



BTEC Level 2 in Sports Industry Skills (Leading Children's Sports Activities)

Standardisation 2021

Standardisation Material

**Unit 1: Working in the Sport and
Active Leisure Industry**

Issue 1

August 2021

Contents

You will need to refer to the appropriate unit specification in order to answer the questions with the Lead Internal Verifier (Lead IV).

The BTEC Level 2 specification(s) for this unit can be found at the end of this document.

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Activity 1

Assessment Plan

You are using an Assessment Plan for Level 2 in Sports Industry Skills (Leading Children's Sports Activities).

1. Discuss what needs to be done to ensure effective implementation of the Assessment Plan.

Assessment Plan

Programme Title		Level 2 in Sports Industry Skills (Leading Children's Sports Activities)								
Unit or Component No & Title	Assignment Title	Targeted Learning Aim/s or Outcome/s	Internal Verification of Assignment Brief Date	Hand Out Date	Internal Assessment Hand in Date or External Assessment Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date*	Internal Verification of Resubmission Date	Assessor Name	Internal Verifier Name

Year 2021/2022										
Unit 1 – Working in the Sport and Active Leisure Industry	Exploring careers in the industry	LA: A, B, C and D	02/09/21	11/11/21	17/01/22	31/01/22	14/02/22	28/02/22	Frank Thompson	Abel Sandos
Unit 2 – Physical Education and Sport in School and Community Settings	Examine the national curriculum	LA: A	02/09/21	11/11/21	17/01/22	31/01/22	14/02/22	28/02/22	Frank Thompson	Abel Sandos
	Extracurricular in schools	LA: B	02/09/21	18/11/21	20/12/21	10/01/22	24/01/22	07/02/22	Frank Thompson	Abel Sandos
	School and community sport	LA: C	02/09/21	09/12/21	24/01/22	07/02/22	21/02/22	06/03/22	Frank Thompson	Abel Sandos
Unit 3 – Sports Leadership	Leaders in sport	LA: A, B and C	02/09/21	20/01/22	30/03/22	10/04/22	18/04/22	03/05/22	Frank Thompson	Abel Sandos
Unit 4 – Working as a Sports Leader	Being the leader	LA: A, B and C	02/09/21	27/01/22	06/04/22	19/04/22	26/04/22	10/05/22	Frank Thompson	Abel Sandos

Lead Internal Verifier signature	Lucy Mortimer	Date	02/09/21
* Lead Internal Verifier must authorise any resubmissions. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work. The resubmission date must be within 15 working days of the learner receiving the results of assessment.			

Activity 2

Assignment Briefs

A team member has prepared this Assignment Brief.

1. Discuss whether the Assignment Brief is fit for purpose.

Assignment Brief

Qualification	Level 2 in Sports Industry Skills (Leading Children's Sports Activities)
Unit or Component number and title	Unit 1 – Working in the Sport and Active Leisure Industry
Learning aim(s) (For NQF/RQF only)	A, B, C and D
Assignment title	Exploring careers in the industry
Assessor	Frank Thompson
Hand out date	11/11/2021
Hand in deadline	17/01/2022

Vocational Scenario or Context	You are now carrying out a 2-week placement assisting the Sports Development Officer (SDO) at a local sports centre charity. The SDO is concerned about the low numbers of people participating in sport and physical activity in the local area and has asked you to explore the various places and ways in which people from secondary school age upwards can access physical activity opportunities at present. This is important with the role to help improve the numbers participating in sport. The SDO would also like you to find out what are the most common barriers stopping people from participating and explore ways that these identified barriers can be reduced or overcome. The SDO also thinks that one way to get more people active is to create more opportunities to participate. They have asked you to find out about the different roles in which they could employ more people to create additional opportunities, as well as the different options for employment (e.g. contract, retained, employed, self-employed).
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Task 1	Due to the concern of low numbers of people taking part in sport and physical activity, you have been asked to explore participation. You must create a report and include the following: - The low numbers are causing concern for the local area and you have an opportunity on your placement to help support them. You should do this by outlining the ways in which different people have access to sport and physical activity, including schools (national curriculum), community sport (e.g. coaching, participation or local gyms) and other environments, such as at home or online. You must consider how these may differ depending on the stage of life someone is at. - Include the benefits of participation to sport and physical activity and relate to how this may differ depending on the stage of life someone is at. You may want to consider the physical benefits, health benefits, psychological benefits and social benefits. It is important to include the societal benefits (e.g. less days off work so less pressure on the NHS and economy), physical activity guidelines and eating recommendations. - Explain the barriers to participation in sport and physical activity. Amongst others, consider including limited opportunities, negative
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	attitudes, limited finances, confidence, lifestyle, disability, medical, gender and/or cultural. Summarise the example/impact and how it can be an actual barrier. • Include how these barriers may be overcome, including using positive role models, improving facilities and raising awareness. You should evaluate the provision and benefits of participation and this should include an evaluation of how barriers can be overcome using relevant local or national strategies. These may include agencies, health initiatives and local sports clubs. Tips: • To outline, you must provide a basic plan, without excessive detail, that includes the main parts and features. • To explain, make details clear by including the reasons for it as well as revealing relevant facts. • To evaluate, you must form your own idea based on the relevant information and facts.
Checklist of evidence required	Written report Supplementary posters/leaflets, if appropriate
Criteria covered by this task	
Unit/Criteria reference	To achieve the criteria, you must show that you are able to:
A.P1	Outline the provision and access to sport and physical activity for people at different stages in their lives.
A.P2	Outline the importance of participating in sport and physical activity at different stages of a person's life.
A.M1	Explain the main barriers and enablers for people to participate in sport and physical activity.
A.D1	Evaluate the provision and benefits of participating in sport and physical activity at different times in a person's life and how barriers can be overcome using relevant local or national strategies.
Task 2	Your placement has allowed you to be able to gain a greater understanding of what is happening within the area. This will help support those trying to get into sport and physical activity. Therefore, it would be beneficial to create an article or poster that highlights jobs and opportunities. It is important to identify the opportunities available within the sport and active leisure industry as well as maintaining and developing knowledge and skills to work in the sector. • You must describe and assess four different job roles within the public, private, voluntary or third sector. These may include jobs in sports development, journalism or coaching. • Following this, it is important to include the types of employment that exists within the sector. Link the job roles included with the type of work, such as paid, self-employment, apprenticeships or volunteering.

	- Finally, you must include the methods to maintain and develop relevant knowledge and skills. Knowing and understanding the career pathways in sport, qualifications, development and knowing the industry would be vital. You must evaluate the jobs included. This could be completed by adding in what the positives and negatives are, what type of applicant this would attract, why one job would be more popular than another or how the industry could be improved etc. Tips: - To describe, you must give a detailed account of the four jobs and the types of employment. Include all the facts in detail. - To assess, consider the quality to the facts, providing some of your own judgements. - To evaluate, you must form your own idea based on the relevant information and facts.
Checklist of evidence required	Web article or pdf poster
Criteria covered by this task	
Unit/Criteria reference	To achieve the criteria, you must show that you are able to:
B.P3	Describe four different jobs and types of employment in the sport and active leisure industry.
B.M2	Assess the key responsibilities and types of employment for four different jobs in the sport and active leisure industry.
B.D2	Evaluate four different jobs with associated career pathways and types of employment in the sport and active leisure industry.

Task 3	The identification of jobs is extremely useful, but it is vital that you can support your local area by providing a presentation on skills and behaviour. You may be able to target people with the use of this information and really support the Sports Development Officer during your placement. It is important that you explore the personal skills and professional behaviours that are required to work in the sport and active leisure industry. You should outline the effects of these behaviours on building and developing positive relationships with customers. You must consider reasons for portraying a professional image (reputations, trust, etc.) and how this can be done (e.g. respectful, problem solving, listening and empathy, etc.). It is important that when working with others, you consider the following: - Engaging with customers face to face, via telephone or social media. - Communicating verbally, non-verbal or active listening. - Responding to information received immediately or after the fact. - Being specific with how you communicate to a particular client. - Dealing with conflict. - Seeking assistance.
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	• Mentoring system and support. You must continue by explaining and evaluating the effects of this behaviour on relationships with others. Following this, you must explore methods to carry out good working practices in the sport and active leisure industry: • Identify national guidelines, legislation and policies that are relevant to working in the sport and active leisure industry. Explain and justify the use of relevant national guidelines, legislation and policies for an identified job role, including child protection. Consider the following in relation to child protection: • Meaning of safeguarding and who it applies to. • Child protection and relevant bodies. • Appropriate and inappropriate behaviour around children. • Professional boundaries such as codes of conduct. You must continue by considering self-reflection and evaluation, and how it can aid personal development. Tips: • To outline, you must provide a basic plan, without excessive detail, that includes the main parts and features. • To explain, make details clear by including the reasons for it as well as revealing relevant facts. • To evaluate, you must form your own idea based on the relevant information and facts. • To identify, state clear facts that would help and contribute to the sport and active leisure industry. • To justify, provide a rationale for the link between two or more things. What are the reasons of choosing one thing over another.
Checklist of evidence required	Slide-based online presentation, delivered or recorded with a voiceover.
Criteria covered by this task	
Unit/Criteria reference	To achieve the criteria, you must show that you are able to:
C.P4	Outline the effects of professional behaviour on building positive relationships with customers in the sport and active leisure industry.
C.M3	Explain the effects of professional behaviour on relationships with external stakeholders and internal colleagues.
C.D3	Evaluate the effects of professional behaviour on building relationships with external and internal stakeholders
D.P5	Identify national guidelines, legislation and policies that are relevant to working in the sport and active leisure industry.

