

BTEC Level 2 Technical Diploma in
**SPORT AND ACTIVITY
LEADERS**

SPECIFICATION

First teaching: September 2017 | First certification: Summer 2018

ISSUE 5



Pearson BTEC Level 2 Technical Diploma for Sport and Activity Leaders

Specification

First teaching September 2017

Issue 5

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 5. Key changes are listed in the summary table on the page after next of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](https://www.pearson.com)

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 2 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 2 Technicals meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means that some assessments and projects are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 11 Resources* and support for details of the support we offer.

A word to learners...

BTEC Level 2 Technicals will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take some assessments that Pearson will set and mark
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Level 2 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential therefore that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers and professional bodies that have worked with us include:

Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)

GO Mammoth

West Ham United Foundation

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 2 Technical Diploma for Sport and Activity Leaders specification Issue 5 changes

| Summary of changes made between the previous issue and this current issue | Page number |
|--|----------------|
| The wording in <i>Section 8 Teacher/centre malpractice</i> has been updated to clarify suspension of certification in certain circumstances. | Pages 119, 120 |
| The wording under <i>Section 10 Understanding the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards. | Page 124 |

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Pearson BTEC Level 2 Technicals

Introduction

BTEC Level 2 Technicals are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Technicals also develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Technicals are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 2 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Technical Certificates for 16–19 year olds.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Technical Diploma for Sport and Activity Leaders (603/0479/0). The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is a part of the BTEC Level 2 Technicals suite for the sport sector.

1 Pearson BTEC Level 2 Technical Diploma for Sport and Activity Leaders

Purpose

Who is the qualification for?

This qualification is for learners who want to start a career in sport and physical activity. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for learners intending to progress directly to employment in sport and activity leadership, or to an apprenticeship.

What does the qualification cover?

This qualification has been developed in consultation with employers and the professional body in the sport sector to ensure learners develop the skills and behaviours that will give them the best opportunity to be successful when applying for work.

Most of the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the leisure sector of a sport and activity leader. The areas covered include:

- working in sport and activity leadership
- leading sport and activity safely and effectively
- leading sport and physical activity
- coaching sport
- developing skills for sport and activity leadership
- delivering a sports event.

Additionally learners will be able to choose between one of two optional units.

Learners will also enhance their broader skills in literacy and numeracy, which will be invaluable in supporting progression in other areas. In addition, learners will develop transferable technical and practical skills in communication (working with colleagues, customers and clients), self-management, problem solving, development and management of information.

What could this qualification lead to?

Achieving this qualification will give learners an advantage when applying for sport and activity leadership roles. It will also support progression to apprenticeships in sport and leisure.

When studied as part of a full study programme, typically alongside maths or English, this qualification also gives learners a sound basis to progress further in the sport sector to a Level 3 Tech Level qualification such as a Pearson BTEC Level 3 National Diploma in Fitness Services.

About the sport sector

The sport industry contributed £20.3 billion to the UK economy in 2010, which was 1.9% of the total. It is one of the top 15 industry sectors in the UK, employing over 400,000 people and offering many career openings in a range of areas, including fitness training, coaching, teaching and sports science.

The professional body for the sector is the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA); and all industry professionals are encouraged to become members.

2 Structure

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Technical Diploma for Sport and Activity Leaders is a qualification having:

- Total Qualification Time: 415 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all mandatory units and one optional unit in the qualification.

| Pearson BTEC Level 2 Technical Diploma for Sport and Activity Leaders | | | | |
|---|---|-----|-----------|-------------------|
| Unit number | Unit title | GLH | Type | How assessed |
| 1 | Leading Sport Safely and Effectively | 60 | Mandatory | External |
| 2 | Working in Sport and Activity Leadership | 60 | Mandatory | External |
| 3 | Leading Sport and Physical Activity | 60 | Mandatory | Internal |
| 4 | Coaching Sport | 30 | Mandatory | Internal |
| 5 | Developing Skills for Sport and Activity Leadership | 60 | Mandatory | Internal |
| 6 | Getting Others Active Outdoors | 30 | Optional | Internal |
| 7 | Leading Different Groups | 30 | Optional | Internal |
| 8 | Delivering a Sports Activity Event | 60 | Mandatory | Internal Synoptic |

This qualification has 92% mandatory content and 33% external assessment.

Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies. The content has been aligned to the current Activity Leadership National Occupational Standards. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

In this qualification, 92% of the content is mandatory. This provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then offered the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, and planning and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out of date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

External assessment

In this qualification, there are two external assessments, which assess units that contribute 33% of the total qualification GLH. The external assessments for this qualification take the form of a task, which allows learners to apply their skills and knowledge in context to a realistic work-based activity, and an onscreen test that includes a variety of question types and allows learners to apply their knowledge to several work-related contexts. Each external assessment is linked to a specific unit as indicated in the qualification structure on the previous page.

These methods have been used to externally assess the identified units because they are best suited to draw out the evidence to exemplify the expectations of the unit. The purpose of *Unit 1: Leading Sport Safely and Effectively* is for learners to develop the fundamental knowledge and understanding of the role of a sport and activity leader when planning and leading sport and physical activities safely and effectively to different participants and groups. The use of an onscreen test allows learners to demonstrate the range of cognitive skills represented in the Assessment Outcomes of the unit to provide sufficient evidence that they have achieved the unit purpose. As the assessment is designed to measure the full range of thinking skills in the Assessment Outcomes, it will differentiate learners' performance across the full grade range.

The purpose of *Unit 2: Working in Sport and Activity Leadership* is for learners to develop the fundamental knowledge and understanding of the activities and initiatives used to get different groups of people taking part in sport, the benefits of this participation and the skills, qualities and responsibilities a sport and activity leader needs to deliver the activities and initiatives. The use of a task-based assessment allows for learners to demonstrate the range of skills represented in the Assessment Outcomes of the unit to provide sufficient evidence that they have achieved the unit purpose. As the assessment is designed to measure the full range of thinking skills in the Assessment Outcomes, it will differentiate learners' performance across the full grade range. Each external assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve both external units at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessments once during their programme by taking a new assessment.

For further information on external assessment see *Section 7 External assessment*.

Internal assessment

Units 3, 4, 5, 6 and 7 are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internal units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is based on *Unit 8* and takes the form of a vocational activity where learners have to plan and lead part of a one-off sports activity event with their peers in a realistic work environment. They have to review their own contribution to the event. In completing this synoptic assessment, learners will apply the underpinning knowledge and understanding developed in *Units 1 and 2*, and will also select and apply the knowledge and skills developed in *Units 3, 4 and 5* that are appropriate for the activities to be carried out in planning, leading and reviewing the specified sports activity event.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 8 Administrative arrangements*.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to DD. Please see *Section 10 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Employer involvement

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of master classes or guest lectures
- industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work of practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the sport sector and must contribute significantly to at least one mandatory unit.

For this qualification, the following unit has specified requirements for employer involvement in delivery and/or assessment:

- Unit 5: Developing Skills for Sport and Activity Leadership.

This unit must be completed with involvement of employers. It is strongly recommended that learners take part in work experience as the best way of enabling learners to complete the unit and facilitate assessment. A simulation set in a realistic scenario may be used as an alternative to work experience, in which case centres must involve employers, for example through observing learner performance in realistic situations. Please see the units for further information.

We have provided suggestion in some units on how employers could become involved in the delivery and/or assessment of this qualification.

These units are listed below:

- Unit 1: Leading Sport Safely and Effectively
- Unit 3: Leading Sport and Physical Activity
- Unit 4: Coaching Sport.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that these meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged (see *Section 9: Quality assurance*).

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internal units

| Section | Explanation |
|--------------------------|--|
| Unit number | The number is in a sequence for the qualification. |
| Unit title | This is the formal title of the unit and appears on certificates. |
| Level | All units are at Level 2 on the national framework. |
| Unit type | This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details. |
| Assessment type | This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details. |
| GLH | Units have a GLH value of 30 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade. |
| Unit in brief | A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc. |
| Unit introduction | This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education. |
| Learning aims | These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing. |
| Unit summary | This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements. |
| Content | This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.' Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered. |

| Section | Explanation |
|---|--|
| Assessment criteria | Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. |
| Essential information for assessment decisions | This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria. |
| Assessment activity | This section provides information, suggested scenarios and tasks for summative assessment activities. |
| Further information for tutors and assessors | The section gives you information to support the delivery and assessment of the unit. |
| Delivery guidance | This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress. |
| Essential resources | Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 11 Resources and support</i> . |
| Links to other units | This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources. |
| Employer involvement | This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful. |

External units

| Section | Explanation |
|---|--|
| Unit number | The number is in a sequence for the qualification. |
| Unit title | This is the formal title of the unit and appears on certificates. |
| Level | All units are at Level 2 on the national framework. |
| Unit type | This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details. |
| Assessment type | This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details. |
| GLH | Units have a GLH value of 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade. |
| Unit in brief | A brief formal statement on the content of the unit. |
| Unit introduction | This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education. |
| Summary of assessment | This sets out the type of external assessment used and the way in which it is used to assess achievement. |
| Assessment outcomes | These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs). |
| Essential content | For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown. |
| Grade descriptors | We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades. |
| Key terms typically used in assessment | These definitions will help you to analyse requirements and to prepare learners for assessment. |
| Links to other units | This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources. |
| Employer involvement | This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful. |

Units

This section contains all the units developed for this qualification.

| | |
|---|----|
| Unit 1: Leading Sport Safely and Effectively | 13 |
| Unit 2: Working in Sport and Activity Leadership | 25 |
| Unit 3: Leading Sport and Physical Activity | 35 |
| Unit 4: Coaching Sport | 47 |
| Unit 5: Developing Skills for Sport and Activity Leadership | 57 |
| Unit 6: Getting Others Active Outdoors | 69 |
| Unit 7: Leading Different Groups | 83 |
| Unit 8: Delivering a Sports Activity Event | 93 |

Unit 1: Leading Sport Safely and Effectively

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners explore how to plan and lead sport and physical activities safely and effectively for different participants and groups.

Unit introduction

Having an understanding of the processes that go into planning, leading, communicating and maintaining safe and effective practices is very important in the sports industry. This allows the professionals who help to support people taking part in sport and physical activity sessions to effectively achieve their aims in a safe, supportive and inclusive environment. Sport and activity leaders need to know how to meet the needs of different types of participants in a positive way, while maintaining a safe and inclusive environment for all.

In this unit, you will learn about the different types of participants and groups that sport and activity leaders work with. You will consider how to plan and lead safe and effective sport and physical activities that meet the specific needs of the participants. You will learn about the importance of building positive relationships and inclusivity when leading sport and physical activities. Finally, you will explore the responsibilities of sport and activity leaders and the methods they use for maintaining health, safety and safeguarding, and dealing with incidents and accidents in the sport and physical activity environment.

This unit will give you the detailed core knowledge that will support your progression to employment in sport and activity leadership.

Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in March 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge of the principles, responsibilities and procedures a sport and activity leader carries out when leading sport and physical activities safely and effectively for different types of participants

Command words: describe, give, identify, match, name, select, state

Marks: ranges from 1 to 2 marks

AO2 Demonstrate understanding of considerations, implications and importance of the role, responsibilities and procedures a sport and activity leader carries out when applied to leading sport and physical activities safely and effectively for different types of participants

Command words: describe, explain

Marks: ranges from 1 to 4 marks

AO3 Analyse and interpret information relating to the sport and activity leader role when leading sport and physical activities safely and effectively for different types of participants

Command words: describe, explain

Marks: ranges from 1 to 4 marks

AO4 Make connections, use and integrate knowledge of the responsibilities and procedures a sport and activity leader carries out and the requirements they need to meet when leading sport and physical activities safely and effectively for different types of participants

Command words: analyse, assess, explain

Marks: ranges from 1 to 4 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Leading different participants and groups

The importance of encouraging inclusiveness in sport and physical activity regardless of individuals' needs related to sex, race, culture, language, disability, religion, health, economic and social status, age or sexual orientation.

A1 Sport and physical activity participants

The different planning considerations, activities, communication methods, and sport and activity leader behaviours to support the diverse needs of different participants and groups when working in sport and physical activity environments, including sports halls, gyms, studios and outside activity areas.

- Diverse groups of participants:
 - the characteristics of different types of participants:
 - people with disabilities – physical, social, psychological, health-related, skill-related, integration into mainstream sport, competition
 - older adults (over 50) – physical, social, psychological, health-related, skill-related, competition
 - adults – physical, social, health-related, skill-related, competition
 - children and young people (5–18) – characteristics of development
 - preschool children (under 5) – characteristics of development
 - pregnant participants – physical, psychological.
- Diverse needs of participants:
 - understanding the needs of participants, how they differ between groups, the factors that influence them, the aims of activities and expected outcomes related to needs:
 - activity – rules, equipment, activity/playing area
 - physical – related to age, development, ability, special educational needs and disability (SEND) (physical disabilities or impairments), activity
 - social – related to social development, age, self-awareness, awareness of others
 - educational – related to development of knowledge, skills (fundamental movement skills, techniques), behaviours
 - medical/health – related to medical or health conditions.
- Key considerations to meet the needs of different groups, including:
 - understanding the considerations and factors affecting the methods that the sport and activity leader uses to meet the needs, the expected outcomes and advantages/disadvantages of different methods. Factors related to:
 - environment – facilities, settings, sport and physical activity environments
 - age – adaptation
 - culture – different expectations, language
 - personality – fear of ridicule, lacking confidence
 - special educational and disability requirements – adaptation, inclusiveness
 - lifestyle – trends, preferences, disposable income, social class
 - medical/health – contraindications (participant type, activity type).

A2 Adapting activities to meet the needs of participants

- Adapting sport and physical activities to the needs of individual participants or groups:
 - understanding how and why activities are adapted for different needs and contexts, types of adaptations, expected outcomes and potential consequences:
 - activities – type, time, intensity
 - equipment – type, size, complexity, adapted/specialist
 - rules
 - playing areas/environment
 - staffing numbers
 - participant numbers
 - advantages/disadvantages of adapting sport and physical activities.
- Adapting facilities to allow inclusivity for all:
 - understanding how and why sport and physical activity facilities are adapted for different needs and contexts, the expected outcomes and potential consequences:
 - accessibility
 - staff training and awareness (activities, environment, facilities, equipment)
 - specialist equipment.

B Leading sport and physical activities safely and effectively**B1 Planning safe and effective sport and physical activities for diverse individuals and groups**

Understanding the needs of different types of participants and the importance of planning safe and effective activities, and using appropriate methods that meet these needs, the aims of the session and its relevance to the identified facilities/settings.

- Planning a safe and effective sport and physical activity session for diverse participants and groups:
 - participants' needs identified and met
 - sport and physical activities meet participants' needs
 - safe techniques and demonstrations meet participants' needs
 - considering available resources and equipment
 - appropriate safety requirements and procedures
 - contingency planning.
- Sport and activity leader preparation for activity sessions:
 - understanding the methods used, importance, requirements, considerations and consequences of preparation:
 - appropriate activity plans, including aims, introduction, warm-up, main activity, cool down
 - mental preparation – familiarity and rehearsal of activity plan
 - appropriate dress
 - following and understanding equipment and activity rules for varied activity settings
 - adapting plans in response to changing circumstances – the nature of the individual participant or group, the facility, the environment, unforeseen eventualities.
- Preparing equipment and facilities for activity sessions:
 - understanding the importance of appropriately preparing sport and physical activity equipment and facilities, the procedures followed, and the responsibilities and expectations the sport and activity leader has for this:
 - carrying out equipment checks
 - setting up complex/simple equipment correctly for the planned activity.

- Preparing participants for the session:
 - understanding the actions a sport and activity leader takes to fully prepare participants, the procedures they follow and the factors affecting them:
 - welcoming participants – establishing consent, fitness to participate
 - introducing the activity
 - appropriate clothing and footwear
 - setting ground rules – sport and activity leader’s expectations.
- Outcomes of effective planning and preparation:
 - understanding the potential outcomes, their importance, impact and advantages for the:
 - activity session
 - participant(s)
 - sport and activity leader.
- Consequences of poor planning and preparation:
 - understanding the potential outcomes, their importance, impact and disadvantages for the:
 - activity session
 - participant(s)
 - sport and activity leader.

B2 Leading safe and effective sport and physical activities

Understanding the importance of following best practice when leading safe and effective sport and physical activity sessions in a variety of settings, how best practice is achieved and the factors affecting best practice.

- Best practice demonstrated through/by:
 - leadership and professionalism
 - use of communication
 - use of appropriate activities, techniques and demonstrations
 - session management – timings, use of resources, changeovers
 - encouraging inclusivity
 - maintaining and encouraging effective working relationships
 - responding to changes
 - reviewing and reflective practice
 - participant engagement
 - advantages/disadvantages of different practices.
- Importance of best practice in delivery:
 - understanding the expectations and consequences of following best practice when leading sport and physical activities to the:
 - sport and activity leader
 - participant(s)
 - organisation.

B3 Forming relationships that create a positive impression

The importance of forming positive relationships with participants when working in the sport and physical activity environment.

- Forming effective working relationships with participants:
 - characteristics of effective working relationships
 - methods used to form relationships
 - importance of forming effective working relationships.

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- Benefits of effective working relationships for the:
 - participant – improved experience, motivation and adherence, engagement, personalised service
 - sport and activity leader – reputation, trust, confidence, successful session delivery, enjoyable sessions
 - organisation – sales, reputation.
- Barriers to forming positive working relationships due to:
 - participants' behaviours and attitudes
 - the sport and activity leader's behaviours and attitudes.
- Promoting the organisation to participants:
 - the methods used and the expectations, role and responsibilities that a sport and activity leader has for promoting the organisation by:
 - behaving professionally
 - presenting a professional appearance
 - being responsive to participants' needs
 - meeting participants' needs and expectations
 - recommending services and their benefits
 - responding to positive and negative customer feedback – suggestions, compliments, complaints.
- Outcomes of effective promotion:
 - understanding the potential outcomes, their importance, impact and advantages to the:
 - participant
 - sport and activity leader
 - organisation.

C Health, safety and safeguarding in the sport and physical activity environment

C1 Maintaining health and safety in the sport and physical activity environments

The importance of health and safety when working in sport and physical activity environments, including sports halls, gyms, studios, outside activity areas and public areas of a sport and physical activity facility.

