



Pearson
BTEC



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Pearson BTEC

Level 2 Technical Occupational Entry in

Leading Community Activity (Diploma)

Specification

First teaching from September 2025

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Issue 2

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Pearson BTEC Level 2 Technical Occupational Entry in Leading Community Activity (Diploma)

Specification

BTEC Technical Occupational Entry qualification

First registration September 2025

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to students, educational institutions, employers, governments and other partners globally. We are committed to helping equip students with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Welcome

With a track record built over 30 years of student success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Recent data has shown that 1 in 5 adults of working age in the UK has a BTEC qualification.

Why choose BTEC Level 2 Technical Qualifications?

BTEC Level 2 Technical Qualifications enable students to develop a purposeful and coherent combination of knowledge, skills and behaviours to confidently enter or progress into employment at entry level in occupations that are recognised and demanded by employers.

The qualifications, which are based on the occupational standards published by the Institute for Apprenticeships and Technical Education (IFATE), embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and an approach to learning and assessment that:

- provides students with meaningful and occupationally relevant learning experiences
- engages and motivates students to achieve as assessments can be focused on individual student needs and can be achieved as they progress through the qualifications
- promotes self-directed learning through the clarity and transparency of the standards to be achieved
- makes the qualifications accessible to a wider range of students, including part time and adult students.

In developing these qualifications, we have collaborated with employers to ensure that the qualifications meet the current and emerging needs of industry. We have also worked with colleges and training providers to ensure that the qualifications meet their needs and those of their students.

We are providing a range of support to ensure that students and their tutors have the best possible experience during their course. Further information is provided on the qualification pages of our website.

A word to students

These qualifications will require commitment and hard work. You will have to complete the learning for the required range of units, be organised and complete your assessments, which may include practical work-based activities, projects and vocational assignments. But you can feel proud to achieve a BTEC Level 2 Technical Qualification as you can be confident in your readiness to advance your career in your chosen occupation.

Good luck, and we hope you enjoy your course.

Summary of changes to Pearson BTEC Level 2 Technical Occupational Entry in Leading Community Activity (Diploma)

Summary of changes made between the previous issue and this current issue	Page Number
Numbering in the assessment criteria grid corrected	16, 17, 64

Earlier issue shows previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 Introducing the qualification

What are Level 2 Technical Occupational Entry Qualifications?

Level 2 Technical Occupational Entry Qualifications are qualifications that are at Level 2 on the Regulated Qualifications Framework (RQF) and are designed to deliver the knowledge, skills and behaviours needed to enter the workplace. They can be delivered through a combination of classroom and work-based learning and assessment.

These qualifications are based on occupational standards designed by employers and published by the Institute for Apprenticeships and Technical Education (IfATE), who also approve the qualifications. IfATE has specified different categories under which Level 2 Technical Qualifications can be approved based on their scope and purpose. Detailed information about these categories can be found on IfATE's website.

Qualification purpose

The Pearson BTEC Level 2 Technical Occupational Entry in Leading Community Activity (Diploma) enables students to develop a purposeful combination of knowledge, skills and behaviours to enter employment as a Community Activity Leader at entry level and provides a strong foundation for them to achieve full occupational competence with further training and development in the workplace.

The qualification is designed to meet the needs of students (16+) and provides progression to employment in an occupation that is recognised and demanded by employers.

The qualification will:

- develop students' ability and confidence to apply the knowledge, skills and behaviours in carrying out the relevant occupational duties and functions to meet entry level competence
- develop transferable skills, and professional behaviours/attributes such as communication, organisation, reliability, and inclusiveness that are essential to personal effectiveness in the stated occupation
- develop knowledge and understanding of best practices and core values such as, collaboration, safety and security of participants, inclusivity that are important for regulatory compliance/ meeting professional requirements/working safely/sustainable operations/inclusion and diversity, etc in the stated occupation or industry/sector
- provide opportunities for students to achieve a nationally recognised qualification to support them in taking the next step in their career journey
- align with the following Professional Standards – CIMPSA

- provide employers with reliable evidence of students' attainment against the Community Activator Coach occupational standard and their readiness to enter employment in the related occupation at entry level.

The qualification can be taken on a part-time or full-time basis to meet the needs of older 16 + students.

Employer engagement and validation

In developing the Pearson BTEC Level 2 Technical Occupational Entry in Leading Community Activity, we have worked closely with a dedicated panel of employers from a range of different types of organisations, who have:

- validated the demand for the qualification and confirmed that it is occupationally relevant and meets the current and emerging needs of industry
- confirmed that students will have an appropriate combination of knowledge, skills and behaviours relevant to the occupational standard that attests to their readiness to enter into employment in the related occupation at an entry level.

Progression opportunities

Students who achieve the Pearson BTEC Level 2 Technical Occupational Entry in Leading Community Activity (Diploma) will most likely progress into specific employment at entry level. However, students may also progress to a related Apprenticeship for the Community Activator Coach at Level 2.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Technical Occupational Entry in Leading Community Activity (Diploma)
Qualification Number (QN)	610/4254/7
Regulation start date	28/05/2024
Operational start date	01/09/2024
Approved age ranges	16–18, 19+
Total qualification time (TQT)	414 hours.
Guided learning hours (GLH)	360
Assessment	Internal assessment demonstrating evidence of entry level competence. Required methods of assessment and evidence will be described in the unit. Please see <i>Section 5 Assessment requirements</i> .
Grading information	The qualification and units are graded Pass/Merit/Distinction. Students must pass all units to receive a grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before students register for this qualification.
Funding	This qualification is eligible for 16+ funding as a Technical Occupational Entry qualification. Information about funding can be found on the Find a learning aim database .

3 Qualification structure

Pearson BTEC Level 2 Technical Occupational Entry in Leading Community Activity (Diploma)

The requirements outlined in the table below must be met for Pearson to award the qualification.

Unit number	Mandatory units	Level	Guided learning hours
1	Working in the Sport and Active Leisure Industry	2	120
2	Roles and Responsibilities of a Community Activity Leader	2	60
3	Planning and Promoting Community Activities	2	60
4	Working as a Community Activity Leader	2	120

4 Delivery

Occupational entry level competence

This qualification is designed to be delivered in post 16 learning contexts. Delivery should focus on student's ability to use knowledge, skills and appropriate behaviours in the workplace. Links with the workplace should be encouraged throughout.

Work placement

Work placement is not essential for completion of this qualification. Nevertheless, students are encouraged to form links with the workplace. This can be through work experience with employers, or links between workplaces and their place of study. In assessment, simulation of the work environment is permitted.

Transferable skills

Recent future skills reports have highlighted the growing importance of transferable skills for students to succeed in their careers and lives in this fast-changing world.

Following research and consultation with further education (FE) educators and higher education institutions, Pearson has developed a Transferable Skills Framework to facilitate and guide the development of transferable skills through this qualification. The Framework has four broad skill areas, each with a cluster of skills as shown below:

1. **Managing Yourself:** (1) Taking Personal Responsibility; (2) Personal Strengths & Resilience; (3) Career Orientation Planning; (4) Personal Goal Setting
2. **Effective Learning:** (1) Managing Own Learning; (2) Continuous Learning; (3) Secondary Research Skills (4) Primary Research Skills
3. **Interpersonal Skills:** (1) Written Communications; (2) Verbal and Non-verbal Communications; (3) Teamwork; (4) Cultural and Social Intelligence
4. **Solving Problems:** (1) Critical Thinking (2) Problem Solving; (3) Creativity and Innovation.

Each transferable skill has a set of descriptors that outline what achievement of the skill looks like in practice. Each unit in the qualification will show whether a transferable skill has been:

1. assessment of the unit. Skills that are embedded are 'naturally occurring' in that they are inherent to the unit content and doesn't require extension activities to deliver
2. signposted as an opportunity for delivery and development and would require extension activities to deliver.

Units will show a summary of the transferable skills that have been embedded or signposted and *Appendix 1* shows the descriptors for each skill across all the skill clusters.

More information on the framework, its design and relevance for student progression is available in the *BTEC Transferable Skills Guide for Teachers*. Resources and guidance to support teachers in the delivery and development of these skills will be available in the Delivery Guide for this qualification and through our training offer.

Sustainability education

To help students develop sustainability skills, practices and mindset, we have designed content in this qualification, aligned to the [UNESCO Sustainable Development Goals](#) (17 SDGs), that is relevant and appropriate to the sector. The SDGs are the most common point of reference for content that addresses sustainability education and provides a useful and pragmatic way of presenting this content.

Sustainability knowledge and understanding may be included in the teaching and learning content but not directly assessed. Alternatively, it could be assessed – the approach chosen for each unit is based on the relevance of knowledge and understanding to the purpose and scope of the unit.

5 Assessment requirements

Language of assessment

Students must use English only during the assessment of this qualification.

A student taking the qualification may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

Internal assessment

Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, drawing on mandatory evidence requirements and support that Pearson provides.

To pass each internally assessed unit, students must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- meet any prescribed evidence requirements for a unit i.e., units may mandate practical demonstration of skills in a workplace or simulated environment
- prove that the evidence is the own.

Centres must ensure:

- assessment is carried out by tutors with relevant expertise in both the occupational area and assessment. For the occupational area, this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. Assessment expertise can be evidenced by qualification in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification
- internal verification systems are in place to ensure the quality and authenticity of students' work, as well as the accuracy and consistency of assessment. These must include processes for detecting and reporting student malpractice such as plagiarism (including AI misuse), copying and collusion.

Students who do not successfully pass an assessment are allowed to resubmit evidence for the assessment. If a student has still not achieved the targeted pass criteria following the resubmission of improved evidence for an assignment, the Lead Internal Verifier may authorise, under exceptional circumstances, one retake opportunity to meet the required pass criteria. The retake assignment must be based on a different content theme, sector challenge/issue or context brief as relevant. The deadline for submission of the retake must fall within the same academic year.

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 11 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 student performance and in consultation with key users of the qualification.

Levels of control in internal assessment

Task setting

Centres are able to design tasks that address the assessment criteria within a unit. Restrictions on task setting such as mandatory forms of evidence requirement, or restrictions surrounding the context of assessment will be stated within the qualification unit and any accompanying authorised assignment brief(s). Although task setting is characterised as low control, Pearson applies quality assurance methodology to ensure that centre systems are in place to develop and assure high quality assessments for students. The authorised assignment brief serves as a model for the expected presentation of a unit assessment. Further guidance and references are provided in *Section 9 Quality assurance of centres*.

Task taking

Centres must be able to authenticate the student response to the assessment. Supervision may not always be appropriate, if for example a student is gathering evidence for an assessment that is then prepared in a classroom environment. However, centres must be assured that students produce their own response to assessment criteria. This may require supervision of students in writing up outcomes to ensure they do not use text generative AI software.

Task marking

Centre assessors and tutors will mark the student assessment response, using Pearson BTEC assessment/grading criteria and the guidance we provide in the specification and surrounding process, and training we provide supporting our quality assurance process. Pearson will quality assure the processes that centres use to ensure the standard of marking outcome. We operate a risk-based quality assurance process ensuring that new centres, centres with large cohorts and centres with other risk factors get the support they need to ensure students achieve the outcome they have worked for.

Mandatory evidence for assessment

Units will include information on the mandated types, quality and standard of evidence that students must produce to achieve a unit. These evidence types are stipulated in occupational standards and have been confirmed by employers.

Students must submit evidence in mandatory forms where indicated in the unit and assessment. Students can submit their remaining evidence in one or more optional formats.

Tutors must ensure that collated tasks/assignments enable students to generate the evidence needed against the assessment criterion standard.

Authorised Assignment Briefs

Each unit will have Authorised Assignment Briefs (AABs). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Units will include information about where Authorised Assignment Briefs can be adapted, and what features may need to be retained in centre devised assessments. Centres are reminded that the AABs form a basis of standardisation of task setting within the Pearson quality assurance process.

A copy of each of these assessments can be downloaded from the qualification page on our website.

6 Centre recognition and approval

Centres must have approval prior to delivering any of the units in this qualification.

Centres that have not previously offered BTEC qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources (for example IT, learning materials, coaching facilities, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 5 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification
- health and safety policies that relate to the use of equipment by students.
- internal verification systems and procedures (see *Section 5 Assessment requirements*)
- any unit-specific resources stated in individual units.

7 Access to qualifications

Access to qualifications for students with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all students to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

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

For students with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual students. Any reasonable adjustment must reflect the normal learning or working practice of a student in a centre or a student working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in internal assessments*.

8 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a student can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. If RPL is used, a student must be assessed again against assessment criteria, and their evidence must meet any mandatory evidence requirements in units.