D.M4	Explain the use of relevant national guidelines, legislation and policies, including child protection, for an identified role in the sport and active leisure industry.
D.D4	Justify the use of relevant national guidelines, legislation and policies for an identified job role, including child protection.

Sources of information to support you with this assignment	Websites Free resources for Physical Education www.teachpe.com www.brianmac.co.uk www.livestrong.com www.sport-fitness-advisor.com
Other assessment materials attached to this Assignment Brief	None.

Activity 3

Internal Verification of the Assignment Brief

A team member has submitted an Assignment Brief for internal verification.

1. Do you agree with the Internal Verifier's decisions and why?

Internal Verification – Assignment Brief

Programme Title	Level 2 in Sports Industry Skills (Leading Children's Sports Activities)		
Assessor	Frank Thompson	Internal Verifier	Abel Sandos
Unit Number and Name	Unit 1 – Working in the Sport and Active Leisure Industry		
Assignment title	Exploring careers in the industry		
Assessment criteria targeted by this Assignment Brief	A.P1, A.P2, A.M1, A.D1 B.P3, B.M2, B.D2 C.P4, C.M3, C.D3 D.P5, D.M4, D.D4		
Is this an Authorised Assignment Brief published by Pearson? If so, has it been amended by the Assessor in any way? Please give details. (Please answer the questions marked * in the checklist only)	Same template, but centre tasks and information included. This is a Pearson Example Assignment Brief.		
Has this assignment been submitted to the Assignment Checking Service? (If Yes, please keep a copy of the ACS feedback with this form)	No.		
INTERNAL VERIFIER CHECKLIST			Y/N
Are the programme and unit details accurate?			Y
*Are clear deadlines for assessment given?			Y
Is the time frame of an appropriate duration?			Y
*Is there a suitable vocational scenario or context?			Y
Are the assessment criteria to be addressed stated accurately?			Y
Does each task show which criteria are being addressed?			Y
Do the tasks meet the assessment requirements of the unit/s?			Y
Is it clear what evidence the learner needs to generate?			Y
Is likely to generate evidence which is valid and sufficient?			Y
Overall, is the assignment fit for purpose?	Yes	☒	No ☐
*If 'No' is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been			

undertaken and that the Assignment Brief is authorised for use before the brief is issued to learners.			
Action required: (If none then please state n/a)		Date to be Completed	Completed
N/A			
General Comments (if appropriate)			
N/A			
Assignment Brief Authorised for Use			
Internal Verifier signature	<i>Abel Sandos</i>	Date	02/09/2021
Assessor signature	<i>Frank Thompson</i>	Date	03/09/2021
Lead Internal Verifier signature (if appropriate)		Date	

Activity 4

Assessment of Learner Work

A learner has submitted work for this Assignment Brief and a team member has now assessed it. The summative assessment record is included.

1.

- Do you agree with the Assessor's decisions and why?
- Do you agree with the Assessor's feedback and why?

Learner Assessment Submission and Declaration

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name:	Stuart Earons		Assessor name:	Frank Thompson	
Issue date:	11/11/2021	Submission date:	17/01/2022	Submitted on:	1701/22
Programme:	Level 2 in Sports Industry Skills (Leading Children's Sports Activities)				
Unit:	Unit 1 – Working in the Sport and Active Leisure Industry				
Assignment reference and title:	Exploring careers in the industry				
Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).					
Assignment task reference	Evidence submitted		Page numbers or description		
1	Written document				
2	Written document				
3	Slides (see extra work)				
Additional comment to the Assessor:					
Learner declaration					
I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.					
Learner signature:	<i>Stuart Earons</i>			Date:	<i>17/01/2022</i>

Task 1

Playing football for a club in your local area is a great way to socialise with kids the same age or potentially the year older if your skills have progressed that fast and to make new friendships outside of school as football is one of the most played sports therefore you will come across people you don't know and make new teammates and make friendships and bonds with players on opposition teams. Football is a great sport for maintaining good fitness, physical health (improving the health of the heart by the heart getting exercise and pumping blood around the body therefore contracting more and faster so makes it stronger) , mental health (increase of social wellbeing as it gives lads/lasses the chance to get involved with other people of the same age) , strength and endurance and also a great way to exceed your recommended rate of physical exercise by the government. Within football, the more you train and play, the better you team and as an individual you will become, therefore bringing a higher intensity to the games you compete in and also to mention games become more competitive the higher the level you get to. With the game lasting 90 minutes, potentially a little shorter depending on the age of the player, this allows a player to develop his/her teamwork, communication, discipline and leadership skills which are all great skills to develop young to help you understand the importance of these fundamental skills later in life as well as the importance of the skills on the pitch and around home at the young age of a footballer. Prudhoe youth club and Stocksfield FC are two examples of football clubs in my local area - <https://www.prudhoeycfc.com> and <https://www.stocksfieldfc.com> although local rivals many boys from the same class split between both teams with progression to county teams at the age of 15 and the chance to be scouted by local academies such as sunderland, newcastle and middlesbrough at the age of 7.

Playing rugby for a club in your local area is also a great way to socialise with kids the same age or potentially the year older if your talented in the sport and physically ready to step up an age and is a great way to release built up aggression safely as the physicality is a big step up from football as fundamentals in the sport involve tackling which when done properly technically can be done with great force without resulting in injury (this also helps maintaining and building strength and stops/ prevents degeneration) but at a young age learning the fundamentals is the most important thing to set up the child for the future strength and power of the game safely. Rugby is also a great sport for developing key skills such as teamwork, control, communication, strength and endurance much like football however through a different way and has many more discipline teachings than football for example in rugby you are taught from young age that you can't argue with what the ref says and if so your team gets penalised however in football you can argue more with a referee before a sanction is given, this gives the players a greater self confidence as they know they are conducting themselves in a good manner whilst developing strength and building a better physique where unlike football you do not need to be as lean therefore giving some of the heavier lads/lasses more confidence) . My local rugby team is <https://www.novos.co.uk> (with progression to <https://www.newcastlefalcons.co.uk/> at the age of 16 if offered a place in the academy but before the age of 16 progression to the county teams) and has taught me many different skills and brought many social skills to me as when you hit a certain age it is mandatory to get showered and changes into a shirt and tie and go have a post match meal in the clubhouse after every game also many times being accompanied by the opposition team.

Playing for a local basketball club is a great way to develop fundamental skills as mentioned with rugby and football but is a great way to develop the skill of coordination as players need it to catch, pass and shoot the ball while being guarded by someone who is trying to keep you from doing all three. Basketball is great to develop balance as when you are developing it is key to maintain a good level of balance to guard the hoop also there are many instances in basketball when you will be in the air so the importance of having good balance when landing is key. In my local area the

basketball team is <https://newcastle-eagles.com/team/ryton-rockets/> which is a development team for <https://newcastle-eagles.com> therefore when they think skill level is high enough there will be a level of progression much like football and rugby, this allows participants to have a greater self esteem as they are getting out the house to play sport which allows them to lose focus on most things and focus on the enjoyment of the sport.

Physical recreation

Walking is great and can be enjoyable for elderly people and families as it is a great way to get out and socialise with different people and is easy to organise meets with other families on a nice day and for elderly people being able to walk without support support is one of the greatest indicators whether a person is able to live on their own without a carer or without support. Walking has many strengths for elderly people as it can maintain strength in their bones and keeps them active, it can also lower the risk of heart disease as it keeps you active and lowers the chance of having a stroke as well. Also it gives elderly people strength and balance which is important as it is known that elderly people have a greater chance of falling. Also living in the countryside there are many different trails and routes for people to take such as scenic routes or national parks which allows people to see animals such as birds of prey or animals such as a deer.

Cycling is a great way for individual or group exercise as if with a group it allows great socialising or as an individual it allows you to escape mentally and can focus on yourself and just enjoy the cycle. Cycling is also an aerobic which allows the heart, blood vessels and lungs to get a good workout too as well as cycling is at your own intensity therefore managed by an individual and is important that the heart gets regular exercise no matter what your age is.

Outdoor Activities

Mountain biking is much like cycling and is an aerobic sport however locally there is great opportunities for mountain bike trails as there is many forests full of trails, mountain biking is a low impact activity as the stress does not go through the joints as it will go through the suspension of the bike unlike other aerobic activity such as running therefore puts less stress on muscles and joints therefore is a good alternative for people who struggle with running due to soreness of joints and back pain, i would recommend mountain biking in broomley woods as there is a well constructed trail: <https://getoutside.ordnancesurvey.co.uk/local/broomley-fell-wood-northumberland>

Canoeing and kayaking can be done as a hobby, a sport or a holiday activity. It is an activity that does not take a long time to learn and does not take a good level of fitness therefore makes the sport more accessible to more people as it will not include the fear factor of embarrassment of bodies as it wouldn't matter as it has no relevance to the sport. It is a great way of meeting new people in this country and on holiday as it brings people together and is a great way to socialise and the club <http://www.blythkayakclub.co.uk/> goes round northumberland.