- Sport and activity leader responsibilities, including:
 - working in a way that ensures safety of self, other staff and participants
 - actively identifying health and safety hazards and issues
 - dealing with or reporting health and safety issues promptly and correctly
 - following organisational procedures relating to health and safety legislation.
- Employer responsibilities, including:
 - a health and safety policy that is created, followed and communicated to all staff
 - provision of a safe working environment (activities, facilities, equipment)
 - risk assessments and key health and safety personnel are in place
 - appropriate procedures are in place for normal operation, for emergencies and for reporting accidents
 - staff training – induction training, health and safety training, safeguarding
 - ensuring employees follow manufacturer's instructions
 - complying with health and safety legislation and regulations.

- Consequences for employers and employees of non-compliance with health and safety legislation, including:
 - understanding the importance of compliance and the potential implications of non-compliance:
 - legal
 - business
 - increased health and safety risks.

C2 Hazards in the sport and physical activity environment

To understand the hazards, appropriate responses and potential consequences of them in sport and physical activity environments, including sports halls, gyms, studios and outside activity areas.

- Specific hazards in a sport and physical activity environment include:
 - facility:
 - surfaces – playing and surrounding areas
 - cleanliness/tidiness
 - equipment – defective parts, damage, fixtures and fittings
 - participants (relating to the needs of participants and the requirements of the sport or activity):
 - behaviour – attitude, awareness
 - clothing/footwear/jewellery/personal equipment – appropriate for activity
 - fitness level/experience/ability/skill level
 - activity-based (relating to the requirements of the sport or activity and suitability of):
 - activity space – size, type, accessibility
 - activity session components for participants – type, time, intensity
 - techniques that the sport and activity leader is using
 - equipment for participants – size, type, appropriateness.
- Responding to hazards in a sport and physical activity environment (understanding the sport and activity leader's responsibilities, procedures and factors to consider when responding to hazards in different sport and physical activity contexts):
 - assessing level of an identified hazard – assessing appropriate action to be taken
 - taking action to reduce the hazard
 - knowing when to report hazards to relevant colleagues
 - advantages/disadvantages of different responses to hazards.

C3 Safeguarding children and vulnerable adults

The sport and activity leader's responsibilities and procedures for safeguarding children, vulnerable adults and themselves from abuse, neglect and suspicion.

- Safeguarding yourself:
 - staff ratios
 - taking part in safeguarding awareness training
 - codes of conduct
 - professional conduct
 - disclosure and barring service (DBS).
- The sport and activity leader's role in safeguarding:
 - be aware of signs of abuse/neglect
 - information sharing (how much information, shared with whom, shared at what point)
 - referral procedures (when to refer, how to refer, role of designated safeguarding officer).

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- Safeguarding risks in a sport and physical activity environment include:
 - inadequate staff training
 - facilities/environments – toilets, changing rooms, activity areas
 - inadequate supervision by a responsible adult
 - inappropriate behaviour.

D Emergencies and injuries in sport and physical activity leadership**D1 Common incidents, injuries and illnesses**

Recognising signs, symptoms and severity of common incidents, injuries and illnesses that may happen during sport and physical activities.

- Common incidents:
 - accidents – slips, trips, falls, sport-related injuries
 - minor injuries and illnesses
 - severe injuries and illnesses.
- Minor injuries and illnesses:
 - strains and sprains
 - cuts and grazes
 - bruising
 - blisters.
- Severe injuries and illnesses:
 - dislocations
 - fractures (open and closed)
 - concussion – loss of consciousness
 - spinal injuries
 - asthma attack (wheezing and shortness of breath)
 - heart attack (chest pain).

D2 Responding to common incidents, injuries and illnesses in sport and physical activity

Understanding the sport and activity leader's responsibilities, the procedures and factors affecting them, and the possible implications of responding to common incidents and accidents.

- Responding to minor injuries and illnesses:
 - likely to be dealt with on site
 - call a first-aider and provide comfort and reassurance.
- Responding to severe injuries and illnesses:
 - likely to be serious and participant's life may be endangered
 - call a first-aider/emergency services.
- The sport and activity leader's responsibilities:
 - keeping themselves and others safe
 - remaining calm
 - responding correctly to emotional distress – providing comfort and reassurance
 - following procedures, referring accident/incident to appropriate person/people
 - awareness of emergency procedures – evacuation, contacting emergency services
 - reporting accidents and incidents
 - knowing how to operate the emergency equipment used to deal with incidents and accidents.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 2 Pass

Learners will demonstrate sound knowledge and understanding of the principles, responsibilities and procedures that underpin the role of the sport and activity leader. They will be able to use their knowledge and understanding of the principles, responsibilities and procedures and apply them to familiar and unfamiliar situations/contexts, making simplistic links between the role, responsibilities and procedures and the possible implications, outcomes and consequences of them when leading safe and effective sport and physical activities for different types of participants.

Learners will be able to analyse and interpret information in order to make valid judgements.

Level 2 Distinction

Learners will demonstrate thorough knowledge and understanding of the principles, responsibilities and procedures that underpin the role of the sport and activity leader and will be able to apply this to a range of familiar/unfamiliar situations/contexts.

Learners will be able to analyse and interpret information and make reasoned judgements that are consistently supported by evidence or reasoning. They will be able to make connections and demonstrate an in-depth understanding of the interrelationships between the role, responsibilities, procedures and requirements for leading sport and physical activities safely and effectively for different types of participants and the possible implications, outcomes and consequences of them.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

| Command or term | Definition |
|-----------------|--|
| Analyse | Learners examine in detail in order to discover the meaning or essential features of a theme, topic or situation, or break something down into its components or examining factors methodically and in detail. To identify separate factors, say how they are related and explain how each one contributes to the topic. |
| Assess | Learners present a careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant to arrive at a conclusion. |
| Complete | Learners are required to add information based on a stimulus/resource. This could be to complete a table, graph, chart or missing word/phrase from a sentence/statement. |
| Describe | Learners give an account, or details, of 'something' or give an account of a 'process'. |
| Evaluate | Learners review information before bringing it together to form a conclusion, or come to a supported judgement of a subject's qualities in relation to its context, drawing on evidence: strengths, weaknesses, alternative actions, relevant data or information. |
| Explain | Learners convey understanding by making a point/statement or by linking the point/statement with a justification/expansion. |
| Give | Learners provide examples, justifications and/or reasons to a context. |
| Identify | Usually requires some key information to be selected from a given stimulus/resource. |
| Label | Requires addition to a diagram. |
| Match | Learners choose a thing that resembles or corresponds to another, to make a similar or complementary pair. |
| Select | Requires a choice based on a given stimulus/resource. |
| State/Name | Learners give a definition or example. |

Links to other units

This is a mandatory unit and underpins knowledge throughout the qualification.

Employer involvement

This unit would benefit from employer involvement in the form of:

- a masterclass by sport and activity leaders and staff from local sports and physical activity businesses on how they plan and lead safe and effective activities for different types of participant
- sharing of real work-related documents and materials such as session plans, health and safety records and policies.

Unit 2: Working in Sport and Activity Leadership

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners will study sport and physical activity, the initiatives used to encourage participants, and how they may be supported by sport and activity leaders, using the skills, qualities and responsibilities required to meet the needs of the participants for selected sports.

Unit introduction

In this unit, you will understand how sport and activity leaders are involved in the development and delivery of activities that support sport and physical activity initiatives. You will explore the needs of different sport participants within the existing provision for sport to increase participation and promote inclusion for all.

In this unit, you will investigate common types of sport and physical activity initiatives and the benefits and barriers to sports participation for different people. You will consider ways to overcome the barriers to participation. You will compare the skills, qualities and responsibilities that, when applied to a proposed sport or physical activity, engage different types of participants and support the aims of a sport and physical activity initiative. Finally, you will explore the issues and considerations that can arise from activities planned to address the requirements and needs of different initiatives and participants.

This unit will give you the knowledge and skills that will support your progression to employment or voluntary roles in the sport and activity leadership sector. This unit is externally assessed as it underpins the knowledge and replicates the processes that are carried out in the industry.

Summary of assessment

This unit is assessed using a task, set and marked by Pearson. The task is worth 40 marks. The final outcome will be completed in a two-hour supervised assessment period. All final outcomes will be submitted in a format specified by Pearson. The assessment is available in two periods each year in March and June. The first assessment is available in March 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of the skills and qualities of a sport and activity leader and the requirements of different sport and physical activities, initiatives and needs of different groups of sports participants

AO2 Apply knowledge and understanding of the skills and qualities of a sport and activity leader and the requirements of different sport and physical activities, initiatives and needs of different groups of sports participants to familiar and unfamiliar contexts

AO3 Be able to suggest and justify an activity and the benefits it brings to the participants through analysis and interpretation of a scenario

AO4 Make connections between different pieces of information to justify the qualities, skills and attributes of a sport and activity leader for two different groups of sports participants

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Sports initiatives and provision of sport in the UK

The characteristics, aims and requirements of a range of sport and physical activity initiatives.

A1 Sports and physical activities

The aims and requirements of delivering sport and physical activities and the considerations and potential problems that can arise.

- Types of activities and their characteristics:
 - drop-in sessions
 - taster sessions
 - tournaments and competitions
 - activity days
 - summer camps, holiday activities
 - classes.
- Aims of sport and physical activities:
 - fun/enjoyment
 - fitness
 - weight maintenance
 - improving specific skills.
- Requirements for planning sport and physical activities, related to type and aim of activity:
 - facilities
 - equipment and clothing
 - planning and contingency planning
 - timings
 - number of participants
 - first aid and health and safety provision.
- Factors to consider when planning sport and physical activities:
 - the aims of the activity and wider initiative – clear aims, outcomes and SMART (specific, measurable, achievable, realistic, time-bound) targets that are understood by the sport and activity leaders and the participants, effective promotion and awareness of the activity and initiative to participants
 - roles and responsibilities of sport and activity leaders and participants – effective communication and behaviour (leadership style, personal qualities)
 - participant needs, engagement and motivation – participants understand the benefits of the activity
 - activity planning – content of activity, organisation of activity, realistic consideration of cost, logistics and technical competence
 - appropriateness of activity to participant needs/wants and abilities – size of group, required adaptations to activity, equipment
 - health, safety and safeguarding risks and considerations
 - equality, diversity and inclusivity – ensuring all participants feel valued and included.

A2 Sport and physical activity initiatives

Aims of sport and physical activity initiatives – initiatives can be targeted to the whole population or to a specific group:

- improving physical and mental health, fitness and wellbeing – government recommendations, increasing knowledge surrounding health, reducing obesity, promoting healthy eating
- introducing new sport and physical activities to different groups
- increasing participation and the number of participants in a sport or physical activity
- increasing the popularity of sport and physical activities
- providing grassroots involvement
- setting up elite development
- addressing social problems.

A3 Sport and physical activity provision

The characteristics and benefits of different types of sport and physical activity provision.

- Public sector provision:
 - characteristics – facilities are open to all, service local communities, facilities are adequate or improving
 - funded by the government and/or local authorities, public pay directly through admission or indirectly through taxes
 - benefits – easily accessible for all, reasonably priced, community orientated
 - examples – local authority leisure centre, local authority swimming pool, local parks and playing fields.
- Private sector provision:
 - characteristics – exclusive (membership only), serving individuals with a higher disposable income, less focus on specific target groups, high-quality service and facilities
 - funded through memberships and the owner's financial input
 - benefits – provide additional choice of sport and physical activities, latest equipment and facilities, membership schemes, able to start or respond quickly to new trends
 - examples – stadiums for football, rugby, private sports clubs (tennis, cricket and golf), private health clubs, professional sports clubs.
- Voluntary sector provision:
 - characteristics – run by members or committees on a voluntary basis, sometimes owned by members or a charity trust, open to all, serve the local community, exist for their members and users, not focused on making a profit, often work in partnership with public/private sector to use facilities and for sponsorship
 - funded through subs, sponsorship, fundraising, National Lottery®, government grants
 - benefits – create links within the community and the sport's national governing body, accessible, affordable to all, sport focused
 - examples – Sunday league sports team, local sports clubs.

B Sports participants, their needs and barriers to participation

B1 Sports participants and their needs

The importance of encouraging inclusiveness in sport and physical activity regardless of an individual's sex, race, culture, language, disability, religion, health, economic and social status, age or sexual orientation.

- Types of activity participants – understanding characteristics and needs of different participants:
 - preschool children (under 5)
 - young people (under 18)
 - adults
 - older people (50+)
 - women
 - people with disabilities
 - mums and babies
 - pregnant women
 - black and minority ethnic groups (BMEs)
 - unemployed people.
- Factors that influence the needs of different participants and understanding how these factors influence the planning of activities for different types of participants:
 - age
 - gender
 - ability
 - families
 - ethnicity.
- Planning considerations related to participants:
 - environmental – inaccessibility of provision, information, appropriate buildings, transport
 - psychological – lack of confidence, fear of injury, perceived lack of skill, anxiety, attitude
 - physical – participant ability level
 - social – perceived barriers – prejudice and stereotypes
 - educational – lack of training
 - medical/health – medical conditions, physical injuries, disabilities.

B2 Benefits of participation in sport and physical activity

Understanding the benefits of participation for different types of participants, and the initiatives and activities that specifically encourage the benefits.

- Physical benefits:
 - prevents or reduces diseases
 - management of medical conditions
 - weight maintenance
 - improves fitness.
- Psychological benefits:
 - reduces depression
 - reduces stress
 - improves self-confidence.

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- Social benefits:
 - encourages social interaction
 - improves social skills
 - reduces isolation
 - enhances self-esteem/confidence.
- Economic benefits:
 - reduces NHS costs
 - creates employment
 - supports businesses
 - reduces absenteeism in the workplace.

B3 Factors and barriers that affect participation in sport and physical activity

Understanding the different factors that can become barriers and the influence that these can have on participation.

- Factors affecting participation:
 - social – peer and family pressures, role models, portrayal of young people, gender
 - economic – cost of participation, recession, level of unemployment, income
 - access to provision – location, activity choice, information, buildings, transportation
 - historical – gender imbalance (male-dominated)
 - educational – poor attitudes to PE, poor skills, lack of facilities or choice of sport, lack of funding, government decides the sports that are taught in schools
 - fashion/trend – media coverage and success of different sports/sports people
 - sports legacy of major sporting events – inspires participation and provides role models
 - people with disability and ability level – lack of early experiences in sport, limited opportunities and programmes for participation, lack of training and competition, lack of accessible facilities, limited accessible transportation
 - ethnic – cultural preferences/familiarity with different sport and activities, cultural attitudes to physical activity and sport
 - role of the media – increased attendance, better-informed supporters, develops personalities and role models, certain sports gets exposure and others don't.

B4 Overcoming barriers to participation in sport and physical activities

Understanding how, why and when sport and activity leaders use methods to overcome barriers.

- Methods to overcome barriers include:
 - raising awareness of opportunities
 - promoting equality and diversity in all activities
 - promoting the positive impacts of participation
 - using the examples of positive role models, avoiding stereotypes
 - compliance with organisational policies and legal requirements
 - using staff training to raise awareness
 - reporting/challenging instances of discriminatory behaviour.
- Adapting facilities to allow inclusivity for all:
 - accessibility – adapting facilities and environments
 - awareness of how to adapt facilities/equipment – staff training
 - specialist equipment.

- Methods of adapting activities to meet the needs of different participants:
 - activity/playing area
 - rule changes
 - equipment
 - time
 - intensity of activity
 - staffing numbers
 - participant numbers.

C The skills, qualities and responsibilities of a sport and activity leader

C1 The skills and qualities of a sport and activity leader

Understanding the different approaches that a sport and activity leader uses to meet the needs of different types of participants, and requirements of the activities and initiatives.

- Key skills of a sport and activity leader:
 - communication – verbal, non-verbal, listening
 - organisation
 - approachable/personable
 - authoritative
 - motivator
 - good demonstrator
 - problem solver
 - knowledge – of safe practice, effective practice, activities, rules
 - understanding – of the needs of the participants (mental, physical)
 - confidence.
- Additional skills:
 - activity structure
 - target setting
 - use of language
 - provision of effective feedback
 - evaluation.
- Qualities of a sport and activity leader:
 - appearance
 - enthusiasm and commitment
 - patience and understanding needs of others
 - consistent
 - diplomacy
 - proactivity
 - ethical
 - leads by example
 - collaborator
 - ability to work under pressure
 - responsiveness.

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- Additional qualities of a sport and activity leader:
 - leadership style
 - personality
 - attentiveness
 - vision
 - ambition
 - experience
 - persistence
 - empathy.

C2 The responsibilities of a sport and activity leader

Understanding the responsibilities of a sport and activity leader and how these are adapted to meet the needs of the different participants and requirements of the activities and initiatives.

- Responsibilities of the sport and activity leader:
 - conducting themselves in a professional and ethical way at all times
 - being vigilant to health, safety and safeguarding risks and dangers
 - creating the right conditions for session aims to be achieved
 - knowledge of the activity and participants' needs
 - awareness of environment and social setting
 - planning and delivering appropriate activities to meet session aims and participants' specific needs
 - developing participants' knowledge and understanding of sport and physical activity
 - demonstrating ability to control an individual or a team to reach a goal
 - motivating participants to achieve their full potential
 - understanding the importance and legal requirements of equality and diversity when working with participants
 - dealing with conflict and resolving issues.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 2 Pass

Learners will be able to interpret and analyse the main elements of the scenario to suggest an activity, demonstrating a sound understanding of the requirements of different sports and physical activities, initiatives and needs of different groups of sports participants. They will be able to identify barriers to participation and give descriptions of how these can be overcome.

Learners will be able to apply their knowledge and understanding of the benefits of participation for different participants and make simple links to the initiative and suggested activity. They will identify and compare the qualities, skills and responsibilities needed for different groups of participants.

Level 2 Distinction

Learners will be able to suggest and justify a suitable activity, supporting their choice with relevant evidence from a detailed analysis and interpretation of the scenario and linking it with a comprehensive understanding of the requirements of different sports and physical activities, initiatives and needs of different groups of sports participants. They will be able to explain in detail barriers to participation and how these can be overcome.

