

Scheme of Learning: BTEC Level 2 Technical Diploma for Sport and Activity Leaders

This sample is designed to provide a preview of materials that will be available to support the BTEC Level 2 Technical qualifications. It is at an early stage of development and, while every effort has been taken to ensure the quality and accuracy of the content, it has not been through Pearson's full and final review processes.

This Scheme of Learning shows one way of delivering the course content within the required Guided Learning Hours. The teaching and learning activities suggested are designed to complement the delivery guidance in the specification for each unit (where it exists). We recommend that you refer to the specification for definitive information on unit content, assessment criteria and assessment decisions, and suggested assessment activities.

The purpose of this Scheme of Learning is to provide:

- practical ideas and suggestions for resources to aid delivery and assessment of skills and knowledge across the course, highlighting opportunities to:
 - engage and involve employers
 - embed and develop learners' employability skills and behaviours
 - embed/contextualise maths, English and digital skills
 - plan for formative and summative assessment
 - support learners with revision and preparation for external assessments
 - identify where related teaching and learning content could be taught across units.

Key to table

Look for the following icons to see at a glance where we have suggested opportunities to embed maths/English/digital skills and transferable, work-related skills and attributes. Suggestions and examples mapped to specific content can be found in the fourth column of the table. We have also highlighted opportunities to draw links between unit content and the requirement for the synoptic task . These activities will be helpful practice for skills and knowledge that learners will need to demonstrate to complete the final unit.

 = Maths

 = English

 = Digital

 = Workplace/Employer involvement

 = Transferable and personal skills categories

-  Communication
-  Working with others
-  Preparing for work
-  Demonstrate thinking skills and show adaptability
-  Developing practical and technical skills
-  Problem solving
-  Managing information
-  Self-management and development

 = Link to synoptic unit

Resources

Throughout this Scheme of Learning, you will find suggestions for resources that will enhance the teaching of specific content. Where it has not been possible for copyright reasons to provide a live link, you may wish to search for the resource and bookmark it yourself for easy reference.

Unit title	1 – Leading Sport Safely and Effectively
GLH	60

Links to other units	
Unit no	Unit content
2	Working in Sport and Activity Leadership: sports and physical activities initiatives and provision; participants and their needs; benefits of participation; factors and barriers that affect participation and how to overcome them; skills, qualities and responsibilities of a sport and activity leader
3	Leading Sport and Physical Activity: planning activity sessions; developing an effective leadership style; developing evaluation and self-reflection techniques; writing an action plan
4	Coaching Sport: roles, responsibilities and qualities of a coach; specialist coaching skills to improve performance; planning and delivering safe and effective sessions; importance of verbal and non-verbal communication; how to motivate and give effective feedback
5	Developing Skills for Sport and Activity Leadership: sport and activity leader job roles; skills and attitudes required to work; employment opportunities and work conditions, and expectations in different roles; learning from working with and observing other people in the workplace; reviewing performance and action planning to develop skills needed for sport and activity leader roles
6	Getting Others Active Outdoors: different types of outdoor activities and activity providers; benefits of participation; barriers to participation; equipment and facilities; management of risk and health and safety; personal skills needed to participate and safely lead and motivate others in outdoor activities
7	Leading Different Groups: influences on participation for different groups; barriers to participation in sport and physical activity; benefits of sport and physical activity; provision of sport and physical activity for different groups; initiatives to promote increased participation
8	Delivering a Sports Activity Event: types of suitable sports events; factors to consider when planning a suitable sports event; roles and responsibilities involved in planning and leading; attributes, qualities and