Rowing is a sport which is a team sport whether it's in 2's or 4's, it is a sport that requires great coordination, teamwork and communication and great upper body strength and endurance to keep going to reach the destination, It takes great character and resilience to be a rower as Up north it isn't warm therefore to be rowing all year round takes character and rowers generally work out

early in the morning such as 7am start time therefore is even colder most of the time. The local rowing club is located in newburn <http://www.tynerowingclub.org>

Physical education

At pe in school there is a national curriculum of sports which teachers follow, this provides students to develop confidence within different parts of the course both physically and socially, it also provides opportunity for students to compete in sports that they may not have had the chance to previously or potentially can't afford to. As defined by the UK government, the national curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time and engage in competitive sports and activities to promote an active healthy lifestyle, this also gives more of the chance of an appropriate body fat ratio to a kid as they are getting there exercise through there education at school. <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>

The sports provided may change due to what the school has available and what the school can afford, at prudhoe high school there was a range of many different sports available from football to trampolining, <https://www.pchs.org.uk/subjects/p-e/>

Physical fitness

Yoga is an art/class that benefits many different people in many different ways such as it will help an elderly person ease the tenderness of arthritis through the joints as gentle yoga has been shown to relieve discomfort for the sufferer or it will help an athlete as it has been shown to improve strength, balance and flexibility as slow movements and deep breathing increase blood flow and warm up muscles. Yoga also helps with mental wellbeing as its calming nature helps relieve stress and anxiety and helps develop the mind to body relationship, it also helps pregnant women as it helps them stay relaxed, strong and in shape without any intense workout. Locally there are many different yoga classes therefore many different options to choose from and shows the interest in the classes as there are so many around.

Circuit training has many benefits to many different people as it improves cardiovascular endurance, muscular strength, muscular endurance, social interaction during exercise and adherence to exercise. Many people like circuit training as it generally is a full body workout as different stations target all different parts of the body also you get the benefits of cardio and strength training together also seen as it is group training it is a great way to get a work out without having to think or plan, circuits also help your mental health as training together means you are not isolated whilst training so can make improvements to your body whilst also having fun with being in the social environment and this uses green spaces such as parks within the environment as generally circuits around my local area are outside as it is cheaper and better for the environment.

Bounce classes are a class that is accessible to many as when joining the class you do not need to buy your own equipment which can be expensive but can rent the equipment for the lesson itself which is only a small cost more than the class itself. Bounce classes are a great alternative for exercises such as skipping as you wear a boot that allows you to bounce around more whilst also being in a very social environment for example the bounce class locally in newburn is a

women exclusive class to encourage women to partake in exercise without the worry of being judged or under pressure from males in the gym. As bounce is very much like skipping it is a great cardiovascular exercise.

The provision and access to sport and physical activity for people at different stages in their lives includes the following. Some clear outline of the importance of taking part is also included:

Young children

Football starter sessions would be ideal for those under 7 years of age.

These sessions start with the basics and allow the children to develop at their own rate.

Teaches fundamentals and helps with keeping off the streets.

May help with reducing crime and antisocial behaviour and getting into good habits with friends.

Develop cardiovascular and strength benefits as well as gaining in confidence.

Older people

The target sessions could be yoga and pilates.

This may increase flexibility and some other components of fitness, such as strength and balance.

Working muscles that haven't been worked before would help.

The psychological side would be very good at this age, too.

Learning new things and having a social side will benefit, too.

May reduce chances of illness.

There are classes available everywhere and would be easy to access, by public transport or lifts.

Walking football may be another activity for older people, and this may improve loneliness, which is quite common at present.

Blind/visually impaired

Blind/visually impaired football is a 5-a-side game that certain people will be able to play.

Improves health and some components of fitness, such as cardiovascular endurance and coordination.

This may help with reducing the risk of a fall.

This is accessible but may not be prevalent in lots of areas.

Wheelchair rugby may be available in the area and improves on team bonding, meeting other people and having a big focus.

Deaf/hearing impaired

Deaf/hearing impaired football is similar to football but must have lost 55 decibels or more.

This allows participation and bringing people together, as well as health benefits.

Psychologically, it will help make them feel like they have a sport to take part in.

Self confidence would also improve due to being involved and not feeling lonely.

Cardiovascular improvements are also key.

Football starter sessions are for children under the age of 7, they are a group session which is fulfilled by teaching the basics and then partaking in games, this allows the kids to be involved in a social environment without having to worry about skill as there is no designated team. This allows the children to get exercise whilst gaining confidence in social situations and having fun and also teaches them the fundamentals of football such as passing, dribbling, shooting and tackling. Therefore this keeps kids off the streets and gives them a hobby to look forward to every week so will reduce crime and antisocial behaviour rates as the kids have something to work for and will mean they are not just walking around the streets, this also installs the idea of the nation's pride within football to the younger generation which carries on the love for the game which the nation shares. This allows children to get the recommended level of physical exercise as there is no worry about confidence as it is starter sessions so everyone will be therefore this is more important than developing strength and cardiovascular endurance as such which would be more important the older we get. This also allows kids to gain confidence socially as this encourages cohesion and teamwork which would improve confidence and self-esteem which is more important than relieving stress at a young age. In my local area <https://www.magpiesportsltd.com/> is the well known private company that goes into schools to promote multiple sports but focuses on football and then further does football sessions after school hours to encourage young kids to play football. The reason for this provision to be included in my local area is to tackle the problem of obesity from a young age in the north east of England, this provision is an attempt to make a solution to the problem by encouraging physical exercise and to promote a healthy lifestyle from a young age. The statistics show that in 2016 there was 15.5% of children under 19 obese compared to in 2019 only 12.3% of children were considered obese through their BMI calculations therefore showing a 3.2% decrease over a period of 3 years. As a further recommendation to tackle the obesity of children I would encourage the government to make it mandatory to do an hour's physical education in school every single day and further encourage advertisement to children and parents of outside clubs such as football starter sessions but make an allowance in the government system which is a benefit for children that are under the circumstances that they can not afford as a family to attend such sessions.

Older people may struggle to partake in sports and physical activities due to the strength of their bones, weaker muscles and the potential worry of balance to the person, as a recommendation I would recommend they participate in yoga or pilates classes as it increases flexibility, strength, balance and the resilience of the muscles, it further helps them mentally as it reduces stress and anxiety which will be calming also teaches breathing techniques which may help them regulate their breathing if that could possibly be a problem. This reduces the chances of illness and problems for older people such as strokes or heart diseases and will also reduce the risk of falling whilst they are on their own as it will increase balance. The relaxation and calming techniques within the yoga/pilates classes can reduce pain in the lower back which affects many older people and can reduce the severity of arthritis which will help them be more independent and be comfortable completing everyday tasks. Walking football is a sport for over 50 year olds, this allows older people to still get involved in the game they love without having to worry about the physical requirements as the games are only 40 minutes long with 2 halves of 20 minutes. It is targeted at over 50s as there is no running or jogging with or without the ball so everyone is at the same speed although still getting an aerobic workout which decreases the risk of heart disease and other illnesses which are becoming a great concern to the older generation of our country. This improves an older person's health agenda as this improves the next 10 years of the participant's life as it reduces the chance of a stroke, heart disease and diabetes therefore this reduces the cost to the NHS as there will be less appointments with worries of heart disease or potential strokes as older men will be healthier and therefore lead to less time spent in hospital as there will be less strokes. This encourages community cohesion between older people therefore

decreasing the feeling of isolation and loneliness making elderly people involved with others which is improving self esteem which in this situation is more important than building/gaining self confidence as it makes them feel as if they are not alone or isolated by keeping them in touch with other people. Also this reduces stress of an elderly person as when you get older you may have the stress of looking after your family and worry about putting pressure on your children or grandchildren when you are gone therefore allows them to relax for a few hours and takes their mind off of problems. This decreases the risk of health problems and illnesses which is more important than building your cardiovascular endurance as at an elderly age decreasing the chances of strokes, heart disease and diabetes takes a lot of strain on your own health but also the cost of the NHS which improves the economy and the life of the elderly person. In my local area <https://www.northumberlandfa.com/players/ways-to-play/walking-football> encourages older men to join walking football in Northumberland. The provision is encouraged as it decreases the numbers of loneliness and isolation but also gets elderly men out of the house to play the game they once loved therefore reducing the chances of health problems and illnesses. However in my local area in my opinion in my local area i think it is encouraged to bring the old miners back together in teams such as Prudhoe Miners Fc as this brings men that use to work down the pits together back after potential years of not seeing one another therefore rebuilding relationships and friendships, This project in prudhoe has revealed via a survey from prudhoe medical group that 67% of men over the age of 65 have felt less lonely and felt more involved in the community just after 2 sessions of walking football at the high school on a tuesday night. I would further recommend a league for the older men to have a competition in as this will allow them to not only get physical exercise but make new friendships and share different experiences with one another and this would allow more people to get involved but locally i would like to see an area that is more accessible for them to play at because the high school is on the top of a hill and for some that can not drive the walk is harsh and inaccessible for some therefore if there was a pitch at the bottom i would like to think more would get involved in the sessions and i would also recommend a better approach with the advertisement and i would like to see a more targeted approach fro eh projects some older men will not have facebook therefore will not see the advertisement.