Learners will give a detailed explanation of the benefits of participation, consistently linking them with the aims of the initiative and the suggested activity, demonstrating application of their understanding of the benefits of participation.

Learners will be able to give a detailed comparison of the qualities, skills and responsibilities needed for different groups of participants, demonstrating how these should change in relation to the needs of the participants and the requirements of the activity.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

| Command or term | Definition |
|-----------------|--|
| Compare | Learners estimate, measure, or note the similarity or dissimilarity between two things or concepts. |
| Consider | Learners think carefully about (something), typically before making a decision. |
| Justification | Learners give reasons or evidence to: <ul style="list-style-type: none"> • support an opinion and/or decision • prove something right or reasonable. For example, 'Justify how overcoming...'. |
| Relevance | Important to the matter at hand. |
| Scenario | Includes details of initiative and participant details/needs. |
| Suggest | Learners put forward for consideration a detailed description of proposed activities. |

Links to other units

This is a mandatory unit and underpins knowledge throughout the qualification.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

Unit 3: Leading Sport and Physical Activity

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop the skills needed to plan, lead and review a range of sport and physical activities.

Unit introduction

Every year more people of all ages take part in sport and physical activity, and this means an increased demand for qualified sport and activity leaders. Maybe you would like to be involved in leading others, helping them to enjoy sport, learn new skills or get healthier and more active. If so, this unit will be a great place to learn about the skills and qualities employers look for in a good sport and activity leader.

In this unit, you will learn how to effectively plan and lead sport and physical activity sessions for others. You will develop the specific skills and qualities that sport and activity leaders need, such as a positive and flexible attitude and an ability to organise – and these will make participants want to come back and take part again and again in your sessions. Throughout this unit, you will find out about the roles and responsibilities of a sport and physical activity leader and, after you have planned and led your sessions, you will review them to make sure they are even better in the future.

This unit will prepare you for employment opportunities as a playworker, community sports leader, or children's activity leader, or for progression to a Level 2 Apprenticeship.

Learning aims

In this unit you will:

- A** Plan a sport or physical activity
- B** Lead a sport or physical activity
- C** Review leadership of a sport or physical activity.

Unit summary

| Learning aim | Key teaching areas | Summary of suggested assessment evidence |
|---|--|--|
| A Plan a sport or physical activity | A1 Planning activity sessions | <ul style="list-style-type: none"> • Activity plan in a suitable format. • Observation record documenting activity leadership. • Video or annotated photos of sessions. • Review and subsequent action plan. |
| B Lead a sport or physical activity | B1 Developing an effective leadership style | |
| C Review leadership of a sport or physical activity | C1 Developing evaluation and self-reflection techniques C2 Writing an action plan | |
| Key teaching areas in this unit include: | | |
| Sector skills | Knowledge | Transferable skills/behaviours |
| <ul style="list-style-type: none"> • Health and safety • Session planning • Practical leadership | <ul style="list-style-type: none"> • Risk assessment • Suitable activities and activity organisation • Skills and techniques for group management | <ul style="list-style-type: none"> • Communication • Problem solving • Managing information • Self-management and development |

Unit content

Knowledge and sector skills

Learning aim A: Plan a sport or physical activity

A1 Planning activity sessions

- The requirements of those taking part, e.g. age, gender, medical history, previous experience, ability level.
- The importance of planning – what it ensures, what might happen if things aren't planned appropriately etc.
- Planning for different groups, to include considerations based on age, experience and session aims and objectives.
- Health and safety considerations, to include risk assessments – why they are important and when and how they should be carried out, risks and hazards, who might be affected, likelihood of occurrence, severity, risk rating, measures to minimise risk, and considerations such as those relating to locations, activities, equipment and participants.
- Different types of sessions and their structure, e.g. formal coaching sessions, structured sport sessions, unstructured sessions or cooperative activities.
- Different types of sessions and their content, to include warm-up, main content, skill development and cool down.
- Session aims and objectives, to include fun, training or skill development.
- Session considerations, to include organisational needs, resources, timings and appropriate leadership approaches.
- Knowledge of a wide range of suitable activities and how to modify them for specific groups.
- Different session plan formats and what they are most appropriate for.

Learning aim B: Lead a sport or physical activity

B1 Developing an effective leadership style

- To include communication skills and techniques required for group management, purpose of session introduction and plenary, effective instruction and delivery, positioning when leading a group, creating rapport and motivating participants, providing effective feedback.
- How to create a safe, inclusive and secure environment.
- Preparation to ensure effective sessions, e.g. selecting and setting up suitable equipment and carrying out facility checks.
- Selecting and organising different activities, e.g. relays, drills, practices, small-sided games, leagues, competitions and adapting and modifying activities and equipment to suit different groups.

Learning aim C: Review leadership of a sport or physical activity

C1 Developing evaluation and self-reflection techniques

- Methods of evaluation and self-evaluation, e.g. formative and summative feedback, using appropriate visual media, questionnaires and witness statements or observation records completed by participants, observers and tutors.
- Splitting review into separate focus areas, e.g. planning and organisation, content of session, leadership skills and achievement of aims/objectives – leading to the identification of strengths and areas for improvement.

C2 Writing an action plan

- Carrying out a SWOT (strengths, weaknesses, opportunities, threats) analysis and using results to inform continuing development while identifying opportunities and potential barriers to improvement in performance.

Transferable skills

Communication

- Providing accurate instructions to an individual or groups, providing information about a sport and/or physical activity, applying an appropriate tone of voice to achieve activity aims and objectives, responding to communication from the participants.

Problem solving

- Responding to resolve problems from leading a sports and physical activity event, creating contingency plans to meet the requirements.

Managing information

- Money management, management of data on participants, feedback from participants, recording summary findings following the event.

Self-management and development

- Developing knowledge of different sports and activities, learning how to stage different types of events, how to sequence activities and use facilities effectively, how to support peers/classmates, how to meet and greet customers.

Assessment criteria

| Pass | Merit | Distinction |
|---|--|---|
| Learning aim A: Plan a sport or physical activity | | |
| A.P1 Produce a session plan with appropriate content for identified participants. | A.M1 Produce a detailed session plan with effective content for identified participants. | A.D1 Produce a comprehensive session plan with justified and effective content for identified participants, describing key factors to be considered. |
| Learning aim B: Lead a sport or physical activity | | |
| B.P2 Lead a sport or physical activity session for five or more participants, demonstrating basic sports leadership skills (the main content must be at least 10 minutes). | B.M2 Lead a sport or physical activity session for five or more participants, demonstrating a range of appropriate sports leadership skills (the main content must be at least 10 minutes). | B.D2 Lead a sport or physical activity session for five or more participants, demonstrating a range of relevant and effective sports leadership skills (the main content must be at least 10 minutes). |
| Learning aim C: Review leadership of a sport or physical activity | | |
| C.P3 Identify own strengths and areas for improvement and list at least one way to improve performance. | C.M3 Describe own strengths and areas for improvement and outline ways to improve performance. | C.D3 Analyse own strengths and areas for improvement and comprehensively plan ways to improve performance. |

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- produce a comprehensive session plan that includes full details about all key factors to be considered – aims, objectives, equipment, timings, participants, activities, modifications needed (differentiation) and relevant instructions to be given. The content is appropriate for the participants and has been planned with all their needs/abilities in mind. The plan explains how it meets session aims and objectives and learners will draw clear links between their planning decisions and the key factors, i.e. justifying certain drills or games because they are age-appropriate for the participants. Contingencies have been outlined.

For merit standard, learners will:

- produce a session plan that includes details about key factors to be considered. Some areas may be covered in more depth than others. The content is appropriate for the participants and shows consideration for their needs/abilities, though some modifications could be made to make the activities more effective. Most aspects of organisation and resources are noted.

For pass standard, learners will:

- produce a suitable session plan, the content of which is generally appropriate for the participants on paper, though some activities may not be fully thought through, e.g. instructions are too complex or participants have to wait too long between activities and get bored. The plan identifies some information about the factors to be considered, though detail may be lacking or there may be errors. Aims and objectives are included, though the content may not always support their achievement.

Learning aim B

For distinction standard, learners will:

- select highly effective sports leadership skills and demonstrate them with confidence and flexibility. The skills are appropriate to the participants and context. They will communicate clearly and effectively throughout, giving feedback and instructions that are detailed and often developmental. They conduct themselves in a confident manner, responding to questions or unplanned events promptly and without hesitation
- closely follow the session plan and any changes are made without hesitation and for the benefit of the session outcomes. Full consideration is given to the participants, facilities, equipment and activities.

For merit standard, learners will:

- select appropriate sports leadership skills and demonstrate them with some confidence. The skills are generally appropriate for the participants and context, though there may be some flaws in their execution. They will communicate clearly during most of the session, giving feedback and instructions that are positive and may sometimes be developmental. They will conduct themselves in a largely confident manner but may be hesitant if things do not go according to plan or if questions are asked
- largely follow the session plan and, if changes are made, they generally benefit the session outcomes. Consideration is given to most of the following: the participants, facilities, equipment and activities.

For pass standard, learners will:

- select basic sports leadership skills that are generally appropriate to the participants and context (though others may be more appropriate). They will communicate clearly during most of the session, though feedback and instructions may be simple or contain errors/omissions. They will conduct themselves with some confidence, though this may be inconsistent and there may be hesitation or confusion when things do not go according to plan or if questions are asked, and tutors may have to prompt
- largely follow the session plan though there may be some inaccuracies in timings etc. If changes are made, they may not benefit the session outcomes. Consideration is given to some of the following: the participants, facilities, equipment and activities.

Learning aim C

For distinction standard, learners will:

- provide a comprehensive analysis of their own strengths and areas for improvement, thoroughly evaluating the impacts of both on performance. They will refer to several pieces of evidence generated during the planning, delivery and review process to support their thorough evaluation. Their action plan will include three or more detailed areas for improvement in both the planning and leading phases, with SMART (specific, measurable, achievable, realistic, time-bound) targets detailing how these improvements will be made, e.g. practising leading a drill in advance to identify where things might go wrong.

For merit standard, learners will:

- provide a detailed description of their own strengths and areas for improvement, showing awareness of the impact of both on performance. They will refer to at least two pieces of evidence generated during the planning, delivery and review process to support their evaluation. Their action plan will include at least two areas for improvement in both the planning and leading phases, with SMART targets outlining how these improvements will be made.

For pass standard, learners will:

- identify at least one strength and area for improvement and provide an appropriate way to improve future performance, though detail may be limited. They may refer to some of the evidence generated during the planning, delivery and review process, though it may not be linked to the strategy to improve future performance. Their action plan provides at least one area for improvement from either the planning or leading phases. A target will be included (which may be SMART), showing how the improvement will be made.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You must plan, lead and review a sport or physical activity for an identified group of five or more participants for at least 10 minutes (not including warm-up or cool down). You will need to decide on the type of session you want and which activities to include in it.

You must produce an individual session plan of your own design that includes details about the activities and resources needed, shows how the activities will run, and how your leadership skills and behaviours will contribute to the success of the session. During the session you will need to demonstrate the sports leadership skills that you have developed during the unit.

After the session you will need to review your performance and make an action plan to help improve your performance in the future.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You should complete the above assessment activity for a different identified group or with session content not previously selected and used in an assessment.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

The content of the unit should be delivered through practical sessions wherever possible, with the aim being for learners to develop the skills of a sport and activity leader.

Learners watch digital media of sport and activity leaders in action and discuss recurring behaviours. They look at quotes from, and photographs of, a range of leaders, which reinforce the varied nature of the role.

In small groups, they discuss their experience of being led by sport and activity leaders, with the focus on what they enjoyed most about their experiences. They list the skills and qualities shown by their favourite sport and activity leader and conclude by agreeing on what they think makes an effective leader, and what key skills and qualities are needed to be successful.

Guest speakers talk about their job and the skills, qualities, knowledge and qualifications needed to fulfil their roles and responsibilities, and deliver practical sessions that some learners participate in and some observe. Learners will prepare questions in advance of this. Learners identify and then reflect on the observed best practices that are demonstrated and required to produce the session (and can discuss what might happen if these were absent).

Learners create lists of these best practice behaviours for sport and activity leaders and then run mini-sessions to their peers exemplifying them.

Tutors run several sessions that learners take part in and observe and begin to make a checklist of the common behaviours/actions/processes they note.

Suggested time: about 6 hours.

Activity: Planning activity sessions

Learners observe an area that has been set up for an activity session with lots of staged health and safety errors. They need to identify as many as possible and then discuss the roles and responsibilities of sports leaders in creating a safe working environment.

Learners take part in and observe a variety of sessions led by tutors or other activity leaders and coaches, discussing the content, structure, activities and style of leadership. They decide which practices they want to embed in their own leadership activities.

Learners practise leading planned and unplanned sessions and review their performance against their prepared session template, if they have one, and receive a verbal peer review of the session.

After self- and peer review of the coaching session, learners reflect on and evaluate their current practice in relation to the ideal model of a sports leader, identifying strengths and areas for improvement.

Tutors lead a short review of the sessions, gathering feedback and highlighting the skills, qualities, knowledge and best practice demonstrated by learners during their sessions.

As learners move towards delivering a whole session, thorough planning is essential.

Invite a guest speaker to deliver a presentation on 'Why is planning important?' This should cover the key points from A1 of the unit specification and part of the content of B1, specifically session preparation. If a guest speaker is unavailable, this activity could be tutor-led.

Alternatively, ask learners individually, or in small groups, to mind-map why planning is important. If this method is used, at the conclusion of the activity lead a discussion that covers the key points outlined above.

UNIT 3: LEADING SPORT AND PHYSICAL ACTIVITY

Demonstrate a range of templates for planning leadership sessions. Many examples of these can be found on the internet. The centre may have already developed a session planning template that can be shown to learners. Learners should agree on a session planning template.

The session planning template should include:

- details of the venue
- aims and objectives for the session
- equipment needed
- supervision needs
- timings of the different parts of the session
- introduction/conclusion of the session
- basic warm-up/cool down
- the main activity
- organisation.

Health and safety is also important when planning a sports or physical activity session. Learners practise carrying out risk assessments (to include corrective action) and note details of emergency procedures.

Learners plan (using a template of their choice) and deliver a 10-minute session in their chosen activity to their peers. Alternatively, and dependent on learner progress, they could deliver their session to groups of other learners if this could be arranged, either in the centre or at other local education establishments.

At the conclusion of this activity, tutors or peers provide individual learners with feedback, which should focus on the planning and delivery of their session.

Tutors lead a plenary that focuses on the suitability of the template in covering all the required factors. There should be sufficient detail to cover all the key factors that should be considered.

The centre should attempt to provide a range of delivery options: learners could lead their peers, lead in their community as part of work experience, in school clubs with younger pupils or at their own sports clubs. If possible, learners should experience leading groups of participants with a range of different needs, as this will bring their planning and delivery into sharper focus. Once a group has been identified, learners should follow the processes established in learning aims A and B.

It would be beneficial if these sessions build towards an agreed end goal and if learners work with their groups before a session is video recorded. This would give them the opportunity to get to know the participants in the group, refine their delivery, reflect on their practice and make any necessary changes.

Suggested time: about 23 hours.

Activity: Developing an effective leadership style

Tutors deliver a model sport or physical activity session (or series of sessions) that focuses on relays, drills and practices, and small-sided games, leagues and competitions. Learners consider which relays, drills and practices, or small-sided games, leagues and competitions would be most appropriate for their chosen sport and their style of delivery.

Learners deliver a session to their peers, in their chosen sport, which focuses on relays and drills. At the conclusion of this activity, tutors lead a discussion with learners, reviewing the choice of activities according to practicality, suitability and effectiveness, suggesting adaptations and progressions.

Where possible, tutors demonstrate how activities can be adapted and modified for use by participants with a range of different needs, such as the visually impaired or wheelchair users.

At the conclusion of their practical sessions, learners should review their leadership performance and there should also be a peer review of the session.

Suggested time: about 10 hours.

Activity: Developing evaluation and self-reflection techniques

Working in small groups, learners devise a structured review template that can be used as a self-evaluation tool. Learners can consider the following as areas to include in the template:

- safe practice during the activity
- delivery style
- communication skills
- motivation techniques
- subject knowledge
- adaptability
- planning and organisation
- content of sessions
- leadership skills
- achievement of session objectives
- participant engagement
- what went well
- what did not go so well
- what to improve next time.

Tutors conduct a plenary, during which the groups present their ideas, and at the end, a model template for use as an evaluation tool should be decided on by the whole group.

In order to trial the self-evaluation tool they have developed, learners deliver short sport or physical activity sessions, after which self- and peer review/reflection of the activity session is carried out using the prepared template.

Tutors lead a plenary that focuses on the suitability of the template in capturing the required information. There needs to be sufficient, relevant information to enable learners to reflect on and evaluate their current practice in relation to the ideal model of a sports leader in their chosen sport and identify strengths and areas for improvement.

Suggested time: about 6 hours.

Activity: Leading a sport or physical activity

Learners deliver their session to their group. Tutors and a small number of learners observe and review, indicating strengths and areas for improvement.

Tutors remind learners to complete the self-evaluation template at the conclusion of each session.

Organise peer and participant feedback, which should also be completed at the conclusion of each session. Learners should use the evaluation template.

Tutors arrange for the sessions to be recorded. Learners can watch the video to gather further information on the session in discussion with tutors, who guide the session using targeted questions.

Suggested time: about 6 hours.

UNIT 3: LEADING SPORT AND PHYSICAL ACTIVITY

Activity: Writing an action plan

Using a case study, learners model the process of carrying out a SWOT analysis. The case study materials can include a short video of a leadership session, examples of session observation evaluations, witness statements and any other relevant evidence.

Tutors lead learners through the process, discussing each aspect of the SWOT analysis and highlighting key evidence from the case study materials to support decisions.

Learners reflect on the issues covered in the SWOT analysis demonstration and carry out their own SWOT analysis, the results of which should be gathered together into an action plan that details the necessary steps required to further their development as a sports leader.

Learners can use the following headings for self- and peer evaluation.

