



Pearson BTEC Level 3 Certificate and Diploma in Sports Development

Specification

BTEC specialist qualifications
First teaching January 2012
Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson BTEC Level 3 Certificate in Sports Development (QCF)

Pearson BTEC Level 3 Diploma in Sports Development (QCF)

The QNs remain the same.

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All information in this specification is correct at time of publication.

ISBN 9781446957646

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Summary of Pearson BTEC Level 3 Certificate and Diploma in Sports Development specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	2
Reference to credit transfer within the QCF removed	6
Guided learning definition updated	11
QCF references removed from unit titles and unit levels in all units	11
All reference to the Pearson BTEC Level 3 Award in Sports Development has been removed from the specification as it is no longer available	

Earlier issue(s) show(s) 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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Purpose of this specification

This specification sets out:

- the qualifications' objectives
- any other qualification which a learner must have completed before taking these qualifications
- any prior knowledge, skills or understanding which the learner needs before taking the qualifications
- units which a learner must have completed before the qualifications will be awarded
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

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

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Certificate in Sports Development
Qualification Number (QN)	600/4081/6
Date registrations can be made	01/01/2012
Age range that the qualification is approved for	16-18 19+
Credit value	20
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	200
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	Learners do not need any prior knowledge, understanding, skills or qualifications before they can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i>)

Qualification title	Pearson BTEC Level 3 Diploma in Sports Development
Qualification Number (QN)	600/4083/X
Date registrations can be made	01/01/2012
Age range that the qualification is approved for	16-18 19+
Credit value	50
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	500
Guided learning hours	300
Grading information	The qualification and units are at pass grade.
Entry requirements	Learners do not need any prior knowledge, understanding, skills or qualifications before they can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i>)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, QN and URNs are on learners' final certification documentation. Learners need to know this when they are recruited by the centre and registered with Pearson. Further information about certification is in the Pearson Information Manual on our website, qualifications.pearson.com

Objective of the qualifications

The Pearson BTEC Level 3 Certificate and Diploma in Sports Development are for learners who work in, or want to work in, sports development.

They give learners the opportunity to:

- develop knowledge related to sports development
- learn about key aspects of sports development such as health, safety and injury, child protection, sports legacy development and talent identification
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

Apprenticeships

SkillsActive have approved the Pearson BTEC Level 3 Certificate and Diploma in Sports Development as knowledge components for the Advanced Apprenticeship in Sports Development.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 3 Certificate or Diploma in Sports Development can progress on to a related vocational qualification such as the Pearson Edexcel Level 3 NVQ Diploma in Sports Development, or to further education or training in a related area, such as a Pearson BTEC Level 3 National in Sport, or a Pearson BTEC Level 4/5 Higher National in Sport or Sport and Exercise Sciences. See *Annexe A* for further information.

Industry support and recognition

These qualifications are supported by SkillsActive, the Sector Skills Council for Active Leisure, Learning and Wellbeing.

Relationship with National Occupational Standards

These qualifications relate to the Level 3 National Occupational Standards for Sports Development. The mapping document in *Annexe B* shows the links between the units within these qualifications and the National Occupational Standards.

3 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.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structures

Pearson BTEC Level 3 Certificate in Sports Development

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	20
Number of mandatory credits that must be achieved	10
Number of optional credits that must be achieved	10

Unit	URN	Mandatory unit	Level	Credit	GLH
1	H/502/5623	Sports Development	3	10	60
Unit	URN	Optional units	Level	Credit	GLH
2	R/502/5617	Assessing Risk in Sport	3	10	60
3	Y/502/5621	Sports Coaching	3	10	60
4	H/502/5721	Current Issues in Sport	3	10	60
5	K/502/5722	Leadership in Sport	3	10	60
6	R/502/5746	Sports Injuries	3	10	60
7	L/502/5759	Talent Identification and Development in Sport	3	10	60
8	K/502/5767	Rules, Regulations and Officiating in Sport	3	10	60
9	F/502/5774	Organising Sports Events	3	10	60
10	R/502/5777	Physical Education and the Care of Children and Young People	3	10	60
11	Y/502/5781	Sport as a Business	3	10	60
12	H/600/0022	Sports Legacy Development	3	10	60

Pearson BTEC Level 3 Diploma in Sports Development

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	50
Number of mandatory credits that must be achieved	10
Number of optional credits that must be achieved	40

Unit	URN	Mandatory unit	Level	Credit	GLH
1	H/502/5623	Sports Development	3	10	60
Unit	URN	Optional units	Level	Credit	GLH
2	R/502/5617	Assessing Risk in Sport	3	10	60
3	Y/502/5621	Sports Coaching	3	10	60
4	H/502/5721	Current Issues in Sport	3	10	60
5	K/502/5722	Leadership in Sport	3	10	60
6	R/502/5746	Sports Injuries	3	10	60
7	L/502/5759	Talent Identification and Development in Sport	3	10	60
8	K/502/5767	Rules, Regulations and Officiating in Sport	3	10	60
9	F/502/5774	Organising Sports Events	3	10	60
10	R/502/5777	Physical Education and the Care of Children and Young People	3	10	60
11	Y/502/5781	Sport as a Business	3	10	60
12	H/600/0022	Sports Legacy Development	3	10	60

5 Assessment

The table below gives a summary of the assessment methods used in these qualifications.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and learner evidence must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated within *Information for tutors*, the centre can decide what form assessment evidence will take (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units should also be encouraged to avoid over assessment.

Further guidance about internal assessment is on the Pearson website. See *Section 12, Further information and useful publications*, for further details.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner 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.

Pearson encourages centres to recognise learners' 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 sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Pearson website.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance systems to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship (single click registration)
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sample internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Pearson Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate a Standards Verifier annually to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the UK BTEC Quality Assurance Handbook on our website qualifications.pearson.com.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that current legislation is taught when it is part of a unit.

9 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Pearson NVQ Qualifications*, which is on our website, qualifications.pearson.com

11 Units

Unit format

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources that are needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit amplification

This section gives further clarification on what a learner needs to know to achieve a learning outcome. Information in brackets gives exemplification for specific areas of knowledge.

Information for tutors

This section gives tutors information on delivery and assessment. It usually contains the following sub-sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example textbooks, journals and websites.

Unit 1: Sports Development

Unit reference number: H/502/5623

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to give learners an overview of the principles of sports development, the key agencies involved and to provide practical examples of current practice.

Essential resources

Access to research facilities and visiting speakers would support delivery of this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know key concepts in sports development	1.1	Describe three examples of the sports development continuum, from three different sports	<ul style="list-style-type: none"> □ The sports development continuum: levels (foundation, participation, performance, excellence); purpose, e.g. show progression; appropriateness, e.g. target groups, communities; cross-cutting agendas, e.g. pro-health, pro-education, anti-drug, anti-crime, regeneration
		1.2	Describe barriers to participation for individuals from three different target groups at different levels of the sports development continuum	<ul style="list-style-type: none"> □ Barriers to participation: e.g. cultural, social, economic, historical, educational □ Target groups: e.g. women, young people, people aged 50+, people with disabilities, black and minority ethnic groups (BMEs)
2	Know the key providers of sports development	2.1	Describe the structures and roles of three sports development providers in the UK	<ul style="list-style-type: none"> □ Providers: e.g. national organisations (Sport England, SportscoachUK, Youth Sports Trust), local authorities, governing bodies (international, national, regional, local), voluntary organisations, private sector providers, professional providers; associated benefits, e.g. cross-cutting agendas, improving performance, opportunity, healthy lifestyles □ Structure: e.g. committees, working groups, forums, consultation groups □ Roles: providers, e.g. enabling and facilitating, direct delivery, strategic, operational, advisory, participation, performance; sports development officers (sports-specific, non-sports specific, community); volunteers

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how quality is measured in sports development	3.1	Explain two methods of measuring quality in sports development	<ul style="list-style-type: none"> □ Methods: e.g. benchmarks and quality schemes (Quest, IiP, Customer Service Excellence, Clubmark), internal or self-assessment, external audits, National Governing Body schemes (Swim 21); purpose, e.g. measure improvement, continuous improvement, standardisation; advantages, e.g. benchmarking, accessing funds, quality delivery, recognition; disadvantages, e.g. cost, time, expertise
4	Know about sports development in practice	4.1	Describe two different sports development initiatives	<ul style="list-style-type: none"> □ Initiatives: e.g. London 2012 Olympic Games and Paralympic Games, Awards for All, Big Lottery, private sector programmes, local programmes; providers, e.g. local authority sports development, governing body sports development, voluntary clubs, partnerships; areas of work, e.g. target groups, sports-specific; location; effectiveness

Information for tutors

Delivery

This unit will be delivered most effectively by following the order of the unit amplification. Learners should first study the key concepts in sports development. This field has evolved over recent years and formal tutor input is required to 'set the scene'. For example, the notion of inclusion is now seen as more important than segmenting society into target groups. An understanding of the major initiatives since the early 1980s (such as *Ever Thought of Sport?*, *Sport for All* and *Into the Nineties*) would give learners some background knowledge.

An understanding of the barriers to participation could be linked to personal experiences. Learners should also explore, with examples, the difference between direct provision as a service and enablement which looks to sustained change. Looking at the role of National Governing Bodies, other organisations and local authorities will build on these key concepts and introduce an understanding of the diversity of sports development providers. Through discussing which organisations are best placed to provide sports development, learners could develop their understanding of this diversity.

It is important that learners at this level understand why organisations such as local authorities invest in sports development. This links closely to measuring quality in sports development. A mini 'quest assessment' exercise on a local sports development organisation might be useful. Learners could compare the work and performance of another sports development organisation such as a voluntary sector club, explaining the value to the local area, challenging purpose and consulting users, if time permits.

Delivery should allow sufficient rehearsal time for all the assessment activities. Throughout this unit, forming links with local sports development organisations and the use of guest speakers would be beneficial. A visit to centres where sports development officers work, or sports development events take place, would also be of great value.

Throughout this unit learners should be encouraged to focus on their areas of interest including topical issues. During the lifetime of this qualification there will be a build up to the London 2012 Olympic Games and Paralympic Games followed by the legacy of the games. This will involve many sports development initiatives ranging between local, regional, national and high profile. Learners could be encouraged to explore these initiatives as they are likely to be accessible, interesting and motivating. It is possible that learners may be actively involved in them as participants, providers or volunteers.

Assessment

Assessment strategies should include a range of activities that demonstrate practical and personal skills. It may be helpful for assessment methods to mirror sports development in practice. Learner evidence may be in the form of presentations, worksheets, projects, logbooks, displays, personal statements and reports. Practical/verbal assessments will need to be supported by a tutor witness statement/observation record to confirm criteria met/not met.

For 1.1, learners need to describe three examples of the sports development continuum, from three different sports. This could be assessed as a multimedia presentation.

For 1.2, learners must describe barriers to participation for individuals from three different target groups, at different levels of the sports development continuum. Assessment could take the form of a series of awareness leaflets for a local authority sports development team.

For 2.1, learners must describe the structures and roles of three different sports development providers in the UK.

For 3.1, learners must explain two methods of measuring quality in sports development. Their explanations must include the purpose of the method, along with associated advantages and disadvantages.

For 4.1, learners need to describe two different sports development initiatives. Descriptions should include details of the providers associated with the initiatives, the areas of work that they are associated with, their location and effectiveness.

Indicative resource materials

Textbooks

Adams M et al – *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Pearson, 2010) ISBN 9781846906503

Adams M et al – *BTEC Level 3 National Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906541

Collins M – *Examining Sports Development* (Routledge, 2006) ISBN 9780415339902

Houlihan B and White A – *The Politics of Sport Development* (Routledge, 2002) ISBN 9780415277495

Hylton K et al – *Sports Development: Policy, Process and Practice* (Routledge, 2001) ISBN 9780419260103

Journals

International Journal of Sport Management and Marketing

Journal of Sport, Education and Society

Sociology of Sport Journal

Websites

British Olympic Association	www.olympics.org
Institute of Leisure and Amenities Management	www.ilam.org.uk
Institute of Sport and Recreation Management	www.isrm.org.uk
National Association for Sports Development	www.nasd.uk.com
Quest	www.quest-uk.org
Sport England	www.sportengland.org

Unit 2: Assessing Risk in Sport

Unit reference number: R/502/5617

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to make learners explicitly aware of the vital nature of risk assessment and its management within the sports industry.

