

BTEC Level 2 Diploma in

# Sports Industry Skills (Leading Children's Sports Activities)



## Specification

First teaching September 2020 (Diploma)  
ISSUE 2





# **Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading Children's Sports Activities)**

**Specification**

Issue 2

**Edexcel, BTEC and LCCI qualifications**

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

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## Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

### Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2s, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 2, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities) meets these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments chosen to help learners progress to the next stage. This means that the assessments are set by the centre to meet local needs. This ensures that there is a core of skills and understanding common to all learners.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 10 Resources and support* for details of the support we offer.

### A word to learners...

The Pearson BTEC Level 2 Diploma in Sport Industry Skills (Leading on Children's Sports Activities) will demand a lot of work from you. You will need to:

- complete a range of units
- be organised
- take assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sport Activities) qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Learners completing their Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities) will be aiming to go on to employment or to an Apprenticeship. It was essential, therefore, that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include:

- *Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).*



In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

### Summary of Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading Children's Sports Activities) specification Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
CIMSPA endorsed qualification logo has been updated on the Collaborative development section.	above
To help and support the centre's understanding of 'professional standards', we have added a hyperlink to a guide to professional standards.	Page 2
Due to the change of QA model from BTEC to WBL, the sentence below has been added to the <b>Qualification and unit content</b> section: 'This suite of qualifications sits within the Pearson Work Based Learning Quality Assurance process. This four-stage process can be seen in detail via the Pearson Work Based Learning Centre Guide to Quality Assurance.'	Page 5
In <b>Assessment</b> , under <b>Language of assessment</b> , we have added references to the Welsh language due to the qualification now being available in Welsh.	Page 6
In Unit 1, <b>Unit summary</b> table, the Summary of suggested assessment evidence has been realigned to Learning aims A and B, and Learning aims C and D.	Page 14
Due to the change of QA model from BTEC to WBL, key roles have been amended to align to the WBL QA model, and reference to Lead IVs has been replaced with 'centre'. In addition, the sentence below has been added to a bullet point under <b>Operating internal assessment</b> : 'The centre completes annual self-assessment for all programmes/groups of programmes.'	Page 85

Due to the change of QA model from BTEC to WBL, the term 'Lead IVs' has been replaced by 'centre' in the <b>Planning and record keeping</b> section. The sentence below has been added to include a link to the WBL supporting topic page: 'The WBL supporting topic landing page holds a range of resources to support centres'	Page 86
Due to the change of QA model from BTEC to WBL, the term 'Lead IVs' has been removed from the <b>Making valid assessment decisions</b> section.	Page 88
Due to the change of QA model from BTEC to WBL, the <b>Resubmission of improved evidence</b> section has been removed as no longer relevant.	Page 90
Due to the change of QA model from BTEC to WBL, the term 'Lead IVs' has been removed from the <b>Administrative arrangements/Introduction</b> section.	Page 90
The term 'Lead IVs' has been removed from the <b>Administrative arrangements for internal assessment/Appeals against the assessment</b> section.	Page 91
Due to the change of QA model from BTEC to WBL, the bullet point below has been added to the <b>Additional documents to support centre administration</b> section: ' <i>Pearson Work Based Learning Centre Guide to Quality Assurance</i> : this guide provides centres with the information required to be prepared for quality assurance for all our Pearson Work-based Learning and Apprenticeship qualifications'	Page 95
Due to the change of QA model from BTEC to WBL, we have replaced the <i>Pearson Quality assurance handbook</i> with <i>Pearson Work Based Learning Centre Guide to Quality Assurance on Quality Assurance</i> under <b>Continuing quality assurance and standards verification</b> .	Page 96
Due to the change of QA model from BTEC to WBL, sub-sections of <b>Section 10: Resources and support: Schemes of Learning</b> and <b>Delivery Planner</b> have been replaced by <b>Delivery Guides and Assessment Activities</b> . <b>Work Experience Toolkit</b> and <b>Sample assessment materials for internally-assessed units</b> have been updated and a new section for <b>Training</b> has been added.	Page 101
The <b>Sample marked learner work</b> section has been removed.	Page 102
Due to the change of QA model from BTEC to WBL, 'Business Development Manager (BDMs)' has been added to the <b>Training and support from Pearson</b> section.	Page 102





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# Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities)

## Introduction

BTEC Level 2 Diplomas in Sports Industry Skills are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Diplomas in Sports Industry Skills develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Diplomas in Sports Industry Skills are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

These qualifications are not eligible for performance tables in England.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities) (QN 603/6134/7).

The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is a part of the BTEC Level 2 Sports Industry Skills suite for the sports sector. Other BTEC Level 2 qualifications available for this sector include:

- Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training) (QN 603/6136/0)
- Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Exercise in a Gym Environment) (QN 603/6135/9)
- Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport Leisure Recreation Assistant) (QN 603/6137/2).

# 1 Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities)

## Purpose

### Who is the qualification for?

This qualification is for you if you want to start a career in leisure working as a children's sport activities leader. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for learners intending to progress to employment in leisure either directly or via an Apprenticeship.

### What does the qualification cover?

The qualification has been developed in consultation with employers in the sport and active leisure industry and the professional body in sport and has been mapped to professional standards for working in the school environment (out of curriculum). This means that learners will have achieved the entry requirement for employment as a sports coach for children. It will enable learners to develop the skills and behaviours that are required for this job role and give learners the best opportunity to be successful in applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the sport and active leisure sector. The areas you will cover include:

- ways in which people participate in sport and physical activity
- jobs in the sport and activity leisure industry
- personal skills and professional behaviours for working in the active leisure industry
- the school environment and National Curriculum
- the children's sport leader role within the organisation
- planning and leading children's sports activity sessions
- sports industry legislation and guidance.

