

Unit 29: Professional Practice and Logistics for Motorsports

NQF level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit has been designed to help learners prepare for a full-time career in motorsports. Learners will investigate the organisations, administrative procedures and professional bodies associated with motorsport activities. They will also look at media communication methods, motorsport logistics and transportation and financial management.

The unit examines the appropriate behaviour expected of high-profile drivers, including their responsibilities to the media, fans, sponsors, officials, team members, agents and managers. Learners will examine ways of dealing with the media, both in terms of using the media to their advantage and minimising media intrusion. Learners will also develop the skills needed to carry out an effective media interview.

Learners will also look at the logistics and transportation associated with motorsport competitions both at national and international level. Some motorsport disciplines demand that participants are involved in travelling considerable distances. This can range simply from an individual driving to (and from) an event with a single vehicle, to being a member of a large, multi-vehicle team. The unit will also look at transport movement schedules, route planning, costing and motorsport team logistics.

The financial responsibilities of a motorsports team will also be looked at, as will the potential sources of finance available through sponsorship for a full-time driver/team.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the organisation, administrative structure and associated professional bodies of motorsport activities
- 2 Be able to communicate with the media to provide information about a motorsport activity
- 3 Understand the logistics associated with motorsport vehicle transportation
- 4 Be able to plan the sponsorship and financial management of a motorsport team.

Unit content

1 Understand the organisation, administrative structure and associated professional bodies of motorsport activities

Organisation: types of organisation eg local motor club, regional associations, national associations, international associations; level of competition eg local, regional, national, international championships; forms of motorsport activity eg motocross, rallying, formula 1 (F1), saloon racing, formula ford

Administrative structure: organisation eg structured administration charts, officials and their responsibilities, related rules, regulations; schedules/frequency of events; marketing methods

Professional bodies: eg Motor Sports Association (MSA), Federation International de l'Automobile (FIA), Auto Cycle Union (ACU), National Association for Stock Car Auto Racing (NASCAR)

2 Be able to communicate with the media to provide information about a motorsport activity

Media: eg television, radio, internet, press (local, national, specialist magazines)

Media interview: planning eg purpose/aims/objectives, data research (available resources, information gathering, use of information and communication technology), content/message to be conveyed; preparation eg scripts/prompt sheets, rehearsals, evaluation (strengths/weaknesses, use of feedback - peer and tutor, video analysis, modifications to improve and/or change performance); delivery eg speech (technical vocabulary, pace, tone, clarity) communication style, body language, presentation methods, appearance, timing

3 Understand the logistics associated with motorsport vehicle transportation

Transport vehicles: purpose eg number/size, weight and types of vehicles to be transported, spares, equipment, people/accommodation (cooking, eating, sleeping), workshop facilities; types eg tow vehicle and trailer, adapted and purpose-built light goods vehicle (LGV), passenger service vehicle (PSV); vehicle construction eg materials, steel, aluminium, wood, glass-fibre, carbon fibre, sheeting; wheels and tyres; chassis eg maximum weights (nose, axle, train, towing); characteristics eg types of hitch, braking systems, loading methods, positioning, centre of gravity, load security and limiting factors, bulk loads and relative densities

Legislation: weight, dimensions (length, width, height), speed; security of load; driving eg licence requirements, driving hours, insurance; lighting and markers; health and safety eg weight distribution, risk assessments (responsibilities, safe lifting, manual handling aids)

Transport schedule and route planning: human and physical resource requirements eg accommodation, equipment, vehicles, staffing; schedules eg schedules (depart/arrival time, work loading), loading sheets, tool list and inventories, ancillary equipment sheet, spares and consumable requirements; route plan eg use of route planning software, alternative routes plans, costs eg fuel, wages, tolls

4 Be able to plan the sponsorship and financial management of a motorsport team

Sources of income: prize money, loans, endorsed clothing/equipment, advertising eg vehicles, clothing, equipment; sponsorship eg use, purpose, advantages and limitations; types of sponsorship eg clothing and equipment, individual and corporate sponsorship