- Strengths:
 - what your strengths are in leading sport and physical activities
 - what other people see as your strengths in leading sport and physical activities
 - how you know this.
- Weaknesses:
 - what your areas for improvement are in leading sport and physical activities
 - what other people see as your areas for improvement in leading sport and physical activities
 - how you know this.
- Opportunities:
 - how/where you will be able to develop your existing skills/areas for improvement.
- Threats:
 - what could stop you developing your existing skills/areas for improvement.

Suggested time: about 6 hours.

Essential resources

For this unit, learners will need access to:

- examples of session plans
- appropriate equipment for physical activity
- a sport or recreational facility, e.g. sports hall, games field
- health and safety policies and procedures.

Links to other units

This unit has strong links to:

- Unit 1: Leading Sport Safely and Effectively
- Unit 2: Working in Sport and Activity Leadership
- Unit 4: Coaching Sport
- Unit 5: Developing Skills for Sport and Activity Leadership
- Unit 7: Leading Different Groups (*Optional*)
- Unit 8: Delivering a Sports Activity Event.

Employer involvement

This unit would benefit from employer involvement in the form of structured work experience in a sport and physical activity organisation where learners have the opportunity to develop their planning and leadership skills.

Unit 4: Coaching Sport

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners develop the practical and technical skills needed to coach sport.

Unit introduction

The role of a coach is to inspire an individual or team and improve their performance. It sounds easy, doesn't it? However, having the appropriate people skills as well as knowing how athletes learn and improve their performance requires a lot of work. If you have had experience in leading sport, you probably have some of these skills already as many of the qualities and skills of a successful coach are similar to those of a good sport and activity leader.

In this unit, you will develop the skills needed to effectively coach others and will learn how to plan and deliver coaching sessions, break down and coach skills, and also how to use specialist techniques to improve sports performance. You will develop skills in communicating, motivating and providing feedback to the people you coach.

This unit will prepare you for employment opportunities as a sport and activity leader or for progression to a Level 2 Apprenticeship.

Learning aims

In this unit you will:

- A** Demonstrate coaching skills to improve performance
- B** Communicate clearly to others while coaching.

Unit summary

| Learning aim | Key teaching areas | Summary of suggested assessment evidence |
|--|---|---|
| <p>A Demonstrate coaching skills to improve performance</p> | <p>A1 Roles, responsibilities and qualities of a coach A2 Specialist coaching skills to improve performance A3 Planning and delivering safe and effective sessions</p> | <ul style="list-style-type: none"> • Observation record documenting coaching skills/session being demonstrated. • Video or annotated photos of session. |
| <p>B Communicate clearly to others while coaching</p> | <p>B1 Importance of verbal and non-verbal communication B2 How to motivate and give effective feedback</p> | |
| <p>Key teaching areas in this unit include:</p> | | |
| Sector skills | Knowledge | Transferable skills/behaviours |
| <ul style="list-style-type: none"> • What is required to be an effective coach • Applying coaching skills and methods • Applying techniques to improve sports performance • How to plan and deliver coaching sessions • How to communicate, motivate and provide feedback to others | <ul style="list-style-type: none"> • Roles, responsibilities and qualities required for effective coaching • Different ways to break down and coach sports skills • Techniques used to improve sports performance • Planning and delivering safe and effective coaching sessions • Effective verbal and non-verbal communication • Methods to motivate and provide effective feedback | <ul style="list-style-type: none"> • Communication • Problem solving • Self-management and development |

Unit content

Knowledge and sector skills

Learning aim A: Demonstrate coaching skills to improve performance

A1 Roles, responsibilities and qualities of a coach

- Roles and their importance, to include manager, role model, friend, trainer, motivator and demonstrator.
- Responsibilities and their importance, to include conduct, communication, health and safety, equality, inclusivity and legal obligations.
- Personal qualities that might make a coach more/less successful or appealing, e.g. leadership styles, enthusiasm, ability to motivate, patience and sensitivity.

A2 Specialist coaching skills to improve performance

- Coaching skills, to include knowledge of skills in different sports, importance of providing clear instructions, demonstrating, creating simple drills and practices, observing participants and providing feedback to improve performance.
- Simple and complex skills involved in different sports, e.g. simple skills in carrying out a short pass in football, or complex skills in carrying out a lay-up in basketball.
- Different specialist methods and knowing when they are appropriate for use, to include part instruction/gradual build-up (suitable for new or complex skills), whole practice (skills taught as a whole) and whole-part-whole (suitable for simple skills and good for identifying technical weaknesses).
- Techniques to improve performance, e.g. observational/notational analysis, effective demonstration, adapted practices, goal setting, effective session design, performance profiling, fitness assessments, modelling, coaching diaries and simulation.

A3 Planning and delivering safe and effective sessions

- Planning the session, to include aims and objectives, best use of time available, participant needs/wants/considerations, facility, equipment available and health and safety.
- Components of a coaching session, to include warm-up, main section and cool down.
- Delivering the session effectively, e.g. demonstrating roles, responsibilities and qualities of a coach, application of appropriate coaching skills, methods and techniques to improve performance, consideration of health and safety, appropriate use of facility and equipment, delivery of an appropriate warm-up, main section and cool down and appropriate communication, motivation and feedback.

Learning aim B: Communicate clearly to others while coaching**B1 Importance of verbal and non-verbal communication**

- Different types of communication, to include verbal (volume and tone) and non-verbal (hand gestures, demonstrations and body language).
- Communication as a two-way process – listening to others and asking questions.
- Effective communication, e.g. appropriate language and terminology, communicating when appropriate and knowing when to be quiet.
- Elements of communication, to include being clear, concise, correct, complete, courteous and constructive.

B2 How to motivate and give effective feedback

Motivation:

- types of motivation, to include intrinsic and extrinsic
- giving motivation that is appropriate for the participant, taking into account age, experience etc.

Transferable skills**Communication**

- Giving accurate instructions to an individual or groups, providing information about a sport and/or physical activity, applying an appropriate tone of voice to achieve activity aims and objectives, responding to communication from the participants.

Problem solving

- Responding to problems arising from leading a sports and physical activity event and resolving them, creating contingency plans to meet the requirements and/or developing skills.

Self-management and development

- Developing knowledge of different sports and activities, learning how to stage different types of events, how to sequence activities and use facilities effectively, how to support peers/classmates, how to meet and greet customers.

Assessment criteria

| Pass | Merit | Distinction |
|---|--|---|
| Learning aim A: Demonstrate coaching skills to improve performance | | |
| A.P1 Select and use specialist methods when coaching an appropriate session. | A.M1 Select and use relevant specialist methods to coach a coherent session. | A.D1 Select and use justifiable specialist methods when coaching an effective session. |
| Learning aim B: Communicate clearly to others while coaching | | |
| B.P2 Provide clear and relevant feedback while coaching. | B.M2 Provide clear and meaningful feedback targeted towards improving performance while coaching. | B.D2 Provide relevant and developmental feedback, using professional and/or technical language, targeted towards improving performance while coaching. |

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- confidently adopt the roles of a coach without hesitation or prompting. They will demonstrate technical knowledge and understanding of the skill(s) being coached through feedback and instruction
- confidently adopt the responsibilities of a coach, including wearing the correct attire, communicating clearly, promptly and professionally, showing control of the participants, and an awareness of health and safety and fair play
- demonstrate the qualities of a coach, competently showing the most relevant leadership style to suit the participants
- break the skill(s) into manageable tasks using the most appropriate specialist method(s), provide helpful and incremental instruction, concise justifications and give accurate demonstrations that are all appropriate for the participants. They will respond confidently to any questions from participants
- effectively use suitable techniques that are known to improve performance, e.g. setting a goal at the start of the session and revisiting this at the end of the session.

For merit standard, learners will:

- adopt some of the roles of a coach with minor hesitation. They will demonstrate some knowledge and understanding of the skill(s) being coached through feedback and instruction
- adopt the responsibilities of a coach, including wearing the correct attire, communicating clearly, showing control of the group for the majority of the session and an awareness of health and safety and fair play
- demonstrate some of the qualities of a coach, adopting a suitable leadership style
- display competence at breaking down skills into manageable tasks. They will use some specialist method(s), provide helpful instructions, clear explanations and give largely accurate demonstrations, but these may contain minor errors.

For pass standard, learners will:

- adopt some of the roles of a coach with limited effect. They will demonstrate basic knowledge and understanding of the skill(s) being coached and provide feedback that is largely clear and positive. They will demonstrate some indecision, mistakes and/or limitations in these roles
- display some of the responsibilities of a coach, including wearing the correct attire, demonstrating basic communication and showing competent control of the group, and an awareness of health and safety and fair play
- display some of the qualities of a coach, adopting a previously studied leadership style. Their selected leadership style may show some inconsistencies and limitations or not be the most appropriate for the participants
- demonstrate basic knowledge and understanding of the skill(s) being coached, and will break down the skills that may result in the participants being unable to develop them fully. Their instructions and explanations may at times be unclear, demonstrations weak and their consideration for the participants' ability or needs minimal
- use a specialist method to improve participants' performance, though this may not be the most suitable choice and at times be inappropriately applied.

Learning aim B

For distinction standard, learners will:

- provide feedback throughout that is motivational, developmental and targeted at improving performance (achieving this), e.g. 'You perform the preparation of a chest pass excellently, demonstrating correct technique. Your execution is also effective but it could be improved further by focusing more on stepping through and delivering a faster pass so there is less time for the receiver to intercept'
- provide feedback that fully informs participants of their current progress, what is expected of them and what they need to modify in order to achieve their target(s)
- deal confidently and quickly with questions and provide accurate answers. They will offer correct, prompt and constructive coaching points to target improving performance, using technical and appropriate language for the participants.

For merit standard, learners will:

- provide feedback throughout that is largely motivational, often developmental and targeted at improving performance (and may partially achieve this), e.g. 'To improve your short pass you need to put your non-kicking foot close to the side of the ball, use your arms for balance and keep your head still and eyes on the ball'
- provide feedback that is largely positive, though not always developmental
- deal with questions, respond with suitable answers and communicate general coaching points intended to improve performance.

For pass standard, learners will:

- provide feedback to the individual, though this may be sporadic and the intended outcome may not be clear. Feedback is largely positive but may not be focused on improving performance, e.g. 'That was a good forehand shot'
- deal with questions by giving approximate answers or answers with some indecision. The communication will be clear but content may be limited.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You play for a local sports club and your coach is sick on the day they are meant to run your training session. So that the session is not cancelled, you and your team mates decide to share delivery of the session by coaching each other. You will need to select and coach a skill or skills to at least two participants. You have been given a maximum of 15 minutes for this.

You will need to carry out some research before the session on the skill(s) being coached, and the most effective coaching methods and techniques you will use to improve performance. You will need to consider how best to communicate to the participants in order to motivate them and improve their performance in the short and longer term. Once prepared, you will coach your skill under the observation of your tutor.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You should complete the above assessment activity but must coach a skill that has not been previously selected and used in an assessment.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners experience being coached in a new sport by tutors, experiencing some of the challenges as both participant and, eventually, as a coach. They then take on the role of a coach and participant in several peer-led activities.

Learners are given a skill to coach but with limiting factors, e.g. not being able to communicate verbally but only demonstrate, or only being able to communicate verbally but not demonstrate.

Suggested time: about 2 hours.

Activity: Roles, responsibilities and qualities of a coach

Learners observe different coaches in action (or via digital media), followed by a discussion of their performance. They identify strengths and areas for improvement or mimic best practice in a practical session. They produce checklists and prepare questions in advance of any practical observations in order to promote further discussion.

Suggested time: about 2 hours.

Activity: Specialist coaching skills to improve performance

Learners find out about the main skills of a selected sport. This can be completed as a timed task or in groups, with learners listing as many skills as they can before prioritising them. They then choose a particular skill to coach but are only allowed to use one of the coaching methods previously discussed, e.g. whole-part-whole. Once delivered, learners discuss the advantages and disadvantages of the method used, and decide which method could have been more appropriate. Learners investigate the range of techniques available to improve sports performance and decide how best these techniques can be incorporated into the planning and delivery of coaching sessions.

Suggested time: about 7 hours.

Activity: Planning and delivering safe and effective sessions

Learners are given the opportunity to investigate and become familiar with available equipment, look at the facility and centre spaces, and think about related health and safety issues.

Although learners are not being assessed on the production of a coaching session plan, it would be beneficial for them to understand the importance of each section of a coaching session plan. They should practise creating their own or assess the quality of completed plans given by tutors. Learners should practise delivering sessions following plans and, at the end of any practice sessions, verbal group feedback could be given to encourage improvement in future delivery.

Suggested time: about 14 hours.

Activity: Importance of verbal and non-verbal communication

Learners play communication-related games, e.g. they sit back to back and describe a picture to their partner or play Taboo or charades, highlighting the importance of good communication (with continual reference to communication being a two-way process).

Plenary activities should be encouraged after practical sessions, allowing learners to discuss good communication and delivery as well as areas for improvement.

Suggested time: about 2 hours.

Activity: How to motivate and give effective feedback

Tutors host a group activity where learners discuss why people take part in sport, become coaches and the various techniques they have experienced that are used to motivate and provide feedback. They watch digital media of different types of motivational techniques, discussing their pros and cons and whether they would be suitable for all groups of participants.

Learners play a speed game to write down as many motivational phrases and words as they can in a given time.

They observe how coaches motivate and incorporate effective goal setting and feedback into their sessions, observing the language that they use.

Suggested time: about 2 hours.

Essential resources

For this unit, learners will need access to:

- skill and/or activity cards
- examples of session plans
- appropriate equipment for physical activity
- a sport or recreational facility, e.g. sports hall, games field.

Links to other units

This unit has strong links to:

- Unit 1: Leading Sport Safely and Effectively
- Unit 2: Working in Sport and Activity Leadership
- Unit 3: Leading Sport and Physical Activity
- Unit 5: Developing Skills for Sport and Activity Leadership
- Unit 6: Getting Others Active Outdoors (*Optional*)
- Unit 8: Delivering a Sports Activity Event.

Employer involvement

This unit would benefit from employer involvement in the form of:

- specialist coaches to act as 'expert witnesses' to support the assessment process
- a masterclass by a community sport leader or sport coach on the roles and responsibilities and communication skills required to perform effectively as a sport coach.

Unit 5: Developing Skills for Sport and Activity Leadership

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop the skills needed to work effectively in a sport or activity leader role. It is strongly recommended that learners take part in work experience in a sport and activity leadership environment in order to develop the skills for this unit and to support evidence for assessment.

Unit introduction

To be a successful sport and activity leader, there are certain skills and qualities you need to have and demonstrate on a daily basis. Perhaps you have already led people in sports activities or worked with other people in a team, so you may have some understanding of what you need to do and how you need to act to do the job well. Even if you don't, this unit will help you develop the essential skills, knowledge and understanding, and you will work with others in work-related situations when you carry out a period of volunteering or work-related experience.

In this unit, you will explore employment opportunities for sport and activity leaders and learn about what the different jobs actually involve you doing on a daily basis. You will find out about different types of job roles and take part in activities that allow you to demonstrate the skills you have developed.

Developing these important skills will make you more attractive to a potential employer and can open up new job opportunities for you. For example, when applying for a role as an activity leader or community sports coach, it is important to show that you can work effectively with other people. This unit will help to prepare you for employment as a sport and activity leader or for progression to a Level 2 Apprenticeship.

Learning aims

In this unit you will:

- A** Find out about the skills needed in sport and activity leader roles and the different opportunities for work
- B** Demonstrate the skills needed in sport and activity leader roles
- C** Review own skills needed in sport and activity leader roles.

Unit summary

| Learning aim | Key teaching areas | Summary of suggested assessment evidence |
|--|---|---|
| <p>A Find out about the skills needed in sport and activity leader roles and the different opportunities for work</p> | <p>A1 Different sport and activity leader job roles A2 Skills and attitudes required to work in different job roles A3 Suitable employment opportunities and work conditions, and expectations in different roles</p> | <ul style="list-style-type: none"> • A logbook documenting a leadership activity, review of performance and action plan. • Research documents and report. • Observation record documenting activity. • Video or annotated photos of an appropriate assessment activity. |
| <p>B Demonstrate the skills needed in sport and activity leader roles</p> | <p>B1 Responsibilities involved in being a sport and activity leader B2 Skills required to be an effective sport and activity leader B3 Learning from working with and observing other people B4 Attitudes required to be an effective sport and activity leader</p> | |
| <p>C Review own skills needed in sport and activity leader roles</p> | <p>C1 Reviewing performance in sport and activity leader roles C2 Action planning to develop skills needed for sport and activity leader roles</p> | |
| <p>Key teaching areas in this unit include:</p> | | |
| Sector skills | Knowledge | Transferable skills/behaviours |
| <ul style="list-style-type: none"> • Developing teamwork skills • Putting work skills into practice • Understanding the reality of work roles • Reflecting on personal strengths and areas for improvement | <ul style="list-style-type: none"> • Job roles and their specific requirements • Finding out where to access information about jobs | <ul style="list-style-type: none"> • Communication • Problem solving • Self-management and development • Working with others |

Unit content

Knowledge and sector skills

Learning aim A: Find out about the skills needed in sport and activity leader roles and the different opportunities for work

A1 Different sport and activity leader job roles

- Different types of sport and activity leader roles and key employers or volunteering opportunities, e.g. activity leaders, sports coordinator, children's activity leader, multi-sports coach, community sports coach, sports holiday camp activity leader, sports technician, playworker, leader for disability activities, local councils or national governing bodies (NGBs).
- The role of volunteers and their importance in the provision of sport and activity, e.g. sports events, sports charities, school sports teams, local youth and activity clubs, Brownies or Scouts.
- Roles and responsibilities of sports and activity leaders, to include introducing new activities, running suitable activities, teaching skills, organising groups, implementing health and safety, customer care, dealing with issues and emergencies and child protection.

A2 Skills and attitudes required to work in different job roles

- Different skills that are required to be an effective sport and activity leader, to include communication, teamwork, decision making, motivation, leadership, problem solving and showing inclusivity.
- Different attitudes that are required to be an effective sport and activity leader, e.g. patience, empathy, positivity, enthusiasm and energy.