You will also cover broader skills in literacy and numeracy, which will help you to progress. You will develop other transferable technical and practical skills in communication (working with colleagues, customers and clients), and self-management and problem-solving skills.

### What could this qualification lead to?

Achieving this qualification will give you an advantage when applying for a job in the sport and active leisure industry. The type of job you will be ready for is:

- Children's Sports Activity Leader.

The qualification gives you a sound basis to progress to a Level 3 qualification, when studied in a full study programme, such as the BTEC Level 3 National in Sport Coaching and Development, the BTEC Level 3 National in Sport, Fitness and Personal Training Business and the BTEC Level 3 National in Sport and Outdoor Activities.

## About the sports sector

Year on year, the sport sector shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the benefits of regular participation in sport and physical activity. Sport England provides well-documented research of these benefits including improvements in all the following:

- physical wellbeing
- mental wellbeing
- economic development
- individual development
- social and community development.

All of these contribute significantly to the quality of a person's life and, as such, there is a need to ensure there are sufficient people working in the industry to meet this demand and encourage regular participation in sport and physical activity.

## 2 Structure

### Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners.

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

The Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities) is a qualification that has:

- Total Qualification Time: 410 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

### Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities)				
Unit number	Unit title	GLH	Type	How assessed
1	Working in the Sport and Active Leisure Industry	120	Mandatory	Internal
2	Physical and Sports Education in School and Community settings	60	Mandatory	Internal
3	Sports Leadership	60	Mandatory	Internal
4	Working as a Sports Leader	120	Mandatory	Internal Synoptic

This qualification has 100% mandatory content.

## Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies and further education providers. The content has been aligned to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for Assistant coach and working in a school environment (OOC). In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then given the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery, and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, planning and completing tasks to a high standard, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units in this specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out of date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver this qualification in, subject to confirmation by your standards verifier.

This suite of qualifications sits within the Pearson Work Based Learning Quality Assurance process. This four stage process can be seen in detail via the Pearson Work Based Learning Centre Guide to Quality Assurance.

## Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

### Internal assessment

All units are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

### Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is based on *Unit 4: Working as a Sports Leader* and takes the form of a vocational activity in which learners have to demonstrate their ability to take on the role of a sports leader. In completing this synoptic assessment, learners will demonstrate their skills and behaviours to work with customers and colleagues to fulfil the duties required of a recreation assistant in a sport and active leisure centre, including setting up and taking down equipment, maintaining a safe environment and being able to work as a member of a team.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

## Language of assessment

Assessment of the internally-assessed units for this qualification will be available in English and Welsh. All learner work must be in English and or Welsh. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7 Administrative arrangements*.

## Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to DD. Please see *Section 9 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.



## Employer involvement

Employer involvement in the delivery and/or assessment of the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) Diploma provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work of practice, operating within a specified assessment framework; this may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the Sport sector and should contribute significantly to at least one mandatory unit.

For this qualification, the following unit has specified mandatory requirements for employer involvement in delivery and/or assessment:

*Unit 4: Working as a Sports Leader.*

In this unit we have provided suggestions on how employers could become involved in the delivery and/or assessment of this qualification.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that they meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality-management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged, see *Section 8 Quality assurance*.

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There is one type of unit format:

- internally-assessed units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

### Internally-assessed units

Section	Explanation
<b>Unit number</b>	The number is in a sequence for the qualification.
<b>Unit title</b>	This is the formal title of the unit and appears on certificates.
<b>Level</b>	All units are at Level 2 on the national framework.
<b>Unit type</b>	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
<b>Assessment type</b>	This says how the unit is assessed – i.e. whether it is internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
<b>GLH</b>	Units have a GLH value of 60 or 120. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
<b>Essential information for assessment decisions</b>	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
<b>Assessment activity</b>	This section provides information, suggested scenarios and tasks for summative assessment activities.
<b>Further information for tutors and assessors</b>	This section gives you information to support the delivery and assessment of the unit.
<b>Delivery guidance</b>	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
<b>Essential resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10 Resources and support</i> .
<b>Links to other units</b>	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to involve learners with employers. This information will help you to identify the kind of involvement that is likely to be successful.



## Units

This section contains all the units developed for this qualification.

Unit 1: Working in the Sport and Active Leisure Industry	13
Unit 2: Physical Education and Sport in School and Community settings	35
Unit 3: Sports Leadership	49
Unit 4: Working as a Sports Leader	63



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

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **120**

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## 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 1: WORKING IN THE SPORT AND ACTIVE LEISURE INDUSTRY

## Unit summary

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



**Key teaching areas in this unit include:**

<b>Sector skills</b>	<b>Knowledge</b>	<b>Transferable skills/behaviours</b>
<ul style="list-style-type: none"> <li>• Communicating with clients and colleagues</li> <li>• Researching job roles, legislation</li> <li>• Displaying appropriate skills and behaviours</li> <li>• Applying knowledge to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Barrier and benefits of participating</li> <li>• Job roles, responsibilities and ways of working</li> <li>• Skills and behaviours and the need for and effect of</li> <li>• Legislation, regulations, policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Working with others</li> <li>• Thinking skills/adaptability</li> <li>• Problem solving</li> <li>• Management of information</li> <li>• Self-management and development</li> </ul>

## 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.

- 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.