Business planning: team structure, income and expenditure eg capital expenditure, wages, fees; financial management eg investments, royalties, tax, expenses, insurance; use of experienced personnel to manage finances eg accountant, financial advisor

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 describe the organisation, administrative structure and associated professional bodies of two different forms of motorsport activity</p> <p>P2 plan, prepare and deliver a media interview</p> <p>P3 select appropriate transport vehicles for two different types of motorsport activity</p> <p>P4 identify and interpret the legislation relating to a specific transport vehicle and driver</p> <p>P5 produce a transport schedule and route plan for a specific motorsport activity</p> <p>P6 describe the sources of income that are available for a professional motorsport team</p> <p>P7 prepare and present a sponsorship proposal for a motorsport activity</p> <p>P8 prepare a business plan to operate a professional motorsport team for a twelve month season.</p>	<p>M1 compare two different motorsport professional governing bodies</p> <p>M2 compare the legislation relating to driver's hours and the respective codes of practice relating to vehicle construction for two given motorsport activities</p> <p>M3 evaluate a transport schedule and route plan for a specific motorsport activity and identify and justify possible areas where improvements could be made.</p>	<p>D1 evaluate the influence of a professional governing body for a motorsport activity and their effect on professional drivers and teams</p> <p>D2 critically evaluate the effectiveness of a media interview, providing recommendations for change and/or amendments.</p>

Essential guidance for tutors

Delivery

A wide range of delivery methods can be used for this unit including individual research, group research/discussion, case studies and role play.

The learning outcomes are generally related but are not linked in such a way as to require a specific order of delivery. As such, each learning outcome could be delivered without specific reference to the others. The only exception to this might be the possible link between transportation costs covered in learning outcome 3 and the business planning in learning outcome 4.

Learning outcome 1 requires learners to investigate and understand the organisation, administration and professional bodies associated with motorsports. This might be best covered through research and group discussion. One approach might be for tutors to select a local motorsport event to evaluate and discuss with learners. A visit and a talk could be organised, and learners could prepare for the visit by carrying out research and writing a series of questions to be put to the speaker/organisers of the event.

For learning outcome 2 learners will need to be prepared for media contact. This will include an appreciation of what constitutes appropriate behaviour for high-profile racing drivers and the expectations of a range of people including fans, media, teammates and sponsors. Learners should be shown examples of effective media interviews from TV, radio and the press and have the opportunity to role-play a variety of media situations.

Delivery of learning outcome 3 should encourage learners to investigate as wide a range of motorsport transportation as possible, including different types of transport vehicles, their construction and use. Learners should examine both the benefits and drawbacks of schedules and route planning and the associated legislation and responsibilities. This could be covered by a combination of taught material, group discussions and individual research.

Finally, delivery of learning outcome 4 should enable learners to understand the range of sources of income available for professional motorsport teams and drivers. This should cover the relative importance of different sources of income and how best to manage the funds through effective business planning. Tutors could arrange for a financial manager with experience of motorsports activities to give a guest lecture.

Assessment

Because there are no direct links between the learning outcomes they can be assessed in any order. The unit does not necessarily require learners to have access to motorsport events for assessment and most of the evidence produced will probably be paper-based in one form or another (eg reports, plans, schedules, etc). Exceptions to this might be the use of tutor observation for the presentations for P2 (media interview) and P7 (sponsorship proposal). However such observation should be suitably recorded and supported by additional written evidence prepared by the learner (eg the interview plan and preparation notes, the data collected for the proposal).

Learning outcome 1 has only one associated pass criterion (P1), for which learners need an understanding of the organisation, administrative structure and professional

bodies associated with motorsport activities. This could be assessed through an activity in which learners are required to research two motorsport activities, which they could choose or which could be set by the tutor. The main issue for tutors will be to ensure that a sufficient range of motorsport activities is covered by any one group of learners to ensure authenticity of the evidence presented for assessment. Evidence is likely to be collated and presented as a portfolio. Learners should also be encouraged to work towards the related merit and distinction criteria (M1 and D1), which could form a natural extension to the work done for P1.