Essential resources

Learners will need access to information regarding key factors that influence health and safety, specifically in the sport sector(s). These resources can be obtained from the Health and Safety Executive, governing bodies, local authorities and local education authorities.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the key factors that influence health and safety in sport	1.1	Describe four legislative factors that influence health and safety in sport	<ul style="list-style-type: none"> □ Legislative factors: e.g. Health and Safety at Work Act (1974), additions to the (1974) Health and Safety at Work Act, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Management of Health and Safety at Work Act (Amendment) Regulations (1994), Personal Protective Equipment (PPE, 2002), Control of Substances Hazardous to Health (COSHH Regulations, 2002), Health and Safety (First Aid) Regulations (1981), Manual Handling Operations Regulations (1992), Management of Health and Safety Regulations (1999), Fire Safety and Safety of Places of Sport Act (1987), Adventurous Activities Licensing Authority Regulations (2004)
		1.2	Describe the legal factors and regulatory bodies that influence health and safety in sport	<ul style="list-style-type: none"> □ Legal factors: law (statutory, civil law, case law); in loco parentis; duty of care; higher duty of care; negligence □ Regulatory bodies: appropriate to all activities (Health and Safety Executive); other regulatory bodies, e.g. local authorities, local educational authorities, police; appropriate to specific activities or specific types of activities, e.g. Adventurous Activities Licensing Authority (AALA), National Governing Bodies of Sport

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to carry out risk assessments	2.1	Carry out risk assessments for two different sports activities, with tutor support	<ul style="list-style-type: none"> □ Risk assessments: aims (eliminate, minimise, protect participants from harm); objectives (identify hazards, identify those at risk, assess chance of hazard causing harm, grade risks); risk controls, e.g. do not do activity, modify activity, protect participants from hazard, provide appropriate safety equipment, provide appropriate training, provide appropriate supervision for participants
3	Know how to maintain the safety of participants and colleagues in a sports environment	3.1	Describe three procedures used to promote and maintain a healthy and safe sporting environment	<ul style="list-style-type: none"> □ Procedures: operating procedures and good practice, e.g. staff training, staff development, risk assessments, emergency procedure protocols, first aid, communications cascade system for notification of incidents; safety procedures and protocols, e.g. established to maintain a safe environment, governing body guidelines, equipment manufacturers' guidelines, when to consult with others, who to consult with, local and national requirements
4	Be able to plan a safe sporting activity	4.1	Produce a plan for the safe delivery of a selected sports activity and review the plan	<ul style="list-style-type: none"> □ Plan: roles and responsibilities, e.g. leader, coaches, first aid; equipment (type, use); suitability of site; suitability of participants to activity; guidelines (participants, leaders); insurance □ Review: e.g. effectiveness of risk management, injuries, near misses and dangerous occurrences, suitability of group for activity, effectiveness of briefings, suitability of equipment, support of other agencies (governing bodies, local authorities, police); strengths and areas for improvement

Information for tutors

Delivery

The underpinning knowledge and skills developed by learners throughout this unit can be applied to other specialist practical units in their programme of study.

Health and safety is a key element in all industries, and society itself, and learners should be fully aware of the impact of health and safety on sport. Learners will come to recognise that there are external factors influencing the delivery of sport, and that the sports deliverers themselves can influence how safe the activity is through their own good practice and operating procedures. This is especially true as authorities and society now hold those who deliver sport more rigorously to account than at any time in the past. Deliverers of sporting activities need to be fully aware of their roles and responsibilities when working with others.

Although this unit is predominantly theoretical, it is strongly recommended that centres combine it with a practical unit that requires learners to deliver a sporting activity. This will give learners a real situation on which to base much of their learning. By combining units, centres should be able to cover all four learning outcomes through practical activities and contexts.

The content concerning legislative and legal factors and regulatory bodies will require a theoretical input. However, if centres choose to integrate it with a practical unit learners will see how legislation influences the activity they intend to deliver. If centres choose not to integrate delivery, the content could be put into a 'real' context through learners visiting sports organisations.

Learners need to carry out two risk assessments and review the controls put in place. This is best achieved by placing the risk assessments in a practical context. If centres follow the recommended route and integrate delivery, then the risk assessment will be based on planned practical activities. However, integration is not mandatory and this content can be delivered independently.

All centres will have their own system of risk assessment, and it is recommended that this system is used for continuity. Tutors should emphasise that it is the controls put in place to eliminate, reduce or protect from the risk that are the key to an effective risk assessment.

In order to maintain the safety of participants and colleagues, learners need to know not only how participants could be harmed, and the terminology used to describe this, but also how to manage an event practically, through monitoring, observing and modifying. Some of this could be delivered on a theoretical basis, but the real learning will come from practical involvement. This area could also be covered through visits to organisations which deliver sports activities so that learners can examine how they maintain a safe environment for colleagues and participants.

Learners are required to work towards planning and reviewing a sports event. The planning of a safe sporting activity need not be delivered but should be reviewed on its completion. As this is largely a theoretical unit, learners will gain more from their studies if it is integrated with a practical unit and planning is put into practice.

Centres could link with a sports event where learners assist in the delivery of the event and then apply their learning to their own studies. Centres should remember that health and safety in sport is one of the most important aspects of many roles within the sports industry, including those of the sports leader, fitness instructor or coach. Therefore, tutors should try to relate learning in this unit to practical delivery of sporting activities, focusing on engaging learners and providing them with the tools to work or study safely in sporting environments.

Assessment

For 1.1, learners need to describe four pieces of legislation relevant to sport from the unit amplification. Learners should show some understanding of the importance of legislation such as the Health and Safety at Work Act (1974). Centres will need to make their own judgements on the importance of other legislation based on the areas in which learners are, and/or aspire to be, working.

For 1.2, learners must describe legal factors and regulatory bodies that define our behaviour and actions with regard to health and safety when working with others in a sporting environment. Learners should describe what the relevant terms mean and in what context they will apply.

For 2.1, learners must complete two risk assessments for sporting activities, with tutor support. These risk assessments must include aims and controls to eliminate and minimise risk and protect participants from harm. It is recommended that learners use their organisation's risk assessment reporting sheets to meet this criterion. If this is not possible then pro forma risk assessment sheets are available from the Health and Safety Executive website.

For 3.1, learners need to describe three procedures used to promote and maintain a healthy and safe sporting environment. Learners can describe the methods they have used, or will use, in delivering activities or they may describe the procedures used by another organisation. This criterion could be achieved through a presentation or by observation of learners in a practical setting using a well-devised pro forma checking assessment sheet.

For 4.1, learners should produce a plan for the safe delivery of a selected sports activity. Again, this could be learners' own activity or the planning system used by outside organisations. Learners should then review the plan, including identification of strengths and areas for improvement.

Indicative resource materials

Textbooks

Adams M et al – *BTEC Level 3 National Sport (Performance and Excellence)* Student Book (Pearson, 2010) ISBN 9781846906510

Adams M et al – *BTEC Level 3 National Sport (Development, Coaching and Fitness)* Student Book (Pearson, 2010) ISBN 9781846906503

Adams M et al – *BTEC Level 3 National Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906541

Football Licensing Authority – *Guide to Safety at Sports Grounds* (Stationery Office Books, 2008) ISBN 9780117020740

Frosdick S et al – *Safety and Security at Sports Grounds* (Paragon Publishing, 2005) ISBN 9781899820146

Health and Safety Executive – *Essentials of Health and Safety At Work* (HSE Books, 2006) ISBN 9780717661794

Sport England and HSC – *Managing Health and Safety in Swimming Pools* (HSE Books, 2003) ISBN 9780717626861

Journals

Environmental Health Perspectives

Journal of Law and Health

The Journal of Physical Education, Recreation and Dance

Journal of School Health

Journal of Sport Behavior

Occupational Safety and Health

Policy and Practice in Health and Safety

Websites

Adventurous Activities Licensing Authority www.aals.org.uk

Central Council for Physical Recreation www.ccpr.org.uk

Health and Safety Executive www.hsegov.uk

Royal Society for the Prevention of Accidents www.rospa.com

Safe Sport www.safesport.co.uk

Unit 3: Sports Coaching

Unit reference number: Y/502/5621

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to develop learner understanding and knowledge of the roles, responsibilities, skills and techniques of a sports coach and how to apply them whilst coaching and/or leading sports sessions.

Essential resources

Learners will need access to a range of sports facilities and equipment. They will also need participants to be the subjects of coaching sessions.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the roles, responsibilities and skills of sports coaches	1.1	Describe four roles and four responsibilities of sports coaches, using examples of coaches from different sports	<ul style="list-style-type: none"> □ Roles: e.g. innovator, friend, manager, trainer, role model, educator □ Responsibilities: e.g. legal obligations (child protection, insurance), professional conduct, health and safety, equal opportunities, knowledge of the coaching environment
		1.2	Describe three skills common to successful sports coaches, using examples of coaches from different sports	<ul style="list-style-type: none"> □ Skills: e.g. communication, organisation, analysing, problem solving, evaluating, time management
2	Know the techniques used by coaches to improve the performance of athletes	2.1	Describe three different techniques that are used, by coaches, to improve the performance of athletes	<ul style="list-style-type: none"> □ Techniques: e.g. observation analysis, performance profiling, fitness assessment, goal setting, simulation, modelling, effective demonstration, technical instruction, developing performer coaching diaries, adapting practices to meet individual needs, designing effective practice sessions
3	Be able to plan a sports coaching session	3.1	Plan a sports coaching session	<ul style="list-style-type: none"> □ Plan: aims and objectives; SMART (specific, measurable, achievable, realistic, time-bound) targets; roles; responsibilities; participants, e.g. number, ability, needs, age, gender; resources, e.g. human, physical, fiscal; health and safety, e.g. risk assessment, emergency procedures, contingencies; components of session, e.g. warm-up, main body, cool down; sequencing; coaching skills and techniques; feedback

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to deliver and review a sports coaching session	4.1	Deliver a sports coaching session, with tutor support	<ul style="list-style-type: none"> □ Deliver: appropriate role; responsibilities; demonstration of skills and techniques; consideration of health and safety, e.g. emergency procedures, contingencies; use of resources, e.g. equipment, facilities; components of session, e.g. warm-up, main body, cool down; sequencing; feedback
		4.2	Carry out a review of the planning and delivery of a sports coaching session, identifying strengths and areas for improvement	<ul style="list-style-type: none"> □ Review: against aims and objectives; against targets; formative and summative; feedback, e.g. participants, observers, peers, assessors; strengths; areas for improvement; development plan, e.g. opportunities, further qualifications, potential barriers

Information for tutors

Delivery

This is a practical unit and techniques and analysis are best practised 'in the field' or in a controlled environment. Where possible, the environment should give learners access to a range of different sports. Once learners have been taught the basic roles, responsibilities, skills and techniques of sports coaching they should have the opportunity to practise their coaching skills on each other. Learners can be given specific tasks each week to plan for the following week, such as whole-part-whole technique in coaching a basketball lay-up shot.

Learners should be encouraged to develop their coaching skills through a range of sports and physical activities, but their coaching should focus on one or two sports. Learners should be comfortable in their understanding of the basic rules, techniques and tactics of the sport(s) selected.

Links with local primary schools, so learners can work with children, would be extremely beneficial.

An understanding of the roles, responsibilities, skills and purpose of successful sports coaches is best covered through the use of case studies and learners' own experiences and knowledge of working with, and being coached by, coaches in the community. Learners' own experiences would provide useful discussions as well as looking at the work of high-profile coaches from different sports. A guest lecture from a coach representing a governing body could give learners more knowledge in relation to coaching a particular sport and how to become active as a sports coach in their locality. This can include exploring the qualifications and experience required to become a qualified sports coach in specific sports.

Learners must plan and lead effective coaching sessions for a selected sport that incorporate the skills and knowledge gained from formal classroom discussions as well as practical sessions. Centres may also decide to give learners an opportunity to complete National Governing Body Coaching Awards to support them in meeting elements of the assessment criteria for this unit.