Pearson encourages centres to recognise students' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid, authentic, reliable, current, and sufficient

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

9 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of students
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson Work-based Learning Centre Guide to Quality Assurance*
- *Pearson Work-based Learning Delivery Guidance & Quality Assurance Requirements.*
- Support is also available on our work based learning quality assurance webpages [Quality Assurance – Work-based Learning \(WBL\) | Pearson qualifications](#)

10 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 15 Glossary*.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a grade. The assessment criteria determine the standard required. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.,'.

All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Working in the Sport and Active Leisure Industry

Level:	2
Unit type:	Mandatory
Assessment type:	Internal
Guided learning hours:	120

Unit in brief

In this unit, students will explore how people access sport and physical activity, the ways in which participating can benefit them and the community but also the factors that might prevent them taking part.

Unit introduction

To a greater or lesser extent sport and physical activity are a part of many people's lives from school onward. The experiences they have will shape the way they think about sport and physical activity and may well influence their ongoing attitudes to participation. As we age there may be more barriers that prevent or hinder participation, however the importance of regular exercise at all stages of life and our knowledge and understanding of the vital role that sport and physical activity play in maintaining a healthy lifestyle have never been greater.

In this unit, you will explore the various ways that people access sport and physical activity from school onward. You will look at the barriers that might prevent or make it difficult for people to participate, as well as investigating the many and varied benefits of taking part in physical activity, whatever age you are.

You will gain an understanding and appreciation of the importance of personal skills and professional behaviours for those who are involved in sport and active leisure at any level, and the impact this can have on people's participation and enjoyment.

You will explore the various policies and procedures that govern sport and physical activity, understanding the need for legislation, regulation, policies and procedures in order to keep everyone safe, whatever activity they undertake. You will also consider why it's important to provide sport and physical activity opportunities for all, regardless of ability, disability, experience or needs, and the steps that can be taken to achieve this.

This unit will act as a good first step on the ladder for a wide range of jobs in the active leisure industry. It will prepare you for more targeted study at the same level, for example as a gym instructor, recreation assistant or sports leader, or to move on to a higher-level qualification or apprenticeship.

Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning outcome 1: Explore the ways in which people participate in sport and physical activity		
1.P1 Outline ways in which people access sport and physical activity.	1.M1 Describe ways people access sport and physical activity, including factors that influence their participation.	1.D1 Evaluate ways people access sport and physical activity and factors that influence their participation.
Learning aim 2: Understand the benefits of and barriers to participating in sport and physical activity		
2.P2 Identify key benefits to an individual, of regularly participating in sport or physical activity.	2.M2 Explain physical, psychological, social and economic benefits for individuals and community groups from taking part in regular sport or physical activity.	2.D2 Evaluate strategies that could be used to maximise benefits and reduce barriers for community participation in regular sport or physical activity.
2.P3 Identify barriers to participation in regular sport or physical activity and suggest methods to overcome each barrier.	2.M3 Explain barriers to participation in regular sport and physical activity and methods to overcome these barriers.	
Learning outcome 3: Explore personal skills and professional behaviours for working in the sport and active leisure industry		
3.P4 Outline how personal skills and professional behaviours builds positive relationships with customers in the sport and active leisure industry.	3.M4 Explain the effects of personal skills and professional behaviours on relationships with external stakeholders and internal colleagues.	3.D3 Evaluate the effects of personal skills and professional behaviours on building relationships with external and internal stakeholders.

Pass	Merit	Distinction
Learning outcome 4: Explore methods to carry out safe and legal working practices in the sport and active leisure industry		
<p>4.P5 Identify national guidelines, legislation and policies that are relevant to working in the sport and active industry.</p>	<p>4.M5 Explain the use of relevant national guidelines, legislation and policies, for an identified job role in the sport and active leisure industry.</p>	<p>4.D4 Analyse the use of relevant national guidelines, legislation and policies for an identified job role.</p>
Learning outcome 5: Understand the importance of inclusivity in the sport and active leisure industry		
<p>5.P6 Identify different types of activity that can be provided, to meet a range of community needs.</p>	<p>5.M6 Explain methods that can be used to provide inclusive sport and physical activity for a local community.</p>	<p>5.D5 Evaluate methods that can be used to provide inclusive sport and physical activity for a local community.</p>
<p>5.P7 Outline ways in which sport and physical activity can be inclusive for everyone in the community.</p>		

Unit content

What needs to be learned
Learning outcome 1: Explore the ways people participate in sport and physical activity
1A Access to sport and physical activity <ul style="list-style-type: none">• Impact of age on sport and physical activity participation.• Impact of stage of life on sport and physical activity participation e.g., school leaver, young family, working, retirement.• School:<ul style="list-style-type: none">○ physical education – activities carried out during lesson time that follow the National Curriculum○ extracurricular – before/after school, lunchtime, holidays, e.g., specialist sports offer, competitive (inter/intra school), participative, non-traditional, e.g., trampolining, yoga.• Community sport:<ul style="list-style-type: none">○ coaching, skills development, competitive○ recreational, participative, just for fun○ physical recreation – activities carried out during leisure time for enjoyment, e.g., formally as part of club, informally, e.g., walking, running, cycling with friends or family○ outdoor activities – activities carried out outdoors (or in recreation areas) that are adventurous, e.g., rock climbing, mountain biking, sailing, skiing.○ gyms, e.g., public, private, workplace based.• Other environments – home, park, e.g., individually, formally as part of a group (e.g., boot camp), online subscriptions (e.g. Les Mills, Peloton), gym, sports centre. 1B Explore factors that influence participation in sport and activity <ul style="list-style-type: none">• Impact of culture and customs on sport and physical activity participation:<ul style="list-style-type: none">○ role models○ cultural traditions○ local heritage and traditional community activities e.g., shinty, hurling, fell running, hill walking○ peer influence e.g. family, friends, colleagues○ media influence

What needs to be learned

- influence of local community and environment on sport and physical activity opportunities and prevalence, e.g., water sports more likely on the coast and/or near a river
- school opportunities feeding into community opportunities, e.g., if local schools are 'rugby schools' then more likely to be opportunities to play rugby in the community, increased number of local rugby teams, feeding interest and player numbers etc.
- Action that may need to be taken to account for these factors:
 - same sex provision
 - provision of adapted activities
 - provision of opportunities that take account of the available environment e.g., water sports
 - provision of opportunities that take account of local heritage and tradition e.g., Irish dancing
 - pricing structure that enables groups, families, households etc to access cheaper rates when participating together.

1C Know the local customer base

- Structure of the local community:
 - numbers, age groups, available finances, employment opportunities.
- Needs and wants of the local community:
 - location of opportunities
 - cost of opportunities
 - type of activities on offer
 - activities that meet an identified need, e.g., to tackle isolation, high incidence of obesity, anti-social behaviour, community cohesion.
- Protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) and their potential impact on:
 - participation
 - inclusion
 - legal requirements
 - organisational policy and procedures.

What needs to be learned

Learning outcome 2: Understand the benefits of and barriers to participating in regular sport and physical activity [IS-C&SI]

2A Benefits of participating in sport and physical activity

- Physical benefits of being active:
 - prevention and management of common health conditions, e.g. coronary heart disease, stroke, type 2 diabetes, cancer, obesity, hypertension, osteoporosis
 - reduced resting heart rate
 - healthy body fat ratio
 - increased muscle mass to maintain strength and prevent degeneration
 - increased metabolic rate.
- Psychological benefits of being active:
 - stress management, reduction of anxiety levels, reduced symptoms of depression
 - improved self-confidence and self-esteem
 - positive body image
 - reduced boredom
 - personal achievement
 - structure and routine
 - fun and enjoyment.
- Social benefits of being active:
 - encourages interaction with other people
 - education and lifelong learning
 - develops leadership skills
 - builds social cohesion, e.g. forming positive relationships, breaking down barriers, integrating communities, better understanding of each other
 - reduction in antisocial behaviour
 - crime reduction and improved community safety.
- Economic benefits of being active:
 - improved health and well-being reduce strain on public services e.g. fewer working days lost to ill health and injury
 - economic benefits, e.g. employment in associated industries, money spent on leisure
 - economic regeneration of local communities.

What needs to be learned

2B Barriers to participation in sport and physical activity

- Access to sport or physical activity:
 - location of sport or physical activity
 - limited accessible transportation
 - resources
 - types of sport or physical activity available.
- Cost of participation:
 - clothing
 - equipment
 - transport
 - session fees, registration or ongoing costs of attending.
- Cultural barriers:
 - requiring single sex sport or physical activity sessions
 - social norms of participating
 - appropriate clothing to participate
 - racism (perceived or real)
 - lack of role models from own cultural background.
- Disability:
 - seen
 - unseen
 - adaptations required
 - access to opportunities.
- Medical concerns or restrictions:
 - injury
 - illness
 - chronic health conditions e.g., asthma
 - Medical referral or GP liaison.
- Personal barriers:
 - body image
 - lack of self-confidence
 - negative attitudes towards participation

What needs to be learned

- parental or guardian influence
- limited previous participation
- low fitness levels
- extended time off from previous participation
- concerns that taking part in sport or physical activity may make existing health conditions worse.
- Time – lack of time due to other commitments:
 - family
 - school
 - work.

2C Overcoming or minimising barriers to participation in sport and physical activity

- Access:
 - public transport discounts
 - cycle hire to access the facility
 - free parking
 - taster days.
- Cost:
 - discounted pricing
 - hiring of equipment
 - free car parking.
- Cultural barriers:
 - women only physical activity sessions staffed by females
 - diversity of staff working at sport or physical activity facility
 - staff training in cultural awareness.
- Disability
 - increased range of provision of sports and physical activities
 - ramps
 - assistive technology to include pool hoist, Braille information and signage, hearing loops.

What needs to be learned

- Medical
 - signposting to professionals e.g., GP, physiotherapist, councillor, dietician
 - specific groups e.g., heart health, weight management
 - wrap around support e.g., considering a range of lifestyle factors alongside physical activity to maximise health and wellbeing
 - medical referral, exercise on prescription programmes.
- Personal barriers:
 - private changing rooms
 - allowing participants to wear clothing they feel most comfortable in
 - use of variety of images of people with different body shapes
 - welcoming environment
 - staff training to support all types of participant and their needs
 - who can support e.g., family, friends, work
 - parent and child activity sessions to create familial culture of sport
 - campaigns to increase participation.
- Time:
 - creche facilities
 - extended opening hours.

Learning outcome 3: Explore personal skills and professional behaviours for working in the sport and active leisure industry

3A Behaving professionally

- Reasons for behaving professionally, e.g., personal reputation, organisational reputation, customer satisfaction, client trust, personal integrity.
- Ways to portray a professional image, e.g., well-mannered and polite, respectful, self-disciplined, creative and able to problem solve, able to listen and show empathy, customer focused, effective communicator, be punctual and efficient, work as part of a team, relevant membership of professional organisations, respect equality and diversity, have basic literacy, numeracy and IT skills, relevant professional qualifications.
- Ways to proactively support the organisation's visions and values
- The importance of interacting positively with customers, e.g., friendly, outgoing, empathising, sharing key business messages

What needs to be learned

- Demonstrating pride in own role through a consistently positive and professional approach

3B Demonstrating professional skills and behaviours

- Honesty, sincerity and integrity – by doing the right thing at the right time.
- Positive attitude to work.
- Being approachable and friendly.
- Modelling an active lifestyle.
- Showing empathy and concern for customer's welfare and wellbeing.
- Showing a willingness to 'go the extra mile'.
- Demonstrating enthusiasm to work as a member of a team.
- Using own initiative.
- Being adaptable.
- Being confident in one's own ability.
- Building meaningful and appropriate relationships.
- Showing a willingness to learn and a desire to contribute to own continuing professional development.
- Ability to communicate with a wide range of customers in different ways, e.g., face to face, electronically, via telephone.
- Adapting communication methods to meet the needs of different clients.
- Developing rapport and positive relationships, e.g., appropriate topics of conversation for different clients, positive/open body language, maintaining eye contact and smiling.
- Creating a positive and motivating environment.
- Dealing with conflict – developing strategies to avoid and manage conflict.
- Knowing when and how to seek assistance.

3C Working with others

- Customers, clients
- Internal stakeholders:
 - colleagues
 - peers
 - managers.

What needs to be learned

- External stakeholders:
 - suppliers e.g., equipment, maintenance, support services
 - other professionals
 - potential customers, clients
 - local businesses
 - shareholders
 - community.