Blind/ visually impaired football is a 5-a-side game of football of 2 20 minute halves with a ball with a bell inside of it so the players can hear the ball to locate it. Blind football allows the players to get similar health impact as a normal game of football such as cardiovascular endurance as this will strengthen your heart and lungs as well as improving your muscular endurance and stamina but arguably most importantly for a blind person will improve their balance and muscular strength which will reduce the risk of a fall. Another example of a disabled sport is, wheelchair rugby league (also known as murderball) is rugby league for disabled people who are not able to run or have a lower body disability and is one of the only sports that allows men and women to compete together on the same team. It is an indoor sport played on a wooden floor court in a 5 a side system, the sport uses a round ball much like a volleyball to allow the players to hold it easier whilst moving. Players score by carrying the ball across the goal line. For a goal to count, two wheels of the player's wheelchair must cross the line while the player has possession of the ball. A team is not allowed to have more than three players in their own key (box) while they are defending their goal line. This improves self esteem and self confidence as they have a sense of independence and responsibility in the selves as sometimes they are aided heavily therefore this allows them to gain confidence in themselves to not only play football but be more independent outside of the pitch therefore making it more important than relieving stress. This improves muscular strength and balance which is important to a visually impaired person beaqcsue as a result it will give them more of a feeling of independence as they can trust themselves on there own where as it is not as important b In my local area <https://nufoundation.org.uk/foundation-join-forces-with-uefa-foundation-to-support-ambitious-disability-sport-vision/blind-football-mikey/> gives blind/visually impaired people the chance to play football. I think the main reasons for this provision in my local area are social involvement as this leads to a feeling of involvement reducing the feeling of isolation and loneliness but more importantly the building of strength and balance in the participant

as for someone that is blind it reduces the chance of falling over and causing damage by 40% stated by an independent study conducted by Harvard university furthermore i would recommend to push the promotion of sport to more blind people as this can reduce the chance of injury hugely also it gives them a level playing field during competition in a sport they love.

Deaf/ hearing impaired football is the same rules as a normal game of football just 2 45 minute halves however need to take hearing aids out before partaking in the sport to make sure everyone is equal but to register for the sport you must have lost 55 decibels or more. This allows everyone participating to be able to communicate the same way so not one person is out of place therefore this allows them to socialise with people in the same situation as them whilst allowing them to get the aerobic exercise therefore strengthening their heart and lungs making sure they remain as healthy as they can and this improves the community cohesion for the deaf community by bringing them together and allowing them to socialise with one another. This improves self confidence as they will be in the same ballpark as everyone on the pitch so there will be no reason for embarrassment about communication therefore building their confidence and normalising their disability is the most important as it builds character and acceptance of themselves which will help later in life as well. This improves the health of the heart and respiratory system as the heart is gaining more oxygen therefore beating faster to get the blood to the working muscles so the heart is getting exercise as well, furthermore the heart will experience hypertrophy over time as it will have a consistent exercise. In my local area <https://parasport.org.uk/opportunity/newcastle-united-foundation-childrens-deaf-football-club> gives deaf/ hearing impaired the chance to play football.

The reasons for this provision in my local area are for the participants to build confidence personally and socially and then to further improve cardiovascular endurance and the strength of the heart and the respiratory system as playing football from a young age reduces the chances of heart disease and strokes when you are older by 65% which may prevent a life changing circumstance from occurring. I would further recommended for more youth teams to make a deaf football team to not exclude and discriminate against disability such as being deaf because although it may not be considered as bad as being blind it is just as hard for them to communicate at times therefore a league in the northeast that gets the recognition in the papers and reports as a normal sunday league would be great to see.

Asthma is a long term condition that affects your airways, it causes them to become inflamed and then further narrow which then increases the difficulty of breathing for the victim. Asthma has multiple symptoms such as shortness of breath, coughing or wheezing after exercise or any activity. An inhaler reduces the impact of these symptoms to the victim as it reduces the shortness of breath which allows the victim to do an activity for longer for example will allow someone who suffers from asthma to manage to complete a game of football. Prudhoe youth club and Stocksfield FC are two examples of football clubs in my local area - <https://www.prudhoeycfc.com> and <https://www.stocksfieldfc.com> as they allow any player with asthma to join a team as long as they have their inhaler with them in case of emergency.

Task 2

- U18s coach at a category 1 academy

Develop u18 scholars footballing ability as an end goal of them progressing to the u23s but also to develop them as a person by setting standards and disciplining the scholars when necessary to prepare them for later life outside of football but their primary responsibility is to ensure that they deliver high quality coaching and plan, control and implement coaching activities as defined by the Club and in line with policies and procedures of the club.

FA Level 4 (UEFA A), FA youth advanced awards and most basic first aid course

Experience within a professional football club and in a busy and fast paced environment, together with experience of player development and an ability to lead a team.

A private coach in an academy will earn more than a public coach in grass roots however in some cases a 9-16s coach in an academy that works part time may be on less than a grass roots coach

- Sports development officer

A sports development officer will plan and organise sports projects and campaigns in order to get more people involved. They work towards making a sport more accessible to everyone and aim to get people living a healthier lifestyle.

This career is open to all graduates and those with an HND, but the following subjects may increase your chances:

health and exercise sciences, leisure studies, physical education, recreation or leisure management, sport development or management, sport in the community and sports science or sports studies.

Pre-entry work experience in community, sport, school or voluntary organisations is essential. Coaching experience is highly desirable. This can be gained through working or volunteering for local authorities or sport NGBs and clubs.

Try to gain as much experience as you can through voluntary or paid work in coaching and organising sports activities or holiday programmes. Building up experience of delivery in one sport is helpful, although a multi-sport approach is ideal.

- Sports scientist at a category 1 academy U9-U16

To ensure that all playing staff are offered high quality scientific support on a day to day basis. To keep abreast with sport science research development and advances and maintain an open and flexible stance with regard to best sport science practice. Monitor individual readiness and recovery strategies and implement subsequent interventions daily. Monitor and interpret individual and team training data whilst providing knowledgeable feedback to medical department and coaches. Use training data to try to offer advice on subsequent team training periodization. Produce individual and team phase reports including readiness, recovery, training and conditioning data. Provide high level of interpretation, recommendation and feedback to coaches and medical department.

Essential: BSc. (or equivalent) qualification in Sport Science or Strength & Conditioning, Experience of fitness and conditioning at youth level in professional football, Extensive knowledge

of growth and maturation, Strong operational ability with an attention to detail to achieve optimum fitness of players.

Experience of working within an elite sporting environment, Experience of working in youth development and Experience of delivering psychology both 1-2-1's and workshops.

- Gym instructor

A Fitness Instructor, also known as a Personal Trainer, provides training and instruction of fitness programs to individuals and groups. The Fitness Instructor engages clients in exercise routines and weight loss programs, and helps them to reach their individual goals.

Level 2 Gym Instructor course, also known as the Level 2 Fitness Instructor course or Level 2 Personal Trainer but some gyms only take Level 3

Experience is important for securing a first job in fitness so gaining experience wherever possible is the best idea. This could mean doing private work or trying to find employment in a fitness facility, in a hotel or spa, on a summer camp or in some closely related work such as sports coaching or lifeguarding.

A private gym instructor for example a 1 on 1 personal trainer will earn more money than a public sector as the private sector will work upon appointments and set a nutrition plan and a set person specific plan to the person seeking training but in a public sector it is just generic advice for fitness such as a healthy diet

- PE teacher

Teaching and supporting all designated classes in PE and promoting a healthy lifestyle, to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, to monitor and support the overall progress and development of students as a Teacher/Form Tutor if required, to facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential, to contribute to raising standards of student attainment, to share and support the school's responsibility to provide and monitor opportunities for personal and academic growth, to promote and encourage a healthy lifestyle for students and staff at the Academy and to organise PE / Sport workshops for staff and parents when appropriate.

4 or 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths, GCSE science at grade 9 to 4 (A* to C) for primary school teaching, 2 to 3 A levels, or equivalent, for a degree and a degree in a relevant subject for postgraduate study

Experience of sports coaching or teaching would be hugely beneficial to anyone trying to impress a potential employer. This can be gained as part of the qualification process, with extra-curricular volunteer work or work placements. Most schools are happy for a trainee to spend some time shadowing other teachers and doing so could help make a candidate stand out. Other useful skills are confidence and the ability to control a group, as well as organisation and planning.