Learners can produce exemplar case studies, logbooks/diaries, witness testimonies and presentations that demonstrate their involvement in coaching sessions.

Assessment

For 1.1 and 1.2, learners are required to describe four roles, four responsibilities and three skills of sports coaches. Assessment evidence could be produced in the form of a detailed promotional leaflet or presentation that promotes sports coaching. Learners should select successful coaches from a variety of professional and local sports clubs as appropriate.

For 2.1, learners need to describe three different techniques that coaches can use to improve performance of sports performers/athletes at all levels. This evidence could be produced in the form of a brief report.

For 3.1, learners need to plan a sports coaching session. This could be assessed using a learner-designed coaching session plan, or a completed sports coaching session plan using a suitable sport-specific template. This could be incorporated into a logbook or diary that could include evidence both for other criteria in this unit and for other coaching and leadership units within the specification.

For 4.1, the delivery of a sports coaching session is best assessed by the tutor completing a suitable observation checklist, with the content of the session assessed against a specific set of criteria. This observation sheet could be included in the logbook or diary. If the observation shows the learner is competent (with tutor support) then 4.1 has been achieved.

The final part of the coaching delivery process is the session review, leading to the development of an action plan. For 4.2, a straightforward review of the coaching session could take the form of a logbook or diary insert.

Indicative resource materials

Textbooks

Adams M et al – *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Pearson, 2010) ISBN 9781846906503

Adams M et al – *BTEC Level 3 National Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906541

Cassidy P – *Effective Coaching: Teaching Young People Sports and Sportsmanship* (Westholme Publishing, 2005) ISBN 9781594160141

Craine N et al – *How to Coach Children in Sport – Coaching Essentials No. 6* (Coachwise Ltd, 2004) ISBN 9781902523538

Cross N – *The Coaching Process: Principles and Practice for Sport* (Butterworth-Heinemann, 1999) ISBN 9780750641319

Pyke F – *Better Coaching: Advanced Coach's Manual* (Human Kinetics Europe Ltd, 2001) ISBN 9780736041133

Journals

International Journal of Sports Science and Coaching

Journal of Sports Sciences

PE Review

Websites

Amateur Swimming Association	www.britishswimming.org
British Cycling	www.britishcycling.org.uk
British Gymnastics	www.british-gymnastics.org.uk
The British Olympic Association	www.olympics.org.uk
Coachwise	www.1st4sport.co.uk
English Basketball Association	www.englandbasketball.co.uk
The Football Association	www.thefa.com
The Lawn Tennis Association	www.lta.org.uk
The Rugby Football Union	www.rfu.com
Sports Leaders UK	www.sportsleaders.org
UK Athletics	www.ukathletics.net
UK Sport	www.uksport.gov.uk

Unit 4: Current Issues in Sport

Unit reference number: H/502/5721

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to explore the history of sport, the key issues in modern UK sport and the factors that prevent sport and exercise participation.

Essential resources

This unit is largely theoretical. Therefore, learners will need access to research facilities. Visiting speakers to support unit delivery would be beneficial.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how sport has developed in the UK	1.1	Describe the development and organisation of a selected sport in the UK	<ul style="list-style-type: none"> □ Development: early British sport, e.g. agricultural society; effects of industrial revolution; influence of public schools; rationalisation and regulation; twentieth century, e.g. better working conditions, outdoor activities, influence of war □ Organisation: key organisations, e.g. Department for Culture, Media and Sport (DCMS), Central Council for Physical Recreation (CCPR), UK Sport, Sport England, Sport Scotland, the Sports Council for Wales, the Sports Council Northern Ireland, National Governing Bodies (NGBs)
2	Know how media and technology influence modern sport	2.1	Describe the influence of the media on a selected sport in the UK	<ul style="list-style-type: none"> □ Media: television, e.g. satellite television, increased participation, event programming, sponsorship, advertising, broadcast rights, presentation of national events, influence on rules of the game, sponsorship, spectatorism, punditry, narrative technique; rule changes; timeouts; local and national press, e.g. magazines, sensationalism, gender imbalance, jingoism; internet, e.g. chat rooms, fan sites, merchandising
		2.2	Describe the effect that technology has on a selected sport	<ul style="list-style-type: none"> □ Technology: clothing; personal equipment; cameras, e.g. replay, freeze frame; analysis, e.g. drug testing equipment, video analysis, computer game applications, lactate threshold training, blood lactate testing, hyperbaric chambers, internet linked data transfer from personal products, computer/video analysis

Learning outcomes		Assessment criteria		Unit amplification
3	Know how contemporary issues affect sport	3.1	Describe the effects of four contemporary issues on a selected sport	<ul style="list-style-type: none"> □ Contemporary issues: e.g. deviance (anti-crime initiatives and social exclusion, gamesmanship, drugs and banned substances), education and sport in schools, child protection, health initiatives, racism, commercialisation, globalisation, politics, religion and culture, gender issues
4	Understand the cultural influences and barriers that affect participation in sports activities	4.1	Explain the barriers to sports participation	<ul style="list-style-type: none"> □ Barriers: time; resources; fitness; ability; lifestyles; medical conditions
		4.2	Explain three cultural influences on sports participation	<ul style="list-style-type: none"> □ Cultural influences: e.g. gender, ethnicity, age, social-economic class
		4.3	Describe three strategies or initiatives which relate to sports participation	<ul style="list-style-type: none"> □ Strategies and initiatives: local and national, e.g. Game Plan, Every Child Matters, Sporting Equals, TASS, Plan for Sport 2001, Coaching Task Force 2002, Girls First, TOPS, Active Sports, Sportsmark

Information for tutors

Delivery

This unit explores the development of a selected sport in the UK, from pre-industrial to contemporary times. The influence of a sport's development on its present organisation is potentially a huge area of study, and tutors must ensure that learners do not become overloaded with information. Learners should focus on the development of a sport of their choice, but could benefit particularly from following the development of football or mountaineering, both of which have had important effects on sports development as a whole.

Videos such as *Tom Brown's Schooldays* are useful to illustrate how public school sport developed out of ideals connected with character building.

So learners can fully explore the organisation of the sports industry in the UK, it is important that they understand the role of key organisations. The internet is the most useful resource here, as this tends to be an ever-changing area. Sports development officers (SDOs) would be a good point of contact for information on both local and national sports provision.

Technology continues to develop in all aspects of the industry, and in particular there has been a growth in personal technology for training and exercise, and an expanding market focused on linking gaming technology to sport and exercise. Tutors should embrace this technology as much as possible and incorporate e-learning strategies and resources in the delivery of this unit.

There are often stories in the media concerning gamesmanship of all kinds, for example drug taking, simulation or violence on the pitch. It is worth checking for documentaries about the subjects raised in the unit amplification, as well as other forms of media, such as sports stars appearing in *Hello* magazine, to cover some of the wider issues.

Finally, learners will explore the cultural influences and barriers that affect sports participation. Sports participation is often dictated by the dominant culture, which is why *Billy Elliot* and *Bend It Like Beckham* are interesting films – they go against the norm. Barriers to participation can be explored through group discussions, role play and case studies.

The strategies and initiatives introduced to address the issue of participation lend themselves to a variety of research tasks. Information about strategies and initiatives is easily accessible via the internet and in current textbooks. It would be useful to create a resource library of relevant sports coverage in the local and national media.

Guest presenters will be useful for providing learners with expert commentary. Useful contacts will include the local authority sports development officer (SDO), the local authority and the regional offices of Sport England, Sport Scotland or the Sports Council for Wales.

Assessment

Assessment of this unit should take a varied approach and reflect the nature of current thinking in sport, particularly where applied to the areas of media and technology.

For 1.1, learners need to select a recognised sport in the UK and research the development and organisation of that sport.

For 2.1, learners must describe the influence of the media on a selected sport in the UK. This evidence could be produced via a web-based article.

For 2.2, learners need to describe the effect of technology on the chosen sport.

For 3.1, learners need to describe the effects of four contemporary issues on the selected sport. Learners could present a written report, perhaps using web or video technology.

For 4.1, learners must explain barriers to participation for specific target groups. This could be completed as a series of leaflets or presentations.

For 4.2, learners must explain three cultural influences on sports participation. Criteria 4.1 and 4.2 are best assessed together through a presentation or written report.

For 4.3, learners need to describe three current government or commercial strategies or initiatives related to sports participation. This evidence could be produced via a multimedia presentation.

Indicative resource materials

Textbooks

Collins M – *Examining Sports Development* (Routledge, 2006)
ISBN 9780415339902

Houlihan B and White A – *The Politics of Sport Development* (Routledge, 2002)
ISBN 9780415277495

Hylton K et al – *Sports Development: Policy, Process and Practice*
(Routledge, 2001) ISBN 9780419260103

Journals

International Journal of Sport Management and Marketing

Journal of Sport, Education and Society

Peak Performance

Sociology of Sport Journal

SportsCoach

Websites

The British Olympic Association	www.olympics.org
Institute of Leisure and Amenities Management	www.ilam.org.uk
Institute of Sport and Recreation Management	www.isrm.org.uk
National Association for Sports Development	www.nasd.uk.com
Quest	www.quest-uk.org
Sport England	www.sportengland.org

Unit 5: Leadership in Sport

Unit reference number: K/502/5722

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to examine the characteristics of effective sport or exercise leadership and to give them the opportunity to demonstrate their own planning and delivery of a sport or exercise session.

Essential resources

While there is no particular need for specific equipment or resources for this unit, it would be an advantage for learners to have access to a variety of sport and exercise equipment. Learners could consider acquiring a clipboard, whistle and stopwatch.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the qualities, characteristics and roles of effective sports leaders	1.1	Describe four qualities, four characteristics and four roles common to effective sports leaders	<ul style="list-style-type: none"> □ Qualities: e.g. knowledge of sport skills, knowledge of rules and laws, understanding the mental needs of participants, understanding the physical needs of participants □ Characteristics: e.g. objectivity, patience, persistence, empathy, approachable, consistent, goal focused, committed, discreet, forgiving, attentive, empowering □ Roles: e.g. organiser, motivator, guardian, teacher, instructor, psychologist, trainer, role model
2	Know the importance of psychological factors in leading sports activities	2.1	Describe four psychological factors that are important in the leading of sports activities	<ul style="list-style-type: none"> □ Psychological factors: cohesion, e.g. group/team cohesion, size, stability, similarity, membership, Tuckman's stages of group development (forming, storming, norming and performing), development of cohesion in a group/team, social loafing and the Ringelmann effect; personality, e.g. theories, confidence, self-concept, Profile of Mood States (POMS); motivation, e.g. extrinsic, intrinsic; stress, e.g. stress management, anxiety and arousal

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan a sports activity	3.1	Produce a risk assessment for a selected sports activity	<ul style="list-style-type: none"> □ Risk assessment: hazard; who might be affected; likelihood of occurrence; severity; risk rating; measures to minimise; considerations, e.g. risks relating to locations, activities, equipment, participants, leaders □ Activities: e.g. basic sports coaching, modified activities for special populations (crab football, short tennis, mini basketball), fitness sessions (circuit training, exercise to music, water aerobics)
		3.2	Produce a plan for leading a selected sports activity	<ul style="list-style-type: none"> □ Plan: participants, e.g. age, ability, gender, numbers, specific needs, medical consent; resources, e.g. equipment, time, environment, staff ratio, transport targets; expected outcomes; other considerations, e.g. legal requirements
4	Be able to lead a sports activity	4.1	Lead a selected sports activity, with tutor support	<ul style="list-style-type: none"> □ Lead: effective; safe and secure environment; communication; skills and techniques e.g. group control, demonstration of skills, demonstration of techniques, coaching methods, teaching methods
		4.2	Review the performance of participants, within activity, identifying strengths and areas for improvement	<ul style="list-style-type: none"> □ Review: participant performance; formative and summative; feedback (from participants, supervisor, observers); strengths and areas for improvement; development, e.g. plan, SMART (specific, measurable, achievable, realistic, time-bound) targets, opportunities, potential barriers
		4.3	Review own performance in the planning and leading of the sports activity, identifying strengths and areas for improvement	<ul style="list-style-type: none"> □ Review: own performance; formative and summative; feedback (from participants, supervisor, observers); strengths and areas for improvement; development, e.g. plan, SMART (specific, measurable, achievable, realistic, time-bound) targets, opportunities, potential barriers

Information for tutors

Delivery

A fundamental part of working in a leadership role in this context is the supervision and leadership of groups to create a safe and secure environment. This unit requires a deeper understanding of sports leadership, the skills and techniques needed, their structure, and how participants can develop their interests in these activities. It also requires learners to understand the hazards associated with activities and how to manage these hazards so as to minimise risk. The key focus of unit delivery should be on introducing, practising and reviewing the skills essential for effective sports leadership. It is recommended that this unit is delivered alongside nationally recognised leadership units where possible, for example the Community Sports Leadership Award (CSLA).