## UNIT 1: WORKING IN THE SPORT AND ACTIVE LEISURE INDUSTRY

- Local and national sporting initiatives:
  - agencies involved, e.g. NGBs, Sport England, Sport Wales
  - 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, Sport Wales.

### **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.

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



Pass	Merit	Distinction
<b>Learning aim D: Explore methods to carry out good working practices in the sport and active leisure industry</b>		
<b>D.P5</b> Identify national guidelines, legislation and policies that are relevant to working in the sport and active industry.	<b>D.M4</b> 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.	<b>D.D4</b> 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.

**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 feed 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 organisation's 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 or 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.



## Unit 2: Physical Education and Sport in School and Community settings

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners will explore school sport, looking at both the aims and realities of meeting participant needs during curricular and extra-curricular time. They will also explore community sport, its role in the lives of young people and the importance, for them, of positive sport experiences.

### Unit introduction

In this unit, you will develop an understanding of working in a school setting and how the PE curriculum and school sport provision operate in a range of school settings, as well as how individual schools implement extra-curricular activities.

You will explore the provision of sport in the local community, both in community sports organisations and through school-club links, looking at the challenges faced by both schools and clubs in engaging young people. You will develop an understanding of the type of roles and responsibilities that are involved within the delivery of the school sports curriculum, extra-curricular activities and community sport, comparing and contrasting the aims, objectives and challenges that each face when trying to create sustainable participation opportunities. You will also investigate the impact of sport and physical education experiences on young people, looking at the possible long-term consequences of both positive and negative experiences.

This unit will help you to progress to employment in areas such as sports leadership, sports coaching, physical education and sports development. It will also help you to progress to further study either in the form of an Apprenticeship where you might work in schools or within the community or to a Level3 vocational sports programme.

### Learning aims

In this unit you will:

- A** Examine the physical education National Curriculum provision in schools
- B** Explore extra-curricular sport activities in schools
- C** Explore school and community physical education and sport.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Examine the physical education National Curriculum provision in schools	<b>A1</b> Different types of educational establishment <b>A2</b> Key elements of different types of educational provision <b>A3</b> The physical education National Curriculum	A written report, poster, presentation or PowerPoint showing the provision within the selected school. Emails, phone call transcript or similar showing answers from the school to questions asked.
<b>B</b> Explore extra-curricular sport activities in schools	<b>B1</b> Extra-curricular sports provision in schools <b>B2</b> Scope and range of extra-curricular activities <b>B3</b> Challenges faced by schools in delivering extra-curricular physical activity	A written report, poster, presentation or PowerPoint showing the provision within the selected school. Emails, phone call transcript or similar showing answers from the school to questions asked.
<b>C</b> Explore school and community physical education and sport	<b>C1</b> Key aims of school and community physical education and sport for young people <b>C2</b> Key differences between school and community sport <b>C3</b> The importance of school and community links <b>C4</b> Roles and responsibilities of delivery staff <b>C5</b> Long-term benefits to young people of positive sport and physical education experiences	Written report, poster, presentation or PowerPoint.

**Key teaching areas in this unit include:**

Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>Developing the ability to interact with staff and participants</li> <li>Seeking information by liaising with other people</li> <li>Researching online</li> <li>Team working</li> </ul>	<ul style="list-style-type: none"> <li>PE curriculum and school sport</li> <li>Roles and responsibilities of tutors and support staff</li> <li>Range of extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Leadership skills</li> <li>Working with others</li> <li>Thinking skills/adaptability</li> <li>Problem solving</li> <li>Management of information</li> <li>Self-management and development</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Examine the physical education National Curriculum provision in schools

##### A1 Different types of educational establishment

- State.
- Private.
- Grammar.
- State-funded academy.
- Special schools.
- Alternative provision, e.g. PRU, community, e.g. football club.

##### A2 Key elements of different types of educational provision

- Primary, middle, secondary, post-16.
- Range of students, e.g. experience, ability, attitude.
- Style of teaching and learning, e.g. support needs, approach to learning.
- Expectations, e.g. of students, staff, parents/carers, society.
- Lines of reporting, vision, mission and goals.

##### A3 The physical education National Curriculum

- National Curriculum for physical education:
  - rules for implementation, e.g. in different educational settings
  - aims and objectives
  - content.
- Programmes of study.
- Assessment guidelines.
- Relevant regulatory bodies:
  - role and impact of Ofsted/Estyn/ on school sport and physical education
  - Association for Physical Education (AfPE)
  - Department for Education (DfE)/Adran Addysg Llywodraeth Cymru.
- Impact of the National Curriculum for physical education on the scope, range and delivery of the physical education (PE) curriculum in educational institutions.
- Impact of embedding physical education in the school ethos.

#### Learning aim B: Explore extra-curricular sport activities in schools

##### B1 Extra-curricular sports provision in schools

- Opportunities for extra-curricular activity, e.g. breakfast clubs, lunchtime, after school, holiday club.
- Extra-curricular programmes in non-mainstream settings, e.g. opportunities available in public schools, use of alternative activities in SEN, focus of programmes in alternative provision.
- Advantages of extra-curricular sport, e.g. flexibility, range of activities, smaller groups, focus, inter-school competition.
- Importance of embedding sport and physical activity opportunities in the school ethos.