A3 Suitable employment opportunities and work conditions, and expectations in different roles

- Opportunities offered by providers in different sectors, to include private, public and voluntary sectors.
- Philosophies, advantages and disadvantages of working in each sector.
- Investigate local and national opportunities to work in sport and activity leader roles:
 - specific sport and activity leader employment websites, e.g. sportsleaders.org, sportscoachuk.org, uksport.gov.uk, leisurejobs.com, leisureopportunities.co.uk and leisureweek.com
 - local newspapers and their websites
 - local job advertisement sites
 - local authority sports activity providers.
- Work conditions of different sport and activity leader roles, e.g. description of roles and responsibilities, expected rates of pay, working hours and patterns of working, flexible hours, holiday allowance and benefits.

Learning aim B: Demonstrate the skills needed in sport and activity leader roles

B1 Responsibilities involved in being a sport and activity leader

- Different working roles such as voluntary placements, work experience, holiday and part-time work.
- The associated responsibilities in these roles, e.g. introducing and running new activities, teaching skills, organising groups, implementing health and safety, customer care, dealing with problems, dealing with emergencies and child protection.

B2 Skills required to be an effective sport and activity leader

- How to be an effective leader by showing good communication, teamwork, decision making, motivation, leadership, problem solving, inclusivity etc.
- How to work effectively in a team by listening, following instructions, developing ideas, providing feedback, flexibility and showing respect to others.

B3 Learning from working with and observing other people

- The importance of collaboration, knowing when to lead and when to follow, asking questions, how to build an effective team to achieve agreed goals etc.

B4 Attitudes required to be an effective sport and activity leader

- Appropriate attitudes – why they are important and how they can be developed/improved, e.g. patience, empathy, positivity, enthusiasm and energy.

Learning aim C: Review own skills needed in sport and activity leader roles

C1 Reviewing performance in sport and activity leader roles

- Mapping personal skills against those required to act effectively as a sport and activity leader, e.g. running and managing activities, organising groups, implementing health and safety, customer care, dealing with emergencies.
- Mapping attitudes against those required to act effectively as a sport and activity leader, e.g. patience, empathy, positivity, enthusiasm, energy.
- Mapping ability to be flexible and deal with a range of situations, such as meeting needs of different groups, e.g. elderly and active retired, people with disabilities or teenagers.
- Identifying personal strengths and areas for improvement.

C2 Action planning to develop skills needed for sport and activity leader roles

- Assessing personal career aspirations against current skills/experience, planning actions to be taken to address areas for improvement, evaluating ways to monitor progress in improvements, e.g. SMART (specific, measurable, achievable, realistic, time-bound) goals, performance profiling, and outcomes of improving performance as a sport and activity leader.

Transferable skills

Communication

- Giving accurate instructions to an individual or groups, giving information about a sport and/or physical activity, applying an appropriate tone of voice to achieve activity aims and objectives, giving encouragement and motivation, responding to feedback from participants.

Problem solving

- Responding to and resolving problems when leading sport and physical activities, creating contingency plans to meet the requirements, developing skills.

Self-management and development

- Developing knowledge about different sports and activities, learning how to stage different types of events, how to sequence activities and use facilities effectively, how to support peers/classmates, how to lead sport and physical activities.

Working with others

- Working with others towards completing a given task, providing encouragement, good communication and encouraging teamwork.

Assessment criteria

| Pass | Merit | Distinction |
|--|--|---|
| Learning aim A: Find out about the skills needed in sport and activity leader roles and the different opportunities for work | | |
| A.P1 Identify the skills, roles and responsibilities needed in three sport and activity leader roles. | A.M1 Compare the skills, roles and responsibilities needed in three sport and activity leader roles. | A.D1 Explain the importance of the skills, roles and responsibilities needed in three sport and activity leader roles and compare and contrast them. |
| Learning aim B: Demonstrate the skills needed in sport and activity leader roles | | |
| B.P2 Take on responsibilities of a sport and activity leader role and show appropriate skills and attitudes when leading sport and physical activities. | B.M2 Take on responsibilities of a sport and activity leader role and show effective skills and attitudes when leading sport and physical activities. | B.D2 Take on responsibilities of a sport and activity leader role and show effective skills and attitudes when leading sport and physical activities, linking them to achieving a desired outcome. |
| Learning aim C: Review own skills needed in sport and activity leader roles | | |
| C.P3 Identify one strength and one area for improvement and produce a plan providing basic suggestions to improve performance. | C.M3 Identify own strengths and areas for improvement, outlining why they are significant and produce a plan giving suggestions to improve performance. | C.D3 Evaluate own strengths and areas for improvement, explaining why they are significant and produce a justified plan with detailed methods to improve performance. |

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- independently collect and select appropriate information about three sport and activity leader job opportunities from at least two different sources
- provide full details about the skills, attitudes, roles and responsibilities required in each job, identifying similarities and differences between them
- draw clear links between the skills, attitudes, roles and responsibilities, and their impact on being an effective sport and activity leader, e.g. being able to work effectively as part of a team is very important as successful teams achieve more, produce better results and build better relationships between individuals.

For merit standard, learners will:

- select information about three sport and activity leader job opportunities from at least two different sources, one of which can be provided by tutors
- provide key details about the skills, attitudes, roles and responsibilities required in each job, identifying similarities and differences between them
- draw some links between the skills, attitudes, roles and responsibilities, and their impact on being an effective sport and activity leader (though this may be inconsistent or lacking in detail), e.g. being able to work effectively as part of a team is very important as successful teams achieve more.

For pass standard, learners will:

- use information about three sport and activity leader job opportunities from one source, which can be provided by tutors
- provide limited or simple details about the skills, attitudes, roles and responsibilities required in each job, identifying basic similarities between them
- draw some links between the skills, attitudes, roles and responsibilities and their impact on being an effective sport and activity leader (though this will be lacking in detail), e.g. being able to work effectively as part of a team is very important for employees and participants.

Learning aim B

For distinction standard, learners will:

- make a confident contribution when leading sport and physical activities by fully showing appropriate skills and attitudes, and taking on required roles and responsibilities without prompting
- make clear links in the logbook between behaviour, skills and attitudes and success in the role
- show effective skills at relevant times when leading sport and physical activities, e.g. attempting to quieten a group down to give instructions by using volume and tone of voice
- make decisions without hesitation that successfully bring about desired outcomes, listen to and support others and communicate positively with colleagues.

For merit standard, learners will:

- make a largely positive contribution when leading sport and physical activities by showing appropriate skills and attitudes, and taking on required roles and responsibilities
- make some links in the logbook between behaviour, skills and attitudes and success in the role

UNIT 5: DEVELOPING SKILLS FOR SPORT AND ACTIVITY LEADERSHIP

- show effective skills when leading sport and physical activities, though these may not always be at the right time, or they may be inappropriately applied, e.g. attempting to quieten a group down to give instructions but using too little volume or inappropriate tone of voice
- make some decisions (though with hesitation), listen to and support others and communicate in a largely positive way with colleagues.

For pass standard, learners will:

- make a contribution when leading sport and physical activities, though this may be limited or inconsistent and they may not show all appropriate skills and attitudes, or take on required roles and responsibilities. They may need prompting, reminding or support from colleagues
- show some appropriate skills when leading sport and physical activities, though these may be intermittent or inappropriately applied, e.g. attempting to quieten a group down to give instructions but using too little volume or inappropriate tone of voice
- make basic links in the logbook between behaviour, skills and attitudes, and success in the role, though these may be weak and/or unsubstantiated
- make minimal independent decisions, showing lack of confidence or hesitation. They may not be fully listened to, or fully support or communicate in a positive way with colleagues.

Learning aim C

For distinction standard, learners will:

- evaluate individual contribution to the leadership of sport and physical activities, including detailed comments about completed tasks and establishing links between their efforts and quality of outcomes
- produce a plan, drawing conclusions about strengths and areas for improvement in their sport and activity leadership and plan ways to improve performance
- include justified actions for improvement, drawing on feedback that they have received from a range of sources. They will explain how improvements in their skills and attitudes etc. will impact on how they perform as a sport and activity leader in the future, and what it will enable them to achieve that they are currently unable to.

For merit standard, learners will:

- identify individual contribution to the leadership of sport and physical activities, including comments about completed tasks, and drawing some links between their efforts and quality of outcomes
- produce a plan, giving a summary of own strengths and areas for improvement in their sport and activity leadership and include relevant suggestions to improve performance
- include clear suggestions for improvement, using at least one source of external feedback. They will outline how improvements in their skills and attitudes etc. may impact on how they perform as a sport and activity leader in the future.

For pass standard, learners will:

- identify individual contribution to the leadership of sport and physical activities, including basic comments or observations about completed tasks
- produce a plan identifying one strength and one area for improvement in their sport and activity leadership and include suggestions to improve performance, though these may not be the most obvious or effective
- include basic suggestions for improvement.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You have started to think about what you might do when you finish your sport course. You need to be aware of the skills, knowledge and requirements expected of a sport and activity leader.

You are required to:

- research a range of suitable sport and activity leader job opportunities, and produce a report documenting the skills, attitudes, roles and responsibilities involved in carrying them out effectively
- lead multiple sport and physical activities where you will be able to show the relevant skills, attitudes, roles and responsibilities needed to be effective in the role
- complete a logbook during these activities, evidencing how you have been effective, and collect a witness statement from someone you have worked with, providing feedback about your performance in the role
- complete a review of your performance in leading the sport and physical activities.

Where learners have access to suitable work experience, most of the evidence for the assessment can be generated from the workplace. Opportunities for learners to engage in workplace activities are valuable for demonstrating professional skills and abilities in communication, carrying out administrative activities and using office equipment.

Observation of the learner for assessment should be carried out by the tutor or assessor in one or more sessions when learners have the opportunity to demonstrate their skills across the required range of administrative activities. The workplace supervisor could contribute to assessment by providing witness statements. Learners should present relevant evidence such as written business communications, a record of activities undertaken and annotated plans.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

Different sport and physical activities, not previously selected and used in an assessment, should be planned and led by learners.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners produce short presentations in small groups about their own experiences of being part of a sports club in school/college or an external environment. Presentations can include what they liked and disliked about being part of the club and what they learned from the sport and activity leader(s) at the club. The likes and dislikes can then be assessed and learners can conclude what factors seem to be mentioned most and discuss the implications of this.

Suggested time: about 3 hours.

Activity: Different sport and activity leader job roles

Guest speakers can talk to learners about their roles, the benefits and drawbacks, and the challenges created, as well as the qualities they would look for in an effective sport and activity leader.

Learners map their skills and qualities against those that are mentioned by the speakers and come up with creative and feasible ideas to improve their skills or start to 'drill down' into roles they feel appeal to them.

They discuss the role of volunteers, why someone might want to work for free and what would happen if people didn't volunteer. Learners can share their own experiences if they attended clubs or activities that were run by volunteers – did these people have different skills, qualities, styles or behaviours because they were volunteers?

Learners research volunteer organisations and conclude what role volunteering plays in their community or society in general.

Suggested time: about 5 hours.

Activity: Skills and attitudes required to work in different job roles

Learners visit a sport or activity club and observe and participate in activities, noting the skills and attitudes of the leader(s) in each session.

They create a checklist of observed practices, rank their importance and identify why they have ranked them that way. They then make up their own job description in order to find the best sport or activity leader, basing the content on the practices they identify as being most important.

After observing their session, learners interview the sports leader(s) and ask questions about the skills and attitudes they require in their role and how they developed them to make themselves effective leaders.

Suggested time: about 4 hours.

Activity: Suitable employment opportunities, work conditions and expectations in different roles

Learners research websites that advertise working roles as a sport and activity leader and present their findings to other learners.

Suggested time: about 4 hours.

Activity: Responsibilities involved in being a sport and activity leader

Learners produce a CV that is targeted at specific working roles to secure voluntary work or a work placement. The CV should outline how they have experience in the responsibilities of a sport and activity leader.

Suggested time: about 4 hours.

Activity: Skills required to be an effective sport and activity leader

Learners practise working as part of a team. This could be based around a visit to an outdoor adventure facility where they have to work together in a series of scenarios to find solutions to problems.

Alternatively, a day could be spent where tutors set up a series of activities where learners have to work in a team to find solutions to problems. For example, creating a new sport where learners are given an object and have to create a sport using just this one object; bridge building, where learners are given a newspaper and have to build a bridge that will support a specific weight, or an activity such as 'creating a new civilisation'.

After the activities have taken place, learners need to reflect on their performance as part of a team and assess their strengths and areas for improvement in a team situation.

Suggested time: about 8 hours.

Activity: Learning from working with and observing other people

Learners could shadow coaches or sports leaders in action, observing when they lead, when they follow, when they talk and when they listen. Learners establish a list of best practice behaviours. They can then put these into action with peers and review the effects these behaviours have on participants.

Guest speakers can talk about the key skills they need to work well with others and talk about times where they 'got it wrong' and what the impact of this was.

Suggested time: about 10 hours.

Activity: Attitudes required to be an effective sport and activity leader

Learners consider their attitudes when leading sport and physical activities and situations when they had to display each of the attitudes. Tutors lead a class discussion about the importance of each attitude in different work roles.

Suggested time: about 4 hours.

Activity: Working with others in a sport and activity leader role

Learners develop skills for working in the sector and role by leading relevant sport and physical activities. Learners contribute to organising and leading different sports and activities taking place, where possible.

Suggested time: about 10 hours.

Activity: Reviewing performance in sport and activity leader roles

Learners set up opportunities to receive feedback about their performance in leading sport and physical activities. Feedback could be gained through interviews with participants and mentors.

Suggested time: about 4 hours.

Activity: Action planning to develop skills needed for sport and activity leader roles

Learners present a visual document, such as a performance profile, to show their assessment of the current level of their skills and attitudes in relation to a specific sport and activity leader role. Profiles can be displayed and each learner can present their profile to the other learners or learners can view each other's profile.

Suggested time: about 4 hours.

UNIT 5: DEVELOPING SKILLS FOR SPORT AND ACTIVITY LEADERSHIP

Essential resources

For this unit, learners will need access to:

- activity providers
- exemplar job role opportunities.

Links to other units

This unit has strong links to:

- Unit 1: Leading Sport Safely and Effectively
- Unit 2: Working in Sport and Activity Leadership
- Unit 3: Leading Sport and Physical Activity
- Unit 4: Coaching Sport
- Unit 6: Getting Others Active Outdoors (*Optional*)
- Unit 7: Leading Different Groups (*Optional*)
- Unit 8: Delivering a Sports Activity Event.

Employer involvement

This unit would particularly benefit from employer involvement in the form of the provision of suitable work experience. Where this is not feasible or insufficient for all assessment, then simulations may be used. Employers must be involved in assessment of learners, for example through supporting the assessment process as expert witnesses or providing assessment materials.

Unit 6: Getting Others Active Outdoors

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners develop the skills and qualities needed to take part and lead others responsibly in outdoor activities.

Unit introduction

Many people play sport or take part in physical activity indoors. However, more and more people want to be active outdoors – they want to do different things in different places and take advantage of the outdoor areas they have near them. Perhaps you take part in sport and physical activity outdoors – running, cycling or climbing, for example. Have you wondered why these activities appeal to you or, indeed, to other people? Maybe it is running leisurely through a park, the thrill of cycling in the countryside or developing the specialist skills needed to abseil down a rock face.

This unit will improve your understanding of why people enjoy outdoor activities and what the benefits are. You will take part in different types of outdoor activities, develop the skills and qualities needed to improve personal performance, and learn how to lead others safely and effectively in selected outdoor activities. Understanding the scale and range of outdoor activities, and leading and motivating people to be active outdoors, is important if you want to improve the job opportunities available to you. For example, when applying for a role as an activity leader it is important to show that you can lead a variety of indoor and outdoor activities.

This unit will prepare you for employment opportunities in sport and activity leadership or for progression to a Level 2 Apprenticeship.

Learning aims

In this unit you will:

- A** Explore the range and benefits of outdoor activities
- B** Demonstrate the skills and responsibilities to take part and lead others in outdoor activities.

Unit summary

| Learning aim | Key teaching areas | Summary of suggested assessment evidence |
|--|--|--|
| <p>A Explore the range and benefits of outdoor activities</p> | <p>A1 Different types of outdoor activities</p> <p>A2 Different outdoor activity providers</p> <p>A3 Benefits of participating in outdoor activities</p> <p>A4 Barriers to participating in outdoor activities</p> | <ul style="list-style-type: none"> • A written report. • Video or annotated photographs of leading others. • Observation record documenting leadership of outdoor activities. |
| <p>B Demonstrate the skills and responsibilities to take part and lead others in outdoor activities</p> | <p>B1 Equipment and facilities used in outdoor activities</p> <p>B2 Realistic management of risk and health and safety in outdoor activities</p> <p>B3 Personal skills needed to participate in outdoor activities</p> <p>B4 Personal skills needed to safely lead and motivate others in outdoor activities</p> | |
| <p>Key teaching areas in this unit include:</p> | | |
| Sector skills | Knowledge | Transferable skills/behaviours |
| <ul style="list-style-type: none"> • Developing personal performance skills in outdoor activities • Developing skills in leading others safely and effectively in outdoor activities | <ul style="list-style-type: none"> • Provision and range of outdoor activities • Benefits of participation in outdoor activities • Skills needed to lead others in outdoor activities | <ul style="list-style-type: none"> • Communication • Working with others • Problem solving |

Unit content

Knowledge and sector skills

Learning aim A: Explore the range and benefits of outdoor activities

A1 Different types of outdoor activities

- Definition of outdoor activities, their roles and significance, and how they compare and contrast with indoor or traditional physical activities.
- Participants and participation trends in outdoor activities and possible reasons for them, e.g. skiing is considered a middle-class activity in the UK due to the expense of equipment and the need to regularly leave the country to take part.
- Categories of outdoor activities, to include:
 - snow-based, e.g. skiing, snowboarding, ski mountaineering
 - mountain-based, e.g. climbing, bouldering, abseiling, caving, fell running
 - countryside-based, e.g. orienteering, mountain or road biking, hill walking, high ropes, horse riding, paintballing, triathlon, trail running
 - water-based, e.g. open water swimming, canoeing, kayaking, paddle boarding, coasteering, rowing, surfing, sailing, windsurfing
 - urban-based, e.g. artificial skiing, BMX biking, assault course, parkour, skateboarding, in-line skating, indoor climbing walls, boot camp fitness classes.