<p>Diverse needs of participants</p>	<p>Tutor-led discussion: Facilitate a discussion on the diverse needs of participants, how they differ between groups and the factors that influence them. The discussion should identify the needs of participants including the relevant activities, physical, social, educational, medical/health and lifestyle needs.</p> <p>Practical activity: Learners take part in a small-sided game, e.g. five-a-side football. Learners should experiment with adapting the rules, equipment and playing area to see what affect this has on the game and their ability to take part. For example, in a game of five-a-side football, there could be a rule that you have to shout the name of the person you are going to pass to before you make the pass, or the size of the ball could be changed (use a size five football and then a tennis ball), or the size of the pitch could be increased and decreased to give the players more room and then much less.</p> <p>Class discussion: Learners discuss the following questions: What effect did changing the activity have on the participants? How could these changes make the game more or less accessible to participants with different needs?</p> <p>Paired activity: In their pairs, learners consider how physical, social, educational, medical and lifestyle needs can affect participants in sports activities. Learners could select one sport or physical activity and identify how it can be adapted to meet the different needs of participants. For example:</p> <ul style="list-style-type: none"> ● to meet a physical need, basketball can be played by age category ● to meet an educational need, a skill or technique can be taught and then used in the session ● to meet a lifestyle need, a gym might offer the latest trend in aerobics classes. <p>W Guest speaker: Arrange for a visit from a sport and activity leader or staff member from a local sports and physical activity business to talk to learners about how they plan and deliver activities to different groups.</p>	<p>Unit 2, LAB1, LAB4</p> <p>Unit 4, LAA3</p> <p>Unit 7, LAB1</p>	<p>T Communication – use communication for different purposes</p> <p>T Working with others – setting common goals</p> <p>T Preparing for work – planning and undertaking activities</p> <p>T Demonstrate thinking skills and show adaptability – show ability to think independently about issues / problems in the workplace</p> <p>T Developing practical and technical skills – use equipment / resources safely and appropriately</p> <p>T Problem solving – identifying issues by being able to examine information</p>
<p>Key considerations to meet the needs of different groups</p>	<p>Class discussion: Learners identify key considerations when meeting the needs of different groups including environment, age, culture, personality, educational and disability requirements. Learners should be able to understand the considerations and factors affecting the methods that the sports activity leader would use to meet the needs of each group.</p> <p>Useful website: Visit sites such as http://www.youtube.com for supporting videos. Search for ‘nike leadership and communication skills’, for example.</p>	<p>Unit 2, LAB1</p>	

	<p>Individual activity: Activity leaders use different methods to meet the needs of different groups. Learners write a short plan for how they would adapt an activity to meet the needs of a group as a result of environmental, age-related, cultural, personality, educational or disability requirements. They should then identify the advantages and disadvantages of their chosen methods.</p> <p>Practical activity: The previous activity can also be carried out as a practical activity: in small groups, learners could demonstrate how they would adapt the activity they planned earlier for different groups. Learners should be given the opportunity, where possible, to take on the role of Activity Leader.</p> <p>W Visit: Arrange for a visit to a local sports and physical activity centre to observe activity sessions with different types of participants and environments.</p>	<p>Unit 3, LAA1 Unit 4, LAA3 S Unit 8, LAA2</p>	<p>T Communication – write, speak and listen to others</p> <p>T Preparing for work – planning and undertaking activities</p> <p>E Write a short plan</p> <p>T Demonstrate thinking skills and show adaptability – show ability to think independently about issues / problems in the workplace</p> <p>T Problem solving – identifying issues by being able to examine information</p> <p>T Develop practical and technical skills – demonstrate techniques / skills / processes</p>
<p>Learning aim A2 – Adapting activities to meet the needs of participants</p>		<p>Suggested teaching time: 6 hours</p>	
<p>Adapting sport and physical activities to the needs of individual participants or groups</p>	<p>Tutor-led discussion: Engage learners in a discussion about how sport and physical activities are adapted to the needs of individual participants or groups. Learners should explore how and why activities are adapted for different needs and contexts, the different types of adaptations, the expected outcomes and potential consequences of adaptations.</p> <p>Useful website: Visit sites such as http://www.youtube.com for supporting videos on adapting sports to make them inclusive for learners with disabilities. Search for 'disability sport adapting and modifying' for some examples.</p> <p>Paired activity: Learners identify how a particular sport or physical activity can be adapted by modifying the following:</p> <ul style="list-style-type: none"> activities – type, time, intensity 	<p>Unit 2, LAB4 Unit 3, LAB1</p>	