## UNIT 2: PHYSICAL EDUCATION AND SPORT IN SCHOOL AND COMMUNITY SETTINGS

**B2 Scope and range of extra-curricular activities**

- Competitive, e.g. teams, inter/intra school competition, tournaments.
- Skill development.
- Fitness based.
- Dance.
- Participative, e.g. festivals, taster sessions, non-traditional, e.g. trampolining, self-defence.
- Outdoor activities.

**B3 Challenges faced by schools in delivering extra-curricular physical activity**

- Funding, e.g. external staff, transport, facility hire.
- Staffing, e.g. school staff, external coaches, sports leaders.
- Resources, e.g. specialist equipment, health and safety.
- Facilities, e.g. availability, cost, supervision.
- Participants, e.g. management of numbers, alternative commitments, factors affecting uptake.

**Learning aim C: Explore school and community physical education and sport****C1 Key aims of school and community physical education and sport for young people**

- Importance of a healthy, active lifestyle.
- Teamwork, e.g. cooperation, compromise.
- New skills development, e.g. new experiences, facing fears, dealing with unknown, coping with failure.
- Cognitive function improvement, e.g. physical literacy, fine and gross motor skills.
- Competition experience, e.g. learning to win and lose well, sportsmanship, gamesmanship.
- Conflict and aggression management, e.g. with others and self, self-control, dealing with emotions.
- Following rules, e.g. understanding consequences, cause and effect.
- Having fun, e.g. experiencing increased satisfaction levels, attendance, engagement.
- Sense of achievement, e.g. striving to be better individually and with others, problem solving, commitment, perseverance.
- Achieving recognised awards and qualifications, e.g. sports leadership, NGB, officiating.
- Preparing for an active future, e.g. knowledge of different activities, confidence to participate, positive attitude towards physical activity.

**C2 Key differences between school and community sport**

- Aims.
- Activities.
- Participants, e.g. numbers, expectations, ability.
- Resources.
- Facilities.
- Coaching, e.g. ratios, expertise.
- Timings.



**C3 The importance of school and community links**

- Community club-school links.
- Benefits for school, club and participants of effective club-school links, e.g. positive impact on health, continued participation.
- Setting up community sport from grassroots to elite, e.g. participation pyramid.

**C4 Roles and responsibilities of delivery staff**

- Key roles and responsibilities of those involved in the delivery of school and community sport:
  - tutors
  - support staff
  - coaches
  - sports leaders.
- Differences in roles and responsibilities for coaches, tutors, sports leaders and support staff.
- Professional boundaries of those involved in the delivery of school and community sport.

**C5 Long-term benefits to young people of positive sport and physical education experiences**

- Increased chance of continued participation.
- Decrease in drop off at adolescence.
- Positive attitude to sport and physical activity in later life.
- Lifelong activity habit.
- Increased confidence to continue/start to participate.
- Range of experiences so better able to select appropriate type of activity, e.g. team sport, dance, exercise to music, outdoors.

## Transferable skills

### Preparing for work

- Working with others as part of a team.
- Following organisational procedures.
- Using own initiative.
- Asking for help.

### Communication

- Demonstrating communication methods appropriate to working with colleagues, students, participants and other stakeholders.

### Problem solving

- Responding to and resolving problems as they occur.

### Developing practical and technical skills

- Demonstrating correct ways of working adhering to legislation, policies and procedures within a school setting.

### Managing information

- Using information from tutors, support staff and pupils to engage pupils in sport, physical and outdoor activities.
- Storing pupil information safely and securely.

## Assessment criteria

Pass	Merit	Distinction	
<b>Learning aim A: Examine the physical education National Curriculum provision in schools</b>			
<b>A.P1</b> Outline the physical education National Curriculum provision in a selected primary school.	<b>A.M1</b> Analyse how the physical education National Curriculum is carried out in a selected primary school.	<b>AB.D1</b> Evaluate the effectiveness of the physical education National Curriculum and extra-curricular provision of a selected primary school.	
<b>A.P2</b> Outline how a selected primary school's physical education learning programme benefits its learners.			
<b>Learning aim B: Explore extra-curricular sport activities in schools</b>			
<b>B.P3</b> Outline the scope and range of extracurricular sports provision in a selected school.	<b>B.M2</b> Analyse the extra-curricular sports provision in a selected school.		
<b>B.P4</b> Identify the challenges faced by schools in delivering extra-curricular sport.			
<b>Learning aim C: Explore school and community physical education and sport</b>			
<b>C.P5</b> Outline the differences between school and community sport.	<b>C.M3</b> Compare school and community physical education and sport, including the long-term benefits for young people.	<b>C.D2</b> Assess how school and community physical education and sport provisions meet their aims and benefit young people in the long term.	
<b>C.P6</b> Outline the benefits to young people of positive sport and physical education experiences.			

## Essential information for assessment decisions

### Learning aim A

**For distinction standard,** learners will:

- provide a comprehensive explanation of the aims and objectives of the physical education National Curriculum in the context of the selected school provision. They draw clear links between how the selected school delivers and assesses the content and key components of the National Curriculum, in terms of teaching styles for inclusion of a range of learner abilities, experience and attitudes. They thoroughly explain the benefits of the learning programme in physical education for learners and the selected school as a whole, citing examples from their observations.