3D Sustainable practices in the sport and active leisure industry

- Reducing energy use e.g.,
 - Turning off gym equipment
 - Shutting of lights
 - Checking energy consumption of equipment prior to purchase
 - Use of renewable energy
- Reducing waste e.g.,
 - Digital signage and communication
 - Recycling waste
 - Reduction in single use plastics
- Reducing pollution e.g.,
 - Environmental conscious food and products
 - Sustainable travel to health and fitness provider
 - Environmentally friendly cleaning products.

Learning outcome 4: Explore methods to carry out safe and legal working practices in the sport and active leisure industry [MY-TPR]

4A Legal and regulatory requirements

- Knowing the relevance of current applicable legislation.
- Health and Safety at Work Act.
- Health and Safety Regulations (First Aid).
- The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR).
- Control of Substances Hazardous to Health (COSHH) Regulations.
- Health and Safety (Safety Signs and Signals) Regulations.

What needs to be learned

- Equality Act.
- Safeguarding and safe supervision of children and vulnerable adults.

4B Policies in sport and physical activity

- Knowing the relevant organisational policies.
- Health and safety.
- Contracts of employment.
- Risk assessment and risk management.
- Equality and diversity.
- Manual handling, e.g., assembling, dismantling and storing equipment.
- Personal protective equipment (PPE).
- Normal operating plan (NOP).
- Emergency action plan (EAP).
- Storage plans.
- Importance of organisations writing, implementing and adhering to standard policies.
- Implications of not having or adhering to standard policies.

4C The role and impact of relevant organisations

- National Governing Bodies (NGB).
- Health and Safety Executive (HSE).
- Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).
- Government funded organisations.

4D Safeguarding and protection of children, young people and adults at risk in the sport and active leisure

- Meaning of safeguarding.
- People that safeguarding applies to:
 - children – any person under the age of 18
 - adults at risk of harm – individuals aged 18 or over that may need community care services or not able to protect themselves against significant harm or serious exploitation.
- Child protection.

What needs to be learned

- Safeguarding and protecting children legislation, e.g., DBS checks, Safeguarding officers.
- Role of the relevant safeguarding bodies, e.g., child Protection in Sport Unit, NSPCC.
- Appropriate behaviour around children, e.g., listening to and respecting children at all times, treating all children without prejudice or discrimination, using appropriate language, challenging unacceptable behaviour, ensuring that there is more than one adult present during activities with children and young people or that they are in sight or hearing of other adults.
- Inappropriate behaviour around children, e.g., patronising children, developing inappropriate relationships, having contact with children outside of the work role, giving children personal contact details, threatening children, making inappropriate promises, particularly related to confidentiality, exaggerating or trivialising child abuse issues.
- Procedures to follow for in raising concerns of safeguarding or child protection.
- Procedures to respond to a disclosure.
- Organisation policies and procedures for safeguarding and protecting children.
- Scope of own and others' role in safeguarding and protecting children.

Learning outcome 5: Understand the importance of inclusivity in the sport and active leisure industry

5A Providing a range of activities in the community

- Taster sessions – free sessions to provide people with an idea of what the activity or sport involves with no commitment or cost.
- Drop-in sessions – sessions run throughout a day for people to have a go at a new sport or activity, can drop in a time that suits them to fit around other commitments.
- Street games – sports that can take place on community streets if there are limited designated spaces for sports in a community.
- Sports festivals – sport specific, e.g., rugby club sports festivals that include short games, e.g., rugby 7's and tag rugby, or multi sports for people to try new sports e.g. water sports festival.
- Voluntarily run physical activity sessions, e.g., running clubs, circuit training, netball/rugby/basketball/football clubs etc.
- Sport specific clubs – often run by qualified coaching staff and supported by volunteers, including behind the scenes.

What needs to be learned

5B Using strategies that support diversity, equality and inclusion to enable and encourage people to participate in sport and physical activity

- Awareness of under-representation of groups in the community in sport and physical activity.
- Awareness and understanding of the range of equality and diversity issues that must be considered.
- Support opportunities to overcome barriers that can contribute to under-representation and lack of inclusivity:
 - cost of activity
 - lack of transport
 - lack of appropriate changing facilities
 - not interested in sport
 - activity stereotyping
 - time or day of activity
 - lack of childcare.

5C Promoting inclusive sport and physical activity for all

- The Equality Act 2010 – legal requirements that must be met in respect of equality and diversity in the context of community sport and activity:
 - cultural awareness
 - mental wellbeing
 - inclusivity
 - working with adults at risk of harm and older adults.
- Planning for sessions that are inclusive, e.g., that take account of age, race, gender, disability, fitness, mental health.
- Activities which recognise individuals' barriers and provide opportunities to help overcome these.
- Activities which target individual needs and can be adapted to meet these.
- Sessions which provide achievable goals to meet individual needs.
- Activities that promote fun, socialisation, participation, build positive self-confidence.

What needs to be learned

- Sessions that aim to develop lifelong changes to activity habits:
 - sessions which inspire participants to engage in activities
 - sessions which raise awareness of healthier lifestyles
 - sessions which educate participants to make their own changes.
- Using feedback and records to adapt activity sessions.

Essential information for tutors and assessors

Employer involvement

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

- structured work experience opportunities in a leisure organisation, where students can apply their skills and develop a better understanding of what the role they are undertaking involves
- a masterclass by a leisure provider, e.g., leisure centres on how they deliver high-quality customer service and promote equality and diversity in their organisations.

Essential resources

For this unit, students will need access to:

- a leisure facility
- health and safety, equality and diversity legislation documents
- opportunities to communicate with customers and colleagues.

Wider skills

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR *	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI *	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
Blank	TS not embedded or signposted in unit

Sustainability skills

Elements of the following UN Sustainability Development Goals will be covered in completing this unit.

Goal 3: Good health and wellbeing

Goal 4: Quality education

Goal 10: Reduce inequalities

Assessment

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria.

Mandatory evidence requirements are given below- centres may adapt surrounding contexts but must ensure that evidence is produced as stipulated. An indicative form of assessment is provided in the accompanying sample assessment material.

Mandatory evidence requirements

There are no specific mandatory evidence requirements for this unit.

Essential information for assessment decisions

Learning outcome 1

For distinction standard, students will:

- comprehensively evaluate the various factors that influence participation in sport and physical activity at different ages and stages in a person's life. Students will fully consider how the factors they identified could encourage or discourage participation. They carry out research in order to support their answer with facts and figures (for example the percentage drop off in participation by girls of school leaving age).

For merit standard, students will:

- describe the different ways in which people might participate in sport and/or physical activity at different times in life, for example as a child, during adolescence and as an adult, including the various factors that might influence their participation at each identified stage.

For pass standard, students will:

- outline where people are likely to experience sport and physical activity at different stages in their lives (as a child, during adolescence and as an adult), for example at school, in the community. Students will also outline how sport is likely to be accessed during these different life stages (for example as a compulsory PE lesson, optionally during extra-curricular clubs), for fitness, as a competitive activity, as an organised event, during leisure time.

Learning outcome 2

For distinction standard, students will:

- evaluate barriers to individual and community participation, as researched in consultation with service users and other relevant stakeholders and then evaluate a range of strategies that could be used to reduce or remove each of these identified barriers, making suggestions which are realistic and workable within the parameters that the community and its members operate in. Students will use their knowledge of the benefits of participation and of leading active and healthy lifestyles when considering ways to minimise or remove actual and perceived barriers for community members.

For merit standard, students will:

- explain key physical, psychological, social and economic benefits for individuals and/or community groups, of taking part in regular sport or physical activity. Students will use insight gained from speaking with community members to support their answer.
- explain barriers that may prevent or reduce regular sport or physical activity participation. Again, students will include evidence gained from consulting with community members to support their answer. Students will, for some of the identified barriers, explain how it may be reduced or removed, suggesting solutions which are realistic and workable within the parameters of the local community.

For pass standard, students will:

- identify key benefits to an individual of regularly participating in sport or physical activity, including some information on physical, psychological, social and/or economic benefits. Students will not have consulted directly with community members, but may have gathered their evidence from online, written, anecdotal or other sources.
- identify some of the barriers that might prevent an individual taking part in regular sport or physical activity and suggest ways in which each barrier may be minimise or overcome.

Learning outcome 3

For distinction standard, students will:

- evaluate the effects of personal skills and professional behaviours (teamworking, effective communication, cooperation, compromise etc.) on the effective building of positive relationships with external (customers, participants, clients, other professionals) and internal (colleagues, peers, managers) stakeholders. Students will evaluate the potential positive effects of behaving in this way as well as the possible negative impact of not doing so. Students should recognise the difference between establishing and maintaining good working relationships with those they lead and with those they work alongside as colleagues and account for this in their evidence. Students will also consider the role that a mentor can play in supporting the development of weaker areas of professional practice.

For merit standard, students will:

- explain the effect/s of personal skills and professional behaviours (effective communication, cooperation, compromise etc.) on their ability to build positive relationships with external stakeholders (customers, participants, clients, other professionals) as well as on being able to work effectively as part of a team with internal colleagues.

For pass standard, students will:

- outline the ways in which personal skills and professional behaviours can support the building of positive relationships with clients, customers and/or participants in the sport and active leisure industry. They will describe sustainable practice in the sport and active leisure industry to reduce energy use, reduce waste and reduce pollution and outline the importance of these as part of a professional behaviour when working in the sport and active leisure industry.

Learning outcome 4

For distinction standard, students will:

- select a job role of their choice and consider the impact and importance of relevant national guidelines, legislation and policies. Students must include child protection as well as other key guidelines, legislation and policies they feel are appropriate. Students will analyse each with direct reference to their selected job role and explain the potential ramifications of not implementing or following them in this role.

For merit standard, students will:

- select a job role of their choice in the sport and active leisure industry and, with direct reference to that job role, explain the use of relevant national guidelines, legislation and policies, including child protection.

For pass standard, students will:

- identify national guidelines, legislation and policies that are relevant to working in the sport and active industry. Students will do this with a specific job role in mind or from a more general 'sporting landscape' viewpoint. Students will also outline child protection and safeguarding rules and responsibilities relevant to working in sport and active leisure, again, having a specific job role in mind may support students in their answer.

Learning outcome 5

For distinction standard, students will:

- evaluate measures that can be taken by a club, coach, leader, sports facility or other sport and/or physical activity provider, to ensure they provide opportunities that meet the identified needs of the people and groups accessing them, and that they also promote equality and diversity, allowing anyone who wishes to take part to do so.

For merit standard, students will:

- explain ways in which the needs of all community members can be catered for, through the provision of sport and physical activity, which is wide ranging, tailored and appropriate for all.

For pass standard, students will:

- identify different types of activity that can be provided, to meet a range of community needs.
- outline ways in which sport and physical activity can be inclusive for a wide range of community members.

Unit 2: Roles and Responsibilities of a Community Activity Leader

Level:	2
Unit type:	Mandatory
Assessment type:	Internal
Guided learning hours:	60

Unit in brief

Students will study the factors that influence participation in sport and physical activity in their local community, including the importance of positive role models and how they, as community activity leaders, might encourage behaviour change in groups and individuals.

Unit introduction

Most people know that being physically active and leading a healthy lifestyle is important; that developing good habits with regards to diet, sleep, exercise and lifestyle will help them keep fit and healthy and ultimately be a sound investment for their future. However, knowing this is one thing, making the positive choices necessary to do it can be quite another!

In this unit you will explore behaviour change, looking at what it means, why it's important and most notably how you, in your role as a community activity leader, can support individuals and groups in your local community to make effective, sustainable change for the better, so they can lead healthy and active lives. As part of encouraging behaviour change, you'll focus on the importance of positive role models. This includes you as a leader, leading by example, as well as people who are reflective of the community and who show just what it is possible to achieve.

In this unit you will also study the way that various aspects of the community in which you are leading will impact participation. Elements such as geography, socio-economic factors, transport, available facilities and resources and exiting provision will all be issues you'll consider and explore, in order to best support community access to relevant and worthwhile sport and physical activity opportunities.

You will build on the knowledge and skills developed in Unit 1 where you began to explore the world of sport and active leisure more generally, and Units 3 and 4 where you will continue to focus on your role as a community activity leader.

Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning outcome 1: Know the importance of being a role model when leading sport and physical activity		
1.P1 Outline ways in which role models can encourage participation in community sport and physical activity.	1.M1 Describe the impact of a role model on community sport and physical activity participation.	1.D1 Analyse ways an activity leader can act as a positive role model to build and maintain effective working relationships with those they lead and work alongside.
Learning outcome 2: Understand factors influencing sport and physical activity participation in the community		
2.P2 Outline key factors that might influence the provision and uptake of sport and physical activity in a local community.	2.M2 Describe ways in which community and environmental factors impact sport and physical activity provision and participation in a local community.	2.D2 Analyse current sport and physical activity provision in a local community.
2.P3 Identify current sport and physical activity provision in a local community.	2.M3 Describe how activity leaders can help sustain or develop sport and physical activity opportunities in a local community.	
2.P4 Outline ways in which an activity leader could work with others in their local community to support its sport and physical activity offer.		