Learners should be given the opportunity to support the delivery of practical sports activities with a variety of participant groups. Learners should have the chance to use a variety of safety and associated equipment in sessions when they are either assisting with or supervising an activity. When assisting, learners should have access to a range of equipment to enable them to develop their skills in the selection, use and storage of equipment.

Centres will require appropriate activity safety equipment and personal protective clothing. Obtaining access to participant groups other than peer groups could be an issue. Learners and centres should exploit the extensive network of voluntary groups undertaking sport and adventurous activities in the outdoors as potential client groups.

To help learners fully understand all aspects of the unit, a balance of theory and practical delivery will be required. However, centres should recognise that this is primarily a practical unit, and that there is no substitute for the practical experience gained by working with groups in the appropriate setting, be it an exercise to music session or a mountain biking session. A mixed programme of self-study, theory sessions, classroom-based work and theory delivered in the field should be used. Taking into account time constraints, it is strongly recommended that centres study a maximum of two activity areas.

Learners should be given regular opportunities to assist qualified leaders in the delivery of activities. They should be involved in the design of a development programme to develop their delivery skills and techniques, underpinned by theory and acquired knowledge.

It is expected that learners will acquire experience of leading/supervising groups under the supervision of qualified leaders. This could be achieved during the time allocated to deliver the unit, through voluntary work experience with an appropriate group, or while on work experience. Centres may wish to complement delivery of this unit by offering National Governing Body Coaching Awards in the chosen activity or a Community Sports Leadership Award.

Assessment

It is recommended that all assessments have practical components, which can complement written/oral assessment where appropriate. Learners should generate evidence based on written, oral and practical knowledge. Written evidence should show an understanding of the range, type and nature of the activities, as well as safety and how skills and knowledge in the activity can be extended.

Learners should demonstrate proficiency in the activity as dictated by the unit amplification and the location in which the activity is taught.

For 1.1, learners will be expected to describe four qualities, four characteristics and four roles common to effective sports leaders, using examples of effective sports leaders. This is probably best achieved through primary and secondary research, with evidence being presented as a poster, leaflet or a written summary.

For 2.1, learners need to describe four psychological factors that are important in leading sports activities. This could be presented using PowerPoint. Tutors should complete a witness statement to confirm achievement of this criterion.

For 3.1, learners need to produce a risk assessment for a selected sports activity. Details of the material that should be included are provided in the unit amplification. For 3.2, learners need to produce a plan for leading a selected sports activity. Criteria 3.1 and 3.2 could be assessed using one task/assignment. The risk assessment conducted for 3.1 could be the same activity that learners are planning to lead (3.2).

For 4.1, learners need to lead a selected sports activity, with tutor support. Tutors should complete an observation record to confirm achievement of this criterion.

For 4.2 and 4.3, learners must review the activities they have planned and delivered. For 4.2, learners must review the performance of at least three participants, identifying strengths and areas for improvement. For 4.3, learners must review their own performance, in both planning and leading the sports activity, identifying strengths and areas for improvement.

Evidence for criteria 4.1, 4.2 and 4.3 could be presented as a reflective log, detailing the leadership experience of learners and the subsequent feedback, appraisal and review of both the participants and their own leadership.

Indicative resource materials

Textbooks

Dorfman, H A – *Coaching the Mental Game: Leadership Philosophies and Strategies for Peak Performance in Sports and Everyday Life* (Taylor Trade, 2005)
ISBN 9781589792586

Edginton C et al – *Leadership for Recreation and Leisure Programs and Settings*
(Sports Publishing, 1999) ISBN 9781571674371

Hellison P and Martinek T – *Youth Leadership in Sport and Physical Education*
(Palgrave Macmillan, 2009) ISBN 9780230612365

Martens R – *Successful Coaching* (Human Kinetics Europe, 2004)
ISBN 9780736040129

Rhodes R and Hayward S – *Basic Coaching Skills: Building Leadership in Youth Sports. Based on the National Standard for Athletic Coaches* (American Coaching Institute, 2000) ISBN 9780967794105

Websites

British Sports Trust	www.bst.org.uk
Central Council of Physical Recreation	www.ccpr.org.uk
Sports Leaders UK	www.sportsleaders.org
Youth Sport Trust	www.youthsporttrust.org

Unit 6: Sports Injuries

Unit reference number: R/502/5746

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to give learners an overview of injury prevention, identification and basic treatment. The unit also explores differing rehabilitatory interventions for common sports injuries.

Essential resources

Learners will need access to information on current sports injury research and issues, including treatment and rehabilitation strategies.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how common sports injuries can be prevented by the correct identification of risk factors	1.1	Describe extrinsic and intrinsic risk factors in relation to sports injuries	<ul style="list-style-type: none"> □ Extrinsic risk factors: coaching, e.g. poor coaching/leadership, communication, ensuring adherence to rules and governing body guidelines; incorrect technique, e.g. lifting and handling equipment; environmental factors, e.g. effects of weather on surfaces; clothing and footwear, e.g. protective, sport-specific, specific to surface; safety hazards, e.g. the importance of safety checks, environment safety checks, equipment safety checks, misuse of equipment, first aid provision, safety checklists, risk assessments □ Intrinsic risk factors: effects of training, e.g. muscle imbalance, poor preparation, level of fitness, overuse; individual variables, e.g. age, fitness level, growth development, previous injury history, flexibility, nutrition, sleep; postural defects, e.g. lordosis, kyphosis, scoliosis, overuse
		1.2	Describe preventative measures that can be taken in order to prevent sports injuries occurring	<ul style="list-style-type: none"> □ Preventative measures: role of the coach, e.g. up-to-date knowledge of sport/performer, qualifications, adapt coaching style to performer's ability/age/fitness level, communication; equipment and environment, e.g. checking equipment, risk assessments, protective equipment, appropriate usage

Learning outcomes		Assessment criteria		Unit amplification
2	Know about a range of sports injuries and their symptoms	2.1	Describe the physiological responses common to most sports injuries	<ul style="list-style-type: none"> □ Physiological responses: damaged tissue, e.g. primary damage response, healing response, the clotting mechanism; the importance of scar tissue control in the remodelling process; specific to injury, e.g. sprain/strain (signs and symptoms of first, second and third degree), haematomas (inter/intra)
		2.2	Describe the psychological responses common to sports injuries	<ul style="list-style-type: none"> □ Psychological responses: response to injury, e.g. anger, anxiety, depression, frustration, isolated from team mates; response to treatment and rehabilitation, e.g. anxiety, frustration, need for motivation, use of goal setting
3	Know how to apply methods of treating sports injuries	3.1	Describe first aid and common treatments used for four different types of sports injury	<ul style="list-style-type: none"> □ Types of sports injury: hard tissue damage, e.g. fracture, dislocation, stress fracture, shin splints; soft tissue damage, e.g. haematoma, abrasion, sprain, strain, concussion, tendonitis (achilles, shoulder), tendon rupture, blister, cramp, tennis elbow, back pain, cartilage damage, friction burns □ First aid: emergency/immediate treatment, e.g. priorities, resuscitation, shock, bleeding, unconscious casualty, fractures, prevention of infection, summon qualified assistance, accident report forms □ Common treatments: e.g. PRICED (protect, rest, ice, compression, elevation, diagnosis by professional), SALTAPS (stop, ask, look, touch, active, passive strength), taping, bandaging, tubigrip, splints, hot/cold treatments, pain sprays, limb supports, electrotherapy; medical referrals for specialist help as appropriate

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to plan and construct treatment and rehabilitation programmes for two common sports injuries	4.1	Design a safe and appropriate treatment and rehabilitation programme for two common sports injuries, with tutor support	<ul style="list-style-type: none"> □ Treatment: based on accurate diagnosis, e.g. immediate and long term, use of specialist help and advice □ Rehabilitation: identification of stages of rehabilitation, e.g. stages 1–5, acute stage to re-establishing functional activity, strengthening exercises, ongoing treatments, gradual increase in activity □ Programme: methods to improve the lost range of motion, e.g. flexibility stretching (passive, active, proprioceptive neuromuscular facilitation – PNF); strengthening and coordination exercises; psychological considerations during rehabilitation, e.g. goal setting (short term, long term); the need for a careful structured approach to rehabilitation, e.g. motivation and anxiety within the rehabilitation programme; recording documentation and tracking of treatment, e.g. medical conditions, allergies, injury history, up-to-date and accurate information, appropriate forms, timescales and review dates, measurable objectives

Information for tutors

Delivery

Tutors delivering this unit should use as wide a range of techniques as possible, such as lectures, discussions, seminar presentations, practical workshops, video/live practical sessions/performances, external visits and visiting speakers. Delivery should stimulate, motivate, educate and enthuse learners. Whichever delivery methods are used, it is essential that tutors stress the importance of injury prevention as the first and foremost priority, and that treatment and subsequent rehabilitation programmes are ultimately a necessity for those injuries that are not preventable by nature. It should be emphasised that learners will not become qualified sports injury specialists or qualified first aiders without additional study outside of and in addition to this unit.

Risk assessment is vital to any sports environment and, ultimately, to any person involved within the sports industry. This should be reinforced throughout delivery of this unit, as it is envisaged that learners undertaking this qualification will be involved in some capacity with sport already, and will be considering progressing further within the industry. Tutors should consider timing delivery of this unit with related units within this and/or other qualifications. As the unit amplification shows, there is scope for good contextualised linkage to other areas such as anatomy, physiology, coaching, equipment and facilities, health and safety, instructing, leadership/leading, organising, practical sport, psychology, work experience, biomechanics, training and fitness and sports massage. The areas on the relationship between identification of risk factors and prevention of sports injuries are closely linked. Delivery techniques should look to incorporate theory with practice as much as possible. Learners should have the opportunity to undertake risk assessments of sports facilities/environments, and watch coaching sessions or competitive performances to identify issues relating to both learning outcomes. It is expected that formal lectures, discussions and learner presentations will form part of the delivery of the unit.

The content covering the treatment of injury will require formal delivery and, wherever possible, learners should be encouraged to put theory into practice, using role play and practical workshops. Although it is not a requirement for this unit, it is possible that treatment of injury may be covered by undertaking a recognised first aid qualification. The content covering the planning and construction of treatment and rehabilitation programmes aims to build on the knowledge gained in the three previous learning outcomes and to look further into injury management and recovery to full fitness. Much of the delivery should take place via formal lectures, and should enable learners to research into the advancement of treatment and rehabilitation techniques, via primary sources wherever possible. The use of visiting speakers such as sports therapists, physiotherapists, sports coaches and performers who have experienced injury should highlight the importance of the unit amplification in relation to the 'real world' of sport, and help bring the unit to a rounded conclusion.

Visits to appropriate environments (a sports injury clinic based in the NHS, local sports facilities or professional sports grounds) could also support the unit. Tutors should guide learners to select two different injuries as the focus for the treatment and rehabilitation programmes, to maximise their potential to achieve the assessment criteria.

Assessment

For 1.1, learners will be expected to describe extrinsic and intrinsic risk factors as listed in the unit amplification. For 1.2, learners will be expected to correctly describe sports injury prevention methods as identified in the unit amplification. It is possible that criteria 1.1 and 1.2 could be assessed via a booklet produced by learners describing risk factors and the related preventative methods.

For 2.1 and 2.2, learners need to describe physiological and psychological responses common to most sports injuries, as identified within the related content of the unit.