In a private sector such as a private school a PE teacher will be paid more money than a public sector PE teacher as in a private school children's parents pay for their tuition but in a public school the children attend for free so they get paid of the gov't whereas the private school is

private

Similarities between the roles:

They all have set qualifications to be eligible to get the job

Private pays better than public in all the jobs

You need to prior experience to be eligible for the jobs

All jobs are to make other people excel in what they work in

Coaching- I'm on the pathway to becoming able to be a u18s coach as I'm doing my level 2 coaches badge next year however as it stands at this moment in time I would not be able to be an u18s head coach but I would have to do UEFA B and A badge to become a u18s head coach

Sports development- I'm on the pathways as coaching is desirable and I'm doing my level 2 coach next year also I could easily do some volunteering work to be eligible for a sports development officer role

Sports and exercise science- I would not be able to become a sports scientist at a category 1 academy as I am not able to have a BSC or an equivalent qualification therefore would not be able to apply for this job role however I'm on a pathway to allow me to be able to be eligible to go to university to complete a BSC as I'm doing level 3 btec sport and a level maths so could be eligible to become a sports scientist at a category 1 academy in the future

Leisure- Although I'm not on my pathway to be a personal trainer I could easily take a personal trainer course and be eligible for a job after the work experience

Education- Although I have the gcse grades to be eligible but I have not attended university so I couldn't be eligible to become a pe teacher

Record of Practical Activity

Learner name:			
Qualification:			
Unit number and title:			
Name of Choose an item.:			
Date of activity:			
Assessment criteria targeted:			
Description of activity undertaken:			
• what the individual learner did • the evidence provided/questions asked and answers given by the individual learner:			
Please state evidence this record is in support of:			
I confirm this is an accurate record of the activity undertaken.			
Learner signature:		Date	
Signature:			
Role:		Date	

Assessment Record Sheet

Programme	Level 2 in Sports Industry Skills (Leading Children's Sports Activities)	Learner name	Stuart Earons
Assignment title	Exploring careers in the industry	Assessor name	Frank Thompson
Unit no. & title	Unit 1 – Working in the Sport and Active Leisure Industry	Targeted learning aims/assessment criteria	Learning aims A, B, C and D
First Submission			
Deadline	17/01/2022	Date submitted	17/01/2022
		Has an extension to the deadline been approved by the Assessor due to extenuating circumstances?	N/A
Targeted criteria	Criteria achieved	Assessment comments	
A.P1	Yes	You have outlined the provision and access to sport and physical activity for people at different stages in their lives.	
A.P2	Yes	You have outlined the importance of participating in sport and physical activity at different stages of a person's life.	
A.M1	Yes	You have explained the main barriers and enablers for people to participate in sport and physical activity.	
A.D1	Yes	You have evaluated the provision and benefits of participating in sport and physical activity at different times in a person's life and how barriers can be overcome using relevant local or national strategies.	
B.P3	Yes	You have described four different jobs and types of employment in the sport and active leisure industry.	

B.M2	Yes	You have assessed the key responsibilities and types of employment for four different jobs in the sport and active leisure industry.
B.D2	Yes	You have evaluated four different jobs with associated career pathways and types of employment in the sport and active leisure industry.
C.P4	Yes	You have outlined the effects of professional behaviour on building positive relationships with customers in the sport and active leisure industry.
C.M3	Yes	You have explained the effects of professional behaviour on relationships with external stakeholders and internal colleagues.
C.D3	Yes	Evaluate the effects of professional behaviour on building relationships with external and internal stakeholders.
D.P5	Yes	You have identified national guidelines, legislation and policies that are relevant to working in the sport and active leisure industry.
D.M4	Yes	You have explained the use of relevant national guidelines, legislation and policies, including child protection, for an identified job role in the sport and active leisure industry.
D.D4	Yes	You have justified the use of relevant national guidelines, legislation and policies for an identified job role, including child protection.

General comments

This is a very good attempt at the assignment that has achieved Pass, Merit and Distinction criteria available. You have demonstrated a very good range of knowledge and expertise in relation to the variety of methods included. Your information and slides were particularly good and clearly show a strong plan was carried out and completed beforehand. You delivered your slides very well and controlled this with some very good knowledge. You allowed it to flow well, with a great understanding of the careers available outside of your centre.

You have clearly gained excellent knowledge within your sessions and utilised this. Your documents were excellent and you created a very good document for the job roles available. This highlights your skills in designing and structuring documents well. Your evaluation is very good and shows some knowledge of each, highlighting what is a strength, what is an area for improvement and the potential impact for each. Your layout was excellent and should continue in this manner. Your writing is very good and it is clear that you take care with your work.

Very clear links to employability, too, where you have completed the consultation.

Feed Forward Message: Maintain the standards set and use this to improve even further in your next unit.

Learner declaration	I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Learner signature	S. Earons	Date	03/02/2022
Assessor declaration	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature	<i>F. Thompson</i>	Date	20/01/2022
		Date of feedback to learner	
Resubmission authorisation by Lead Internal Verifier*		Date	
* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing: • The learner has met initial deadlines set in the assignment or has met an agreed deadline extension. • The tutor considers that the learner will be able to provide improved evidence without further guidance. • Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner. **Any resubmission evidence must be submitted within 15 working days of receipt of results of assessment.			

Resubmission			
Deadline		Date submitted	
Targeted criteria	Criteria achieved	Assessment comments	
General comments			
Learner declaration	I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Learner signature		Date	
Assessor declaration	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature		Date	
		Date of feedback to learner	

Assessment Record Sheet - Retake

Programme		Learner name	
Assignment title		Assessor name	
Unit no. & title		Targeted learning aims/assessment criteria	
Retake			
Deadline		Date submitted	
Targeted Pass criteria	Criteria achieved	Assessment comments	
General comments			
Learner declaration	I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Learner signature		Date	
Assessor declaration	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature		Date	
		Date of feedback to learner	

Activity 5

Internal Verification of Assessment Decisions

A team member has submitted learner work for internal verification.

1. Do you agree with the decisions and why?

Internal Verification - Assessment Decisions

Programme Title	Level 2 in Sports Industry Skills (Leading Children's Sports Activities)				
Unit(s)	Unit 1 – Working in the Sport and Active Leisure Industry				
Assessor	Frank Thompson	Internal Verifier	Abel Sandos		
Assignment title	Exploring careers in the industry				
Name of Learner (If a larger sample is required please add rows or use additional sheets)	Submission Type (First, Resubmission, Retake)	List which assessment and grading criteria the Assessor has awarded. Please state specific criteria and not an overall grade	Assessment Decision Accurate (Y/N)	List the assessment and grading criteria where inaccurate decisions have been made	State why the assessment decision is inaccurate. *If an inaccurate decision is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken before assessment decisions are issued to learners.
Stuart Earons	First	A.P1, A.P2, A.M1, A.D1 B.P3, B.M2, B.D2 C.P4, C.M3, C.D3 D.P5, D.M4, D.D4	Y		
INTERNAL VERIFIER CHECKLIST					Y/N
Has every learner and the Assessor confirmed the authenticity of the evidence?					Y
Is there evidence of collusion or plagiarism?					N

Does the assessment feedback to each learner: • Link to relevant assessment criteria • Justify each assessment criterion awarded • Provide appropriate guidance to the learner without giving specific actions for improvement.		Y	
GENERAL COMMENTS (if appropriate)			
Additional comments added to the work, such as some annotation, would be beneficial to learners.			
Any actions required must be reviewed across the whole cohort.			
Action Required		Target Date for Completion	
N/A			
I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.			
Internal Verifier signature	<i>Abel Sandoz</i>	Date	<i>31/01/2022</i>
Assessor signature	<i>Frank Thompson</i>	Date	<i>01/02/2022</i>

Centre Notes

Activity 1 - Assessment Plan

Notes:

Activity 2 - Assignment Briefs

Notes:

Activity 3 - Internal Verification of Assignment Brief

Notes:

Activity 4 - Assessment of Learner Work

Notes:

Activity 5 - Internal Verification of Assessment Decisions

Notes:

Unit 1: Working in the Sport and Active Leisure Industry

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **120**

Unit in brief

In this unit, learners will explore how people access sport and physical activity and the different job roles available in the sport and active leisure.

Unit introduction

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

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

You will investigate the different job roles that exist in the active leisure landscape and the personal skills, behaviours, knowledge and qualifications that are needed to carry out each role effectively. You will also explore the various policies and procedures that govern sport and physical activity, understanding the need for legislation, regulation, policies and procedures in order to keep everyone safe, whatever activity they undertake.

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

Learning aims

In this unit you will:

- A** Explore the ways in which people participate in sport and physical activity
- B** Explore jobs in the sport and active leisure industry
- C** Explore personal skills and professional behaviours for working in the sport and active leisure industry
- D** Explore methods to carry out good working practices in the sport and active leisure industry.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the ways in which people participate in sport and physical activity	A1 Where to access sport and physical activity A2 Benefits of participating in sport and physical activity A3 Barriers to participation in sport and physical activity A4 Sport, physical activity and health initiatives	Written report or leaflet covering access to sport and physical activity, the benefits or participation, barriers to participation and ways to overcome the barriers for different participants. An article written for a web page or journal that explores the different types of job role and employment in the active leisure industry with top tips on how to maintain and develop appropriate knowledge and skills. An online or slide-based presentation exploring ways to portray a professional image and different methods of working with other people.
B Explore jobs in the sport and active leisure industry	B1 Job roles and opportunities in the sport and active leisure industry B2 Types of employment in the sport and active leisure industry B3 How to maintain and develop relevant knowledge and skills	
C Explore personal skills and professional behaviours for working in the sports and active leisure industry	C1 Portraying a professional image C2 Working with others	
D Explore methods to carry out good working practices in the sport and active leisure industry	D1 Legal and regulatory requirements D2 Policies in sport and physical activity D3 The role and impact of relevant agencies D4 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure D5 Professional boundaries D6 Self-reflection and evaluation	

UNIT 1: WORKING IN THE SPORT AND ACTIVE LEISURE INDUSTRY

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
- Communicating with clients and colleagues - Researching job roles, legislation - Displaying appropriate skills and behaviours - Applying knowledge to real-life situations	- Barrier and benefits of participating - Job roles, responsibilities and ways of working - Skills and behaviours and the need for and effect of - Legislation, regulations, policies and procedures	- Communication - Working with others - Thinking skills/adaptability - Problem solving - Management of information - Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Explore the ways in which people participate in sport and physical activity

Learners will explore the different ways in which different groups of people have access to sport and physical activity and the benefits to people and society from regular participation in these activities.