Pass	Merit	Distinction
Learning outcome 3: Be able to support individual and community behaviour change		
3.P5 Identify principles of behaviour change.	3.M4 Demonstrate methods that can be used to support positive behaviour change for a selected individual.	3.D3 Demonstrate positive behaviour change methods that are adapted to meet the needs of a selected individual.
3.P6 Demonstrate methods to support positive behaviour change.		

Unit content

What needs to be learned

Learning outcome 1: Know the importance of being a role model when leading sport and physical activity

1A Importance of having positive role models

- Inspiring others to:
 - achieve the same success
 - be part of a popular activity/sport
 - believe they can achieve
 - change their perceptions of a sport/activity
 - change their lifestyle.
- Changing perceptions within and between community groups:
 - building networks which cross community groups
 - raising awareness of others in the community
 - breaking down stereotyping and prejudices through shared goals and interests.
- Role models show how sport and physical activity can change environments:
 - providing inspiration to raise funds, improve/use/build resources, develop activities
 - raise awareness of barriers to sport and activity.
- Importance of national and major events, e.g., Olympic Games, Paralympic Games:
 - to capture public imagination
 - raise activity levels
 - encourage community involvement in volunteering and social action.

1B Positive role model skills and behaviours

- Using appropriate language:
 - no offensive language when leading or around participants
 - respecting cultural customs and expectations
 - using language which does not stereotype participants
 - using plain, jargon free language.
- Behaving in a non-discriminatory manner:
 - being aware that different cultures have different expectations

What needs to be learned

- not making assumptions based on appearance, sex, race, age, faith, background, disability
- seeking guidance or advice when needed
- respecting other people's views.
- Behaving professionally:
 - being on time ready to lead the activity/session
 - being dressed appropriately for the activity/session
 - being prepared to deliver the activity/session
 - using positive body language
 - learning from mistakes.
- Not demonstrating negative lifestyle choices whilst at work:
 - not smoking or consuming alcohol during activity sessions.

Learning outcome 2: Understand factors influencing sport and physical activity participation in the community [IS-C&SI]

2A The local community

- Know how local communities are structured and how they function e.g., relevance of church and community leaders, social-economic factors, cultural traditions, gender roles etc.
- Know how cultures and customs impact on community liaison and cohesion:
 - potential impact this has on participation within physical activity
 - potential impact this has on what is offered and how it is offered.
- Community's normal behaviour, e.g., popular sport and leisure activities, adherence to cultural expectations, religious observance.
- Geography of the local community, e.g., housing estates, schools, green spaces:
 - impact of the geography and available sport and leisure spaces on community participation.
- How individuals within the local area travel around the community, e.g., bus, car or walking.
- Key local influencers within the local community.
- Range of community environments away from traditional or dedicated sports facilities, that can be used to assist in the delivery of sport and physical activity sessions and events, e.g., woodlands, waterways, open fields, community facilities, e.g., library for taking part in yoga.

What needs to be learned

2B Existing sport and physical activity provision

- Existing provision within the local community.
- Activities available:
 - range, e.g., team sports, outdoor activities, physical fitness, recreational, competitive
 - types, e.g., netball, tennis, rock climbing, Park Run, ramblers
 - uptake, e.g., activity popularity, demographics of participants
 - where activities take place.
- Facilities/environment – location of activities, condition of facilities, accessibility for participants.
- Current potential gaps in provision.

2C How to work collaboratively in the community

- Importance of working with local sport and physical activity providers and other community e.g. volunteers, public services, youth workers, police, community champions.
- How to work with local sport and physical activity providers and other community assets to increase opportunities and access to provision and promote positive change.
- Communicate and engage with stakeholders, local networks and key contacts.
- Access information to support planning.
- Utilise local networks and key assets to build capacity and encourage participation.
- Engage with leaders, groups and assets to empower the local community.
- Support families to participate together.
- Consider ways to maximise retention and sustainability.
- Value of using informal spaces and 'out of locality' settings to encourage customers to develop a lifelong activity habit.

Learning outcome 3: Supporting behaviour change

3A Use of customer insight to shape provision

- Listening to customers and understanding their motivations, to shape provision and leadership style.
- Building relationships and connecting with individuals and groups within the local community in order to gain feedback.

What needs to be learned

- Listening to individuals and groups to understand their motivations.
- Starting from a point of curiosity to gain information that is valid and reliable.
- Being open to honest feedback.

3B Principles of behaviour change

- Psychological factors and their effect on behaviour change:
 - intrinsic motivation
 - extrinsic motivation.
- Individual participant needs and differences:
 - social support
 - peer pressure.
- Motives to change.
- Barriers to change:
 - perceived
 - actual.
- Self-awareness of own barriers.
- Self-efficacy.
- Basic principles of behavioural change for sport and physical activity:
 - pre-contemplation
 - contemplation
 - preparation
 - action
 - maintenance.
- Different types of change:
 - short term, longer term, attitudinal, habit forming.

3C Support behaviour change

- Know different ways to keep participants active.
- Encourage customers to be regularly active:
 - formally
 - informally
 - within sports clubs, gyms or leisure facilities

What needs to be learned

- within open spaces, outdoors, public facilities
- as an individual or as part of a group.
- Different motivational methods to support individuals/groups/communities to be physically active.
- Strategies to support individuals at various stages in their behaviour change journey.
- Goal setting:
 - short-term goals – completion after one to two sports/physical activity sessions, should yield immediate success and are motivating to the participant
 - medium-term goals – completion after a number of weeks or months, occur during the short-term goal sequence and endorse the effectiveness of the short-term goals. They are regarded as improvement indicators
 - long-term goals – completion after a number of months, the main aim however cannot alone change lifestyle or performance. Completing the short-term and medium-term goals will turn the ultimate aim into reality providing that the activity programme is adhered to and monitored.
- Target setting, should be:
 - positive
 - negotiated
 - specific
 - achievable
 - written down
 - reviewed
 - performance orientated.
- Decisional balance sheet:
 - pros and cons
 - cost-benefit analysis.
- Technology to support participation:
 - wearable technology
 - apps
 - digital media, e.g., social media to support client participation.
- Positively influence people's attitude towards sport and physical activity.
- Build a culture that supports positive behaviour change using customer insight.

What needs to be learned

- Engage with the individual with empathy and understanding.
- Acknowledge individuals concerns, barriers and difficulties.
- Adapt communication and motivation methods to meet the needs of the individuals and groups.

Essential information for tutors and assessors

Employer involvement

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

- structured work experience opportunities in a leisure organisation, where students can apply their skills and develop a better understanding of what the role they are undertaking involves
- a masterclass by a leisure provider, e.g., leisure centres on how they deliver high-quality customer service and promote equality and diversity in their organisations.

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

Essential resources

- Opportunities to communicate with community members.
- Access to information about local sport and physical activity opportunities.

Wider skills

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI *	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
Blank	TS not embedded or signposted in unit

Sustainability skills

Goal 3: Good health and wellbeing

Goal 4: Quality education

Goal 10: Reduce inequalities

Assessment

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria.

Mandatory evidence requirements are given below- centres may adapt surrounding contexts but must ensure that evidence is produced as stipulated. An indicative form of assessment is provided in the accompanying sample assessment material.

Mandatory evidence requirements

Observation/video evidence of demonstration of methods to support behaviour change as required for assessment of learning outcome 3.

Essential information for assessment decisions

Learning outcome 1

For distinction standard, students will analyse the ways in which an activity leader can act as a role model to positively influence community sport and physical activity participation. They will include the personal qualities and professional behaviours they show, the way in which they interact with those they lead and others they come into contact with (for example parents, spectators, colleagues, other stakeholders) and the expectations they have for themselves and those around them. They will analyse how being a positive role model will help to build and maintain effective working relationships and, in turn, support community participation.

For merit standard, students will describe the positive impact at least one identified role model has had on the sport and physical activity participation of community member/s. They may consult with community members to research this evidence. Students will describe in some detail the ways that this role model has positively influenced the community member/s, including the personal qualities and professional behaviours that are required to be a role model.

For pass standard, students will outline some ways in which role models can encourage participation in community sport and physical activity, referencing specific behaviours and personal qualities that will support the building of this working relationship. They will use an identified role model to illustrate their answer.

Learning outcome 2

For distinction standard, students will: analyse the current sport and physical activity provision in their local community (or a specific area of their local community, depending on the quantity of provision/opportunities available). This will include identifying the available opportunities, who they are for, where they take place, what is the cost etc. They will explore fully the link between the sport and physical activity opportunities currently provided, participation (for examples levels, numbers, demographics, ages etc.) and community/environmental factors such as transport, housing density, socio-economic factors, geography etc.

Students will identify if there are appeared to be any gaps in the current provision and explain ways in which they, as a sports leader, could support other community assets, such as coaches, other leaders, volunteers, sports clubs, community groups, charities etc., to sustain or increase available opportunities in order to better cater for community need.

For merit standard, students will: describe ways in which community and environmental factors can impact sport and physical activity provision and participation in a local community. They should use real-life examples where possible, to support their evidence. Students will identify any gaps in the current provision and suggest ways in which sports leaders can help sustain or develop available opportunities.

For pass standard, students will: outline key factors that might influence the provision of and participation in sport and physical activity in a local community. They will identify current sport and physical activity provision in a local community and then outline ways in which a sports leader could work with others in their local community to support its sport and physical activity offer.

Learning outcome 3

For distinction standard, students will demonstrate methods to support positive behaviour change for a selected individual. They will use appropriate methods (discussion, question and answer form etc.) to gain insight into the individual's current stage of change, establish their goal/s, their enablers and their barriers. Using this information, students must create an agreed plan with the community member, in order to support them to achieve positive behaviour change aligned to their goal/s. They will outline short-, medium- and longer-term goals, each with targeted steps that will support success. Students will carry out their plan with the selected individual, adapting methods as necessary, to best meet the needs of the individual and situation.

For merit standard, students will demonstrate methods that can be used to support an identified community member to achieve positive behaviour change. They will gain insight into the member's current stage of change to establish where they are currently and what they would like to achieve. They will then suggest steps that can be taken to support achievement of these goals.

For pass standard, students will identify the key principles which underpin behaviour change in individuals and/or communities. They will also demonstrate methods to support positive behaviour change in an identified community member or group, so that they can become more active more regularly.

Unit 3: Planning and Promoting Community Activities

Level:	2
Unit type:	Mandatory
Assessment type:	Internal
Guided learning hours:	60

Unit in brief

Students will explore the different types of sport, physical activities and events, before planning and promoting their own to a local community.

Unit introduction

The role of a community activity leader can be huge: from leading a small group of primary school children to leading older people; from delivering multi-skills sessions to organising and running competitions and events; from using every piece of sports equipment in the cupboard to having no equipment at all. However, what remains consistent is the need for sports leaders to plan and lead activities and events that meet a community need and are appropriate for those taking part.

In this unit, you will investigate the different types of sport, physical activities and events that are available in your local community. You will consider likely aims and objectives of different types of sports provision and how each currently meets the needs of community members. You will explore the planning process: what information you will need and how to find it. You will be given the opportunity to plan sport, physical activity and events that extend or support current provision and meet the needs and wants of the local community. You will also have to promote your sessions or events to your local community, considering the best methods to use to ensure messages are fully received and understood. Throughout this unit you will be encouraged to liaise with community members, giving them a chance to share their thoughts and feelings and enabling you to make sure that the activities and events you plan and promote are appropriate and inclusive for your intended audience.

This unit will help you to progress to employment in areas such as sports leadership, sports coaching, physical education and sports development. It will also help you to progress to further study either in the form of an Apprenticeship where you might work in schools or within the community or to a Level 3 vocational sports programme.

Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning outcome 1: Understand community sport and physical activity and events		
1.P1 Identify the aims and objectives of different types of community sport, physical activities and events.	1.M1 Describe the aims and objectives of community sport, physical activities and events.	1.D1 Compare and contrast how different community-based sport, physical activity and events meet the needs of the local community.
1.P2 Outline the importance of planning sport, physical activity and events.	1.M2 Describe the aims, objectives and community assets required to support the planning and delivery of community-based sport, physical activity and events.	
1.P3 Identify community assets required to support the planning and delivery of sport, physical activity and events.		
Learning outcome 2: Be able to plan community sport and physical activity and events		
2.P4 Identify information required to support the planning of a community-based sport, physical activity or event.	2.M3 Plan a community-based sport, physical activity or event to meet the needs of a local community.	2.D2 Plan a community-based sport, physical activity or event, using participant insight to ensure the planned activities meet their wants and needs, are inclusive and accessible and make best use of community assets.
2.P5 Plan a community-based sport, physical activity or event.		