For 3.1, learners must describe first aid and common treatments used for four different types of sports injury.

For 4.1, learners must select two specific common sports injuries and plan safe and appropriate treatment and rehabilitation programmes accordingly, with tutor support. Tutors may provide advice and guidance on the selection of injuries. The treatment and rehabilitation programmes can be presented in any format. However, as specified in the unit amplification, they should clearly state the treatment and rehabilitation, methods to improve the lost range of motion, strengthening and coordination exercises, psychological considerations, the need for a carefully structured approach to rehabilitation and relevant documentation, and tracking of the treatment and rehabilitation programme.

Indicative resource materials

Textbooks

Anderson M K – *Fundamentals of Sports Injury Management* (Lippincott Williams and Wilkins, 2003) ISBN 9780781732727

Dalglish J et al – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Flegel M J – *Sport First Aid* (Human Kinetics Europe Ltd, 2008) ISBN 9780736076012

Gill W – *Practical Guide to Sports First Aid* (Lotus Publishing, 2004) ISBN 9780954318864

Shamus E – *Sport Injury Prevention and Rehabilitation* (McGraw-Hill Education, 2001) ISBN 9780071354752

Journals

American College of Sport Medicine's Health and Fitness Journal

British Journal of Sports Medicine

British Medical Journal

Exercise and Sport Sciences Reviews

International Journal of Sports Science and Coaching

Journal of Athletic Training

Medicine and Science in Sports and Exercise

Peak Performance

Research Quarterly for Exercise and Sport

Sports Injury Bulletin

Websites

Coachwise	www.1st4sport.com
E-Podiatry	www.epodiatry.com
Peak Performance	www.pponline.co.uk
Sports Coach UK	www.sportscoachuk.org
Sports Coach	www.brianmac.co.uk
Sports Injury Clinic	www.sportsinjuryclinic.net
Sports Medicine	sportsmedicine.about.com
Top End Sports	www.topendsports.com

Unit 7:

Talent Identification and Development in Sport

Unit reference number: L/502/5759

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to develop learner understanding of the different predictors of talent and the ways of developing talent. Learners will be able to devise programmes to identify and develop talent in different sports.

Essential resources

This unit is largely theoretical. Therefore, learners will require access to research facilities. Visiting speakers would also help to support delivery of this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the key predictors of talent for performers in sport	1.1	Describe the different types of talent	<ul style="list-style-type: none"> Types of talent: uni-dimensional talent; multi-dimensional talent; uni-sport talent; multi-sport talent
		1.2	Describe five different predictors of talent for performers in sport	<ul style="list-style-type: none"> Predictors of talent: physical, e.g. height, weight, muscle girth, somatotype; physiological, e.g. aerobic endurance, anaerobic power; sociological, e.g. parental support, practice opportunities, education; psychological, e.g. confidence, concentration, anticipation, decision making, game intelligence; skills, e.g. general motor skills, technical and tactical skills
2	Be able to design a talent identification programme for a chosen sport	2.1	Describe one current talent identification programme in a selected sport	<ul style="list-style-type: none"> Current talent identification programmes: e.g. London 2012 – It could be you (Girls4Gold, Pitch2Podium, Talent Transfer, Sporting Giants), scouting programmes and criteria, TABS (technique, attitude, balance, speed), SUPS (speed, understanding, personality, skill), TIPS (technique, intelligence, personality, speed), PAS (pace, attitude, skill); talent identification checklists
		2.2	Using a standard structure, design a talent identification programme for a selected sport	<ul style="list-style-type: none"> Structure of talent identification programmes: aims; purpose; structure and format; phases and stages; timescales; use of test batteries (generic, sport-specific, interpreting test results, comparison to norm data, screening); resources, e.g. human, physical, fiscal

Learning outcomes		Assessment criteria		Unit amplification
3	Know key factors in talent development in sport	3.1	Describe, using examples, five different key factors in talent development in sport	<ul style="list-style-type: none"> □ Key factors in talent development: physical, e.g. height, weight, muscle girth, somatotype; physiological, e.g. aerobic endurance, anaerobic power; sociological, e.g. tangible parental support, intangible parental support, education, opportunities for deliberate practice, roles, skills and techniques of coaches; psychological, e.g. confidence, concentration, anticipation, decision making, game intelligence; obstacles, e.g. injuries, peer pressure, athlete role ambiguity, specific requirements of different genders and different age groups
4	Be able to design a talent development programme for a chosen sport	4.1	Describe one current talent development programme in a selected sport	<ul style="list-style-type: none"> □ Current talent development programmes: e.g. World Class Performance Plans, TASS (Talented Athlete Scholarship Schemes), Gifted and Talented, The World Class Start and Potential programme, ECFA (English Colleges Football Association) Football Development Centres, LTAD (Long Term Athlete Development) Models
		4.2	Using a standard structure, design a talent development programme for a selected sport	<ul style="list-style-type: none"> □ Structure of talent development programmes: aims; purpose; format; use of test batteries; interpreting test results; screening; phases of the programme; goal setting; timescales; resources, e.g. human, physical, fiscal; considerations, e.g. norm values, the value of sport to different groups, reasons for participation, the impact of sport on children and adolescents, people's perception of their own ability, creating a learning environment, roles, skills and techniques of coaches, types of goals used with different ages/genders, feedback, communication skills

Information for tutors

Delivery

Tutors should introduce the unit by discussing the logic/reasons behind the need for talent identification. There may be a 'Talent Camp', a high performance centre, a National Sports Centre, or a 'Professional' Academy in the area, which would all be useful for learners to visit.

Learners will need structured teaching and learning activities to complete this unit effectively. However, the unit also lends itself to research, case studies and group work.

The unit examines talent and identification programmes that have evolved and developed over the years. The use of guest presenters is recommended for this unit, for example, a National Governing Body representative who can discuss initiatives such as 'World Class Start' or 'Potential and Performance'. It may also be possible to invite young athletes with experience of these schemes into the centre to facilitate group discussions.

Learners will need to develop the skills and knowledge needed to research and record information accurately, including information from the internet, libraries, governing bodies, and from their own experiences as performers. Learners will also benefit from keeping up to date with current talent identification programmes and developments. It is useful if centres produce a resource library by gathering the relevant sports coverage from the local and national media.

The unit also provides scope to use practical performance in helping to identify the different predictors of talent. Teaching and learning strategies could include the use of video analysis of peer sports performance, with follow-up theory slots. Also, video analysis of the sports performance of current professional athletes, from a range of sports, could help learners to identify different predictors of talent.

Delivery should focus on the multi/interdisciplinary approach to talent identification and development. Learners should be encouraged to develop a knowledge and understanding of physical, physiological, psychological, sociological, behavioural and environmental factors that affect talent identification and development, with a view to then applying this to their own talent identification and development programmes.

Assessment

For 1.1, learners need to describe the four different types of talent outlined in the unit amplification. For 1.2, learners need to describe five different predictors of talent for sports performers: one from each of the five groups – physical, physiological, sociological, psychological and skills.

For 2.1, learners must describe one current talent identification programme in a selected sport. This could be a programme they are familiar with (or perhaps have been involved with), a programme that exists in the local area or one from a sport in which they have a particular interest.

For 2.2, learners must design their own talent identification programme for a selected sport, using a standard structure. This must include the aims and purpose of the programme and its structure, format, phases, stages and timescales, as well as tests that will be used and resources that will be required.

For 3.1, learners must describe five different key factors in talent development in sport. This description must include examples and, as with the predictors of talent, should include one from each of the five groups – physical, physiological, sociological, psychological and obstacles.

For 4.1, learners must describe one current talent development programme in a selected sport. As with the description of the talent identification programme (2.1), this could be a programme they are familiar with (or perhaps have been involved with), a programme that exists in the local area or one from a sport in which they have a particular interest.

For 4.2, learners must design a talent development programme for a selected sport. This must include the aims, purpose and format of the programme, along with tests that will be used, screening and phases of the programme, goals, timescales, resources and other considerations.

Indicative resource materials

Textbooks

Brown J – *Sports Talent: How to Identify and Develop Outstanding Athletes* (Human Kinetics, 2001) ISBN 9780736033909

Fisher R and Bailey R (editors) – *Perspectives: Volume 9. Talent Identification and Development – The Search for Sporting Excellence* (ICSSPE, 2008) ISBN 9783981117912

Gambetta V – *Athletic Development: The Art and Science of Functional Sports Conditioning* (Human Kinetics Europe, 2007) ISBN 9780736051002

Reilly T and Williams M – *Science and Soccer* (Routledge, 2003) ISBN 9780415262323

Journals

Coaching Focus

Websites

British Association of Sport and Exercise Sciences	www.bases.org.uk
Sport England	www.sportengland.org
Sportdevelopment.org.uk	www.sportdevelopment.org.uk

Sports Coach UK	www.sportscoachuk.org
Talent Ladder (Gifted & Talented/TASS)	www.talentladder.org
Talented Athlete Scholarship Scheme (TASS)	www.tass.gov.uk
UK Sport	www.uk sport.gov.uk/talent
Youth Sport Trust	www.youthsporttrust.org

Unit 8: Rules, Regulations and Officiating in Sport

Unit reference number: K/502/5767

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to apply rules and regulations and officiate in a selected sport.

Essential resources

Learners will need access to appropriate governing body rules and regulations, to the resources required to officiate in their selected sports, for example facilities, participants, equipment, and to the resources required for analysis and observation, for example recording equipment.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the rules, laws and regulations of a selected sport	1.1	Describe the rules, laws and regulations of a selected sport	<ul style="list-style-type: none"> □ Sport: e.g. football, rugby union, cricket, badminton, rugby league, basketball, netball, volleyball, hockey, tennis, wheelchair basketball, wheelchair tennis, boccia □ Rules, laws and regulations: as published by governing body, e.g. court/pitch layout, playing surface, fouls and sanctions, number of players, substitution, time, facilities and equipment, safety, scoring, methods of victory
2	Know the roles and responsibilities of officials involved in a selected sport	2.1	Describe the roles and responsibilities of officials in a selected sport	<ul style="list-style-type: none"> □ Officials: as appropriate to sport, e.g. umpire, line judges, timekeepers, scorers, linesmen, referees, fourth officials, video referees, judges □ Roles: e.g. arbiter, judge, communication, presentation, timekeeper, scorekeeper, safety officer □ Responsibilities: e.g. application of rules, health and safety, communicating information, establishing and maintaining relationships, scoring

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the performance of officials in a selected sport	3.1	Apply the rules, laws and regulations of a selected sport in three different situations	<ul style="list-style-type: none"> Situations: e.g. player in illegal position, player injured, ball out of play, illegal challenge
		3.2	Devise suitable criteria to analyse the performance of officials in a selected sport	<ul style="list-style-type: none"> Officials: as appropriate to sport, e.g. umpire, line judges, timekeepers, scorers, linesmen, referees, fourth officials, video referees, judges
		3.3	Analyse the performance of two officials in a selected sport, identifying strengths and areas for improvement	<ul style="list-style-type: none"> Analysis: observation checklist; method, e.g. observation and video analysis, notational analysis, performance profiling; strengths; areas for improvement; development, e.g. practice, training, qualifications, self-analysis, buddy systems
4	Be able to officiate effectively in a selected sport	4.1	Officiate in a selected sport, with tutor support	<ul style="list-style-type: none"> Officiate: application of the rules/laws; control of the game; using scoring systems effectively; ensuring health and safety of all participants; relationships with others, e.g. coaches, performers, spectators; conflict management; other considerations, e.g. health and safety of participants, use of signals, checking equipment, dealing with pressure
		4.2	Review own performance in officiating in a selected sport, identifying strengths and areas for improvement	<ul style="list-style-type: none"> Review: formative and summative; feedback (from participants and players, supervisor, observers); strengths and areas for improvement

Information for tutors

Delivery

In this unit learners will need to officiate in practical situations. Learners should be encouraged to practise and rehearse the application of the rules and regulations and the role of various officials in a selected sport. Practice may include officiating peers, although it is suggested that learners take control of a range of situations and a variety of participants, rather than just their peers, when being assessed.