**For merit standard,** learners will:

- provide an explanation of the aims and objectives of the National Curriculum for physical education in the context of the selected school provision. They draw some links between how the selected school delivers and assesses the content and key components of the National Curriculum, in terms of teaching styles for inclusion of a range of learner abilities, experience and attitudes. They explain most of the benefits of the learning programme in physical education for learners and the selected school as a whole.

**For pass standard,** learners will:

- outline the physical education curriculum provision of a selected primary school, including the organisation's structure, vision and mission, allocated PE curriculum time, scope and range of activities taught. Learners should also show a basic understanding of the National curriculum at Key Stages 1 and 2 and the role of regulatory bodies (for example Ofsted/Estyn).
- summarise the ways in which the selected school teaches curriculum-based physical education, ensuring its provision meets curriculum requirements as well as the needs and abilities of learners.

### Learning aim B

**For distinction standard,** learners will:

- evaluate each extra-curricular sports activity provision in a selected school by explaining, in detail, the advantages of each for both learners and the school as a whole. They show a clear understanding of the challenges faced by the selected school in delivering extra-curricular physical activities, supporting their answers with examples. They make realistic, well thought out suggestions for overcoming each of the challenges.

**For merit standard,** learners will:

- analyse the advantages of most of the extra-curricular sports activity provision in a selected school for both learners and the school as a whole. They show understanding of most of the challenges faced by the selected school in delivering extra-curricular physical activities, supporting their answers with examples. They make some realistic suggestions for overcoming some of the challenges.

**For pass standard**, learners will:

- outline the extra-curricular sports offer at a selected school, identifying the scope and range of activities offered, delivery staff (for example teachers, specialist coaches), times (before school, lunchtime, after school), opportunities for competition.
- outline the importance of sport and physical activity being embedded into the school ethos and suggest ways this can be achieved.
- identify the challenges that schools may face in providing extra-curricular sports opportunities for learners. These may include aspects such as availability of staff, willingness, knowledge and/or confidence of staff, availability of facilities, learners being able to stay behind after school, learner enthusiasm.
- outline the similarities and differences between curriculum-based PE and extra-curricular sport and physical activity.
- outline the impact of the National Curriculum at Key Stages 1 and 2/Foundation phase and the National Curriculum at Key Stage 2 on the development of extra-curricular opportunities.

### Learning aim C

**For distinction standard**, learners will:

- thoroughly describe how the school and community physical education and sport provisions meet their aims and benefit young people in the long term. They comprehensively cover all the aims of both, showing how activities, participant recruitment, numbers, expectations and abilities, the roles and responsibilities of delivery staff and the resources and facilities available are instrumental in meeting their aims. They clearly show how the links between a school and the community are used to achieve their aims. They use valid examples from their research of school and community physical education and sport provisions to support their findings. They draw clear and coherent links between the aims and the long-term benefits of positive sport and physical education experiences for young people, using valid, specific activities from schools and community physical education programmes to support their answers.

**For merit standard**, learners will:

- compare school (curricular and extra-curricular) and community physical education and sport provisions for young people, by highlighting most of the key differences including their aims. They give clear explanations about most of the following: activities offered, participant recruitment, abilities, numbers and expectations, resources, facilities, coaching ratios and expertise and timings. They explain in some detail the importance of school and community links. They draw some links between the aims and the long-term benefits of positive sport and physical education experiences for young people, using examples from school and community physical education programmes to support their answers.

**For pass standard**, learners will:

- outline school and community physical education and sport for young people by describing for each at least the aims and two other key factors from the following: activities offered; participant recruitment, abilities, numbers, expectations, resources and facility, coaching ratios and expertise.
- outline at least three long-term benefits to young people of taking part in sport and physical activity.

## 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 of time 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 are volunteering for a local sports charity and your manager is keen to set up some new sport and activity sessions in local schools but is unsure which types of session will be most welcomed. Your manager has asked you speak to local learners to find out how and where they access sport and physical activity, what they currently take part in and what additional opportunities they would like to see. You have also been asked to find out what opportunities the young people currently have to participate in school curricular and extra-curricular time and the community links the local schools have.

You are required to compare school and community physical education and sport provisions and how they can benefit learners in the short and long terms. You need to find out about the physical education National Curriculum as well as the extra-curricular activities that a school offers and the challenges this presents. You are also required to find out about community physical education and sport provisions, highlighting any links between these and schools that benefit learners.

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

For the retake, learners should use different school and community physical education and sport provisions.

## 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: Self reflection**

Working in pairs or small groups, learners can reflect on their own involvement with sport and physical activity. They can consider (mind map or timeline if appropriate) where they have participated in sport and physical activity throughout their lives, and what activities they have taken part in. Learners can then explore their thoughts and feeling about this sport and physical activity involvement: what type of setting did/do they enjoy most? what have they particularly liked/gained from? what do they not enjoy, or feel has been useful/worthwhile?

Learners can share their thoughts with the wider group. Is there a general 'feel' across the group? Has curriculum PE been successful or not? Have community sports opportunities been worthwhile or not?

Are there any lessons or general conclusions that can be gained? Or is it all down to personal preference and there are as many different opinions as there are people?

**Suggested time:** about 6 hours.

#### **Activity: Fact finding mission**

Learners could select (or be allocated) a school in the local area. It may be necessary for learners to work in pairs or small groups depending on the availability of facilities in the area. Learners can arrange to interview a PE tutor (or other relevant person) face to face, over the phone or by email to find out what sport and physical activity opportunities are available for students in curricular time, in extra-curricular time and via community links. Learners can share the information they have found with the rest of the group by way of presentation, poster, or leaflet.