Pass	Merit	Distinction
Learning outcome 3: Be able to promote an activity or event to the local community		
<p>3.P6 Outline methods and resources required to promote a sport, physical activity or event to the local community.</p>	<p>3.M4 Explain choice of methods used to promote a sport, physical activity or event to the local community.</p>	<p>3.D3 Evaluate the choice of methods used to promote a sport, physical activity or event to a local community, justifying your choices.</p>
<p>3.P7 Carry out a promotional campaign to promote a sport, physical activity or event to the local community using at least one form of social media or technology.</p>		

Unit content

What needs to be learned
Learning outcome 1: Understand community sport, physical activity and events
1A Aims and objectives of community sport, physical activity and events <ul style="list-style-type: none">• Increase participation in physical activity and sport e.g., provide regular physical activity opportunities.• Improve personal health and wellbeing:<ul style="list-style-type: none">○ mobility○ weight management○ stress reduction○ reduced isolation.• Develop fitness goals.• Provide opportunities for families to participate together.• Develop sporting skills and techniques.• Raising money for local or national good causes:<ul style="list-style-type: none">○ charity fun runs for specific named local or national charities○ national campaign events such as sport relief events.• Raising awareness of an organisation:<ul style="list-style-type: none">○ taster sessions or drop-in sessions for sports clubs to encourage participation.• Improve cross community awareness, networking, and relationships.• Address a local issue:<ul style="list-style-type: none">○ community crime○ cultural understanding.• To meet national or local targets.
1B Types of community sport, physical activity and events <ul style="list-style-type: none">• Taster sessions.• Fun days, festivals.• Competitions, tournaments.• School sports festivals, tournaments, and events.• Street games.

What needs to be learned

- Coaching sessions.
- Multi-sports clubs.
- After school sports clubs.
- Holiday sports or youth camps:
 - summer coaching activities, e.g., football, cricket
 - outdoor pursuits activities
 - multi-sport camps.
- Amateur competitions:
 - charity events
 - fun runs.

1C Community assets that can support the successful planning and running of sport and physical activity and events

- Facilities:
 - outdoor spaces, e.g., park, woodland, sports pitches, school playgrounds and fields, parks, council run spaces
 - indoor spaces e.g., community centre, leisure centre, school sports facilities.
- People:
 - sports coaches, community leaders, volunteers, sports development officers, teachers, youth leaders, uniformed organisation leaders.
- Resources:
 - large sports equipment, e.g., spinning bikes, running machines, posts and nets, crash mats
 - small sports equipment, e.g., bats, balls, beanbags, cones
 - sports kit, e.g., specialist clothing, protective equipment, bibs
 - refreshment related resources.

1D Importance of planning sport and physical activity sessions and events

- To ensure that facilities are available and appropriate:
 - facilities – outdoor, indoor, adequate size for group and activity
 - lighting, heating, clear and clean floor surface, ventilation
 - safety – clear exits, first aid equipment, phone.

What needs to be learned

- To ensure that equipment is appropriate, functional and accessible:
 - personal equipment, e.g., clothing, footwear, gloves
 - personal protective equipment, e.g., shin pads, mouth guard
 - sport/activity equipment, e.g., balls, bats, nets, cones, steps, mats
 - access equipment. e.g., ramps, wheelchairs, walking frames.
- To ensure people resources are available:
 - colleagues who can help with the session
 - carers
 - refreshments.

Learning outcome 2: Be able to plan community sport, physical activity and events

2A Information needed to plan community sport and physical activity and events

- Expected participants:
 - age range
 - experience of activity
 - numbers
 - targets and goals
 - sex
 - medical conditions, e.g., asthma
 - specific needs to be accommodated, e.g., mobility, access, ADHD.
- Participant needs and wants:
 - what motivates them – to manage weight, become healthier, improve fitness, socialise, try something new, overcome loneliness or depression, achieve goals
 - physical barriers to participation – injuries, illness, disability, weight, fitness levels
 - psychological barriers – being self-conscious, depressed, anxious, confidence in a group.
- Facility and environment:
 - working space – area, type of surface, sole or shared use
 - environment – inside, outdoor, weather conditions
 - equipment – needs, availability, considerations, working order, amount.

What needs to be learned

- Session/event:
 - where it fits in any wider scheme – set number of progressive sessions, one off
 - duration
 - focus, aims, outcomes
 - what came before, what comes next?
 - how to adapt your style to meet needs of customers and the context.

2B Gathering information needed to plan community sport and physical activities

- Research online for guidance and ideas.
- Research online for community information.
- Email, letter, telephone conversations with relevant stakeholders.
- Remote or face to face meetings, e.g., leisure centre staff, health advisers, GPs, sports coaches.
- Guidance and support from experienced colleagues.
- Reviewing stored information, e.g., previous programmes, community surveys.
- Observation, e.g., visiting possible venues, meeting potential participants.
- Community surveys.
- Discussion with community groups, community leaders, current service users.
- Gaining consent:
 - participant and/or parental.
- Participant information:
 - PAR-Q
 - medical information
 - baseline ability, experience
 - other needs.

2C Work with others to plan community sport, physical activity or events

- Contributing to the employer's design of activities and services.
- Working with individuals and groups of community members to co-create relevant and rewarding opportunities.
- Taking into account needs and priorities of participants.
- Managing participant expectations.

What needs to be learned

- Building in flexibility to adapt activities and logistics as required.
- Building in review points, evaluation methods and success measures so future plans can be adapted as required.
- Use insight to supporting participants to overcome or minimise the impact of personal and societal barriers.
- Selecting activities that will motivate and encourage and are appropriate for prospective participants.
- Ensuring sufficient stretch and challenge so all can achieve at their own level.
- Accommodating specific community need:
 - childcare facilities
 - activities suitable for beginners
 - activities for families to participate in together
 - activities aligned to wider community vision/aims
 - activities aligned to national fitness, health and wellbeing aims.
- Practising the employer's organisation's values, policies and procedures.
- Supporting organisations to evaluate, develop and promote sessions and other opportunities such as outdoor group exercise and informal social play.

Learning outcome 3: Be able to promote a sport, physical activity or event to the local community [MY-TPR]

3A Know different methods to promote a sport, physical activity or event in the community

- Paper based, e.g., leaflets, posters.
- Electronic, e.g., emails, web pages.
- Social media:
 - relevant to different demographics e.g., children, teenagers, adults, older adults.
- Local TV and radio adverts.
- Local press articles/features, e.g., newspaper, magazines.
- Web page articles, adverts.
- Word of mouth. e.g., talking to local school and community groups.

3B Know resources needed for a marketing campaign

- Financial cost of advertising.
- Material resources e.g., posters, flyers, video/audio materials.

What needs to be learned

- Promotional expertise e.g., designing posters, flyers, web pages, adverts.
- Online access.

3C Promoting a sport, physical activity or event in the community

- Select appropriate methods to use to promote the community activity or event.
- Plan and organise the promotion:
 - promotional materials
 - production costs
 - liaison with companies/specialists as required
 - communication with other stakeholders.
- Work with others to promote:
 - a physical activity offers
 - organised play
 - informal social activity
 - an event
 - competitive or non-competitive sport
 - other opportunities.
- Support other and partner organisations to promote sessions and other opportunities.
- Effectively using social media and technology, appropriately, to deliver targeted messages to identified customer groups e.g., children, teenagers, adults and older adults.

3D Monitor the success of a promotional campaign

- Collecting data and feedback:
 - participant numbers – total and for different sessions
 - participants ages, sexes, ethnicity, experience
 - safety and welfare information.
- Analysing data and feedback:
 - participant satisfaction, enjoyment, comments
 - income
 - costs
 - issues arising, e.g., transport, access problems, security, lack of staff.

What needs to be learned

- Personal observations:
 - observations of colleagues and self
 - comments from carers and others involved.
- Follow up data:
 - whether participants joined other community sport or activities
 - whether participants changed lifestyle habits
 - whether participants identified benefits from attending the event.

Essential information for tutors and assessors

Employer involvement

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

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- support from local business staff as mentors.

Essential resources

- Access to local community sport, physical activity or event participants.

Wider skills

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR *	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

Sustainability skills

Goal 3: Good health and wellbeing

Goal 4: Quality education

Goal 10: Reduce inequalities

Assessment

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria.

Mandatory evidence requirements are given below- centres may adapt surrounding contexts but must ensure that evidence is produced as stipulated. An indicative form of assessment is provided in the accompanying sample assessment material.

Mandatory evidence requirements

Observation records/video evidence of planning and promoting community-based sport, physical activity or event to fulfil the assessment criteria for Learning Outcome 2 and 3.

Essential information for assessment decisions

Learning outcome 1

For distinction standard, students will:

- compare and contrast at least four different community-based sport, physical activities and/or events. Students will fully consider the aims and objectives of each, comparing in detail the reasons for running that specific type of activity/event and what it might aim to achieve for participants and/or the wider community. Students will explore the various community assets (other people who can support before, during or after, available facilities and equipment, resources) that can support the successful planning and delivery of the identified activities/events, explaining the impact of each.

For merit standard, students will:

- describe at least three different types of community-based sport, physical activities and/or events. For each one, students will explain its aims and objectives with regard to the local community, considering the intended impact on individuals and/or the wider community. Students will also describe the community assets that might be required (other people who can support before, during or after, available facilities and equipment, resources) and the ways in which each can support the planning and delivery of the identified community-based activities/events.

For pass standard, students will:

- identify different types of community sport, physical activity and/or events that might run in the local community. Students will outline why it's important to plan sport, physical activity and events before running them, suggesting what might happen if planning is not carried out or effective enough, and outlining the positive results of being well planned and well prepared. Students will also outline at least three different community assets (for example people, places, facilities etc.) who might support them in their planning and delivery.

Learning outcome 2

For distinction standard, students will:

- produce a detailed, well-structured, and safe plan for a community-based sport or physical activity session or for an event, any of which must last for at least 30 minutes and include no less than six participants (for example their peers, younger participants, community members). The plan will provide full details about the type of session/event, the setting and clear, well-defined aims. Students must gather customer insight into participant needs and wants and include activities which align to this information. Students will show that they have considered the safety and welfare of all involved (e.g., a risk assessment in line with organisational policies and procedures). Students will ensure the session aim and planned activities contribute to the employer's design of activities and services and/or fit into wider programme aims. They may do this independently or as part of a team.
- The session plan will include all key areas necessary, for example number of participants, their age, abilities, available facilities, equipment to be used, allocated time and any other relevant information. Potential adaptations to activities and equipment will be considered in the plan, which will also include contingencies to meet individual needs (in terms of delivery style, the planned activities, equipment used) as the need arises. The student will show that they are aware of available community assets (other people who can support before, during or after, available facilities and equipment, resources) and have included any that are relevant at this planning stage.

For merit standard, students will:

- create a plan for a community-based sport, physical activity or event, to deliver to no less than six participants (for example their peers, younger participants) and to last for at least 30 minutes in duration. The session plan will have an aim, an appropriate structure and will use information gathered from participants to ensure suitable activities are included. It will be somewhat aligned to any relevant curriculum or wider programme. The plan will consider organisation specific and environmental factors such as class size, participant needs, participant expectations etc. Planned activities will be somewhat engaging, challenging and will use some community assets (other people who can support before, during or after, available facilities and equipment, resources).

For pass standard, students will:

- identify the information that they will need to find in order to plan a community-based sport, physical activity or event. They will create an outline plan for a community-based sport, physical activity or event, to deliver to no less than six participants (for example their peers, younger participants) and to last for at least 30 minutes in duration. Students will ask basic questions of potential participants, in order to support the planning of their activity/event.

Learning outcome 3

For distinction standard, students will:

- evaluate the methods they have used to promote a sport, physical activity or event to a local community. They will consider a range of relevant factors such as who they are targeting, their age, how they will receive the promotion, available resources etc. They will select what they feel to be the most suitable method/s to communicate their message/s effectively. Students will create necessary assets (for example poster, advert, blogpost etc.) and use appropriate methods to promote their sport, physical activity or event to the local community using at least one form of social media or technology. They will fully justify the choices they have made, explaining why their selected methods will best meet the needs of their intended audience, and other factors that have contributed to the choices they've made. Students will use feedback and data to monitor the success of their marketing campaign. They will evaluate how successful it was, using facts and figures to support their answer as necessary.