	<ul style="list-style-type: none"> • equipment – type, size, complexity, adapted/specialist • rules • playing areas/environment • staffing numbers • participant numbers. <p>Learners should then develop their work to include the advantages and disadvantages of their chosen sport or physical activities' adaptations. This could be done by producing a plan, written notes or through a practical sports activity session.</p> <p>W Guest speaker: Arrange for a guest speaker, e.g. community sport leader or sports development team member, who can talk to learners about the role of the sports and activity leader in adapting activities to meet the needs of participants.</p>		<p>T Communication – use communication for different purposes</p> <p>T Working with others</p> <p>T Demonstrate thinking skills and show adaptability – show adaptability when circumstances demand</p> <p>T Problem solving</p>
<p>Adapting facilities to allow inclusivity for all</p>	<p>W Visit: Arrange a visit to a local sport or physical activity centre. Learners should investigate how different facilities are adapted to allow inclusivity for all. They should look for:</p> <ul style="list-style-type: none"> • specialist equipment • accessibility • staffing • activity types. <p>It may be useful for learners to make notes about what they have seen on their visit.</p> <p>Tutor-led discussion: Facilitate a discussion to explore how and why sport and physical activity facilities are adapted for different needs and contexts, the expected outcomes and potential consequences. Learners should draw upon their findings at the centre visit. This could be done individually or in pairs by producing an annotated poster, a leaflet or a mind map which shows how facilities are adapted to be inclusive.</p>	<p>Unit 2, LAB4 Unit 6, LAB1</p> <p>S Unit 8, LAA2</p>	<p>T Communication</p> <p>T Working with others</p> <p>T Preparing for work – application of knowledge and understanding in sector-related contexts</p> <p>T Demonstrate thinking skills and show adaptability</p> <p>T Problem solving</p>
<p>Revision</p>	<p>Revision session: In small groups, learners prepare questions (and answers) on Learning aim A to ask their peers as part of a class quiz.</p>		

Learning aim B1 – Planning safe and effective sport and physical activities for diverse individuals and groups		Suggested teaching time: 6 hours	
<p>Planning a safe and effective sport and physical activity session for diverse participants and groups</p>	<p>Tutor-led discussion/Q&A session: Pose the following question for discussion: What needs to be done when planning participants’ sport and physical activities in order to meet the needs of participants? For example how could you meet the needs of children under five in a basketball session, or participants with impaired sight in a badminton session or pregnant women in an aerobics class?</p> <p>Tutor demonstration: In the sports hall, use safe demonstrations to show learners how to adapt techniques to meet different participants’ needs. For example, you could demonstrate dribbling in basketball and then adapt the skill by using a larger or smaller ball, sitting down, etc.</p> <p>Class discussion: Learners discuss the question: How can you adapt activities to meet individual needs using different resources and equipment? Learners could carry out this activity practically in a suitable sports environment. Learners must ensure that safety requirements and procedures are followed at all times. For example learners might adapt a badminton session for young children by using a larger headed racket and a larger shuttle cock. For young children it is important to follow the procedures to keep participants safe by making sure there is enough space for them to play, no open doors or obstructions in the area.</p> <p>Independent learning activity: With tutor guidance, learners should explore the need for contingency planning and why this is important when meeting individual needs. This website may be useful for learners to explore the need for contingency planning in sport: https://coachad.com/articles/contingency-plans/</p> <p>W Visit: Arrange a visit to a local leisure centre or gym to observe activity sessions involving different types of participants in order to see how planning for diverse needs is put into practice.</p>	<p>Unit 4, LAA3</p>	<p>T Problem solving – identifying issues by being able to examine information</p> <p>T Preparing for work – planning and undertaking activities</p> <p>T Demonstrate thinking skills and show adaptability – show ability to think independently about issues / problems in the workplace</p>
<p>Sport and activity leader preparation for activity sessions</p>	<p>Tutor-led discussion: Pose the following questions to learners: How should a leader prepare for a session? What methods do they need to understand? What are the requirements, considerations and consequences of preparation?</p> <p>Paired activity: Learners produce a session plan for a sport or activity of their choice.</p> <p>The plan must include:</p> <ul style="list-style-type: none"> • aims, introduction, warm up, main activity, cool down 	<p>Unit 2, LAC1, LAC2 Unit 3, LAB1 S Unit 8, LAA3</p>	<p>E Presenting information and ideas in a plan</p>