A2 Different outdoor activity providers

- Different governing bodies for each category of outdoor activity, e.g. British Canoeing, British Triathlon Federation (BTF), Royal Yachting Association (RYA), Surfing Great Britain, British Gliding Association (BGA), British Orienteering Federation (BOF), British Mountaineering Council (BMC), British Association of Snowsport Instructors (BASI), British Caving Association (BCA), British Cycling, Parkour UK, British Cycling, and Skateboard Association.
- Specialist outdoor recreation centres and residential providers and their roles in promoting and sustaining outdoor activity participation.
- Uniformed youth groups and their roles in organising and promoting outdoor activities, e.g. Scouts, Guides and Sea Cadets.

A3 Benefits of participating in outdoor activities

- Physical, e.g. increased fitness levels, decreased risk of chronic illnesses related to sedentary lifestyle, e.g. coronary heart disease and Type 2 diabetes, and reduced body fat.
- Psychological, e.g. positive risk-taking activities to build confidence and self-esteem, stress relief and relaxation, and treatment for mild depression.
- Social, e.g. meeting new people, alternative to traditional sports, supporting team-building skills, developing leadership skills and exploring volunteering opportunities.
- Economic, e.g. benefits for locations that provide outdoor recreation spaces and boost the retail market for outdoor recreation equipment, clothing and footwear.

UNIT 6: GETTING OTHERS ACTIVE OUTDOORS

A4 Barriers to participating in outdoor activities

- Perception of activities, stereotypes or previous negative experiences and how these can be addressed.
- Time, e.g. free time available to participants after work, family and other commitments.
- Access, e.g. the methods a participant can use to get to the outdoor activity and the ability of the participant to use the facilities and participate in the outdoor activity.
- Location, e.g. how easy it is for participants to get to the location.
- Cost, e.g. the price to participate in the outdoor activity (which includes equipment costs or hire and transport prices).

Learning aim B: Demonstrate the skills and responsibilities to take part and lead others in outdoor activities

B1 Equipment and facilities used in outdoor activities

- Types of equipment worn and used in a range of outdoor activities and their purpose(s).
- Activity-specific equipment, e.g. kayak, spray deck, ropes, compass, BMX bike or in-line skates.
- The importance of using appropriate equipment based on ability, size, sex, environmental conditions etc.
- Benefits to performance and safety from selecting appropriate equipment, e.g. larger riders benefit from skating ramps with a wider skateboard deck while street skaters benefit from a smaller deck.
- Suitable clothing and footwear for the outdoor activity, e.g. hiking boots, waterproof clothing or protective and safety equipment.

B2 Realistic management of risk and health and safety in outdoor activities

- Selecting activities that are appropriate for users, e.g. indoor climbing walls for young children.
- Health and safety guidelines for outdoor activities, e.g. National Governing Body (NGB) and Adventure Activities Licensing Authority (AALA) guidelines.
- Types of risks and hazards, to include human, e.g. inexperienced participants, environmental, e.g. bad weather, and mechanical, e.g. equipment and facilities, such as faulty parts on a bicycle.
- Risk assessment for outdoor activities, to include hazards, such as who might be affected, likelihood of occurrence, severity, risk rating and precautions to minimise and manage risk.
- How to apply generic, site-specific and dynamic (ongoing) risk assessment processes.
- Physical Activity Readiness Questionnaires (PAR-Q), liability waivers and assessing if participation in an outdoor activity is appropriate for an individual.

B3 Personal skills needed to participate in outdoor activities

- Development of skills such as self-sufficiency, responsibility and perseverance.
- Techniques and skills required to perform outdoor activities safely and effectively, e.g. being able to tie knots and select them accordingly when abseiling, or dropping, landing and vaulting in parkour.

B4 Personal skills needed to safely lead and motivate others in outdoor activities

- Leadership skills, e.g. teamwork, communication and decision making.
- Leadership qualities, e.g. self-confidence, professionalism, patience and enthusiasm.
- Leadership responsibilities, e.g. instructing, controlling risk, checking equipment and facilities, and promoting a safe activity environment.
- Verbal and non-verbal communication skills, e.g. active listening, supporting and motivating others using appropriate language.
- Providing a positive outdoor activity experience for others, to include using equipment that is appropriate for participants, checking and setting up equipment correctly and safely, preparing to lead an activity, having the necessary practical skills and/or knowledge to effectively plan and lead an activity and responding to problems and unplanned events in a calm and confident manner.

Transferable skills**Communication**

- Providing accurate instructions to an individual or groups, providing information about a sport and/or physical activity, applying an appropriate tone of voice to achieve activity aims and objectives, responding to communication from the participants.

Working with others

- Working with others towards completing a given task, providing encouragement, providing good communication, encouraging teamwork.

Problem solving

- Responding to and resolving problems from leading a sports and physical activity event, creating contingency plans to meet the requirements, developing skills.

Assessment criteria

| Pass | Merit | Distinction |
|--|--|--|
| Learning aim A: Explore the range and benefits of outdoor activities | | |
| A.P1 Identify key features of three rural and urban outdoor activities and provide information on participants and participation trends in the UK. | A.M1 Describe key features of three rural and urban outdoor activities and summarise information about participants and participation trends in the UK, suggesting possible reasons for them. | A.D1 Explain key features of three rural and urban outdoor activities and evaluate information about participants and participation trends in the UK, analysing possible reasons for them. |
| A.P2 Outline benefits of and barriers to participation in outdoor activities. | A.M2 Describe benefits of and barriers to participation in outdoor activities and offer appropriate solutions to overcome barriers and increase participation. | A.D2 Explain benefits of and barriers to participation in outdoor activities and offer effective and justified solutions to overcome barriers and increase participation. |
| Learning aim B: Demonstrate the skills and responsibilities to take part and lead others in outdoor activities | | |
| B.P3 Apply health and safety considerations to one outdoor activity and provide essential information to a participant about the equipment to be used. | B.M3 Competently apply health and safety considerations to one outdoor activity, suggesting precautions and associated actions, and describing features of the equipment to be used to a participant. | B.D3 Confidently apply health and safety considerations to one outdoor activity, justifying precautions and associated actions, and explaining features of the equipment to be used to a participant. |
| B.P4 Demonstrate appropriate techniques and leadership skills and recognise the need to be flexible when leading one outdoor activity (the activity must last for at least 10 minutes). | B.M4 Demonstrate effective techniques and leadership skills and show a flexible or adaptable approach when leading one outdoor activity (the activity must last for at least 10 minutes). | B.D4 Demonstrate comprehensive techniques and leadership skills and adopt a flexible and adaptable approach when leading one outdoor activity (the activity must last for at least 10 minutes). |

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- provide a thorough explanation of the features of all three selected activities, including locations, equipment and resources needed, and their individual contributions to wellbeing. They may also compare and contrast their features or discuss how the activities complement more traditional activities because of their distinctive features, e.g. fell running allows a much closer proximity to nature than other forms of running
- evaluate features of the activities and draw a coherent, evidence-based conclusion about why those who take part do, and why the activities occur where they do, e.g. they describe skateboarding subculture – how it is about teenagers using urban spaces that no one else wants and is based on individuality and style rather than following rules
- confidently explain the physical, psychological, social and economic benefits of participation, drawing clear links between factors, e.g. positive risk-taking supports creativity and development, and encourages children to enjoy challenges and increase their persistence
- show clear understanding of real and perceived barriers to participation. They will fully link their proposed recommendations to addressing them, e.g. there may be a lack of transportation to outdoor adventures if you live in a city or don't own a car, but you can participate in urban activities or start a club and maybe schedule a trip every month or two to go camping or to do activities in the country.

For merit standard, learners will:

- provide key information on the features of all three selected activities, including all or most of the following: locations, equipment and resources needed, and their individual contributions to wellbeing
- summarise information about the activities and draw conclusions about why those who take part do, and why the activities occur where they do, though these may not be fully explained or supported by evidence
- describe the physical, psychological, social and economic benefits of participation, and show appreciation of barriers to participation, offering largely coherent recommendations to address them.

For pass standard, learners will:

- outline features of all three selected activities, including some of the following: locations, equipment and resources needed, and their individual contributions to wellbeing. Detail may vary and/or information may be omitted
- provide basic information about the activities and who takes part in them and where
- outline the physical, psychological, social and economic benefits of participation (though not necessarily from all four areas). They will list some barriers to participation, though these may not be linked to specific groups or described in detail.

UNIT 6: GETTING OTHERS ACTIVE OUTDOORS

Learning aim B

For distinction standard, learners will:

- apply health and safety considerations throughout the activity with little or no hesitation. They will apply these to themselves, the participant, the facility/area and any equipment used. They will carry out equipment checks confidently, inspecting key and less obvious areas to ensure they are fit for purpose and in good order before the participant is involved. They will explain to the participant or tutor why they are performing the checks or actions, offering justifications for them and possibly suggesting what might happen if checks or actions were not performed
- demonstrate that thorough pre-planning/preparation has occurred, e.g. they explain to the participant what they are going to learn/participate in and provide details of any specific skills/drills or procedures to be covered. They will provide a full explanation of the purpose of equipment to be used, explaining key functions/features and any associated safety features, e.g. buoyancy aids or life jackets should fit closely so they don't slip off or ride up in case of immersion in water, and any snap buckles or zips should be secured to create a snug but comfortable fit that allows side-to-side movement when kayaking
- effectively use a wide range of appropriate practical techniques in the outdoor activity, e.g. navigating along a single line feature or thumbing the map in orienteering. The techniques bring about a pre-determined outcome with maximum certainty and are executed correctly and without hesitation
- consistently show leadership skills, qualities and responsibilities. They will provide a safe and effective learning experience for the participant and show awareness of their needs. They are flexible and adaptable when faced with unplanned events or unexpected incidents, e.g. the participant does not grasp the skill in the expected timeframe so they regress/modify it to ensure effective outcomes.

For merit standard, learners will:

- apply health and safety considerations through the majority of the activity. Considerations are applied to themselves, the participant, the facility/area and any equipment used, though there may be some inconsistencies or more attention paid to some areas than others. They will carry out equipment checks, though not always before the participant is involved. They will tell the participant or tutor why they are performing the checks or actions
- demonstrate that pre-planning/preparation has occurred, e.g. they tell the participant what they are going to learn/participate in and may provide details of any specific skills/drills or procedures to be covered. They will provide some explanation of the purpose of equipment to be used, covering key functions/features and any associated safety features
- effectively use practical techniques in the outdoor activity that are appropriate and generally executed correctly, though there may be minor errors or omissions
- show leadership skills, qualities and responsibilities. They will provide a largely safe and positive learning experience for the participant and show some awareness of their needs, though may not always adapt or respond accordingly. They will show some flexibility and/or adaptability when faced with unplanned events or unexpected incidents. Any adaptations may not be fully effective or smoothly integrated.

For pass standard, learners will:

- apply health and safety considerations during the activity that are applied to themselves, the participant, the facility/area or any equipment used, though more attention is paid to some areas than others or some may be largely ignored. They will carry out equipment checks, though these may be basic and after the participant is involved
- show that limited pre-planning/preparation has occurred, e.g. they tell the participant what they are going to participate in, though reference to specific content may be absent. They will provide basic information about the purpose of equipment to be used, covering some functions/features and associated safety features
- use practical techniques that are suitable for the outdoor activity and are executed showing some skill, though this may be inconsistent. They do not clearly guide or instruct the participant throughout the activity
- show some leadership skills, qualities and responsibilities, though the tutor may need to prompt or intervene to ensure the activity is run smoothly and/or safely. They will show some awareness of the participant's needs
- respond with limited flexibility or adaptability when faced with unplanned events or unexpected incidents.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

For this assessment, you must show that you understand the scope of outdoor activities and can demonstrate the appropriate skills to take part and lead others safely and effectively.

You must produce a report that discusses a total of three rural and urban outdoor activities (from across both groups). You must include information about the activities, and the types and numbers of people who participate in them in a specified area in the UK. You should include information about the benefits of participating in outdoor activities in general, and the reasons why people may not participate in them (the barriers they perceive or have). You should explore how these barriers can be overcome.

You must select one outdoor activity that you have access to and should take part and lead someone else in this for an assessed period of time of no less than 10 minutes. You must show awareness of health and safety considerations for yourself and the participant throughout, and provide information to the participant about the equipment they are using. While you are leading the activity, you must demonstrate practical skills and techniques and leadership skills, qualities and responsibilities to ensure that the participant has a safe and positive experience. You should show that you can be flexible and adaptable during your activity leadership.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You should complete the above assessment activity using three rural and urban outdoor activities in the report and lead one outdoor activity not previously selected and used in an assessment.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners list as many outdoor activities as they can and the types of areas in which they might take place. They discuss those they have participated in themselves and what they enjoyed/disliked about them.

They take part in introductory outdoor activities such as a high ropes course, nature walk or group cycle in a local park and share their experiences afterwards. They should be encouraged to build a picture of the scope and range of activities and what individuals and groups can get from participating in them.

Suggested time: about 4 hours.

Activity: Different types of outdoor activities

After participating in the initial introductory outdoor activities, learners share their experiences and, as a group, build a picture of the varying roles and significance in these activities, e.g. building confidence and taking positive risks.

They compare and contrast an outdoor activity with an indoor or traditional activity, looking at locations, cost, time and resources needed, personal skills developed etc.

As a group, they draw conclusions about the importance of having outdoor activities available.

Learners choose a location or postcode and research outdoor activities that could be participated in by people living in that area. They should be encouraged to choose both rural and urban areas, those they know and those they are unfamiliar with.

The group then draws conclusions about the variety of possibilities for participation in and around a specified area in the UK.

Where possible, the group selects a suitable outdoor activity they can access, identify what skills they may need initially to take part and what skills they may develop through the process of participation (personal and technical). They then take part in the activity, reflecting afterwards on the experience.

Suggested time: about 2 hours.

Activity: Different outdoor activity providers

Learners discuss the need for NGBs or GBs for each category of outdoor activity using headings, e.g. health and safety, or standards. In pairs, they choose one category or activity to research in detail and give a presentation to the rest of the group about the role of the NGB or GB in supporting or directing that aspect of the activity.

If possible, learners visit a specialist outdoor recreation centre or residential provider and use the opportunity to ask questions about the job roles there, the aims and objectives of the centre or provider, and who their key participants are.

Suggested time: about 2 hours.

Activity: Benefits of participating in outdoor activities

Learners explore the benefits to and participation of a variety of people in outdoor activities. Many activities provide a combination of physical, psychological and social benefits to the individual and learners categorise the activities they have learned about and justify their decisions.

They reflect on the activities they have participated in so far and put them under the following headings: physical fitness, relaxation, adventure, personal enjoyment, nature appreciation, challenge and other.

Learners can make leaflets or video campaigns for an outdoor activity, NGB or GB to try to increase participation in it.

Suggested time: about 2 hours.

Activity: Barriers to participating in outdoor activities

In pairs, learners take turns playing different roles – one is the activity provider and one is a reluctant would-be participant. The activity provider tries to 'sell' participation in their activity while the would-be participant comes up with excuses or reasons why they don't want to or can't participate. The activity provider has to try to provide solutions or change perceptions in order to encourage their partner to take part. The group then comes together to share the key barriers their partners came up with and discuss how these could be addressed.

Learners play matching games – who is most likely to cite lack of time as a reason for not participating in outdoor activities etc. – and work on addressing individual barriers.

Suggested time: about 2 hours.

Activity: Equipment and facilities used in outdoor recreation activities

Learners visit an outdoor activity centre or provider or take part in a range of outdoor activities. They ask questions, draw diagrams or write lists to create an idea of the variety and types of equipment that can be used in different activities.

When they return to the class they share their findings and categorise equipment. They select one activity and carry out a mini project on it, detailing information about clothing, equipment needed (personal and non-personal) and the types of facilities/space that would be needed to support participation in the selected activity.

Suggested time: about 3 hours.

Activity: Realistic management of risk and health and safety in outdoor activities

Learners examine risk assessment documents or policies for outdoor activities and centres. They take a blank risk assessment to a centre, provider or area where outdoor activities can be carried out and complete it themselves. They work with a partner to compare and contrast the risks and hazards associated with the different activities and draw conclusions about the relative safety of activities.

The class discusses safety versus the enjoyment of risk/thrill/challenge in outdoor activities and how this can be managed and balanced.

Learners carry out research on outdoor activities where appropriate risk assessment or management has not taken place and where, therefore, incidents or accidents have subsequently occurred. They establish what has been learned from the events and what could be done differently in the future to ensure they don't happen again.

In pairs, learners categorise risks and hazards under the following headings: human, environmental and mechanical, equipment and facilities for a selected outdoor activity. They write down as many factors as they can think of under each heading and try to come up with a solution to minimise risk in each area.

Suggested time: about 3 hours.

Activity: Skills needed to participate in outdoor activities

Learners are given the opportunity to take part in at least two outdoor activities where they can learn and develop the techniques required to perform them effectively and safely.

Learners continually reflect how they are developing skills such as self-sufficiency, responsibility and perseverance as a result of their participation.

Suggested time: about 10 hours.

Activity: Personal skills needed to safely lead and motivate others in outdoor activities

The class is split into three sub-groups and each is assigned one of the following research areas: leadership skills, leadership qualities and leadership responsibilities. They compile a list under the headings and share ideas. The whole group should agree on the 'minimum standards of practice' that they expect from each other under each heading (as they will be leading each other for the assessment activity).

Learners practise using different types of verbal and non-verbal communication skills, exploring how they can best instruct, support, motivate and encourage the participants they are leading.

They compile a list (from a participant's perspective) of what they expect from an outdoor activity in order for it to be a positive experience. They include information on required types of equipment, checking and setting up equipment, the preparedness of the leader to lead the activity, and the level of practical skills and/or knowledge the leader has. In small groups, they compare notes and compare and contrast what they expect from an activity. They decide how, as a leader, they can adopt the suggested best practices.

Suggested time: about 2 hours.

UNIT 6: GETTING OTHERS ACTIVE OUTDOORS

Essential resources

For this unit, learners will need access to:

- outdoor activity facilities
- skill and/or activity cards
- appropriate equipment for outdoor activities
- staff who are suitably qualified for instruction, e.g. safety/teaching qualifications for water-based activities
- health and safety policies and procedures for appropriate outdoor activities.