For merit standard, students will:

- select what they feel to be the most suitable method/s to communicate their message/s effectively, considering the intended audience. Students will create necessary assets (for example poster, advert, blogpost etc.) and use appropriate methods to promote their sport, physical activity or event to the local community using at least one form of social media or technology. They will explain the choices they have made and why their selected methods that they did. Students will reflect on the success of their marketing campaign to see if they think it was as successful as it could have been.

For pass standard, students will:

- outline some different methods that could be used to promote a sport, physical activity or event to the local community, along with the resource needs of each method they identify. Students will not necessarily use customer insight or consideration of the activity/event they will run or the needs of the local community but will give a broad overview of the options available. Students must then select methods to use to promote a sport, physical activity or event to the local community using at least one form of social media or technology and put their methods into practice. Students will suggest how effective they feel their chosen method/s was/were.

Unit 4: Working as a Community Activity Leader

Level:	2
Unit type:	Mandatory
Assessment type:	Internal
Guided learning hours:	120

Unit in brief

Students will explore strategies and processes to deliver and evaluate sport, physical activity and events in their local community, in their role as a community activity leader.

Unit introduction

Experience will have shown us all that the way sport, physical activity and events are led can mean the difference between having fun, achieving and wanting to go back again next time, and being bored, feeling frustrated and very much not wanted to repeat the experience. Being able to determine what a group need and want from their leader, being able to build positive professional relationships and having the skills to lead activities and events for groups who always want you as their leader, takes hard work and determination, but the potential rewards for you and for your participants are massive.

In this unit you will explore different leadership styles; what their characteristics are, how they interact with those they are leading and why they may, or may not, get the best out of participants, depending on a whole range of circumstances. You will be given the opportunity to lead participants in the community, putting into practice what you have planned previously and getting the chance to demonstrate your leadership skills in front of a community group. You will appreciate the importance of reflecting, both on the success of the activity or event you lead, and also on your abilities as a sports leader. You will monitor and evaluate the activity or event you lead, identifying what went well and what maybe wasn't so successful, and also reflect on your own performance as a leader, considering where your personal strengths and areas for development lie and making a plan that will help you become the best leader you can be.

This unit will help you to progress to employment in areas such as sports leadership, sports coaching, physical education and sports development. It will also help you to progress to further study either in the form of an Apprenticeship where you might work in schools or within the community or to a Level 3 vocational sports programme.

Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Pass	Merit	Distinction
Learning outcome 1: Know the importance of effective leadership styles when delivering community sport, physical activity and events		
1.P1 Outline leadership styles that can be used when leading community sport, physical activity and events.	1.M1 Compare and contrast leadership styles that can be used when leading community sport, physical activity and events.	1.D1 Evaluate leadership styles that can be used when leading community sport, physical activity and events.
Learning outcome 2: Be able to lead a planned community sport, physical activity or event		
2.P2 Deliver a planned community sport, physical activity or event to a group of participants. [IS-V&NS]	2.M2 Deliver a planned community sport, physical activity or event, safely and effectively to meet the aims of the session plan and needs of participants.	2.D2 Deliver a planned community sport, physical activity or event, demonstrating confident leadership attributes and adapting strategies and activities as necessary, to engage all participants.
Learning outcome 3: Be able to monitor and evaluate community sport, physical activity and events		
3.P3 Outline ways that community sport, physical activity and events can be monitored and evaluated.	3.M3 Monitor and review a community sport, physical activity or event, selecting and using appropriate methods and identifying improvements that can be made.	3.D3 Evaluate a community sport, physical activity or event, and justify improvements that can be made.
3.P4 Monitor and review a community sport, physical activity or event.		

Pass	Merit	Distinction
Learning outcome 4: Be able to review own leadership performance following a community sport, physical activity or event.		
4.P5 Outline methods that can be used to review own leadership performance.	4.M4 Review own leadership performance, describing areas for development.	4.D4 Evaluate own leadership performance and justify areas for improvement.
4.P6 Review own leadership performance.		

Unit content

What needs to be learned

Learning outcome 1: Know the importance of effective leadership styles when delivering community sport, physical activities and events

1A Different leadership styles

- Leadership styles:
 - director/autocratic – instructs, directs
 - democratic – supports, engages
 - laissez-faire – sits back, no rules.
- Personal preferred leadership style.

1B Impacts of using each leadership style

- Autocratic:
 - control of activity in difficult or unsafe situations or with young or inexperienced participants
 - helps focus on specifics
 - time management easier
 - Does not enable the participant to ask questions
 - participants do rather than think.
- Democratic:
 - encourages participant engagement
 - supports learning and attempting new things
 - establishes better relationship with coach
 - reduces dependency
 - can lose control over the session
 - many participant opinions can lead to disagreements
 - can lack progress due to participant experience
 - inspiring for some participants
 - encourages participants to overcome fears/barriers
 - dynamic approach useful for some activities
 - heroes may be a poor role model
 - can limit personal progress.

What needs to be learned

- Laissez-faire:
 - allows participants to work or try out activities at own pace
 - relaxing, friendly, fun
 - requires the trust of the participant(s)
 - relies on others to motivate
 - can cause participants to become unmotivated.

1C Appropriate leadership style for participants

- The importance of using a range of appropriate leadership styles to:
 - meet participant needs and wants
 - manage different elements of the session or event
 - manage the stage the group are at, e.g., forming, storming, norming, performing
 - motivate and support participants with different needs
 - adapt to different environments, e.g., outdoor, short sessions
 - build peer group relationships.

Learning outcome 2: Be able to lead a planned community sport, physical activity or events [IS-T]

2A Preparing for a sport, physical activity or event

- Work with new and/or existing teams to support their planning and delivery.
- Identify venue, date, time and duration of session or event:
 - venues, e.g., community/village halls, leisure centres, outdoor areas, specialist gyms, sports areas
 - total session time, time of day/evening/drop in
 - fixed or flexible dates/times.
- Invite participants:
 - publicise in appropriate places and using appropriate methods, suitable for targeted group.
- Select and obtain resources needed:
 - equipment, e.g., fitness, sports and activity specific equipment, personal equipment, clothing and footwear, handouts and information, water, first aid.

What needs to be learned

- Ensure that facility and resources are sufficient and appropriate for the session or event:
 - check the room, activity area is not too small, properly ventilated, appropriate floor surface, well lit, safe
 - check access to the facility meets the needs of the target participants – parking, buses, ramps
 - ensure welfare needs are met – nutrition, hydration, safety
 - ensure participants have access to the correct equipment to take part fully.
- Identify contacts for venue:
 - who to liaise with to arrange the session
 - who to contact in case of difficulties/emergencies or changes in the arrangement.
- Obtain/check participant's consent:
 - obtain appropriate consent to take part in activity
 - refer to medical specialist for guidance where appropriate.
- Identify health and safety risks:
 - poor/inadequate equipment
 - delivering activities that are appropriate for the participants
 - preparation for incidents or accidents
 - obtaining information about venue procedures
 - obtaining information about participants.

2B Communicating during a community sport or physical activity session or event

- Using effective verbal communication:
 - using correct terminology to reinforce learning
 - explaining the planned activities to the participants e.g. using language which is clear, making sure explanations can be heard by everyone, explanations which are not too simple, not too complicated
 - clarifying the aims and content of the session
 - reinforcing individual goals
 - motivating
 - checking participant understanding
 - tone and pitch of voice e.g. clear, concise, welcoming

What needs to be learned

- adapting to suit environment
- adapting to suit participants
- addressing participants with respect.
- Using effective non-verbal communication:
 - responding without use of voice and verbal instruction
 - body gestures e.g. hand signals, arm movements, thumbs up
 - facial expressions e.g. smiling, frowning
 - eye contact
 - develop motivational relationships with customers.
- Using effective demonstration:
 - demonstrations are technically correct
 - use of equipment is correct
 - making sure everyone can see demonstrations properly
 - taking into account poor lighting or visual obstructions
 - verbalising demonstrations to add emphasis and clarity
 - making sure that demonstrations are appropriate to the participants' needs and level of experience e.g. level of complexity, number of times demonstration is repeated
 - breaking the technique into smaller parts
 - whole-part-whole – showing the whole technique/activity before and after explanations.
- Providing timely feedback to support participants, in order to:
 - motivate
 - inform participants of strengths and areas to improve
 - increase the chance of learning the skill or activity
 - manage behaviour
 - encourage participants to make their own decisions.
- Different types of feedback:
 - positive reinforcement
 - verbal feedback
 - visual feedback
 - peer group feedback

What needs to be learned

- feedback from the coach
- feedback from participants
- finding out if the activity is meeting their needs
- one to one discussion
- observations of the group and individual participants.

2C Being organised during sessions and events

- Managing equipment safely and efficiently, e.g., handing out, collecting in, putting away.
- Using available space effectively and safely, e.g., adapting space to suit the group size, activity, participant skill levels.
- Managing time and pace of activities and the session/event.
- Managing transitions from one activity to another.
- Managing session/event starts, e.g., participant arrival, changing, waiting time.
- Managing the end of the session/event, e.g., finishing activity, changing, dismissing participants, leaving of the facility.

2D Adapting planned activities and events

- When to deviate from the plan:
 - certain activities taking longer or less time than planned
 - facilities or equipment not available/appropriate
 - additional/new learning points arise from activities
 - participant behaviour requires attention, e.g., resistant to planned activities, challenging behaviour, distress
 - participants more/less able than planned for
 - unexpected occurrences, e.g., fire alarm, injury.
- How to adapt planned activities:
 - adapting activities to be more/less challenging
 - spending more/less time on planned activities
 - deciding not to include specific planned activity/ies
 - differentiating by outcome, e.g., having different expectations of different participants

What needs to be learned

- differentiating by task, e.g., giving different participants different activities to do, using different equipment, applying different rules.

2E Managing participant behaviour

- Generating positive behaviours and discouraging negative behaviours:
 - to ensure that everyone can participate without barriers
 - to encourage participants to learn without fear
 - to establish peer bonding
 - to encourage participants to return.
- Promote positive attitudes and behaviour:
 - by being a good role model
 - through clear direction, explanation
 - through encouraging peer group cohesion
 - encouraging participants to set their own behavioural rules
 - enabling participants to deter or criticise unacceptable behaviour in the group
 - encouraging participants to give others positive feedback
 - challenging poor behaviour
 - giving positive feedback to others
 - enforcing set behaviour management processes, e.g., yellow and red cards.

2F Keeping participants and sessions safe

- Carrying out health and safety checks:
 - equipment checks – check all required equipment is in good working order
 - facility checks, e.g., indoor surfaces clean and dry, outdoor surfaces free from hazards such as glass
 - appropriate ventilation and heating for indoor activities
 - evacuation checks, e.g., fire doors unobstructed, meeting point
 - making the area safe – putting up appropriate signage, e.g., slippery floor, out of order on equipment
 - know who to contact – duty manager, head coach, health and safety officer, site manager, first aider.
- Procedures and paperwork to record and report health and safety checks and incidents:
 - risk assessment form

What needs to be learned

- participant and parent consent form
- emergency contact details of participants
- forms to complete – accident report form, incident logbook.
- Modify activities to reduce risks:
 - different types of equipment, e.g., soft ball for cricket with younger children
 - adapt the activity, e.g., different size playing area to reduce running distances, remove high intensity activities, modify rules such as running in walking netball and football.
- Dealing with child protection and safeguarding concerns:
 - be aware of and follow the process that is in place in own organisation
 - familiarisation with safeguarding lead and their role
 - listen carefully to disclosures and avoid leading questions.
- Keeping self and other leaders, colleagues, spectators and stakeholders safe:
 - be aware of and follow the process that is in place in organisation
 - not putting yourself in a vulnerable position in which any accusations could be made
 - recording any/all events or situations in an accurate and timely manner
 - seek advice and support as necessary.

Learning outcome 3: Be able to monitor and evaluate community sport, physical activities and events

3A Methods to monitor and evaluate

- Differences between monitoring and evaluating:
 - monitoring – keeping track whilst the activity/event is happening
 - evaluation – reflecting back to see if aims and objectives were achieved.
- Questionnaires – written questionnaires with responses that can be selected from a set choice, open response questions or a combination.
- Audio visual recordings – to view the leadership style as well as how well participants are responding to the activity or event.
- Comment cards – can be quickly completed to provide brief key feedback.
- Direct verbal feedback from participants – questioning during and after the activity/event.
- Direct verbal feedback from supervisor and peers – feedback based on specific criteria about performance.