	<ul style="list-style-type: none"> • details of mental preparation – familiarity and rehearsal of activity plan • details of appropriate dress • details of equipment and activity rules for varied activity settings. <p>Independent learning activity: For this activity, learners can be given a session plan or opt to write their own. They must then adapt the plan in response to changing circumstances including the individual participant or group, the facility, the environment and unforeseen eventualities (these can be allocated by the tutor or chosen by the learner).</p> <p>W Guest speaker: Arrange for a guest speaker, e.g. community sport leader or sports development team member, who can talk to learners about how they prepare for leading sport and activity sessions.</p>		<ul style="list-style-type: none"> Ⓡ Communication – write, speak and listen to others Ⓡ Working with others – setting common goals Ⓡ Demonstrate thinking skills and show adaptability Ⓡ Problem solving
<p>Preparing equipment and facilities for activity sessions</p>	<p>Practical activity: In groups, learners safely set up equipment in different sports activities facilities.</p> <p>Learners should be given the opportunity to:</p> <ul style="list-style-type: none"> • carry out equipment checks • set up complex and simple equipment correctly for a planned activity – ideally learners would use the plan they produced in the previous lesson. <p>Class discussion: Learners discuss the following questions: What is the importance of appropriately preparing sport and physical activity equipment and facilities? What are the procedures, responsibilities and expectations for the sports and activity leader?</p>	<p>Unit 6, LAB1</p>	<ul style="list-style-type: none"> Ⓡ Demonstrate thinking skills and show adaptability Ⓡ Problem solving Ⓡ Developing practical and technical skills – use equipment / resources safely and appropriately Ⓡ Working with others – listen to others in team, being open-minded
<p>Preparing participants for the session</p>	<p>Practical activity: Allow learners use of a sports and activities environment in order to practise preparing participants for a session. Learners can work with their peers or, if possible, another group of participants.</p> <p>Learners must:</p> <ul style="list-style-type: none"> • welcome participants – establishing consent, fitness to participate • introduce the activity • select appropriate clothing and footwear • set ground rules – sport and activity leader’s expectations. 	<p>Ⓢ Unit 8, LAA2</p>	<ul style="list-style-type: none"> Ⓡ Communication – use communication for different purposes Ⓡ Working with others – taking on roles and responsibilities Ⓡ Demonstrate thinking skills and show adaptability – demonstrate a positive attitude

