. In each AS specification, at least one assessment unit must be assessed externally.
28. In each AS (double award) specification, at least two assessment units must be assessed externally, one of which must be in AS.
29. In each A level specification, at least two assessment units must be assessed externally, one of which must be in A2.
30. In each A level (double award) specification, at least four assessment units must be assessed externally, two of which must be in A2.
31. All AS and A level internal and external schemes of assessment must require learners to show their knowledge, skills and understanding in a variety of ways, including extended writing.¹
32. All A level and A level (double award) specifications must include synoptic assessment at A2. Synoptic assessment will involve learners bringing together and making connections between the areas of knowledge, skills and understanding covered within the specification.

¹ Any reference to 'writing' or 'written communication' should be interpreted as the production of text by any means, for example pen, word processor and so on.

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