A1 Access to sport and physical activity

- School:
 - physical education – activities carried out during lesson time that follow the National Curriculum
 - extra-curricular – before/after school, lunchtime, holidays, e.g. specialist sports offer, competitive (inter/intra school), participative, non-traditional, e.g. self-defence, yoga.
- Community sport:
 - coaching, skills development, competitive
 - recreational, participative, 'just for fun'
 - physical recreation – activities carried out during leisure time for enjoyment, e.g. formally as part of club, informally, e.g. walking, running, cycling with friends or family
 - outdoor activities – activities carried out outdoors (or in recreation areas) that are adventurous, e.g. rock climbing, mountain biking, sailing, skiing
 - gyms, e.g. public, private, workplace-based.
- Other environments – home, park, e.g. individually, formally as part of a group (boot camp), online subscriptions (Les Mills and Peloton).

A2 Benefits of participating in sport and physical activity

- Understanding the benefits of participation for the individual:
 - physical benefits
 - prevention and management of common health conditions including: coronary heart disease, stroke, type 2 diabetes, cancer, obesity, hypertension, osteoporosis
 - low resting heart rate
 - healthy body fat ratio
 - increased muscle mass to maintain strength and prevent degeneration
 - increased metabolic rate
 - enhanced psychological benefits including: mental health – stress management, reduction of anxiety levels, reduced symptoms of depression
 - improved self-confidence and self esteem
 - positive body image
 - social benefits
 - focus giving
 - reduced boredom
 - encourages interaction with other people
 - improved social skills
 - develops leadership skills.

UNIT 1: WORKING IN THE SPORT AND ACTIVE LEISURE INDUSTRY

- Understanding the societal benefits of participating in sport and physical activity:
 - fewer working days lost to ill health and injury
 - less pressure on the NHS and associated services
 - economic benefits, e.g. employment in associated industries, money spent on leisure
 - builds social cohesion, e.g. forming positive relationships, breaking down barriers
 - reduction in antisocial behaviour.
- Physical activity guidelines for different ages.
- Nationally-recognised healthy eating recommendations.

A3 Barriers to participation in sport and physical activity

Understanding the barriers to participating in sport and physical activity and how to overcome or minimise them.

- Barriers to participation in sport and physical activity:
 - limited opportunities
 - negative attitudes towards participation in sport and physical activity
 - limited finances, e.g. other financial priorities
 - low self-confidence, e.g. perceived lack of ability, concerns with body confidence
 - lifestyle, e.g. time constraints with other commitments such as homework, childcare, working hours
 - disability, e.g. seen or unseen, accessibility
 - medical, e.g. medical referral, GP liaison
 - gender, e.g. traditional gendered expectations, gender imbalance (male-dominated)
 - ethnic/cultural, e.g. familiarity with different sport and activities, cultural attitudes to physical activity and sport
 - resources, e.g. lack of accessible facilities or choice of sport, location, transportation
 - social, e.g. peer and family pressures, role models, portrayal of young people, gender
 - drop off rates/recognised low-participating groups, e.g. teenage girls.
- Overcoming or minimising barriers to participation in sport and physical activity:
 - using positive role models, e.g. challenging stereotypes, supporting aspiration
 - adapting facilities, e.g. accessibility for wheelchair users, making a welcoming environment
 - promoting equality and diversity in all activities
 - promoting the positive impact of participation
 - consulting people, e.g. seeking feedback from target groups to ensure opportunities provided match needs
 - using logistics to support engagement, e.g. timing, location, duration
 - highlighting activity offer, e.g. attractive to target group/s, reduced costs, provision of equipment
 - raising awareness, e.g. using appropriate ways to highlight activity opportunities
 - providing a link between positive school sport experiences and continued participation.

A4 Sport, physical activity and health initiatives

- The purpose of sport, physical activity and health initiatives:
 - improve physical health
 - improve mental health
 - improve fitness and wellbeing
 - aim towards government recommendations and set agenda, e.g. activity guidelines
 - increase the public's health knowledge, e.g. promoting healthy eating
 - address social issues
 - address inequality issues.

- Local and national sporting initiatives:
 - agencies involved, e.g. NGBs, Sport England
 - national sport and health initiatives, e.g. Change4Life, This Girl Can
 - local sport and health initiatives, clubs and opportunities.

Learning aim B: Explore jobs in the sport and active leisure industry

Learners will explore the different types of job role and employment available in the sport and active leisure industry as well as ways in which to maintain and develop knowledge and skills to work in this sector.

B1 Types of provision and job roles in the sport and active leisure industry

- National and local provision:
 - public
 - private
 - voluntary
 - third sector, e.g. charities, social enterprises or cooperatives
 - public/private partnerships.
- Job roles:
 - sports development, e.g. sports development officers, national governing body (NGB) officers, sports administrator
 - leisure management, e.g. facility management, grounds keeping, activity coordinator, education
 - sports journalism
 - sport and exercise science, e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance
 - exercise and fitness, e.g. gym instructor, group exercise instructor
 - coaching
 - volunteering.

B2 Types of employment in the sport and active leisure industry

Types of work:

- paid work, e.g. full time, part time, fixed term contract, zero hours
- self-employment, e.g. independent, subcontractor, retained
- apprenticeships
- volunteering.

B3 Methods to maintain and develop relevant knowledge and skills

- Career pathways in sport, e.g. progression from leisure centre duty manager to general manager.
- Sources of information on career pathways in sports.
- Relevant qualifications and training:
 - educational
 - sector specific
 - role specific.
- Importance of accessing regular relevant CPD activities:
 - sources of CPD opportunities
 - accessing relevant CPD activities
 - maintaining personal CPD log
 - career planning: CPD activities required to reach career goal, CPD activities order, financial costs, timeline.
- Awareness of current industry trends, e.g. wearable technology and fitness-related technology.

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

C1 Portraying a professional image

- Reasons for portraying a professional image, e.g. reputation, customer satisfaction, client trust, personal integrity.
- Ways to portray a professional image, e.g. well mannered and polite, respectful, self-discipline, creativity and problem solving, listening and empathy, customer focus, communication, punctuality and efficiency, teamwork, membership of professional organisations, personal presentation, respecting equality and diversity, basic skills: literacy, numeracy, IT, professional qualifications.

C2 Working with others

- Approaches to engaging with customers:
 - face-to-face
 - telephone
 - written, e.g. letters, email, posters, notices
 - social media
 - IT software applications (apps).
- Communication methods:
 - Verbal, e.g. use of language, tone of voice, appropriate language, confidence
 - non-verbal, e.g. eye contact, body language, facial expression, gestures
 - active listening, e.g. using questions to confirm understanding, clarify, reassure.
- Responding to information received:
 - Immediately, e.g. giving appropriate responses
 - after the fact, e.g. finding information, seeking support.
- Adapting communication methods to meet the needs of different clients.
- Developing rapport and positive relationships, e.g. appropriate topics of conversation for different clients, positive/open body language, maintaining eye contact and smiling.
- Dealing with conflict:
 - possible 'flash points', e.g. internal (colleagues, peers) and external (customers, clients, participants)
 - strategies to avoid conflict
 - strategies to manage conflict.
- Seeking assistance:
 - when to seek support
 - ways to ask for help
 - whom to approach.
- Induction process.
- Mentoring:
 - the role of a mentor
 - mentoring process
 - methods of mentor support including: short-term needs, e.g. seeking support in a difficult situation, medium-term needs, e.g. supporting the development of weaker skill areas, longer-term needs, e.g. career progression
 - people who could act as a mentor.

Learning Aim D: Explore methods to carry out good working practices in the sport and active leisure industry

D1 Legal and regulatory requirements

Knowing the relevance of current applicable legislation.

- Health and Safety at Work Act.
- Health and Safety Regulations (First Aid).
- The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR).
- Control of Substances Hazardous to Health (COSHH) Regulations.
- Health and Safety (Safety Signs and Signals) Regulations.
- Equality Act.
- Safeguarding and safe supervision of children and vulnerable adults.

D2 Policies in sport and physical activity

Knowing the relevant organisational policies.

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

D3 The role and impact of relevant agencies

- National Governing Bodies (NGB).
- Health and Safety Executive (HSE).
- Government funded organisations, e.g. Sport England.

D4 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure

- Meaning of safeguarding.
- People that safeguarding applies to:
 - children – any person under the age of 18
 - vulnerable adults – individuals aged 18 or over that may need community care services for mental or other disability, or an illness that means they are not able to take care of themselves or not able to protect themselves against significant harm or serious exploitation.
- Child protection.
- Safeguarding and protecting children legislation.
- Role of the relevant safeguarding bodies:
 - Child Protection in Sport Unit
 - NSPCC.