Links to other units

This unit has strong links to:

- Unit 1: Leading Sport Safely and Effectively
- Unit 2: Working in Sport and Activity Leadership
- Unit 5: Developing Skills for Sport and Activity Leadership
- Unit 8: Delivering a Sports Activity Event.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

Unit 7: Leading Different Groups

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners explore the factors that influence participation in sport and physical activity, and develop skills in adapting sports and activities to suit the needs of different groups.

Unit introduction

Have you ever wondered how it would be possible to get more people involved in sport and physical activity? We all know that taking part in sport and physical activity keeps us healthy, is great fun, helps us to make friends, and increases our self-confidence. Understandably, it is only fair that all people are able to take part in these important activities.

In this unit, you will learn how to lead sport and activity sessions that are designed to encourage participation from different groups of people, and will develop skills in making sessions inclusive and appropriate, for example adapting games and activities so that they are accessible to those with specific needs. You will participate in activities designed for different groups, learning about the reasons why some people may be less active than they would like to be and about the range of benefits that participation in sport and physical activity can have for them. Being able to lead sessions for different groups of people increases the range of skills that you can offer to a potential employer and, therefore, will make you more attractive to them.

If you want to work as a community sports coach, children's activity leader or lead sessions for young people or people with disabilities, it is important that you have the specific skills and knowledge covered in this unit. This unit will prepare you for employment opportunities as a community sports coach or activity leader, or for progression to a Level 2 Apprenticeship.

Learning aims

In this unit you will:

- A** Find out about factors that influence participation in sport and physical activity for different groups
- B** Show how sport and physical activity can meet the needs of different groups.

Unit summary

| Learning aim | Key teaching areas | Summary of suggested assessment evidence |
|---|--|---|
| <p>A Find out about factors that influence participation in sport and physical activity for different groups</p> | <p>A1 Influences on participation for different groups A2 Barriers to participation in sport and physical activity A3 Benefits of sport and physical activity</p> | <ul style="list-style-type: none"> • Written notes and research documents. • Planning and promotional materials in a suitable format. • Video or annotated photographs to show an appropriate assessment activity. |
| <p>B Show how sport and physical activity can meet the needs of different groups</p> | <p>B1 Provision of sport and physical activity for different groups B2 Initiatives to promote increased participation</p> | |
| <p>Key teaching areas in this unit include:</p> | | |
| Sector skills | Knowledge | Transferable skills/behaviours |
| <ul style="list-style-type: none"> • Understanding needs of different groups of people • Knowing how to adapt activities and sessions to meet needs of different groups of people | <ul style="list-style-type: none"> • Benefits of sport and physical activity • Barriers to participation faced by different groups of people • Suitable activity recommendations for different groups | <ul style="list-style-type: none"> • Communication • Problem solving • Managing information • Working with others |

Unit content

Knowledge and sector skills

Learning aim A: Find out about factors that influence participation in sport and physical activity for different groups

A1 Influences on participation for different groups

- Children and teenagers, e.g. school provision, experiences in school PE, attitudes to sport, influence of parents, siblings, friends and role models, stages of physical development, identity, self-confidence or access to coaching.
- Women, e.g. availability of activities, relationship status, childcare and family responsibilities, attitudes towards female participation, previous experiences or body image.
- Disabled groups, e.g. type of disability such as wheelchair user, hearing impaired, visually impaired, amputee and, e.g. level of mobility, access, transport, independence or provision of activities available.
- Black and minority ethnic (BME) and black, Asian and minority ethnic (BAME) groups, e.g. attitudes to sport, religion/faith, availability of activities, choice of sports, negative experiences, or experiences of racism.
- Elderly and active retired, e.g. possible activity-limiting health conditions or physical limitations, feeling intimidated or 'out of touch', assuming that they're too 'out of shape' or sick, or just too old to exercise.
- Unemployed, e.g. financial considerations, self-esteem, attitude to sport, and influences of other people.

A2 Barriers to participation in sport and physical activity

- Health-related, e.g. medical conditions, physical injuries, disabilities or fitness level.
- Environmental, e.g. lack of specific or adapted facilities, lack of activities, lack of finance or lack of transport.
- Psychological, e.g. lack of confidence, fear of injury, perceived lack of skill or anxiety.

A3 Benefits of sport and physical activity

- Physical, e.g. improvements in health and fitness, reduced risk of illness, weight control or management of medical conditions.
- Psychological/emotional, e.g. reduced depression, increased relaxation, reduced anxiety, improved self-esteem or enhanced mood.
- Social, e.g. connection to community, opportunity to socialise and make friends or develop support network.

Learning aim B: Show how sport and physical activity can meet the needs of different groups

B1 Provision of sport and physical activity for different groups

- Using adapted equipment or activities for different groups, e.g. touch rugby for children, goal ball for the visually impaired, walking football for elderly and active retired or subsidised activities for the unemployed.
- Acknowledging different needs and exploring how to meet them, e.g. to make friends or increase self-confidence, including cooperative games or using body-positive language.

B2 Initiatives to promote increased participation

- Children and teenagers, e.g. Sportivate, Get On Track, Sporting Champions, StreetGames and other current initiatives.
- Women, e.g. Active Women, This Girl Can, Go Where Women Are, I Will If You Will and other current initiatives.
- People with disabilities, e.g. Get Equipped, Inclusive Sport and other current initiatives.
- BME/BAME, e.g. Sporting Equals, other current initiatives, increasing number of coaches from ethnic minority groups.
- Unemployed people, e.g. local sports development or current initiatives.

Transferable skills

Communication

- Providing accurate instructions to an individual or groups, providing information about a sport and/or physical activity, applying an appropriate tone of voice to achieve activity aims and objectives, providing oral encouragement and motivation, responding to feedback from participants.

Problem solving

- Supporting individual needs, removing barriers to participation, differentiating activities, responding to individual needs, provision of contingency, leading a physical activity, developing participant skills.

Managing information

- Management of data on participants, maintaining health records, recording activity progression.

Working with others

- Working with others towards completing a given task, providing encouragement, providing good communication, encouraging teamwork.

Assessment criteria

| Pass | Merit | Distinction |
|--|--|---|
| Learning aim A: Find out about factors that influence participation in sport and physical activity for different groups | | |
| A.P1 Identify the influences on and benefits of participation in sport and physical activity for three different groups. | A.M1 Describe the influences on and benefits of participation in sport and physical activity for three different groups, and outline how barriers could be reduced. | A.D1 Analyse the influences on and benefits of participation in sport and physical activity for three different groups, and explain how any barriers to participation can be overcome, offering effective solutions. |
| Learning aim B: Show how sport and physical activity can meet the needs of different groups | | |
| B.P2 Select a suitable sport or physical activity for a specified group and produce an appropriate plan to encourage them to take part. | B.M2 Select a relevant sport or physical activity for a specified group and produce an effective plan to encourage them to take part. | B.D2 Select a relevant and justified sport or physical activity for a specified group and produce an effective and detailed plan to encourage them to take part. |

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- independently collect and select information from more than one source about factors influencing participation in sport and physical activity. They will outline the benefits of being active for three different groups
- provide a detailed description of the factors and barriers influencing participation in three different groups
- draw clear and comprehensive links between the factors and barriers influencing participation in three different groups, providing effective solutions that are fully justified
- thoroughly describe the benefits of participation for each specific group, referring to social, physical and psychological wellbeing. They will give examples of specific activities that are the most beneficial for each group and explain why these are effective choices.

For merit standard, learners will:

- collect and select information from more than one source about factors influencing participation in sport and physical activity. They will outline the benefits of being active for three different groups
- provide an outline of the factors and barriers influencing participation in three different groups
- draw clear links between the factors and barriers influencing participation in three different groups, though these may be lacking in detail or links may not be fully evidenced
- describe the benefits of participation for each specific group, referring to at least two examples of social, physical or psychological wellbeing. They will give examples of specific activities that are beneficial for each group.

For pass standard, learners will:

- use information from more than one source (that may be provided by the tutor) about factors influencing participation in sport and physical activity. They will list the basic benefits of being active for the three different groups
- provide an outline of the factors and barriers influencing participation in three different groups, though these may be simple or contain obvious omissions, e.g. they don't mention money as being a consideration for the unemployed
- outline the benefits of participation for the selected groups, though these may be obvious and not specific to each group.

Learning aim B

For distinction standard, learners will:

- select and justify an effective activity that is evidence-based as a good choice and shows consideration for the group
- include key details about the group in their plan (background information and other relevant details) and link them to their justification of the selected activity
- communicate ideas, showing clear links between the needs of and influences on the selected group, and their own ideas to increase activity levels
- use effective language, images and information in their plan, showing a confident understanding of the group, e.g. bright colourful images of children playing and words such as 'fun' and 'play' if their plan relates to children.

For merit standard, learners will:

- select a relevant activity for the group, including key details about the group in their plan and linking them to their justification of the selected activity
- communicate ideas, showing some links between the needs of and influences on the selected group and their own ideas to increase activity levels
- use relevant language, images and information in their plan, showing understanding of the group.

For pass standard, learners will:

- select an appropriate activity for the group, though there may be more relevant ones
- include basic details about the group in their plan and make comments about how the plan encourages participation
- communicate simple ideas and use clear language. Suitable images and information are in their plan, though these may not show full understanding of the group.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You have been volunteering for a local community group whose role is to get more local people physically active. You have been asked to help in promoting a new activity campaign because of your knowledge of leading different groups. You will plan and promote the campaign to appeal to one of the following specific groups: the elderly and active retired, people with disabilities, teenagers, women, ethnic minority groups or the unemployed.

You must carry out research on three of the specific groups and find out what influences their participation in sport and physical activity, what barriers there might be to their participation, what activities may be appropriate or appealing to them, and what the benefits of them being more active would be. You must submit your notes and research on these areas as part of the assessment.

You should select one of the previously researched groups and create a plan and promotional campaign materials to encourage them to be more active. This should include details about your chosen suitable activity and provide evidence that you understand the needs/wants of the group by addressing barriers they may have and knowing what influences them to be active etc. You should include promotional materials that can be distributed to members of the specific group where you 'advertise' your new activity campaign. These should show that you know what appeals to them, how to encourage them to take part, and that you can include appropriate language, images, etc.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You should complete the above assessment activity for a specific group not previously selected and used in an assessment.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners list different groups of people and discuss the trends or patterns they see in participation in these groups. They can then identify why these patterns might exist.

They visit a local sports development office and find out about the different initiatives and campaigns that promote increased participation in sport and physical activity for the different groups of people they have identified.

Suggested time: about 4 hours.

Activity: Influences on participation for different groups

Learners use different sources to research factors that may influence participation in sport and physical activity by different groups of people or play 'matching' games – putting a group with an associated influencing factor, e.g. matching unemployed people with financial considerations.

Suggested time: about 3 hours.

Activity: Barriers to participation in sport and physical activity

Learners are split into groups and are allocated one group of people with specific needs. They will produce a short presentation that explains the barriers that people in this group may face when trying to take part in sport and physical activities and try to come up with ways to minimise barriers.

They participate in or lead sessions aimed at being inclusive and minimising barriers for the different groups, e.g. low cost, low equipment, fun and friendly activities.

Suggested time: about 4 hours.

Activity: Benefits of sport and physical activity

Learners set up and conduct interviews with their peers and other active people in their school/college. The aim of the interviews is to find out what the perceived benefits of sport and physical activity are. They can then rank the answers given to reflect the most/least occurring and draw conclusions about why people participate.

Suggested time: about 5 hours.

Activity: Provision of sport and physical activity for different groups

Learners take part in adapted or disability sport by visiting an adapted sport centre or by setting up and participating in adapted games in their own sports facilities.

Specialist coaches or activity leaders give guest talks about what they do and the importance of their role. Learners pre-prepare questions to ask, that may arise as a result of the talks given.

Suggested time: about 10 hours.

Activity: Campaigns to promote increased participation

Learners access Sport England and similar websites to carry out research on local, national and international campaigns that have been run to increase sports participation in different groups. They evaluate the success of the campaigns, images used, messages sent, and the type of activities used to appeal to the different groups.

Suggested time: about 4 hours.

UNIT 7: LEADING DIFFERENT GROUPS

Essential resources

For this unit, learners will need access to:

- activity centre providers
- promotional initiatives for physical activity
- supportive resources for sport and active participation for special populations
- appropriate equipment for providing access to physical activity.

Links to other units

This unit has strong links to:

- Unit 1: Leading Sport Safely and Effectively
- Unit 2: Working in Sport and Activity Leadership
- Unit 3: Leading Sport and Physical Activity
- Unit 8: Delivering a Sports Activity Event.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

Unit 8: Delivering a Sports Activity Event

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **60**

Unit in brief

Learners develop the skills needed to plan and lead part of a one-off event with their peers. They review their own contribution to the event.

Unit introduction

Do you know how to prepare and deliver a sport and activity event? Have you ever wanted to run an event yourself? Sport and activity leaders spend lots of time planning and leading different types of short sport or activity sessions. Sometimes, however, they need to work with other leaders to organise and deliver one-off events, for example sports days or competitions, that may run anywhere between one hour and a whole day.

To be successful at delivering a sports activity event, you will need to work with others, communicate effectively with them and do lots of 'behind the scenes' planning. In this unit, you will help your group to organise and deliver a one-off sports activity event, taking on a specific role and leading part of the event. You will promote the event, help to draw up a schedule and play a role in its delivery to the participants. It is important that you look after your participants and that they enjoy the event. You will review the event and identify any areas for improvement. The sports activity event could be a mini activity, lunchtime tournament, or something that is of particular interest to you or uses the facilities and resources you have available. You will need to work with your group to decide what your event will be, and how it will be organised and delivered. After the event, you will review your own performance and identify areas where you could improve in the future.

This unit will prepare you for employment opportunities as a sport or activity leader or for progression to a Level 2 Apprenticeship.

Learning aims

In this unit you will:

- A** Plan a sports activity event
- B** Demonstrate teamwork skills to achieve an agreed goal
- C** Evaluate own contribution to event and make recommendations for improvement.

Unit summary

| Learning aim | Key teaching areas | Summary of suggested assessment evidence |
|--|---|--|
| A Plan a sports activity event | A1 Types of suitable sports events A2 Factors to consider when planning a suitable sports event A3 Roles and responsibilities involved in planning and leading an event | <ul style="list-style-type: none"> • Event plan in a suitable format. • A logbook that documents individual contribution to planning and leading a sports activity event. • Observation record or feedback. • Video or annotated photographs of event. |
| B Demonstrate teamwork skills to achieve an agreed goal | B1 Attributes and qualities of effective sport and activity leaders B2 Skills needed to contribute to planning and delivering a sports event | |
| C Evaluate own contribution to event and make recommendations for improvement | C1 How to measure event success C2 Methods of reviewing own performance C3 How to set targets for development | |
| Key teaching areas in this unit include: | | |
| Sector skills | Knowledge | Transferable skills/behaviours |
| <ul style="list-style-type: none"> • Showing leadership qualities though planning and leading a sports activity event • Ability to read situations and make adaptations when needed • Working under pressure with enthusiasm and motivation • Knowing and applying health and safety regulations | <ul style="list-style-type: none"> • Types of suitable sports events • Components of a sports event • Planning and organisation considerations • Self-review and targets for personal development | <ul style="list-style-type: none"> • Communication • Working with others • Self-management and development • Problem solving |

Unit content

Knowledge and sector skills

Learning aim A: Plan a sports activity event

A1 Types of suitable sports events

- Small-scale sports events and competitions, e.g. 3v3 netball or football, badminton matches, 'turn up and try' taster events or lunchtime tournaments.
- Competition formats, e.g. round-robin or knockout events.
- Indoor and outdoor events, e.g. sports days in a park or five-a-side football in a sports hall.
- Sponsored charity events, e.g. walks, bike rides or fun runs.

A2 Factors to consider when planning a suitable sports event

- Suitable formats and templates to present event planning.
- Aims and objectives of the event, e.g. skill development, fitness improvement, enjoyment, or an introduction to a sport.
- Nature of the event, including type, size and location.
- Participants, e.g. primary and secondary age children, peers or learners from local colleges, ability level, medical or other specific needs.
- Timing considerations, e.g. length of time allocated for each component of the event: introduction, warm-up, cool down, skill development, main activity and time at each station or activity.
- Resources needed, e.g. refreshments, equipment for each activity and first-aid kit.
- Health and safety considerations, e.g. first aid, contingency planning and risk assessment.

A3 Roles and responsibilities involved in planning and leading an event

- Selecting individual roles and responsibilities and deciding how this should be done, e.g. which personal characteristics suit the role(s).
- Roles and responsibilities, to include advertising and communication, equipment supervision, health and safety checks, greeting and directing participants, timekeeping and scoring (if appropriate) and preparing facilities and setting up and putting away equipment.
- Core responsibilities, to include professional conduct, health and safety, inclusivity and equality.
- Wider responsibilities, to include child protection, legal obligations, ethics and values, rules and regulations.

Learning aim B: Demonstrate teamwork skills to achieve an agreed goal**B1 Attributes and qualities of effective sport and activity leaders**

- Skills, e.g. communication, organisation of equipment and knowledge.
- Qualities, e.g. appearance, enthusiasm and confidence.
- Additional qualities, e.g. leadership style, motivation, humour and personality.

B2 Skills needed to contribute to planning and delivering a sports event

- Maintaining and evidencing the quality of individual contribution, e.g. regular comments in logbook or asking others for feedback.
- How to be an active and positive member of the team, e.g. completing agreed tasks to standards/deadlines, and listening to and following instructions accurately.
- The importance of demonstrating skills in teamwork, cooperation and leadership and how/why they improve outcomes.
- Understanding the rules/guidelines of the event and when to apply them or be flexible.
- Agreeing, setting and following health and safety regulations and requirements.
- Contingency planning, to include 'most likely to happen' scenarios and how to adapt and respond to unplanned events.

Learning aim C: Evaluate own contribution to event and make recommendations for future improvement**C1 How to measure event success**

- Using different methods to assess success such as coverage of planned components, meeting set aims and objectives, whether it was organised and safe and if the participants found it enjoyable.

C2 Methods of reviewing own performance

- Feedback for review, e.g. from participants, supervisor, observers or self-analysis.
- Methods, e.g. questionnaires, comment cards, observation records and direct verbal feedback.
- Strengths and areas for improvement, e.g. planning, content, organisation or attention to health and safety.