What needs to be learned

3B Different types of information that can be recorded

- Types of records to be kept by the leader:
 - attendance – are the participants attending on a regular basis?
 - achievement – have the participants met the targets and goals?
 - performance – standard of the participants' performance during the session?
 - fitness and health – how physically fit are the participants? Could they cope with the demands of the activity or event?
 - injury and health – are there any injuries or health issues that a leader should be aware of when leading a session?

3C Methods that can be used to maintain records

- Computer data base/technology platforms – including participant names, their progress, performance, injuries, strengths and weaknesses.
- Leadership log – including information that will examine the overall strengths and weaknesses of the activities carried out with participants.
- Registration of participants – including a legal document that should be completed at the beginning of a session/event to ensure that student attendance is recorded for health and safety, emergency and child protection reasons.
- Formative or summative records – these can be used to look at progress after an activity or event or at the end of a series of coaching sessions.

3D Using monitoring and evaluation to support future activities and events

- Use feedback from individuals and groups to promote motivation, sustainability and retention.
- Maintain accurate records.
- Use appropriate methods to collect, collate, analyse and store records, including technology platforms, e.g., Upshot, Views, Active Lives.
- Produce timely reports.
- Use results from evaluations to develop and promote future activities, events and opportunities.
- Use results to build upon projected sustainability of the activity, event or future programme.
- Know where to signpost and refer to support mechanisms, where needed.
- Supporting organisations to evaluate, develop and promote activities and events and other opportunities such as outdoor group exercise and informal social play.

What needs to be learned

Learning outcome 4: Be able to review own leadership performance following a community sport, physical activity or event [MY-PGS]

4A Using self-reflection methods

- Provides a valuable tool to make improvement from personal change in practice.
- Provides opportunity to recognise performance/leading successes and areas for improvement.
- Self-reflection allows a leader to:
 - review how effective the session was, e.g., how effective was the session in achieving the objectives
 - review aspects of the session, e.g., look at the drills practices etc. did participants understand what was expected of them and did they make progress during the session?
 - identify future development needs
 - aid the development of a future action plan.

4B Different methods to aid self-reflection

- Self-reflection methods.
 - Questioning own performance
 - Asking participants
 - Seeking colleague or peer feedback
 - Reviewing filmed evidence
 - Comparing performance to set objectives or aims
- Questioning of one's own performance such as:
 - how did it go?
 - what went well?
 - how can I improve?
 - what changes do I need to make for the next session/activity/event?
 - did the participants enjoy themselves?
 - were the participants kept on task?
 - did the participants make progress?
 - were the activities too difficult or too easy for individuals/the group?
 - did you enjoy the activity/event?

What needs to be learned

- what did you learn from the activity/event?
- what do you need to improve on?

4C Recommendations to improve own performance

- Recommendations to improve the planning of future activities/events.
- Making changes to the:
 - facility
 - resources
 - type of activity
 - advertising to the community
 - costing.
- Recommendations to improve the delivery such as:
 - organisation
 - time keeping
 - ability to interact with the group.

4D Action planning to support own improvement

- Types of activities or courses available to improve own delivery.
- Costs and location of the activities.
- Other methods to improve own delivery:
 - shadow other leaders
 - observations of different leaders
 - self-educated following good practice by reading books and resources to support improvements.

Essential information for tutors and assessors

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.

Essential resources

For this unit, students will need:

- access to community participants or groups to lead
- range of sporting equipment and appropriate practical area.

Wider skills

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC ✓	SP – PS
MY – COP	EL – SRS	IS – T*	SP – C&I
MY – PGS*	EL – PRS	IS – C&SI	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
Blank	TS not embedded or signposted in unit

Sustainability skills

Goal 3: Good health and wellbeing

Goal 4: Quality education

Goal 10: Reduce inequalities

Assessment

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria.

Mandatory evidence requirements are given below- centres may adapt surrounding contexts but must ensure that evidence is produced as stipulated. An indicative form of assessment is provided in the accompanying sample assessment material.

Mandatory evidence requirements

Observation records/video evidence of delivering a planned community-based sport, physical activity or event to fulfil the assessment criteria for Learning Outcome 2.

Essential information for assessment decisions

Learning outcome 1

For distinction standard, students will:

- evaluate three different leadership styles that can be adopted when leading community sport, physical activity and events. Students will show that they have a comprehensive understanding of each style and are able to evaluate the potential impacts each will have on the successful leading of community sport, physical activity and events and achievement and enjoyment of participants. They will demonstrate a good understanding of the positive and/or potential negative impacts of using each style in relation to the type of group/participant (new, inexperienced, experienced, coming back to physical activity after a break etc.), the activity being led (recreational, competitive, fun, taster session etc.), the stage the group are at (newly acquainted, reasonably familiar, very established) and the intended aims and outcomes of the activity (health, wellbeing, fitness, skill development, competitive etc.)

For merit standard, students will:

- compare and contrast three different leadership styles that can be adopted when leading community sport, physical activity and events, including the impact of their use in a range of different circumstances with various types of community participant.

For pass standard, students will:

- outline three different leadership styles that can be used when leading community sport, physical activity and events, including the key characteristics of each, as well as the likely impact on those being led in this way.

Learning outcome 2

For distinction standard, students will:

- deliver their planned community sport, physical activity or event to a high standard. They will demonstrate the key leadership attributes (for example organisation, patience, cooperation, teamwork). Students communicate confidently and without hesitation when providing instructions or feedback. They work responsibly, showing respect for others throughout the session.
- show initiative to improve what has been planned, for example adapting to unplanned events, listening to feedback or making immediate modifications to the planned activities, if necessary. They use all the strategies relevant to the session to engage all participants to make it fun, inclusive, challenging and adaptable. They fully consider participant safety throughout the session and show full consideration for the regulatory and organisational policies and procedures.

For merit standard, students will:

- deliver their planned sport, physical activity or event, safely and effectively. They will demonstrate most of the key leadership attributes (for example organisation, patience, cooperation, teamwork) and communicate clearly when providing instructions or feedback. They work responsibly, showing respect for others throughout the session. They consider participant safety throughout the session. Students work mostly within the requirements of regulatory and organisational policies and procedures.

For pass standard, students will:

- prepare for a community sport, physical activity or event by managing the facilities, environment and equipment available to them, demonstrating the use of safe practice and relevant organisational policies and procedures.
- use verbal communication skills effectively, adapt their verbal and non-verbal communication style to meet the needs of different individuals and is able to use active listening skills and checks understanding with an individual.
- demonstrate that they can deliver a community sport, physical activity or event to a group of participants, taking reasonable steps to keep themselves and others safe. They will ensure the activity/event meets the aims of the plan.

Learning outcome 3

For distinction standard, students will:

- know the difference between monitoring and evaluation and why each is important.
- consider the needs of participants, the environment in which they are leading, the focus of the monitoring and evaluation, ease of use and recording methods when choosing which monitoring and evaluation methods to use.

- select and use appropriate methods to comprehensively monitor and evaluate a community sport, physical activity or event they have been involved in leading. They will collate and analyse results in order to establish the success of the activity/event and highlight areas in need of further development.
- be able to justify their suggested alternations and improvements, using data, facts and figures from their monitoring and evaluation to support them.

For merit standard, students will:

- select and use appropriate methods to monitor and evaluate a community sport, physical activity or event they have been involved in leading. They will collate and analyse results in order to establish the success of the activity/event and highlight areas in need of further development.
- suggest measures that can be taken to improve the activity or event for next time, considering elements such as: pace and flow, planning, activity choices, use of equipment and facilities etc.

For pass standard, students will:

- know the difference between monitoring and evaluation and should outline the reasons why monitoring and evaluating community sport, physical activity and events is important.
- outline at least three different ways that community sport, physical activity and events can be monitored and evaluated and then put the theory into practice by monitoring and evaluating an activity/event they have been involved in leading. They will use evidence gathered to highlight what went well, what didn't go so well and what changes might be needed, to make improvements for next time.

Learning outcome 4

For distinction standard, students will:

- select and use the appropriate methods and tools (minimum of two) to reflect on own leadership, use these methods to carry out a self-reflection and record their findings in an appropriate format.
- identify their own personal areas in need of development, based on their self-reflection, and then explain the impact that these identified areas for development could have on self, participants and the session/activity/event if they are not developed.
- produce a personal development plan that considers both own and others' feedback in order to outline how these weaker areas can be developed.

For merit standard, students will:

- select a minimum of two different self-reflection methods and use these to review their own leadership. They must identify areas of their leadership performance that they feel may benefit from further development, describing the impact that these identified areas could have on leadership effectiveness and suggesting ways that these areas could be improved.

For pass standard, students will:

- outline methods that can be used to review their own leadership performance, considering which they might simplest and most effective to use.
- use selected methods to review their own performance as a leader, considering elements such as:
 - Did they enjoy leading the activity/event?
 - What do they feel they did particularly well, as a leader?
 - What elements of their leadership do they think would benefit from further development?
 - How might they develop as a leader going forward?

11 Appeals

Centres must have a policy for dealing with appeals from students. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after students have been given assessment decisions.

Centres must document all students' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

12 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 student. 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.

The *Calculation of qualification grade* table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification.

Students 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 details.

Points available for internally-assessed units

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

	60 GLH	120 GLH
U	0	0
Pass	16	32
Merit	24	48
Distinction	32	64

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your students when the internally assessed unit grades are submitted, and the qualification claim is made. Students 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 2025

Example 1: Achievement of a Diploma with a PP grade, where a student has achieved a pass in all units.

Unit	GLH	Type	Grade	Points
1	120	Internal	Pass	32
2	60	Internal	Pass	16
3	60	Internal	Pass	16
4	120	Internal	Pass	32
	360		PP	96

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Diploma with a MM grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Merit	48
2	60	Internal	Merit	24
3	60	Internal	Merit	24
4	120	Internal	Merit	48
	360		MM	144

The learner has sufficient points for a MM grade.

Example 3: Achievement of a Diploma with a MP grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Pass	24
2	60	Internal	Pass	16
3	60	Internal	Merit	24
4	120	Internal	Merit	48
	360		MP	112

The learner has sufficient points for an MP grade.

Example 4: Achievement of a Diploma with a DD grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Distinction	64
2	60	Internal	Distinction	32
3	60	Internal	Distinction	32
4	120	Internal	Distinction	64
	360		DD	192

The learner has sufficient points for an DD grade.

Example 5: Achievement of a Diploma with an Unclassified result. In this case the student has achieved sufficient points for an MP grade but receives a U as they have not passed one unit.

Unit	GLH	Type	Grade	Points
1	120	Internal	M	48
2	60	Internal	U	0
3	60	Internal	P	16
4	120	Internal	M	48
	360		U	112

13 Malpractice

Dealing with malpractice in assessment

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

Pearson does not tolerate actual or attempted actions of malpractice by students, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, centre staff or centres where malpractice or attempted malpractice has been proven.

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

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students 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 a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples. It details the penalties and sanctions that may be imposed.

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

Student malpractice

The head of centre is required to report incidents of suspected student malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the student, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on students lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be 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, such as:

- mark reduction for affected external assessments.
- disqualification from the qualification
- debarment 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 centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of students
- placing temporary suspensions on registration of students
- 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 considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of students 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 the *JCQ Appeals booklet* (www.jcq.org.uk/exams-office/appeals).

14 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details:
<https://qualifications.pearson.com/en/contact-us.html>.
- Books, software and online resources for UK schools and colleges:
www.pearsonschoolsandcolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).
- *Distance learning and assessment policy* (Pearson)

15 Glossary

General terminology used in specification

Term	Description
Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical student will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a student knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the student is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable students to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent, and the agreed approach delivers the correct results on different days for the same students and different cohorts of students.

Appendix 1 – Transferable Skills Framework

Transferable Skills Framework – Performance Indicators and Indicative content for teaching and learning – Version 2.0

1 Managing Yourself		Students understand and work within their role, responsibilities and expected standards of behaviour. They can manage their time and resources, meet deadlines, and show that they can take accountability for their actions. They can identify and use their personal strengths to adapt to challenges and demonstrate resilience when dealing with changing situations. They can gather relevant information to explore their career options and gain work related experience. They can set SMART goals, monitor their progress, and actively seek feedback to improve their own performance.	
Skill Cluster		Performance Descriptors	Indicative content for teaching and learning
MY-TPR	Taking Personal Responsibility	Demonstrates understanding of their role and responsibilities and the expected standards of behaviour.	<ul style="list-style-type: none"> Responsibilities and standard of behaviours relevant to roles, e.g. as a student or on work placement/experience; roles relevant to their sector Types of codes of conduct and ways of working in different contexts such as college/school/work placement/experience. Examples include professional code of conduct; behaviour policy; malpractice and plagiarism (responsible use of AI); social media use; privacy and confidentiality How to plan resource use, including identifying resource needs and arranging timely access to resources; following sustainability practices Importance of achievable time management including health and well-being and setting realistic goals
		Demonstrates compliance with codes of conduct and ways of working.	
		Makes use of available resources to complete tasks.	
		Manages their time to meet deadlines and the required standards.	
		Demonstrates accountability for their decisions or actions.	