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

D5 Professional boundaries

- Working within the boundaries of own professional knowledge and competence based on qualifications and experience:
 - how to work within professional boundaries, e.g. giving advice and guidance within own scope of practice, signposting to qualified practitioners as necessary
 - adhering to relevant codes of conduct, e.g. UK coaching code of practice for sports coaches, NGB codes of conduct
 - process of flow to refer clients to other professionals as necessary.

D6 Self-reflection and evaluation

- Use of self-reflection/evaluation to aid personal development:
 - evaluation methods, e.g. self, peer, mentor, client
 - development planning
 - sources of support for personal professional development.

Transferable skills**Preparing for work**

- Researching job roles, legislation.

Developing practical and technical skills

- Communicating with clients and colleagues.
- Displaying appropriate skills and behaviours.
- Applying knowledge to real-life situations.
- Job roles, responsibilities and ways of working.

Legislation, regulations, policies and procedures

- Thinking skills/adaptability.

Managing information

- Problem solving.
- Management of information.
- Self-management and development.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the ways in which people participate in sport and physical activity		
A.P1 Outline the provision and access to sport and physical activity for people at different stages in their lives.	A.M1 Explain the main barriers and enablers for people to participate in sport and physical activity.	A.D1 Evaluate the provision and benefits of participating in sport and physical activity at different times in a person's life and how barriers can be overcome using relevant local or national strategies.
A.P2 Outline the importance of participating in sport and physical activity at different stages of a person's life.		
Learning aim B: Explore jobs in the sport and active leisure industry		
B.P3 Describe four different jobs and types of employment in the sport and active leisure industry.	B.M2 Assess the key responsibilities and types of employment for four different jobs in the sport and active leisure industry.	B.D2 Evaluate four different jobs with associated career pathways and types of employment in the sport and active leisure industry.
Learning aim C: Explore personal skills and professional behaviours for working in the sport and active leisure industry		
C.P4 Outline the effects of professional behaviour on building positive relationships with customers in the sport and active leisure industry.	C.M3 Explain the effects of professional behaviour on relationships with external stakeholders and internal colleagues.	C.D3 Evaluate the effects of professional behaviour on building relationships with external and internal stakeholders.

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Pass	Merit	Distinction
Learning aim D: Explore methods to carry out good working practices in the sport and active leisure industry		
D.P5 Identify national guidelines, legislation and policies that are relevant to working in the sport and active industry.	D.M4 Explain the use of relevant national guidelines, legislation and policies, including child protection, for an identified job role in the sport and active leisure industry.	D.D4 Justify the use of relevant national guidelines, legislation and policies for an identified job role, including child protection.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- comprehensively explain the various factors that influence participation in sport and physical activity during childhood, adolescence and as an adult. Learners will fully consider how the factors they identified could encourage or discourage participation. They carry out research in order to support their answer with facts and figures (e.g. the percentage drop off in participation by girls of school leaving age). Learners will then coherently explain the benefits of and barriers to participating for each identified group and how these may be minimised or overcome using examples of relevant local and/or national programmes or strategies to support their answer.

For merit standard, learners will:

- explain the importance of participating in sport and/or physical activity at different times in life: as a child, during adolescence and as an adult. They will describe some of the benefits, using examples to support their description, and then explain the main barriers and enablers to participating in sport and/or physical activity for each of the three identified groups.

For pass standard, learners will:

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

Learning aim B

For distinction standard, learners will:

- select four different jobs of their choice in the sport and active leisure industry. They analyse each of the selected job roles, including key responsibilities, the type of environment or organisation that person may work in, type/s of employment (self-employed, contracted, employed), possible entry requirements, career pathway and CPD needs. Learners should research each role and include verified facts and figures to support their answer.

For merit standard, learners will:

- select four different jobs of their choice in the sport and active leisure industry. They describe each of the selected job roles, including key responsibilities and type/s of employment (self-employed, contracted, employed). Learners should research each role to support their answer.

For pass standard, learners will:

- describe four different jobs in the sport and active leisure industry and the types of employment available in this industry.

Learning aim C**For distinction standard**, learners will:

- consider the effects of employing 'professional behaviours' (teamworking, effective communication, cooperation, compromise) on the effective building of positive relationships with external (customers, participants, clients, other professionals) and internal (for example colleagues, peers, managers) stakeholders. Learners will analyse the potential positive effects of behaving in this way as well as the possible negative impact of not doing so. Learners will also consider the role that a mentor can play in supporting the development of weaker areas of professional practice.

For merit standard, learners will:

- describe the effect/s that behaving professionally (effective communication, cooperation, compromise) may have on their ability to build positive relationships with external stakeholders (customers, participants, clients, other professionals) as well as on being able to work effectively as part of a team with internal colleagues.

For pass standard, learners will:

- outline the effects of professional behaviour on building positive relationships with clients, customers and/or participants and how positive relationships can be developed, including, using specific example/s of:
 - how the mentoring process works to support staff
 - how an induction process can support staff.
- outline professional boundaries for themselves and other deliverers in a school environment.

Learning aim D**For distinction standard**, learners will:

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

For merit standard, learners will:

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

For pass standard, learners will:

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

Assessment activity

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

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

Suggested scenario

You have just been employed as a sports development officer at a local sports centre charity.

Your managers are concerned about the low numbers of people participating in sport and physical activity in the borough and have asked you to explore the various places and ways in which people from secondary school age upward can access physical activity opportunities at present.

They would also like you to find out what are the most common barriers stopping people from participating and explore ways that these identified barriers can be reduced or overcome.

Your managers also think that one way to get more people active is to create more opportunities to participate. They have asked you to find out about the different roles in which they could employ more people to create additional opportunities, as well as the different options for employment (e.g. contract, retained, employed, self-employed).

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

Your managers have decided that employing more sports leaders will be a good way to increase the range of activities on offer in the borough. They have asked you to write a job description for a sports leader role, highlighting all the skills and behaviours the successful applicant/s would need to possess and display.

Further information for tutors and assessors

Delivery guidance

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

Introduction to unit

Learners could interview someone about their lifetime sporting experiences. Ideally the person the learner chooses to interview is someone from an older generation (e.g. parent, grandparent). Learners devise interview questions that will elicit information about the subject's participation at different times in their life (childhood and school, adolescence, adulthood, now).

Learners find out about their subject's attitude to sport and physical activity, the opportunities they have had to participate at different life stages, what they feel sport has given/done for them and any aspects they think are better or worse in present times.

Learners summarise their findings and create a short presentation, poster or report.

Suggested time: about 5 hours.

Activity: What's on?

Learners are given at random a local sports facility to explore. These can be listed and allocated by the tutor to ensure a good cross section of facilities and may include local schools, sports clubs, gyms, leisure centres, dance studios. Learners find out what activities take place at their allocated centre. This information can be fed back to the wider group and a 'what's on' noticeboard can be created to show all users the range of opportunities in their local area.

Suggested time: about 6 hours.

Activity: Benefits of taking part in sport and physical activity

Physical benefits

Learners take part in theory and practical-based activities to explore the physical benefits of taking part in sport and physical activity.

Learners are split into groups with each group researching one of the common health conditions from the specification. Learners then deliver this information to the rest of the group via a presentation using a presentation method of their choice.

Learners take part in health testing to record their resting heart rate and BMI. Learners then interpret this data to determine their physical health related to these tests.

Basal metabolic rate is explored related to the effect of exercise on BMR and muscle mass. Learners then write a leaflet to explain how taking part in sport and physical activity affects BMR and the effect of muscle mass on BMR.

Suggested time: 5 hours.

Activity: Benefits of taking part in sport and physical activity

Psychological benefits

Learners are split into groups with each group researching one of the benefits of the psychological benefits of taking part in sport and physical activity from the specification. Learners deliver this information to the rest of the group via a presentation using a presentation method of their choice.

Suggested time: 3 hours.

Activity: Benefits of taking part in sport and physical activity**Social benefits**

Learners carry out research into the benefits to society of taking part in sport and physical activity. Particular groups in society are then given to each group, e.g. older people, teenagers, unemployed people – learners then prepare a presentation as to why regular participation in sport and physical activity for that particular group is beneficial for their social wellbeing.

Suggested time: 3 hours.

Activity: Barriers and enablers

Learners research the main barriers to participation by speaking with different inactive people, looking online, speaking to professionals. For each barrier identified learners consider realistic ways of minimising or removing this barrier. Learners consider questions such as: Are some barriers harder to overcome than others? Does the same barrier affect different people in different ways? Are there some barriers that can't be overcome? How can participation be facilitated if barriers remain?

Suggested time: about 6 hours.

Activity: Sport, physical activity and health initiatives

Learners research in pairs to find out about different local and national sports initiatives. They focus on one initiative and find out how this is being used in a local setting, e.g. local sports centre or college.

Learners present a report that reviews the initiative and the target population exploring the benefits to physical and mental health, fitness and wellbeing and also links to government recommendations.

Suggested time: 7 hours.

Activity: Provision of sport

Learners should take part in visits to local providers of sport that are in the public, private and voluntary sector. At each visit, learners should make note of the facilities, activities and cost at each provider.