C3 How to set targets for development

- SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Development plan, e.g. aims, objectives and goals.
- Activities and opportunities, e.g. training, courses, qualifications, further practice.
- Possible barriers to improvement.

Transferable skills

Communication

- Producing varied examples of accurate and effective communication, using body language effectively when communicating, communicating confidently in a variety of ways to convey clear meaning to others in different situations.

Working with others

- Working responsibly and reliably as a team member, negotiating to achieve outcomes and set goals, communicating effectively with the team, being respectful and considerate, being proactive in encouraging others to contribute.

Self-management and development

- Developing knowledge of different sports and activities, learning how to stage different types of events, how to sequence activities and use facilities effectively, how to support peers/classmates, how to meet and greet customers.

Problem solving

- Responding to and resolving problems from leading a sports and physical activity event, creating contingency plans to meet the requirements, developing skills.

Assessment criteria

| Pass | Merit | Distinction |
|--|--|---|
| Learning aim A: Plan a sports activity event | | |
| A.P1 Produce a suitable plan for a sports activity event, identifying the factors to be considered for delivery and the roles and responsibilities of those involved. | A.M1 Produce a detailed plan for a sports activity event, describing the factors to be considered for delivery and explaining the roles and responsibilities of those involved. | A.D1 Produce a detailed plan for a sports activity event, justifying the factors to be considered for delivery and analysing the importance of roles and responsibilities of those involved. |
| Learning aim B: Demonstrate teamwork skills to achieve an agreed goal | | |
| B.P2 Show appropriate teamwork skills to achieve an agreed goal when contributing to organising and delivering an event. | B.M2 Show effective teamwork skills to achieve an agreed goal when contributing to organising and delivering an event. | B.D2 Show effective and consistent teamwork skills and initiative to achieve an agreed goal when contributing to organising and delivering an event. |
| Learning aim C: Evaluate own contribution to event and make recommendations for improvement | | |
| C.P3 Identify individual contribution to organising and delivering an event, and set targets to improve future performance. | C.M3 Describe individual contribution to organising and delivering an event, and explain set targets to improve future performance, identifying strategies to achieve them. | C.D3 Evaluate individual contribution to organising and delivering an event, and justify set targets to improve future performance, describing strategies to achieve them. |

Essential information for assessment decisions

Learning aims A, B and C

For distinction standard, learners will:

- produce a detailed sports activity event plan, explaining and justifying the factors to be considered for delivery, e.g. when describing an activity they give full details of equipment, staffing and how any instructions, communication or modifications ensure full, effective and inclusive participation or success. Learners will show that they have considered different types of event and explain how they selected their sports activity event, e.g. competition formats, indoor and outdoor events
- include full information about the different roles and responsibilities of those involved, their importance for ensuring the success of the event, and how they will work together to meet the aims and objectives of the event
- work collaboratively to meet goals using effective teamwork and leadership skills. They will complete all assigned tasks to agreed standards and may even take on additional responsibility, set new goals and be proactive in encouraging others to contribute
- communicate confidently and without hesitation when sharing ideas or providing feedback to peers. They will show reliability as a team member, doing what has been agreed and may show initiative to improve on what has been planned, e.g. adapting to unplanned events, listening to feedback and making immediate modifications
- work responsibly and show respect for others, demonstrating full consideration for health and safety throughout
- evaluate individual contribution to planning and delivering the event. They will include a full description of how their input ensured the group met the specific event aims and objectives, and draw links between their input and the overall success of the event
- describe how they worked with others to make the event safe and enjoyable, providing examples of when they used different communication and teamwork skills and how they changed them to adapt to the situation, e.g. when feeding back to children or working with others to deal with an unplanned situation
- explain their targets (identified from the success of their event, from own individual performance and from feedback) and how these will improve their ability to plan and deliver a future event. They will produce a detailed development plan that includes aims, objectives and goals, and may also include possible barriers to success. They will justify any developmental activities and opportunities to help achieve their targets, e.g. if they suggest a particular training course, they identify why and how this would be relevant to their specific strengths or areas for improvement.

For merit standard, learners will:

- produce a detailed sports activity event plan describing the factors to be considered for delivery, e.g. when describing an activity, they provide details of equipment, staffing etc
- include relevant information about the different roles and responsibilities of those involved, offering some indication of their importance in ensuring the success of the event, and how they worked together to meet the aims and objectives of the event
- work collaboratively to meet goals, using appropriate teamwork and leadership skills. They will complete most assigned tasks to agreed standards
- communicate clearly and with purpose when sharing ideas or providing feedback to peers. They will show reliability as a team member, doing what has been agreed (though with varying levels of success) and may respond positively to unplanned events

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- work responsibly, showing respect for others when delivering the event, though this may be inconsistent, and demonstrate appropriate consideration for health and safety throughout
- describe individual contribution to planning and delivering the event. They will include an account of how their input ensured the group met the specific event aims and objectives and may make some comments about how their input influenced the overall success of the event, though these will not be evidenced/explained
- identify how they worked with others to make the event safe and enjoyable. They will provide examples of when they used different communication and teamwork skills
- explain their targets (identified from the success of their event, from own individual performance and from feedback) to help improve their ability to plan and deliver a future event. They will produce a coherent development plan that includes aims, objectives and goals, and may also include possible barriers to success.

For pass standard, learners will:

- produce a sports activity event plan, identifying the basic factors to be considered for delivery, e.g. outlining key features of an activity, or listing equipment or staffing needed etc
- include basic information about the different roles and responsibilities of those involved, though they may not demonstrate that they understand the complementary nature of teamwork or its importance to the event's success
- work to meet goals, though effort and input may be inconsistent. They will show some teamwork and leadership skills, displaying them when they choose, rather than when they are needed. They will complete most assigned tasks to acceptable standards
- communicate clearly when sharing ideas or providing feedback to peers. They will show some input as a team member, though with varying levels of enthusiasm
- show respect for others when delivering the event, though this may be inconsistent, and demonstrate basic consideration for health and safety
- include limited information about their individual contribution to planning and delivering the event, and provide a basic account of how they contributed to the success of the event
- identify when they worked with others to make the event safe and enjoyable, but with limited explanation about why they did this or how it affected the outcome
- list targets (identified from the success of their event, from own individual performance and from feedback) to help improve their ability to plan and deliver a future event. They will produce a simple development plan that may include some of the following: aims, objectives, goals, and may also include possible barriers to success.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are asked by your tutor to help deliver a one-off sports activity event. The event will be hosted at your centre, using the different sports facilities you have available. As part of a group, you will organise the event and take individual responsibility for leading others and delivering part of the event – this may involve leading a practical activity or organising people or resources to make sure things run smoothly. You will need to identify the different roles and responsibilities of everyone in the group so that you can meet the aims and objectives of your event. Your group will need to decide the type of event and which activities to include in it (possible ideas are: competitions, sports days, taster events, obstacle events etc.).

You will need to produce a plan for the event that shows how the activities will run and how you and your group contribute to the success of the event. During the event, you will need to demonstrate effective teamwork and show that you can be responsible for delivering your part of the event. You will also need to show that you can communicate well with your group and the participants.

During and after the event you must keep a detailed logbook that identifies and evaluates your individual contribution to planning and delivering the event. When the event is over, you will need to collect feedback from others, draw conclusions about your performance and the success of the event, and identify targets for to improve your future performance.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You should complete the above assessment activity for an event not previously selected and used in an assessment.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners investigate the different types of sports events in their local area and take part in small group discussions to identify the types, formats and scale of the events, who they were for and who they were organised by.

They work together to organise and take part in mini events, e.g. a round-robin competition, small-sided knockout games and mini taster sessions. Learners can decide the rules to be used, the size of the teams and the facility (indoors or outdoors).

They continue to explore running mini activities and discuss what the differences might be between doing this and organising a larger event.

Suggested time: about 6 hours.

Activity: Types of suitable sports events

Learners research previous sports events, identifying the aims and objectives, and how these were met. They begin to plan an event by selecting a suitable format and work as a group to decide the factors to include.

Learners can be 'mixed and matched' with different activities, having different aims and objectives, so that they experience a wide variety of organising and planning situations.

Suggested time: about 6 hours.

Activity: Factors to consider when planning a suitable sports event

Learners discuss the different requirements for a successful event and what is needed to make them run smoothly. They consider resources (physical and human), timings, knowledge of the event and the rules, if appropriate. Learners could do this while in the sports facility and this may help them to identify what is needed to make the event successful, e.g. identifying the need for signs, toilets and changing areas etc.

Learners carry out a risk assessment of a sports facility, e.g. playing field, gymnasium, sports hall, and make notes about the health and safety considerations, e.g. first-aid and contingency planning to make the facility safe for a sports event.

Learners work in groups in different sports areas of the facility and discuss their findings, identifying common risks and ways to reduce them. They establish what considerations should be taken before the event, and how injuries or accidents can be minimised.

Suggested time: about 10 hours.

Activity: Roles and responsibilities involved in planning and leading an event

In pairs, learners give two examples of successful leaders they have been led by and discuss why these leaders have been successful, giving examples of their skills, qualities and responsibilities. They consider their own leadership skills and identify what they could improve on to make them more successful. After this, they justify and rank the importance of them, then run sessions exemplifying the most important skills and qualities.

Suggested time: about 6 hours.

Activity: Attributes and qualities of effective sport and activity leaders

Learners should be given lots of opportunities to practise their teamwork and leadership skills. They can take it in turns demonstrating skills in teamwork, cooperation and leadership, taking part in small-sided competitions, and activities. Learners practise applying the rules of the activity and following health and safety laws and requirements.

Learners should be given the opportunity to work collaboratively to meet an agreed goal, exploring increasingly difficult or challenging tasks to stretch their collaborative and teamwork skills. This could involve problem solving or applying contingencies to planned activities. Learners should have the opportunity to adapt and respond to unplanned events. This could be done through role-play activities and/or interviews with each other.

Suggested time: about 10 hours.

Activity: Skills needed to contribute to planning and delivering a sports event

Learners practise working collaboratively to meet an agreed goal. In small groups, learners are given a task to complete: this could be making up the rules of a new small-sided game using a tennis ball, how to get the group to balance on a bench for a certain length of time, or a game of 4v4 football where everyone has to have a touch of the ball before scoring etc.

Learners come up with the ideas for their own tasks or those of their peers. They are encouraged to work as a team and identify different ways to collaborate successfully. They can play collaborative games or games requiring team planning, like treasure hunts etc.

Suggested time: about 6 hours.

Activity: How to measure event success

Learners take part in a group discussion about how they will measure the success of the event. They identify the different factors that should be met, e.g. safety, aims and objectives, organisation, and whether the event met the agreed planned components.

Suggested time: about 2 hours.

Activity: Methods of reviewing own performance

Learners design questionnaires that can be used to collect feedback from participants, the tutor or observers so that they can self-analyse and review their performance as a leader. Learners can try using different methods to collect feedback, e.g. questionnaires, comment cards, observation records or direct verbal feedback to decide which method suits them best. They identify strengths and areas for improvement from the feedback they collect.

They run small-sided sessions and get feedback, planning actions for improvement.

Suggested time: about 6 hours.

Activity: Learners deliver the event

Learners should use the previous activities to organise and conduct a sport or active leisure event.

Suggested time: between 1 and 6 hours.

Activity: How to set targets for development

Learners are given time to reflect on their performance as a leader and the feedback they have collected. In groups, learners discuss SMART targets and how these can be used to improve their performance as a leader.

Once they have identified SMART targets, they can consider a development plan to help them develop their skills. In groups, they should research activities and opportunities in their local area, e.g. training, courses or qualifications which can help to develop their areas for improvement.

Learners discuss the possible barriers to success in completing their development plan, such as family commitments, work, money etc.

Suggested time: about 4 hours.

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Essential resources

For this unit, learners will need access to:

- activity event providers
- volunteering opportunities
- exemplar event plans
- communication resources
- appropriate sports and/or activity equipment
- an appropriate activity facility, e.g. sports hall, field, track.

Links to other units

This unit has strong links to:

- Unit 1: Leading Sport Safely and Effectively
- Unit 2: Working in Sport and Activity Leadership
- Unit 3: Leading Sport and Physical Activity
- Unit 4: Coaching Sport
- Unit 5: Developing Skills for Sport and Activity Leadership
- Unit 6: Getting others Active Outdoors (*Optional*)
- Unit 7: Leading Different Groups (*Optional*).

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) at Level 1 or Level 1/2
- Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 8 Administrative arrangements*.

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks, and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example strong leadership, communication and organisational skills in sport and activity leadership, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Certificate qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities that are of a high quality and which are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

How will my learners become more employable through this qualification?

This qualification is mapped to relevant occupational standards.

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamwork and entrepreneurialism, and completing realistic tasks have also been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

The Pearson BTEC Level 2 Technical Diploma for Sport and Activity Leaders is assessed using a combination of *internal assessments*, which are set and marked by tutors, and *external assessments*, which are set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internally- and externally-assessed units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor.
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards.

We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activities
- oral or written presentations with assessor questioning
- work logbooks, reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must clearly document the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where in satisfying the M criteria a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria)); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment* available on our website. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. These external assessments assess units that are 33% of the total qualification GLH and are weighted to contribute the same proportion of the overall qualification grade. The external assessments for these qualifications are available so that learners may be assessed at any suitable point in their programme.

See the units and sample assessment materials for more information.

| Unit | Type | Availability |
|---|--|---|
| Unit 1: Leading Sport Safely and Effectively | <ul style="list-style-type: none"> • Onscreen test set and marked by Pearson. • 75 minutes. • 60 marks. | On demand First assessment March 2018 |
| Unit 2: Working in Sport and Activity Leadership | <ul style="list-style-type: none"> • A task set and marked by Pearson and completed under supervised conditions. • The set task must be completed during the period of 2 days within the period timetabled by Pearson • The final outcome will be completed in a two-hour supervised assessment period • The set task can be in more than one supervised session • Paper-based task booklet and authentication sheet to be completed, stored securely at centre and returned to Pearson at end of assessment period. • 40 marks. | Two timetabled periods each year in March and June First assessment March 2018 |

For *Unit 1*, onscreen tests are available on demand starting from March 2018. These tests use a range of question types including examiner-marked. As tests have a full marking process, results for individual learners will be released once the process is complete and the time to issue results will vary.

For *Unit 2*, we will issue two different tasks each year in March and June. Learners can complete the task at any time during the timetabled period. The duration and control of the assessment is the same whenever it is completed within the timetabled period and learner evidence can be submitted to Pearson for marking at any time, up to the scheduled end of the task period. We will issue results for each task after the marking period for that task.

We will provide a detailed timetable for entries, assessment and results annually in our *Information Manual*. Resits cannot be scheduled until a learner's result has been issued.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time, the relationship with any other external assessments and opportunities for resits. Learners who take an external assessment and who do not perform as expected may have one further opportunity using a later external assessment.

Learners cannot take a further assessment until they have a result from the first assessment. For *Unit 2*, learners may only take the set task once within the timetabled period.

Learners who attempt an external assessment twice will have the better of the grades achieved used in the final grade calculation for the qualification.

Units

The externally-assessed units have a specific format which we explain in *Section 3 Units*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and be aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place.

High control

This is the completion of assessment in formal invigilated examination conditions. This applies to onscreen tests.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task. This applies to task-based assessments.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

8 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemaalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

9 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Technical Certificate and Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Certificate and Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

10 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See the structure in *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required external units or who have not taken enough mandatory or optional units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

| Qualification | Available grade range |
|---------------|-----------------------|
| Diploma | PP to DD |

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

| | Unit size | |
|--------------------|-----------|--------|
| | 30 GLH | 60 GLH |
| U | 0 | 0 |
| Pass | 8 | 16 |
| Merit | 12 | 24 |
| Distinction | 16 | 32 |

Points available for the external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

| | Unit size |
|--------------------|-----------|
| | 60 GLH |
| U | 0 |
| Pass | 16 |
| Merit | 24 |
| Distinction | 32 |

We will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

| Diploma | |
|---------|------------------|
| Grade | Points threshold |
| PP | 96 |
| MP | 112 |
| MM | 128 |
| DM | 152 |
| DD | 176 |

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2017

Example 1: Achievement of a Diploma with a PP grade

| Unit | GLH | Type | Grade | Points |
|--------|------------|----------|-----------|------------|
| 1 | 60 | External | Pass | 16 |
| 2 | 60 | External | Pass | 16 |
| 3 | 60 | Internal | Pass | 16 |
| 4 | 30 | Internal | Pass | 8 |
| 5 | 60 | Internal | Pass | 16 |
| 6 or 7 | 30 | Internal | Merit | 12 |
| 8 | 60 | Internal | Pass | 16 |
| | 360 | | PP | 100 |

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Diploma with a DD grade

| Unit | GLH | Type | Grade | Points |
|--------|------------|----------|-------------|------------|
| 1 | 60 | External | Merit | 24 |
| 2 | 60 | External | Merit | 24 |
| 3 | 60 | Internal | Distinction | 32 |
| 4 | 30 | Internal | Distinction | 16 |
| 5 | 60 | Internal | Distinction | 32 |
| 6 or 7 | 30 | Internal | Distinction | 16 |
| 8 | 60 | Internal | Distinction | 32 |
| | 360 | | DD | 176 |

The learner has sufficient points for a DD grade.

Example 3: Achievement of a Diploma with an Unclassified result

| Unit | GLH | Type | Grade | Points |
|--------|------------|----------|--------------|------------|
| 1 | 60 | External | Merit | 24 |
| 2 | 60 | External | Merit | 24 |
| 3 | 60 | Internal | Unclassified | 0 |
| 4 | 30 | Internal | Pass | 8 |
| 5 | 60 | Internal | Pass | 16 |
| 6 or 7 | 30 | Internal | Pass | 8 |
| 8 | 60 | Internal | Distinction | 32 |
| | 360 | | U | 112 |

The learner has a U in Unit 3.

The learner has sufficient points for a MP but has not met the requirement for a Pass, or above, in all units.

11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year or two years.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications. Teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs which are approved by Pearson Standards Verifiers.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Technicals. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Technicals

These sector-specific events, developed and delivered by specialists, are available both face to face and online.



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