Tutors will need to use information from the relevant National Governing Bodies to ensure that learners have access to up-to-date rules and regulations for their selected sport.

When researching the roles and responsibilities of officials in the selected sport, learners could be directed towards the relevant section in each sport's rule book. A guest speaker who has experience as an official in the selected sport would be ideal to give learners this information. Learners should also analyse officials in action to observe how top class officials carry out their roles and responsibilities.

Learners should have the opportunity to perform a variety of officiating roles in their selected sport to boost their proficiency. By participating as an official in a variety of roles and on a number of occasions, learners should gain the confidence to complete an assessment observed by the tutor.

Learners are required to produce an observation checklist that they can use to analyse their own performance and that of two qualified officials from their selected sport. It is at the tutor's discretion which of these learners complete first. However, learners should practise a number of times before completing the assessment as evidence.

After self-analysis learners should complete a development plan that identifies methods of improvement.

To conclude delivery of this unit, tutors should direct learners towards completing appropriate qualifications in officiating in their selected sports. These qualifications could be provided alongside the unit.

Assessment

It may help to break this unit down into three parts. The first part of the assessment could involve a summary of the rules and regulations and the roles and responsibilities of officials from a selected sport.

For 1.1, learners could produce a leaflet that introduces the rules/laws and regulations of their selected sport. The description should be a summary of the rules as stated by the governing body and not simply a 'copy' of the rules. Learners could be asked to simplify the language and summarise the key rules and regulations of the sport for a complete novice to read and be able to play the sport without any prior knowledge.

For 2.1, learners could produce guidelines for prospective officials in the selected sport, commenting on their roles and responsibilities with specific reference to the rules and regulations of their selected sport.

For 3.1, learners are expected to apply the rules/laws and regulations of their selected sport practically in three different situations; this could be assessed through learners being asked to apply the rules and regulations of a selected sport in controlled scenarios. This may also include acting as different officials, for example touch judge and/or referee in rugby. If learners are officiating regularly outside their learning environment, application of the rules could be recorded visually and used as evidence for assessment, supported by a tutor witness statement/observation record.

The second task focuses on the analysis of sports officials in a selected sport.

For 3.2, learners should produce an observation checklist to analyse the performance of officials from their selected sport. The observation checklist should include the information produced to meet criterion 2.1 (roles and responsibilities). The form should have adequate space for learners to make notes for further evaluation after initial observation.

For 3.3, learners need to observe two officials (other than themselves) in a selected sport and analyse their performance (using the observation checklists devised for 3.2), identifying strengths and areas for improvement. Learners could observe live or video performances of officials. The officials they observe can have the same role, for example learners may observe two football referees, or could perform different roles, for example a rugby referee and a touch judge. Learners could also observe peers in action or experienced officials from a selected sport. For either option the observation could be carried out using video analysis if a live observation cannot take place.

The third task requires learners to officiate in a sport and review their own performance.

For 4.1, learners should officiate in a selected sport with tutor support; ideally, this assessment should last the length of a match, or competition, as appropriate. Tutors should ensure that learners take control of the game and follow the appropriate rules and regulations. A tutor observation record will need to be completed to confirm achievement.

For 4.2, learners must review their own performance as an official (4.1), and identify strengths and areas for improvement. The review should be conducted both formatively and summatively, and should include feedback from others – participants/players, supervisors, observers.

Indicative resource materials

Textbooks

Diagram Group – *Rules of the Game: The Complete Illustrated Encyclopedia of All the Sports of the World* (Saint Martin's Press Inc, 1995) ISBN 9780312119409

Sharma A et al – *The Illustrated Encyclopaedia of Rules in Sports and Games* (Sports Publication, 2004) ISBN 9788178791432

E-books

Mahoney C – *Managing People and Situations* (Coachwise, 2005) Code B23970
available from www.1st4sport.com/1st4sportsite/productsearch/B23970.htm

Pegg D – *An Introduction to Sports Officiating* (Coachwise, 2005) Code B23822
available from www.1st4sport.com/1st4sportsite/productsearch/B23822.htm

Journals

International Journal of Sports Science and Coaching

Journal of Sports Sciences

PE Review

Unit 9: Organising Sports Events

Unit reference number: F/502/5774

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to plan, deliver and review a sports event.

Essential resources

The resources required for this unit will depend on the nature of the event(s) to be delivered. If a similar event is run each year a variety of practical resources could be built up, for example, banner, race numbers, marshal bibs, barrier tape, money tins.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different types of sports events	1.1	Describe three different types of sports events, using examples	<ul style="list-style-type: none"> □ Sports events: type, e.g. competitions, tournaments, training camps, coaching courses, sponsored events, field trips, expeditions, outdoor education; purpose, e.g. educational, environmental awareness, development (physical, social, personal), social-inclusion, fundraising; participants
2	Know about the roles and responsibilities of people involved in planning and delivering sports events	2.1	Describe roles and responsibilities of four individuals involved in planning and delivering sports events	<ul style="list-style-type: none"> □ Roles: e.g. coordinator, chairperson, secretary, finance officer, publicity officer, marketing officer, steward, specialist coach or trainer □ Responsibilities: e.g. logistics, equipment, health and safety, liaison, marketing, publicity, raising finances

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan and promote a sports event	3.1	Plan a sports event, with tutor support	<ul style="list-style-type: none"> Plan: aims and objectives, e.g. profit, fundraising, bonding, education, environmental; SMART (specific, measurable, achievable, realistic, time-bound) targets; goals (short-term, long-term); resources (physical, fiscal, human); feasibility; health and safety, e.g. risk assessments, first aid, regulations, informed consent, legislation; contingency plans, e.g. weather, resources, accidents; legal considerations, e.g. child protection; other considerations, e.g. environment, ethics, own organisational/institutional policies and guidelines
		3.2	Produce material suitable for promoting the sports event	<ul style="list-style-type: none"> Promote: material, e.g. advertisements, posters, flyers, scripts (television, radio), leaflets; purpose, e.g. informing customers (date, time, venue, cost); theme, e.g. raising awareness (of a charity, fundraising, health and fitness); impact, e.g. benefits, constraints, effects, repeat business
4	Be able to deliver a sports event	4.1	Deliver a sports event, with tutor support, describing own roles and responsibilities	<ul style="list-style-type: none"> Deliver: own role and responsibilities; to meet aims and objectives; towards targets and goals; use of resources; consideration of health and safety; use of contingency plans; communication; legal considerations; decision making; competence, e.g. managing group to achieve aims and objectives, ensure wellbeing of others, clear communication
5	Be able to review the planning and delivery of a sports event	5.1	Review the planning and delivery of a sports event, identifying strengths and areas for improvement, and making suggestions relating to future personal development	<ul style="list-style-type: none"> Review: planning; delivery, e.g. own role and responsibilities; formative and summative, e.g. feedback, questionnaires; strengths; areas for improvement; meeting of aims and objectives; attainment of goals and targets; development opportunities; potential barriers to development

Information for tutors

Delivery

This unit enables learners to actually organise their own event(s), and brings together skills, knowledge and understanding gained in other units. The event to be organised should be presented to learners in the form of a project.

Tutors will obviously have 'safety nets' of planning and provision available should learners struggle initially with aspects of organising events, but as learners gain more confidence in their abilities the need for support decreases.

This unit can be divided into three parts: planning, running the event and evaluation and feedback.

Initially, learners need to choose an event, and this may be provided by the tutor. Planning of events could be introduced by inviting a guest speaker with experience of organising events to talk to learners. Learners could then set up a project team to organise the event.

The team will need to set aims and objectives, carry out team formation activities and prepare a feasibility study and business plan. Team meetings may have agendas and should be minuted. Learners with different roles could report back at key points in a format appropriate to the circumstance or team style.

Learners should develop suitable material for promoting their event, using appropriate media and tracking the impact through generation of interest. At the end of the event they should include the value of the promotional materials as part of their review and could ask attendees questions about promotional materials.

It is essential that learners run the event themselves, though under tutor supervision, and they should be aware of working as a team, customer care, their own responsibilities and the safety of themselves and their clients. Learners should produce individual/group plans for the day of the event.

Evaluation and feedback could take the form of a meeting or learners evaluating the event individually. They will need to evaluate in terms of individual and team performance, aims and objectives met, strength and areas for improvement and a review of proceedings in respect of forthcoming events. Evidence could be gained from peer assessment, tutor observations and feedback from clients.

The unit clearly lends itself to group/teamwork for the planning, delivery and review of the sports event. However, tutors must ensure that each individual group/team member provides sufficient evidence to meet the unit assessment criteria on an individual basis.

Assessment

For the assessment of this unit, learners will run their own event. They should be assessed on the whole project. They should produce a portfolio containing evidence of all aspects of planning, running and evaluating the event. Although the unit delivery lends itself to group work, learners need to provide evidence to meet the unit assessment criteria on an individual basis.

Criteria 1.1 and 2.1 can be assessed through learners researching a variety of sports events, typical event management team structures and roles and responsibilities, and relating them to their own forthcoming event team organisation.

Criteria 3.1, 3.2 and 4.1 – being involved in the planning, promoting and delivery of the event – could be evidenced by means of minutes from team meetings, action sheets, and records of tasks undertaken, promotional materials produced, or by any viable means of recorded participation. Tutors should use witness statements/observation records for evidence of achievement.

Criterion 5.1 should be assessed for all learners by means of a formal review of all aspects of the event from inception to completion. This should include planning as well as delivery, and basic information regarding personal development in areas identified as requiring improvement. This could be assessed through a presentation, supported by a tutor witness statement.

Indicative resource materials

Textbooks

Beech J and Chadwick S – *The Business of Sport Management*
(Financial Times Prentice Hall, 2004) ISBN 9780273682684

Gorman J and Calhoun K – *The Name of the Game: The Business of Sports*
(John Wiley and Sons, 1994) ISBN 9780471594239

Masterman G – *Strategic Sports Event Management*
(Butterworth-Heinemann, 2004) ISBN 9780750659833

Solomon J – *An Insider's Guide to Managing Sports Events*
(Human Kinetics Europe, 2001) ISBN 9780736031080

Verow R et al – *Sports Business: Law, Practice and Precedents*
(Jordan Publishing, 2004) ISBN 9780853088615

Unit 10: Physical Education and the Care of Children and Young People

Unit reference number: R/502/5777

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to provide a basis of understanding for those learners intending to teach or instruct children and young people.

Essential resources

Learners will need access to adequate research facilities including the internet. The use of visiting speakers to support delivery of the unit would be beneficial.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the structure of physical education within the curriculum	1.1	Describe the structure of the Physical Education curriculum	<ul style="list-style-type: none"> Structure: Early Years Foundation Stage; National Curriculum Key Stages 1–4; differences in home countries
		1.2	Describe the impact of stakeholder views on the development of the Physical Education curriculum	<ul style="list-style-type: none"> Stakeholders: Sector Skills Councils, e.g. SkillsActive, National Occupational Standards and their role in curriculum design; National Governing Bodies and their work with children and young people; government initiatives, e.g. National Strategy for PE, School Sport and Club Links
		1.3	Describe the ways in which the curriculum is implemented	<ul style="list-style-type: none"> Implementation of curriculum in different contexts: e.g. primary, secondary (mandatory and optional requirements, use of qualifications at Key Stage 4)

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the importance of physical education in society	2.1	Explain the importance of physical education to children and young people's educational attainment	<ul style="list-style-type: none"> □ PE and educational attainment: e.g. physical activity and academic success, improved cognitive function, physical literacy, teamwork, competition, dealing with conflict; importance of high quality teaching in establishing lifelong activity, e.g. competition and cooperation, community engagement, after school clubs, sport or physical activity, parental influence
		2.2	Outline the importance of physical education to society in general	<ul style="list-style-type: none"> □ PE in society: impacts on general health and physical fitness; emotional stability; social cohesion; crime reduction; impacts on economy and health; benefits, e.g. intellectual, ethical, aesthetic
3	Be able to structure a lesson of physical education	3.1	Plan a lesson of physical education describing how learning is supported	<ul style="list-style-type: none"> □ Plan: learning outcomes; activities; assessment; links to curriculum; health and safety considerations, e.g. risk assessment, informed consent □ Learning: e.g. child or young person-centred experiences, adult-initiated experiences, adult-directed learning, importance of learning environment □ Methods: facilitating; leading; encouraging; questioning □ Designing learner-focused activities: individual needs, e.g. learning styles, additional needs, differentiation, importance of observation, involvement of children and young people, availability and use of resources