Learners then complete a compare and contrast activity to explore the provision of sport in public, private and voluntary sectors.

Suggested time: 6 hours.

Activity: It's a good job...

Learners research the range of different jobs in the active leisure industry, selecting one specific role that is of interest to them. For their selected role, learners find out exactly what the job entails, working conditions and pay, qualifications needed, what a typical day might look like. Learners should be encouraged to contact someone who does that job role to ask them questions directly or even to work shadow them for a period.

Suggested time: about 6 hours.

Activity: Skills required for a sport and leisure role

Learners explore job roles and rank the most commonly occurring wants by employers. They consider how they might develop their skills to meet the occupational requirements of an advertised job, e.g. courses, qualifications, work shadowing, self-directed learning, mentoring. They prepare a presentation, showing the areas that they want/need to develop and set out strategies to achieve this.

In groups, learners prepare pros and cons posters for different types of development opportunities then research potential opportunities for their peers based on short conversations about their skill set or skill areas for improvement.

Suggested time: about 6 hours.

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Activity: Maintaining and developing knowledge and skills

Learners carry out research into relevant qualifications and training available for three career pathways of their choice. They select one career pathway and draw up a career plan of what they would need to do to reach this career goal, CPD activities in the correct order, financial costs and a timeline of when they could be working in this selected career.

Suggested time: about 3 hours.

Activity: Current industry trends and technology

Whole-class discussion – learners discuss the technology they use for taking part in sport and physical activity, e.g. smart watches, and the benefits for using this type of technology.

Learners also discuss the types of sport they like to take part in and any new trends such as new group exercise classes or online interactive cycling.

Learners carry out research to find out about other trend and types of technology used in the sport industry.

Learners produce a poster to cover the key trends and technology they have found out about.

Suggested time: 5 hours.

Activity: Professional image

Learners view images of people in different clothing and discuss what each image portrays.

Group discussion on the importance of portraying a professional image in industry.

Research is carried out in small groups to find out about other ways of portraying a professional image – this is then fed back to the rest of the group.

Suggested time: 4 hours.

Activity: Communicating with others

Learners watch digital media of customer service interactions and spot things they think are examples of good and bad practice – they discuss the potential impact this behaviour would have on staff, customers and the organisation's reputation/business.

They explore methods to ensure they come across as professional and create a good impression, e.g. showing good manners and using appropriate languages and practise on each other. They can also make digital recordings in pairs and critique their own performance.

Learners are given cards with different contexts on them, e.g. 'over the phone', and have to deal with the same scenario, such as an enquiry about some lost property but in the different context.

They feed back to the group and discuss the impact the different context had on their ability to communicate successfully with the customer.

Learners pay a visit to a local sport and active leisure facility and pay attention to the style and quality of customer service given by staff. They discuss their observations and devise a brief training presentation that could be that could be run for the staff, addressing areas for improvement.

Suggested time: about 6 hours.

Activity: Working relationships

Learners explore the behaviours for effective teamwork, e.g. the ability to accept constructive criticism and to motivate others, and assess the impact these behaviours have on the work environment and on individuals.

They select one or two key behaviours and are given a group task to complete by tutors.

They carry out the task, exemplifying these behaviours, and feed back about how it felt.

Their peers also fed back about how their treatment made them feel and respond. Learners discuss the benefits of effective teamwork for the business, e.g. contributing to business objectives, and come up with strategies a manager could use to enhance teamwork.

Suggested time: about 6 hours.

Activity: Conflict resolution

Half of the group is given a practical task to complete together. The other half observes them completing the task. The working group do not know that they are being observed for signs of discord, conflict and disagreement. The observing group notes include what seems to trigger these negative feelings and how people respond to show they are unhappy, e.g. change in body language or reduced input or effort. Both groups then feedback to each other and have a discussion about the causes and results of conflict in teamwork.

Learners explore different organisational policies or procedures dealing with conflicts and identify key themes such as reference to a behavioural framework. They attempt to provide a rationale for the policies or procedures – what might they as a whole, or at each step, be hoping to achieve?

Suggested time: about 5 hours.

Activity: Customer communication skills

Learners discuss the theme, 'What makes good customer service/care?'

They give examples of when they have received good/poor customer care, stating why they categorised it as such, what the impact was and how they felt the matter could have been dealt with more effectively.

They are shown PowerPoint® slides that have various logos of customer-facing organisations, e.g. Marks & Spencer®, Virgin®, and look at and identify through research which organisations are most highly rated for their customer service/care.

Learners select two organisations and explore what makes these organisations so good at providing customer service/care.

They identify different user groups and situations and practise delivering customer service behaviours to match each one, e.g. dealing with a distressed child versus an angry adult.

Learners can make videos and posters for sport and active leisure providers, giving key tips on communicating effectively with different types of customer.

Suggested time: about 5 hours.

Activity: What is a mentor

Group discussion on what a mentor is and their role.

Learners work in pairs to discuss who they think could be a mentor, how they would work with a mentor, the benefits of having a mentor and any potential concerns.

Each pair feeds back to the rest of the group.

Suggested time: about 1 hour.

Activity: Legal and regulatory requirements

Learners are given a worksheet that covers the following legal and regulatory requirements:

- Health and Safety at Work Act
- Health and Safety Regulations (First Aid)
- The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR)
- Control of Substances Hazardous to Health (COSHH) Regulations
- Health and Safety (Safety Signs and Signals) Regulations
- Equality Act
- Safeguarding and safe supervision of children and vulnerable adults.

Learners are asked questions about each requirement to complete in their worksheet.

Class discussion on the importance of having this in place in the sports industry.

Suggested time: 5 hours.

Activity: Going for gold!

Focusing on legislation and well-recognised policies and procedures, learners work in small groups to write five different 'going for gold' questions that will be asked to the rest of the class in a quiz style. Each question they write is in three parts and each part has a sentence that enables the other teams to identify the specific piece of legislation. The first part of the question will be worth 10 points and has an obscure fact about the legislation/regulation/policy or procedure (e.g. it was written in 1974). If any teams guess it from this first clue, they are awarded 10 points. If no team guesses it then the second question is given and this is worth 5 points (e.g. it is also known as HASAWA) if anyone gets it at this stage they are awarded 5 points but if not the third and final clue – which is worth 2 points – is read out (e.g. it sets out how employers must protect the health, safety and welfare of their workers).

Learners can use the internet to help them create their clues and it may be necessary to allocate legislation so that all teams don't pick the same ones!

Suggested time: about 3 hours.

Activity: Policies in sport and physical activity

Learners visit a sports centre and are shown around and given a talk on the organisations, health and safety related policies. Learners can ask questions and view the policies where possible to get a better idea of how they are used in the workplace.

Suggested time: 3 hours.

Activity: Equality and diversity policies and procedures for the workplace

Learners explore scenarios where people are treated unequally and given fewer opportunities than their colleagues in the workplace. They explore inequality, stereotypes and discrimination, and their impact on individuals and organisations.

As a group, learners discuss the importance of having a diverse workplace and some of the benefits, such as using knowledge of different areas of the community and gaining a better understanding of different customer needs and behaviours.

In groups, learners explore the key features of a variety of acts, e.g. Equality Act, Human Rights Act, and feed back on the key features to their peers.

They examine equal opportunities scenarios and discuss them, explaining their impact on the individual affected, the business and the other staff.

Learners imagine they are the new manager of a facility where these scenarios have taken place and make suggestions as to how they would deal with them if they occurred again, and devise strategies to avoid them occurring in the first place.

Suggested time: about 4 hours.

Activity: Supporting equality and diversity when working with others

Tutors give learners table-top posters with titles that indicate ways to increase E&D awareness and adherence in the workplace: leading from the top, training, recruitment, making consequences clear, forming an E&D committee, knowing the customers and being inclusive. Learners move around the room and come up with strategies and ideas under each theme as to how a facility can improve E&D.

In pairs, learners write a company E&D plan for an organisation.

Suggested time: about 3 hours.

Activity: Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure

Guest speaker from a related safeguarding organisation such as the NSPCC to provide an overview of safeguarding and the importance of this for any person working with children.

Worksheets on safeguarding for learners to complete.

Learners visit an organisation to see how safeguarding is carried out – where learners are under 18, they should experience safeguarding such as signing in and out, posters and details of where the safeguarding officer for the organising officer is.

Suggested time: 8 hours.

Activity: Professional boundaries

Class discussion on what this means and how to ensure any person working in the sports industry is following professional boundaries.

Suggested time: 2 hours.

Activity: Skills required for a sport and leisure role

Learners explore job roles and rank the most commonly occurring wants by employers. They consider how they might develop their skills to meet the occupational requirements of an advertised job, e.g. courses, qualifications, work shadowing, self-directed learning, mentoring. They prepare a presentation, showing the areas that they want/need to develop and set out strategies to achieve this.

In groups, learners prepare pros and cons posters for different types of development opportunities then research potential opportunities for their peers based on short conversations about their skill set or skill areas for improvement.

Suggested time: about 5 hours.

Essential resources

For this unit, learners will need access to:

- a leisure facility
- health and safety, equality and diversity legislation documents
- advertising and communication equipment
- opportunities to communicate with customers
- exemplar job role opportunities.

Employer involvement

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

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