**Suggested time:** about 5 hours.

#### **Activity: Why PE bingo?**

Working in pairs or small groups learners should list as many different reasons for PE and school sport that they can think of. These might include benefits to the individual, to the school and to society at large. Groups can share their ideas and note down any that they missed to create a comprehensive list. Individually, learners can now choose a number (6? 8?) of these reasons to put onto their bingo card – one in each of the empty boxes. All learners stand up and the tutor or another learner calls out reasons from the list at random. If a reason that is on your bingo card is called, you must sit down. The last person standing is the winner.

**Suggested time:** about 2 hours.

**Activity: Physical education in school**

Learners take part in research to find out about the National Curriculum and the role of PE. They should find out what sort of things children should be doing in both the curriculum and extra-curricular time including PE lessons, school competitive sports and after school sports sessions.

Where possible, a guest speaker could come and talk about the extra-curricular sport they run at primary schools and deliver a session with learners so they can have an idea of what sorts of activities are appropriate for school aged children.

Learners could watch a recorded PE lesson for different year groups to see what sorts of skills are taught and how the PE lesson is carried out. They can also observe extra-curricular sports activities by direct observation if possible or through recordings.

Learners then note the differences between PE lessons and extra-curricular sports sessions.

**Suggested time:** 15 hours.

**Activity: Challenges face by schools delivering PE outside the curriculum**

Learners carry out research to find out about funding, staffing, resources, and facilities challenges that schools face in delivering extra-curricular physical activity sessions. Learners then present Dragons Den type solution to the rest of the group as to how these challenges could be resolved from inventions and ideas from learners.

**Suggested time:** 10 hours.

**Activity: Staffing**

Learners work in groups to recall the staff they encountered in primary and secondary school and discuss each of their roles and responsibilities.

Learners then consider the people they have encountered during their involvement in community sport.

Learners can consider how these roles were similar and different, the type of person who fulfilled each role, the opportunities and constraints each had to work within.

Tutor presentation to confirm the roles and responsibilities of teachers, support staff, coaches and sports leaders.

**Suggested time:** 6 hours.

**Activity: Sport and physical activity in the community**

Learners carry out research to find out about the differences between school sport and community sport. A guest speaker who delivers community sport sessions could come and discuss what they do and who they work with. Learners can find out about what their local provision is like for sport and activity in the community and carry out a review on the key differences between school and community sport.

**Suggested time:** 8 hours.

**Activity: Impact of previous experiences**

Learners can carry out a survey or questionnaire to explore the impact of school and adolescent sport experiences on the likelihood of participating in sport or physical activity in adulthood.

Learners can speak to a range of adults, some who participate and some who don't, and ask questions around their adolescent experiences and how they feel these may have coloured their opinion and enthusiasm for continued participation.

Analyse the results and present them to the group. Is there a general consensus of opinion? Do positive adolescent experiences equal greater likelihood of continued participation in adulthood?

**Suggested time:** 8 hours.



## Essential resources

For this unit, learners will need access to:

- a local school
- community physical education and sport provision.

## Employer involvement

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

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials
- work experience.



## Unit 3: Sports Leadership

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners will explore the personal skills and behaviours they will need as a sports leader. They will also investigate different types of leadership style and the strategies that will enable them to plan and deliver successful and effective sports activity sessions.

### Unit introduction

Sports leaders can be thought of as the unsung heroes of the sporting world, often unpaid, sometimes undervalued. They have a vital role to play in getting young people active and keeping them engaged with sport and physical activity. Whilst a coach may be more concerned with skill development and performance, a sports leader is all about participation, getting as many young people as possible having fun, being active and taking part on a regular basis.

In this unit, you will develop an understanding of the personal skills and behaviours necessary as a sports leader. You will explore different teaching styles, considering which may be best suited to a range of circumstances. You will investigate key leadership strategies: communicating, motivating, organising, adapting and managing behaviour. You will also explore ways in which you can judge how well you are fulfilling these requirements, how to identify areas in need of development and how you might go about improving these weaker aspects, in order to be the most successful sports leader possible.

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

### Learning aims

In this unit you will:

- A** Explore successful sports leadership
- B** Explore methods to evaluate leadership skills, behaviours and strategies
- C** Planning for development.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore successful sports leadership	<b>A1</b> Leadership qualities for successful sports session delivery <b>A2</b> Leadership styles <b>A3</b> Leadership strategies	A written report. Performance profiling results. Evaluation forms or reports. Quantitative and qualitative data. Video analysis of performance. Development planning.
<b>B</b> Explore methods to evaluate leadership skills, behaviours and strategies	<b>B1</b> Types of sport and activity sessions <b>B2</b> Session structure <b>B3</b> Types of practice	
<b>C</b> Planning for development	<b>C1</b> Reasons to evaluate leadership skills, behaviours and strategies <b>C2</b> Evaluation of performance <b>C3</b> Development of own leadership performance	
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>Developing leadership skills</li> <li>Developing the ability to interact with staff and participants</li> <li>Giving feedback to others in a considerate and helpful way</li> <li>Accepting feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>Importance of evaluation as a tool to improve</li> <li>Ways to evaluate self and others</li> <li>Methods of recording, displaying and analysing data</li> <li>Development planning</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Leadership skills</li> <li>Working with others</li> <li>Thinking skills/adaptability</li> <li>Problem solving</li> <li>Management of information</li> <li>Self-management and development</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Explore successful sports leadership