Learning outcome 2 also only has one related pass criterion (P2) and learners need to show that they can communicate with the media to provide information about a motorsport activity. There is sufficient scope within this learning outcome to ensure that each learner is preparing a different interview (eg TV, radio, internet, press) and as such, authenticity of evidence should be less of an issue. However, it is important that each learner provides evidence of their planning and preparation for the interview as well as its actual delivery. The interview could be carried out by the tutor or one of the learner's peers. In addition to paper-based evidence of planning and preparation, tutor observation records of the final interview will also be required (eg the learner's use of appropriate technical vocabulary, the pace, tone and clarity of speech, communication style, body language, presentation methods, appearance and timing).

A further task could be added to the assessment activity used for P2, giving learners an opportunity to work towards D2. The interview evaluated could simply be one delivered by one of their peers for P2. However, it is recommended that learners evaluate the results of an interview carried out by a well known motorsports driver/personality (eg a pre-recorded interview or an article from a newspaper or magazine). This would give tutors more control over the potential for critical evaluation and would avoid any issues that might arise from peer-on-peer evaluation.

Learning outcome 3 is covered by P3, P4 and P5 and it is recommended that a single assignment be designed to cover all three criteria. Learners could choose one of the two different types of motorsport activities considered for P3 and use it for P4 and P5. However, tutors should check that learners' choice of motorsport activity provides sufficient scope to cover the requirements of the unit content for these criteria. The assessment instrument used should also provide learners with an opportunity to work towards M2 and M3, which build on P4 and P5 respectively.

The remaining pass criteria cover learning outcome 4, which deals with financial management and sponsorship. For P6, learners need to describe the sources of income that are available for a professional motorsport team. It is expected that evidence for this criterion would be drawn from a real example of a professional motorsport team and should cover the key aspects of the unit content relevant to that team (eg what prize money is available, is it typical for the team to use loans, what about endorsed clothing/equipment and what opportunities are there for sponsorship?).

P7 requires learners to prepare and present a sponsorship proposal for a motorsport activity. The scenario for this is likely to be set using a relevant case-study that includes sufficient background information for learners to build a case for a sponsor to consider backing their team. The proposal should make clear how the team is prepared to promote the sponsor (eg clothing, equipment, vehicles). The presentation could be either a short oral presentation using visual aids or a written proposal. Where an oral presentation is used, tutors should ensure that learners are assessed on the content of their presentation and not the quality of the presentation methods (eg how good specific images look, whether PowerPoint has been used or just hand written overhead transparencies/flip chart notes).

Finally, P8 requires learners to prepare a business plan to operate a professional motorsport team for a twelve-month season. This could be an extension of the scenario used for P7. The business plan should include information on team structure, income and expenditure, financial management and the use of experienced personnel to manage finances (examples of each of these are given in the content section of the unit).

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit can be linked with *Unit 27: Motorsport Workshop Practices* and *Unit 28: Motorsport Vehicle Preparation and Inspection*.

Essential resources

There are no specific resource requirements for this unit although learners will need internet access to aid their research on organisations, motorsport professional bodies, legislation and sponsorship opportunities.

Indicative reading for learners

Hillier V and Coombes P – *Hillier's Fundamentals of Motor Vehicle Technology* (Nelson Thornes, 2004) ISBN 0748780823

Nunney M J – *Light and Heavy Vehicle Technology* (Butterworth-Heinemann, 2006) ISBN 0750680377

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Staff should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • delivering a media interview or presenting information on their sponsorship proposal • reading information on organisations and legislation relevant to motorsport activities • writing reports, proposals and a business plan. 	<p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>
Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • preparing and presenting a sponsorship proposal for a motorsport activity • preparing a business plan to operate a professional motorsport team for a twelve month season. 	<p>N3.1 Plan an activity and get relevant information from relevant sources.</p> <p>N3.2 Use this information to carry out multi-stage calculations to do with:</p> <ol style="list-style-type: none"> a) amounts or sizes b) scales or proportion c) handling statistics d) using formulae. <p>N3.3 Interpret the results of your calculations, present your findings and justify your methods.</p>

Information communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • searching for information on motorsport organisations and relevant legislation and data • preparing and presenting information about motorsport organisations, relevant legislation. 	<p>ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>