Learning outcomes		Assessment criteria		Unit amplification
4	Know the responsibilities of those who work with children to safeguard and promote their welfare, and strategies for safeguarding children, young people and self	4.1	Describe strategies for supporting the safety of children and young people	<ul style="list-style-type: none"> □ Safeguarding children and young people: awareness of disclosure procedures; empowering children and young people; unconditional acceptance of the child/young person; building self-esteem, assertiveness, self-confidence and self-reliance; ensuring children and young people are aware of procedures in case of accidents, injuries, illness and other emergencies
		4.2	Describe the legislation, policies and procedures that safeguard children and young people in a learning context	<ul style="list-style-type: none"> □ Legislation, policies and procedures: e.g. in primary, secondary, tertiary, youth club context; national and local; relating to lines of reporting; whistle blowing; child protection; health, safety, security, hygiene
		4.3	Describe strategies to ensure own protection when working with children and young people	<ul style="list-style-type: none"> □ Safeguarding self: guidelines, e.g. local authority guidelines for working with children and young people, staff behaviour in a relevant context, police screening of staff; limits and boundaries and why these are important; recognising signs of neglect and abuse; procedures and protocols for expressing concerns about children's welfare; roles and responsibilities of those involved in safeguarding children and promoting their welfare, health, safety and security; sources of information and support

Information for tutors

Delivery

Tutors delivering this unit should use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, school visits and practicals, research using the internet and/or library resources and the use of personal and/or industrial experience are all suitable. Whatever delivery methods are used, it is essential that tutors stress the importance of safeguarding children and promoting their welfare through all aspects of learning.

This is a theoretical unit which could be delivered alongside more practical units. Learners can be taught the practices and skills through demonstration and then practise their skills in planning a lesson of physical education within the group.

The value of physical education (PE) could be represented by demonstration or by the delivery and analysis of a centre-wide survey focused on physical education, physical activity and its perceived importance.

Emphasis should be placed on the importance and relevance of PE in contemporary society as well as on the development of children and safeguarding and promoting their welfare.

Learners should be given the opportunity to plan and, where feasible, deliver a PE lesson.

The sensitive nature of some of the issues surrounding the safeguarding of children should be considered before delivery, and centres should have suitable support services for learners who find some of the issues difficult.

Observations and visits to schools should be encouraged, as well as discussion of learners' experiences in physical education.

The first learning outcome is designed to paint a picture of physical education within early years and the National Curriculum, and its application by education providers. Learners should be given a brief overview of the relevant early years framework, the National Curriculum requirements and the underpinning philosophy, focusing on physical development. Learners should track the development of the curriculum through the life stages, and relate curriculum outcomes to assessment.

The second learning outcome requires learners to consider physical education in terms of educational attainment and society in general. In terms of educational attainment, this will link to learning outcome 1 and learners should make the links between curriculum and outcomes for children and young people in education. Learners should also briefly consider some of the main features of the importance of physical education in society in general, drawing on the perceived obesity epidemic and the effects of poor physical health on the economy. They could review media reports and draw on government initiatives.

For learning outcome 3, structuring a PE lesson is more practical in nature and enables learners to engage with the learning context. Learners should be supported in developing a lesson plan and tutors should draw on their own resources in practical ways to show how a lesson is structured. Links between lesson structure and learning should be emphasised and learners should practise developing plans. Ideally, learners should observe a PE lesson with reference to a lesson plan, so that they can see how learning is supported practically.

Finally, for learning outcome 4, learners need to understand the cultural shift in educational contexts engendered by Every Child Matters. Safeguarding children, young people and those working with them is now embedded in every aspect of the learning context.

Learners should be encouraged to develop their knowledge of the contexts in which harm to children and young people can arise, and how these situations can be prevented. This means that the focus is not just on safeguarding children, but on ensuring that the learning context safeguards all. Learners should understand that safeguarding children and young people depends on ensuring empowerment and providing them with an environment in which difficult issues can be raised and supported. Learners should be able to recognise signs of neglect and abuse and be aware of the importance of sharing information. This content should be delivered by drawing on government initiatives, including the Common Core of Skills and Knowledge for the Children's Workforce, and the use of case studies including those of educational contexts that could undermine the safeguarding of children and young people. Learners should be encouraged to thereafter identify their responsibilities and devise strategies for action.

Assessment

Assessment for this unit should be as varied as possible, making use of a range of assessment methods. For 1.1, learners need to describe the structure of physical education in the curriculum. For 1.2, learners must describe how the development of PE is influenced by external stakeholders, with examples. For 1.3, learners must describe ways in which PE is implemented. For 2.1, learners must explain the importance of PE in improving educational attainment.

For 2.2, learners must outline the importance of PE to society as a whole, perhaps as a short video presentation or a poster supported by a tutor witness statement.

For 3.1, learners need to plan a PE lesson and describe how learning is supported within the lesson. This could be assessed using a scheme/unit of work and lesson plan templates, which could either be provided or be designed as a classroom activity.

For 4.1, learners must describe a range of strategies as stated in the unit amplification, designed to support the safety of children and young people and promote their welfare in a PE environment. For 4.2, learners must describe existing legislation, policies and procedures used for this purpose. For 4.3, learners need to describe strategies for their own protection when working with children and young people, and could develop a personal strategy for self-protection, perhaps a code of conduct, that is unique in design.

Indicative resource materials

Textbooks

Capel S et al – *A Practical Guide to Teaching Physical Education in the Secondary School* (Routledge, 2006) ISBN 9780415361118

Crouch M – *Protecting Children: A Guide for Sports People* (Coachwise, 2002) ISBN 9780947850500

Gervis M and Brierley J – *Effective Coaching for Children* (The Crowood Press, 1999) ISBN 9781861261373

Journal

The British Journal of Teaching Physical Education

Websites

Association for Physical Education

www.afpe.org.uk

NSPCC

www.nspcc.org.uk

Sports Coach UK

www.sportscoachuk.org

Unit 11: Sport as a Business

Unit reference number: Y/502/5781

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to explore aspects of business in sport and to conduct and use market research.

Essential resources

Effective delivery of this unit will require investigation of various types of sports businesses. Visits to sport and leisure organisations will give learners first-hand experience of how these organisations operate and the skills needed to carry out market research and marketing activities. Learners will need to visit different sports and leisure businesses in order to carry out comparisons before selecting a service or product for their promotional plan.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how businesses in sport are organised	1.1	Describe the organisation of two different sports businesses	<ul style="list-style-type: none"> □ Sports businesses: e.g. public sports and leisure clubs, private sports and leisure clubs, professional sports clubs, amateur sports clubs, coaching services, health and fitness facilities □ Organisation: types of business, e.g. sole trader, partnerships, private limited companies, public limited companies, franchises, nationalised industry; structure, e.g. senior management, management, functional departments, regional structures; staff, e.g. chief executive, duty manager, sales manager, reception, leisure attendant
2	Know what makes a successful sports business	2.1	Describe what makes a successful sports business	<ul style="list-style-type: none"> □ Success: e.g. income, profit, growth, sustainable, customer satisfaction, staff satisfaction, achieving targets and aims, fulfilling remit

Learning outcomes		Assessment criteria		Unit amplification
3	Know the legal and financial influences on sport as a business	3.1	Describe three legal influences on a sports business	<ul style="list-style-type: none"> Legal influences: e.g. Companies Act (1989), Partnership Act (1890), Fair Trading Act (1973), Health and Safety at Work Act (1974), statutory requirements, health and safety, employment laws, licensing, insurance, planning permission, local by-laws
		3.2	Describe a basic cash flow for a selected business	<ul style="list-style-type: none"> Projected cash flow: e.g. cash inflows, capital, sales, loans, timing of inflows, cash outflows, purchases, loan repayments, wages, rent, promotion costs, purpose of having projected cash flow, determine working capital requirements, make business decisions, use of projected cash flow software, interpretation of results
4	Be able to use market research and marketing for a sports business	4.1	Plan market research related to, and appropriate for, a selected sports business	<ul style="list-style-type: none"> Plan: reasons, e.g. customer knowledge, competitors, the market environment, demand and trends, opportunities for development, pricing strategies; methods, e.g. primary sources, secondary sources; selection of appropriate methods, e.g. surveys, questionnaires, product testing, recording, interpreting; areas, e.g. customer types, customer behaviour, sales trends, market share, market segmentation, competitor activities
		4.2	Conduct market research related to, and appropriate for, a selected sports business, recording and interpreting results	<ul style="list-style-type: none"> Conduct: sample, e.g. choosing the sample size, location of sample, time of sampling, implications of different samples; cost and accuracy of information; survey design (questions to be asked, length of survey); types of questions (sequencing, dichotomous, multiple choice, scaled, open-ended); bias; relevance; response; recording response data

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Describe the marketing activities of a selected sports business	<ul style="list-style-type: none"> □ Marketing activities: e.g. select major type of promotion to be used (magazine, television, newspapers, dates and time, target audience), develop advertising messages, training sales staff, plan and implement sales promotion (leaflets, taster sessions, open days, offers, price), analyse competitor prices, formulate pricing plan, set prices, establish discounts for certain buyers, establish terms of memberships and entrance fees
		4.4	Produce a promotional plan for a selected sports product or service, drawing on market research	<ul style="list-style-type: none"> □ Promotional plan: development of promotional objectives; assess promotional opportunities, resources and policies; characteristics of target market; availability of promotional methods; formulate the promotional plan and revise the plan for implementation; coordinate and control promotional activities; advertising, e.g. budget objectives, target audience, non-personal communication; publicity, e.g. press release, feature article, magazine, radio, captioned photograph, television; public relations, e.g. manage and control use of effective publicity; sales promotion, e.g. personal selling, seasonal promotion offering product at attractive price

Information for tutors

Delivery

Tutors should introduce this unit by identifying a range of sports businesses, for example public and private sports and leisure clubs. Case studies should include sports businesses in the local area. Learners need to know how these businesses are organised. For example, are they partnerships, private limited companies or public limited companies, what structures and staffing levels do they have? Learners should consider the success or failure of these businesses. Why is one sports business more successful than another? Tutors should discuss business organisation only in the context of sport.

When comparing the organisation of two sports businesses, comparisons should be made between two different businesses, for example a football club and a health club or sports retail outlet. This means that learners need to research different types of businesses. They could also investigate the impact that the law has on businesses within their research.

Learners should be introduced to the importance of cash flow in a business. They may be able to use a local business, but they might find that specific details are difficult to come by. Learners should therefore work with case studies to practise preparing a basic cash flow. A visiting speaker would help learners to develop their understanding of the importance of cash flow in any business and the risks to the business if cash flow is not properly maintained.

To learn about market research, learners should discuss the reasons why businesses engage in market research activities, such as surveys, and consider the methods used. Giving learners a variety of market research methods will help them select an appropriate one for their selected sports business. Learners should research an appropriate sample size and a type of survey most appropriate to their sample. Tutors should support learners to conduct market research and record results.

The promotional plan should be developed drawing on the results of market research. Learners should therefore include questions on appropriate types of promotion within their market research.

Assessment

For 1.1, learners need to describe the organisation of two different sports businesses. The description must include details of the types of business, their structure and staffing. Evidence could be in the form of a written report or posters or wall chart with a short presentation describing the visual material.

For 2.1, learners must describe what makes a successful sports business. This could include concepts such as income, profit, growth, sustainability, customer satisfaction, achieving targets and aims and fulfilling remit. This might be evidenced by a table and supporting summary describing each concept to identify why the sports business is successful.

For 3.1, learners need to describe three legal influences on sports businesses, for example health and safety. The description could relate to a sports business they have already investigated or be a result of a visiting speaker describing legal and financial influences on their own sports business. For 3.2, learners must describe a basic cash flow for a selected business – this may be a case study if data from a researched business is difficult to obtain. Written evidence might include a presentation, a leaflet or booklet.