			<ul style="list-style-type: none"> • Different time management strategies, e.g. 'To do' lists; 'Urgency vs Importance' prioritisation; action planning; techniques to deal with procrastination • Definition of accountability and ways to demonstrate accountability, fulfilling responsibilities for their role; taking responsibility for mistakes; not blaming others; being open to feedback
MY-PS&R	Personal Strengths and Resilience	Identifies own personal strengths and demonstrates the ability to use these in relevant areas.	<ul style="list-style-type: none"> • Identifying personal strengths and attributes, e.g., personal skills audit; personality tests; feedback from tutors and peers; analysing past successes
		Demonstrates the ability to adapt own mindset and actions to changing situations or factors.	<ul style="list-style-type: none"> • Ways of utilising personal strengths, e.g. seeking out projects and activities that will use their strengths; observing others with the same strengths
		Uses challenges as learning opportunities.	<ul style="list-style-type: none"> • Meaning of adaptability and behaviours that demonstrate adaptability • Tips for adapting own mindset e.g. proactively monitoring for signs of change; seeking to understand reasons for changes; finding solutions to respond to changes; seeking support from others • Meaning of resilience, including emphasis on bouncing back better and thriving from a challenge or stressful situation • Behaviours and skills that support resilience, e.g., emotional intelligence; positivity; problem-solving skills; self-awareness, etc.

			<ul style="list-style-type: none"> • How to learn from challenges, including focusing on the facts of the situation/challenge, not feelings; looking for insights from the experience, e.g., new knowledge gained from realising a mistake
MY-COP	Career Orientation Planning	Undertakes research to understand the types of roles in the sector in which they could work.	<ul style="list-style-type: none"> • Secondary sources of information on different job roles in relevant sector, (including job activities, progression opportunities, skills needed and pay expectations) • Primary sources of information, e.g., career advisor, employer visits, etc. • Understanding career interests and motivations – taking a career quiz; thinking about what they want from their careers, e.g., pay vs. purpose; intrinsic and extrinsic motivations • How to identify areas for development, e.g., personal skills audit • How to create and maintain a professional profile including creating an online professional profile such as LinkedIn or online professional portfolios; writing a CV (purpose, layouts and information included, writing tips); video resumes • Identifying the risks involved with social media and future employment • Different ways of gaining sector experience, e.g. work experience, summer internships, volunteering
		Reviews own career plans against personal strengths and identifies areas for development to support progression into selected careers.	
		Takes part in sector-related experiences to support career planning.	

			<ul style="list-style-type: none"> Finding sector experience opportunities, e.g., asking tutors, career advisor or parents/family; speaking to local businesses; social media platforms, e.g. LinkedIn
MY-PGS	Personal Goal Setting	Sets SMART goals using relevant evidence and information.	<ul style="list-style-type: none"> Meaning of SMART goals (Specific, Measurable, Achievable, Realistic/ Relevant*, Time Constrained)
		Reviews progress against goals and identifies realistic areas for improvement.	<ul style="list-style-type: none"> Sources of information to support goal setting, e.g. career aspirations; skills audit; tutor, parents, career advisor
		Seeks feedback from others to improve own performance.	<ul style="list-style-type: none"> Writing an action plan – template to include sections for identified goals, actions to achieve, timescale to complete actions, resources needed and success criteria Monitoring progress against goals using the action plan Seeking and receiving feedback: choose who to ask; agree focus of feedback; prepare relevant questions; schedule time and place for feedback; take notes; reflect and identify improvements
			*Sometimes R is referred to as Relevant – only use one

2 Effective Learning		Students can work independently and manage themselves to stay on task. They can identify and apply lessons learned from past activities to future ones and can act proactively to improve their own learning through feedback and monitoring their own performance. They can carry out research using primary and secondary data sources and can analyse and interpret data to draw informed and reasoned conclusions.	
Skill cluster		Performance Descriptors	Indicative content for teaching and learning
EL-MOL	Managing Own Learning	Maintains a focus on own learning objectives when completing a task.	<ul style="list-style-type: none"> • Tips for staying focused, e.g. minimising distractions; breaking down big tasks into smaller parts; using a To Do List; SMART goal setting • Meaning of independent learning i.e., students having ownership of their learning; and what it is not, i.e. working without teacher supervision or having less guidance • Becoming a successful independent student: organisation of time and resources; metacognitive skills; understanding own learning styles; self-regulation; motivation and commitment • How to review outcomes (successful and unsuccessful) including, getting feedback from others; identifying what worked/went wrong; reflecting on how the wrong decision was taken and what could have been done differently
		Demonstrates the ability to work independently to complete tasks.	
		Reviews and applies learning from successful and unsuccessful outcomes to be effective in subsequent tasks.	
EL-CL	Continuous Learning	Engages with others to obtain feedback about own learning progress.	<ul style="list-style-type: none"> • What it means to have a 'growth mindset' and importance of lifelong learning • Meaning and importance of constructive feedback
		Responds positively to feedback on learning progress from others.	

		Monitors own learning and performance over the short and medium term.	<ul style="list-style-type: none"> • How to handle feedback positively, including active listening; asking questions to clarify, etc. • Meaning of emotional intelligence and how it helps in managing emotions when receiving constructive feedback • Strategies for monitoring own learning progress in the short-term, e.g., Red, Amber, Green rating content; 'I Can' statements/rubrics; self-reflection; active participation in formative assessments • Strategies for monitoring own learning progress in the long term, e.g. use of online tests; sample assessments, past papers
EL-SRS	Secondary Research Skills	Define the research topic or question.	<ul style="list-style-type: none"> • Sources of relevant secondary data • Evaluating the quality and reliability of secondary data, i.e. checking the source (who collected the data, when and how and for what purpose – author credibility and reliability of methodology); relevance, currency and consistency with other sources; accuracy; ethics – fairness, integrity and dignity • Analysing data including qualitative and/or quantitative analysis techniques and drawing conclusions based on research topic, question or hypothesis; support conclusions with reasoned arguments • Recognised referencing and citation styles, e.g., Harvard style
		Uses valid and reliable sources to collate secondary data.	
		Interprets secondary data and draw valid conclusions.	
		Produces a reference list and cites sources appropriately.	

EL-PRS	Primary Research Skills	Define the research topic or question.	<ul style="list-style-type: none"> • Research design – deciding on data collection and sampling methods considering cost, time, research purpose and generalisability • Gathering and measuring data following sector code of practices. e.g., protocols, informed consent; ethical clearance process • Analysing data using qualitative and/or quantitative analysis techniques; supporting decision-making; support conclusions with reasoned arguments
		Carries out primary data collection using appropriate and ethical research methodology.	
		Interprets primary data to draw valid conclusions.	

3 Interpersonal Skills		Students can produce clear written communications that are suitable in format, language and tone for the intended purpose and audience. They can verbally express their thoughts and ideas clearly, adjusting their tone and style to meet the purpose and audience needs, and can listen to, understand, and respond to others' accordingly/appropriately. They can work effectively as a member of a team to achieve a common goal and are able demonstrate a respectful and inclusive approach in their interactions with others.	
Skill Cluster		Performance Descriptors	Indicative content for teaching and learning
IS-WC	Written Communications	Produces formal written communication using appropriate language and tone to suit purpose.	<ul style="list-style-type: none"> • Difference between formal and informal communications • Formal written communication including business letters and emails, reports, technical documents, presentations • Use of language, including correct grammar, spelling, and punctuation; appropriate use of technical language • Acceptable writing formats for relevant types of communication, including reports, presentations, letters, business emails
IS-V&NC	Verbal and Non-verbal Communications	Uses verbal communication skills confidently to suit audience and purpose.	<ul style="list-style-type: none"> • Elements of verbal communication including pitch, tone, speed, volume • Use of body language, gestures, facial expressions etc. • Difference between formal and informal language and when suitable • Different characteristics of audience to consider, e.g., age, level of knowledge or experience, culture, personal interests, accessibility needs
		Uses body language and non-verbal cues effectively	
		Uses active listening skills and checks understanding when interacting with others	

			<ul style="list-style-type: none"> • How to deliver a presentation, including personal introduction, topic introduction, main body and conclusion • Ways of building rapport with an audience, e.g., use of eye contact; humour; storytelling; voice modulation and pacing; mirroring • Use of visual aids, e.g., presentation slides, artefacts, leaflets, cards, etc. • Meaning of active listening and how to demonstrate active listening, e.g., maintaining eye contact; providing verbal and non-verbal feedback • Checking understanding, including asking questions to clarify and confirm understanding; identifying the key information to take-away, etc.
IS-T	Teamwork	Engages positively with team members to understand shared goals and own roles and responsibilities.	<ul style="list-style-type: none"> • Meaning of teamwork and the characteristics of an effective team, including clear goals and roles, balance of skills and abilities, good communication, openness and trust; leadership skills • How to be a responsible team member, including carrying out responsibilities in a timely way (being reliable); listening to others, sharing ideas, etc • Inclusive and respectful behaviours as a team member e.g., politeness, showing consideration for others, impartial behaviour
		Respectfully consider the views of team members and shows courtesy and fairness.	
		Completes activities in line with agreed role and responsibilities.	
		Provide support to team members to achieve shared goals.	

			<ul style="list-style-type: none"> • How to provide constructive feedback including framing feedback, balancing positive and negative, being specific, distinguishing the person from their actions; identifying the key learning take-aways
IS-C&SI	Cultural and Social Intelligence	Demonstrates awareness of cultural and social biases.	<ul style="list-style-type: none"> • Understanding cultural and social biases, e.g., socioeconomical status, language, race, ethnicity, religion, sexuality, gender, ageism, generalised beauty standards; stereotypes and assumed behaviours • Meaning of unconscious bias; understanding own positive and negative biases • Types of diversity – differences such as race, ethnicity, gender, gender identity, sexual orientation, neurodiversity, social class, physical ability, religious or ethical values, political beliefs; economic background • Inclusive and respectful behaviours, including supporting views and beliefs that may differ from their own; negotiating and balancing different views to reach workable solutions; observing and learning from others
		Demonstrates diversity, tolerance and inclusivity values in their approach to working with others.	

4 Solving Problems		Students can clearly define a problem and use meaningful information gathering and focused techniques to collect information to address the problem. They can evaluate the credibility of sources of information and select, analyse and synthesise data to propose and justify solutions. They can develop, test and refine new ideas, or build on existing ideas to find innovative and creative solutions.	
Skill Cluster		Performance Descriptors	Indicative content for teaching and learning
SP-CT	Critical Thinking	Demonstrates understanding of the problem or issue to be addressed.	<ul style="list-style-type: none"> ● Use of meaningful questioning to understand the problem/issue ● Determining sources of information according to problem/issue and collating the information considering diversity of sources ● Checking credibility of information – currency, reliability, relevance, usefulness; inferences that have not been critically considered ● Analysing and synthesising information to bring together a range of evidence ● Use reasoning to judge the strength or weakness of an argument; considering different perspectives ● Challenging own biases and assumptions, e.g., anchoring bias, over confidence bias; stereotypes e.g., gender, cultural; assumptions and unconscious biases ● Presenting structured reasoning to support conclusions
		Gather relevant information from different sources.	
		Assesses the credibility and relevance of information.	
		Interprets and evaluates information to present reasoned conclusions.	

SP-PS	Problem Solving	Presents a clear definition of the problem	<ul style="list-style-type: none"> • Problem analysis including fact-finding, informed questioning to explore the scope and impact of problem • Understand how to write an effective problem statement • The problem-solving process and the activities involved at each stage • Assessing the benefits and limitations of options and solutions; making judgements on the quality of solutions • Reasoning to justify choice of solutions • Ways to present solutions, e.g., slide presentation; report; poster; artefacts
		Gathers relevant information to formulate proposed solutions.	
		Selects relevant and significant information to formulate proposed solutions.	
		Identifies negative and positive implications of proposed solutions.	
		Presents and justifies selected solutions to problems.	
SP-C&I	Creativity and Innovation	Identifies new and relevant ideas to help solve a problem.	<ul style="list-style-type: none"> • Using creative tools e.g., Problem stories, alternate sectors; mind mapping; learning new methods and procedures; risk taking, overcoming fear of failure; • Adapting processes in response to findings/feedback; emotional resilience to feedback • Deferring/suspend judgement of others, ideas until fully researched/explored

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