##### A1 Leadership qualities for successful sports session delivery

- Desirable skills and behaviours:
  - Appearance, e.g. professional and smart
  - Knowledge, e.g. accurate demonstrations and instructions, teaching of best practice and technique, ability to detect errors and provide corrections
  - problem solving, e.g. able to react to unexpected situations calmly, adapt plans
  - enthusiasm, e.g. passion for and enjoyment of the activity, fosters enthusiasm in participants, motivates others
  - empathy, patience and understanding, e.g. able to listen and understand difficulties of participants, builds relationships, supports development
  - confidence, e.g. belief in own abilities, fosters participants' self-belief and trust, motivates others to succeed
  - evaluative, e.g. identifies strengths and areas for improvement, provides solutions and strategies for development
  - humour, e.g. creates a fun and welcoming environment, diffuses conflict, builds rapport
  - team working, e.g. supporting other team members, in line with organisational aims, supporting safety
  - ethical and fair, e.g. treats all participants with respect and allows equal opportunity for everybody, regardless of social background, adheres to policy and procedure.
- Positive impacts of these skills and behaviours when leading sport or an activity.
- Negative impacts if these skills or behaviours are not utilised when leading sport or an activity.

##### A2 Leadership styles

- Range of different leadership styles:
  - democratic
  - autocratic
  - laissez faire.
- Effect of leadership style on sports session delivery.
- Selecting appropriate style based on:
  - situation
  - participant needs, age, ability
  - personal preference
  - team dynamics.

##### A3 Leadership strategies

- Organisation, e.g. punctual, well planned, equipment organised, smooth transitions.
- Communication:
  - during sessions, e.g. clear and confident verbal communication, positive body language, maintains eye contact, able to listen, adapting communication methods to meet participant needs
  - outside of session time, e.g. social media, telephone, email.
- Managing participant behaviour, e.g. code of conduct, expected standards of behaviour, use of rewards and sanctions, organisational behaviour policy.
- Adapting, e.g. making activities more/less challenging, ensure all can achieve success, basic differentiation within a mainstream setting.
- Motivating, e.g. competition, personal challenge, team challenge, fun, variety.

## Learning aim B: Explore methods to evaluate leadership skills, behaviours and strategies

### B1 Types of sport and activity sessions

- Aim, focus and style of session based on:
  - participant ages
  - participant abilities and/or previous experience
  - organisation and/or session timing, e.g. school curriculum, extra-curricular, community, holiday scheme, sports specific
  - intended outcomes.
- Session types:
  - skill development
  - fitness
  - competition, e.g. tournament, sports day
  - speed agility quickness (SAQ)
  - multi-skills
  - taster
  - teambuilding/problem solving
  - participative/fun, e.g. relay races
  - playground games
  - parachute games.

### B2 Session structure

- Based on session type, to include some or all of the following:
  - introduction
  - warm up
  - skill development/introduction to activity
  - main activity
  - competition ,e.g. races, challenges, putting a skill under pressure
  - conditioned game
  - cool down
  - plenary.
- Role of each element of the session.

### B3 Types of practice

- Whole.
- Part.
- Whole part whole.
- Variable.
- Fixed.
- Massed.
- Open.
- Selecting appropriate type of practice based on:
  - situation
  - type of session
  - participant needs, age, ability
  - personal preference.

## Learning aim C: Planning for development

### C1 Reasons to evaluate leadership skills, behaviours and strategies

- Evaluation of leadership skills:
  - review success against set aims and objectives
  - identify strengths
  - highlight areas in need of development
  - judge the success of decisions made, e.g. session structure, content, pace, flow, level of challenge, types of practice used, communication methods, motivation methods, adaptation
  - inform future strategies, decisions and actions.

### C2 Evaluation of performance

- Use of appropriate evaluation methods and tools to review:
  - leadership skills, behaviours and strategies
  - session type, format and structure
  - range, type and organisation of activities delivered.
- Record findings in an appropriate format.
- Analyse findings to identify:
  - Success, e.g. what worked well, why it was successful, what made it effective?
  - areas in need of development, e.g. what didn't work so well, why might this have been?
  - suggestions for future improvements, e.g. what could be done differently, why might this be effective, suggested positive steps towards improvement?

### C3 Development of own leadership performance

- Being aware of own current abilities, strengths and weaknesses.
- Recognising elements of others' leadership performance that are successful.
- Considering how successful aspects can be transferred to own leadership performance.
- Ways to measure success.
- Seeking and using support, e.g. mentor, supervisor, colleague, peers.
- Importance of formalising development process, e.g. keeping a record, monitoring, sharing the process with others.

## Transferable skills

### Preparing for work

- Working with others as part of a team.
- Following organisational procedures.
- Using own initiative.
- Asking for help.

### Communication

- Demonstrating communication methods appropriate to working with colleagues, students, participants and other stakeholders.

### Problem solving

- Responding to and resolving problems posed by pupils whilst participating in sessions, including providing realistic solutions.

### Developing practical and technical skills

- Demonstrating correct ways of working, adhering to legislation, policies and procedures within a school setting, developing leadership skills, engaging pupils in sport, physical and outdoor activities.