For 4.1, learners must plan market research, related to and appropriate for, a selected sports business. This could be for one of the businesses selected for 1.1 or a different one. The plan should include the reasons for conducting the research, the methods used and what area of the business, or business activities, the plan relates to. Learners should then conduct market research related to, and appropriate for, a selected sports business (4.2), recording and interpreting their results. The market research will be conducted using the material learners planned for 4.1. Tutors can support learners to enable them to carry out market research. Evidence for these criteria would be written.

Following their market research, learners must describe the marketing activities of a selected sports business (4.3). Once again this could be the business that they have already investigated for 1.1 or 4.1. Marketing activities would include areas such as promotion including types of promotion used, for example newspapers, television, or magazines. The promotional research would assist learners to produce a promotional plan (4.4) for a selected sports product or service. This could be a product or service that learners are familiar with, or have an interest in, or a product or service from within the sports business which learners have investigated for this unit. Evidence for 4.3 and 4.4 might be written in the form of a report for the business involved, including a promotional plan.

Indicative resource materials

Textbooks

Dransfield R et al – *BTEC National Business* (Heinemann, 2007)
ISBN 9780435454494

Nutall C J – *Edexcel GCSE Business Studies* (Cambridge University Press, 2001)
ISBN 9780521003643

Websites

Federation of Small Businesses www.fsb.org.uk

UK National Statistics www.statistics.gov.uk

Unit 12: Sports Legacy Development

Unit reference number: H/600/0022

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to develop learner knowledge and understanding of the concept of sports legacy development, focusing on both local and national infrastructure.

Essential resources

For effective delivery of this unit learners will require access to the internet and government documents. Access to the internet is essential, as the political landscape is in constant flux, and the emphasis and sources of funding need constant review. The submission of any 'real' bid for funding is far simpler when following an online process. Access to printed media to gauge current opinion would also be helpful.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the key principles of sports legacy development	1.1	Describe sports legacy and provide two national and two local examples	<ul style="list-style-type: none"> □ National legacy: sociological, e.g. housing, social infrastructure, infrastructure and renewables, transport, sports and cultural infrastructure; training and skills, e.g. National Skills Academy for Construction, National Skills Academy for Sport and Active Leisure, Train to Gain, On Your Marks; employment and economic renewal, e.g. hospitality and tourism, construction employment □ Local legacy: e.g. crèche, disabled training and activities programme, exhibition and trail walk, play and sports facilities, healthy eating promotion, community wildlife garden, improving sports or exercise facilities in a village hall
		1.2	Identify the role of key organisations and individuals for national and local projects	<ul style="list-style-type: none"> □ Role of organisations and individuals: national, e.g. organising committee, Olympic Delivery Authority, Mayor of London, Department of Media Culture and Sport, Nations and Regions Group, National Olympic Committee, official sponsors; local, e.g. local authorities, voluntary organisations, private sector partners

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the planning process involved in sports development programmes	2.1	Explain the process of planning a sports legacy project	<ul style="list-style-type: none"> □ Planning: aims and objectives, e.g. local, regional, national plans, target markets; stakeholders, e.g. local authority, Sport England, UK Sport, politicians, facility management, clients, National Governing Bodies, voluntary sector, education providers, health promotion; human resources; fiscal resources; physical resources; promotion, e.g. publicity materials, publications, advertising, mailshot, media coverage
		2.2	Describe four sources of funding for sports projects	<ul style="list-style-type: none"> □ Funding sources: e.g. Awards for All, Barclays Spaces for Sports, Charities Aid Foundation (CAF), Commander Collins Bursary, Dickie Bird Foundation, Football Foundation, Foundation for Sports and Arts, Healthy Heart Grants, Help the Aged, National Sports Foundation, Rotary Club International, Round Table, Sportmatch, Tesco Sport
3	Be able to plan and review a local sports legacy project	3.1	Prepare a proposal for a local sports legacy project	<ul style="list-style-type: none"> □ Proposal: define a project; organise a structure with defined roles; develop relationships with a small group of key stakeholders; compose a plan; apply for funding
		3.2	Review the effectiveness of a local sports legacy project	<ul style="list-style-type: none"> □ Review: summary of project objectives; achievement of planned benefits; incorrect assumptions that affected realisation of benefits; tasks that exceeded time estimates; costs; quality; lessons learned; recommendations for action

Learning outcomes		Assessment criteria		Unit amplification
4	Know the potential impact of hosting global events	4.1	Describe the impact of a global sporting event	<ul style="list-style-type: none"> □ Positive legacy: e.g. employment opportunities, community development, promote local business, world leading sporting nation, urban regeneration, inspiring youth, sustainable living, promotion of UK □ Negative legacy: e.g. increase of national debt, overcrowding during event, detrimental effect if infrastructure is temporary, crime, affordable housing, strain on transport system, unusable facilities and resources

Information for tutors

Delivery

The unit lends itself to practical delivery and assessment. Tutors are reminded of the need to complete witness statements/observation records to support achievement of practically-assessed criteria.

Learners should first study the components of national and local sports legacy, with particular emphasis on the impact these have on all aspects of UK life such as social infrastructure, training and skills, employment and economic renewal. To explore the key concept of legacy, it would be useful for learners to review case studies of former international, national and local events/projects. Learners should examine the perceived usefulness of an event or resource to the wider community. Local projects should be linked to personal experiences and established contacts.

If time and resources permit, it would be beneficial to allow learners to form an organisation, and establish a working party with appropriate steering groups. This could lead to a 'live' bid application, perhaps for the Awards for All scheme. In this way learners can experience the structure of typical bid organisations, the notion of a feasibility study, and in this case a local legacy project. The nature of the project could be derived from an established local need such as coaching for a local junior cricket club, play facilities for toddlers or a scoreboard for a local bowls club.

When learners come to review this project, their reflections, observations and how they have tackled the inevitable challenges should form an integral part of the assessment for the unit.

Developing links with local sports development organisations and visits to significant sites will enhance learning. It would be useful to involve organisations that have successfully delivered projects and look at what the benefits to the community have been.

The unit also looks at the potential impact of hosting a global event. Learners could be encouraged to form a 'parliament' of sorts, to include an organising government and an opposition. In this way, learners could form roles as politicians, organising committees, and lobbyists for and against the hosting of an imaginary (or real) event. This would give learners the opportunity to consider potential benefits and disadvantages and rationalise the potential legacy of such an event.

Assessment

Assessment strategies should include a range of activities that demonstrate practical and academic review skills. Evidence can be in the form of presentations, worksheets, projects, logbooks, displays, personal statements and reports.

For 1.1, learners need to describe sports legacy and provide two national and two local examples. Every effort should be made to ensure that the legacies are genuine and current. Evidence could be provided in the form of a presentation, poster or leaflet.

For 1.2, learners need to identify the role of key organisations and individuals for national and local projects. Evidence could take the form of a leaflet or training video that briefly outlines the role of these organisations in ensuring legacy.

For 2.1, learners must explain the sports development project planning process, which could be in the form of a guidance document for a school/college legacy project. Learners need to describe four potential sources of available funding for projects (2.2).

As with any project, a formal proposal should be presented, and this could take the form of the application process for existing funding sources such as Awards for All. For 3.1, learners could complete the appropriate application form, ensuring evidence covers the relevant areas of the unit amplification.

The assessment of this unit does not require learners to deliver the project, though this would clearly be advantageous in terms of demonstrating the whole process from start to finish. The next stage of assessment should include a full review of the project. In the case of a delivered project, a review of this is required. If the project is not delivered, then a review of an existing sports legacy project should be undertaken (3.2).

For 4.1, learners need to describe the impact of a global sporting event. Assessment of 4.1 could take the form or style of a feasibility study for an imaginary global event, presented on behalf of the organising committee. Alternatively, evidence to meet this criterion could take the form of a presentation, supported by a tutor witness statement to confirm whether or not the criterion was met.

Indicative resource materials

Textbooks

Cashman R – *The Bitter-Sweet Awakening: The Legacy of the Sydney 2000 Olympic Games* (Walla Walla Press, 2006) ISBN 9781876718909

Government response to the Culture, Media and Sport Select Committee report on 'London 2012 Olympic Games and Paralympic Games': funding and legacy (HC 69), session 2006-07 (Department for Culture and Media and Sport, 2007) ISBN 9780101707121

HMSO – *London 2012 Olympic Games and Paralympic Games: Funding and Legacy* (Stationery Office, 2007) ISBN 9780215032140

Hylton K and Bramham P – *Sports Development: Policy, Process and Practice* (Routledge, 2007) ISBN 9780415421836

Ryan-Collins J et al – *Fools Gold: How the 2012 Olympics is Selling East London Short and a 10 Point Plan for a More Positive Local Legacy* (New Economics Foundation, 2008) ISBN 9781904882275

Journals

International Journal of Sport Management and Marketing

Journal of Sport, Education and Society

Sociology of Sport Journal

Websites

Department of Culture, Media and Sport	www.culture.gov.uk
London 2012 Organising Committee	www.london2012.com
Sports City (Information portal)	www.sports-city.org
Sport Development	www.sportdevelopment.org.uk
Sport England	www.sportengland.org
UK Sport	www.uk sport.gov.uk

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

13 Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A

Progression opportunities

These are examples of progression opportunities to other Pearson qualifications within the active leisure and learning sector.

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
5		BTEC HND Diplomas in: <ul style="list-style-type: none"> • Sport • Sport and Exercise Sciences 		
4		BTEC HNC Diplomas in: <ul style="list-style-type: none"> • Sport • Sport and Exercise Sciences 		NVQ in Spectator Safety Management
3	Advanced Subsidiary GCEs in: <ul style="list-style-type: none"> • Physical Education • Leisure Studies Advanced GCEs in: <ul style="list-style-type: none"> • Physical Education • Leisure Studies 	BTEC 'Nationals' in: <ul style="list-style-type: none"> • Sport • Sport and Exercise Sciences 	BTEC Award in Employment Awareness in Active Leisure and Learning BTEC Certificates in: <ul style="list-style-type: none"> • Understanding Sports Performance • Personal Training • Achieving Excellence in Sports Performance 	NVQs in: <ul style="list-style-type: none"> • Sports Development • Leisure Management • Achieving Excellence in Sports Performance • Spectator Safety • Personal Training • Outdoor Programmes

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
			BTEC Certificate and Diploma in Sailing and Watersports	
2	GCSE in Physical Education (short course) GCSE in Physical Education	BTEC 'Firsts' in Sport	BTEC Certificates in: <ul style="list-style-type: none"> Sailing and Watersports Fitness Instructing Leisure Operations BTEC Awards in: <ul style="list-style-type: none"> Understanding Stewarding at Spectator Events Employment Awareness in Active Leisure and Learning 	NVQs in: <ul style="list-style-type: none"> Active Leisure, Learning and Wellbeing Operational Services Activity Leadership Instructing Exercise and Fitness Spectator Safety Sport and Play Surfaces
1		BTEC Award, Certificate and Diploma in Sport and Active Leisure		NVQ in Sport and Active Leisure
Entry	Entry Level Certificate in Physical Education	BTEC Award in Sport and Active Leisure		

Annexe B

Mapping with NVQ/competence-based qualifications

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Sports Development against the underpinning knowledge of the Pearson Edexcel Level 3 NVQ Diploma in Sports Development. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NVQ/competence-based qualification unit

A blank space indicates no coverage of the knowledge

BTEC Specialist units NVQ/competence-based units	BTEC Specialist units											
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Unit C27: Ensure the health, safety, welfare and security of customers and staff		#				#				#		
Unit C33: Work with others to improve customer service												
Unit D210: Promote equality and diversity in sport and physical activity				#								
Unit B227: Contribute to evaluating, developing and promoting services											#	#
Unit B229: Plan and organise services					#				#			
Unit D61: Facilitate community-based sport and physical activity	#			#								#
Unit D62: Support the development of sport and physical activity in education	#			#								#

BTEC Specialist units NVQ/competence-based units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Unit A211: Apply for external funding for sport and physical activity												#
Unit A44: Manage a project									#			#
Unit A41: Manage information for action											#	

December 2017

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Registered Office: 80 Strand, London WC2R 0RL.
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