	<p>Class discussion: Learners discuss the following questions: What was easy and what did learners find challenging about the practical activity? Do learners need more practice setting ground rules or welcoming participants? Were all of the relevant health and safety procedures followed?</p>		
<p>Outcomes of effective planning and preparation; consequences of poor planning and preparation</p>	<p>W Visit: Arrange a visit to a local leisure centre, gym or sports club to observe activity sessions with different types of participants in order to see how effective planning for diverse needs is put into practice.</p> <p>Class discussion: Learners discuss the impact of planning and preparation on the following points in relation to the activity session, the participants and the sports and activity leader:</p> <ul style="list-style-type: none"> • potential outcomes • their importance • their impact • advantages and disadvantages. <p>Learners should be given the opportunity to discuss their own experiences of planning and preparation as a leader or as a participant.</p>	<p>Unit 3, LAA1 Unit 4, LAA3 Unit 5, LAC2 S Unit 8, LAA2, LAA3, LAB2</p>	<p>T Communication</p> <p>T Working with others – taking on roles and responsibilities</p> <p>T Demonstrate thinking skills and show adaptability – show ability to think independently about issues / problems in the workplace</p> <p>T Problem solving – decision making to find solutions</p>
<p>Learning aim B2 – Leading safe and effective sport and physical activities</p>		<p>Suggested teaching time: 5 hours</p>	
<p>Demonstrating best practice; the importance of best practice in delivery</p>	<p>Tutor presentation: Introduce learners to the concept of best practice including the importance of encouraging inclusivity, maintaining and encouraging effective working relationships, responding to changes, participant engagement, leadership and professionalism, and the use of communication.</p> <p>Individual activity: Learners assess their understanding of the expectations and consequences of following best practice when leading sport and physical activities to the sport and activity leader, participant and the organisation. This could be done by producing a flow chart which highlights expectations, how they should be met (using best practice) and the possible consequences of failing to meet them. For example, by promoting inclusivity, the sports leader can ensure that everyone can take part in their sports activity sessions. This means that the leader can adapt a session to meet the needs of someone young, old or with a disability. By not promoting inclusivity some participants will not be able to join in and will be prevented from participating in certain activities.</p>	<p>S Unit 8, LAA3</p>	<p>T Communication</p> <p>T Working with others</p> <p>T Demonstrate thinking skills and show adaptability</p> <p>T Problem solving</p>

Learning aim B3 – Forming relationships that create a positive impression		Suggested teaching time: 5 hours	
<p>Forming effective working relationships with participants; benefits of effective working relationships; barriers to forming positive working relationships</p>	<p>Tutor presentation: Introduce learners to the characteristics of effective working relationships, and the importance of forming effective working relationships for the participants, sports and activity leader and the organisation.</p> <p>Class discussion: Learners discuss the following questions: What experiences have they had of working with others and of their leaders working together? What are the impacts of different behaviours and attitudes on participants and the organisation?</p> <p>Role play: Learners could take part in role-play scenarios where they demonstrate examples of good and poor teamwork and investigate the impacts of these on the other members of the team, participants and the organisation they work for as a sports leader. This video could be used for the class to identify how to work as a team: https://www.youtube.com/watch?v=sMM4yAffHew</p>	<p>Unit 5, LAA2, LAA3, LAB2, LAB3, LAB4</p>	<ul style="list-style-type: none"> ⓧ Communication ⓧ Working with others ⓧ Preparing for work – awareness of qualities and attributes required for work in the sector ⓧ Demonstrate thinking skills and show adaptability ⓧ Problem solving
<p>Promoting the organisation to participants; outcomes of effective promotion</p>	<p>Ⓜ Visit: Arrange a visit to a local leisure centre, gym or sports club to observe and explore how they promote themselves and their organisation, and how this can benefit the participants, members of staff and the organisation itself.</p> <p>Small group activity: Learners should be given different situations to explore in role plays in order to demonstrate the expectations, roles and responsibilities of a sport and activity leader. Learners should show that they can:</p> <ul style="list-style-type: none"> ● behave professionally ● present a professional appearance ● be responsive to participants' needs ● meet participants' needs and expectations ● recommend services and their benefits <p>respond to positive and negative customer feedback – e.g. suggestions, compliments, complaints.</p> <p>The different situations could include:</p>	<p>Unit 5, LAB1, LAB2</p>	<ul style="list-style-type: none"> ⓔ Communicating information and ideas ⓧ Communication – use communication for different purposes ⓧ Working with others – taking on roles and responsibilities ⓧ Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately

	<ul style="list-style-type: none"> • dealing with a customer who is new to the area and wants to start an exercise class • a participant who is hearing impaired and cannot fully hear instructions during a badminton session • a customer who has some suggestions about how the leader could improve their next football session. 		<p>ⓘ Preparing for work – application of knowledge and understanding in sector-related contexts</p> <p>ⓘ Problem solving</p>
Revision	<p>Revision session: Working individually, learners annotate their notes and check that they have covered all of Learning aim B.</p>		

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