### Managing information

- Using information from tutors, support staff and pupils to engage pupils in sport physical and outdoor activities.
- Storing pupil information safely and securely.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore successful sports leadership</b>		
<b>A.P1</b> Identify key skills and behaviours for a successful sports session delivery.	<b>A.M1</b> Analyse how key skills behaviours, leadership styles and strategies lead to successful sports session delivery.	<b>A.D1</b> Evaluate the impact of key skills, behaviours, leadership styles and strategies on successful sports session delivery.
<b>A.P2</b> Outline how sports leadership styles and strategies lead to successful sports session delivery.		
<b>Learning aim B: Explore methods to evaluate leadership skills, behaviours and strategies</b>		
<b>B.P3</b> Outline different types of session, including likely session structure, that a sports leader might deliver.	<b>B.M2</b> Analyse a range of different types of sport and physical activity session that a sports leader might deliver, including likely structure and practices that may be used.	<b>B.D2</b> Compare and contrast a range of different types of session, structure and practice with reference to their suitability for different groups of participants with various needs and experiences.
<b>B.P4</b> Outline a range of different types of practice that may be included in sport or physical activity sessions.		
<b>Learning aim C: Planning for development</b>		
<b>C.P5</b> Outline leadership performance, identifying strengths and weaknesses.	<b>C.M3</b> Create a plan to develop own leadership skills and behaviours, based on strengths and areas in need of improvement identified from reviewing leadership performance.	<b>C.D3</b> Produce a comprehensive personal development plan, based on strengths and areas of good practice identified from an evaluation of leadership performance, justifying choices made.

## Essential information for assessment decisions

### Learning aim A

**For distinction standard,** learners will:

- provide a detailed, comprehensive explanation of all the key leadership skills, behaviours, strategies and styles, analysing the impact of these on the ability to lead successfully. They clearly explain when and how to use the different leadership styles in three different contexts, for example when providing instructions, when assisting, and when disciplining. They provide realistic examples to support their answers. They analyse all the key leadership strategies and the role that each plays in the effectiveness and maintenance of safety during a sport or physical activity session, using valid examples to support their answers. They comprehensively analyse how key leadership skills, behaviours, strategies and styles interact with each other to enable successful sports leadership.

**For merit standard,** learners will:

- describe most of the key leadership skills, behaviours, strategies and styles and analyse the impact of these on the ability to lead successfully. They provide detail of when and how to use different leadership styles in some varying contexts, using examples to support their answers. They analyse most of the key leadership strategies and the role that each plays in the effectiveness and maintenance of safety during a sport or physical activity session. They explain the way that all four of these elements interact with each other to enable successful sports leadership.

**For pass standard,** learners will:

- list some of the key leadership skills and behaviours that are needed to carry out their role as a sports leader.
- outline at least three leadership strategies, for example communication, organisation, motivation, adaptation or management of participant behaviour. They will also outline how each of these strategies will impact on the delivery of a successful sports leadership session.
- outline the characteristics of the three main leadership styles (democratic, laissez faire, autocratic) and how each might be used in the delivery of sports leadership sessions.

### Learning aim B

**For distinction standard,** learners will:

- compare and contrast at least three different types of sport and physical activity session. They will provide a clear description of their structure and the types of practice that are used. Learners will then comprehensively explain how the needs of participants impact on deciding the session type, structure and practice.

**For merit standard,** learners will:

- analyse a range of different types of sport and physical activity session, how each might be structured and the types of practice that may be used.

**For pass standard,** learners will:

- outline a range of different types of sport and physical activity session that a sports leader might deliver (for example. skills and drills, parachute games, playground games, SAQ). Learners will also outline the structure and format that each identified type of session might take (for example warm up, skill development, conditioned game, cool down). They will outline a range of different practices that a sports leader might lead (for example. whole, whole part whole).

**Learning aim C**

**For distinction standard,** learners will:

- comprehensively review leadership performance – this may be their own or another person’s (for example peer, coach, teacher, online example). From their review, learners clearly identify and give a detailed explanation of any areas of strength and/or aspects they feel are of particularly high quality. They also explain the areas in need of development. From this review they create a comprehensive personal development plan that analyses their observation/or what they have learnt from watching another sports leader. They justify how they intend to transfer this learning to their own practice and how they will develop any identified areas to improve their leadership ability.

**For merit standard,** learners will:

- review leadership performance – this may be their own or someone else’s (e.g. peer, coach, teacher, online example etc). From their review, learners identify some areas of strength and/or aspects they feel are of particularly high quality. They also identify most of the areas in need of continued development. From this review they create a detailed personal development plan that highlights what they observed/learnt from watching another sports leader. They explain in some detail how they could transfer this learning to their own practice and how they could develop any identified areas in order to improve their leadership ability.

**For pass standard,** learners will:

- outline their own motivations, aims and objectives as a sports leader.
- review leadership performance – this may be their own or someone else’s (for example peer, coach, teacher, online example). From their review, learners will identify some areas of particular strength as well as any areas they believe may benefit from continued development.

## 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 of time 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 are volunteering for a local sports charity and your manager is keen to set up a range of new sport and physical activity opportunities but, in order to do so, will need support from local sport leaders.

In order to train and then employ additional sports leaders, your manager has asked you to create a leaflet, poster or presentation advertising the sports leadership course to potential candidates. The advertisement you create must include the key leadership skills, behaviours and strategies that anyone enrolling onto the course will have the opportunity to develop.

Once candidates have enrolled onto the course, your manager has realised that they have a wide range of previous experience, abilities, skills and behaviours. Your manager has asked you to devise a process for auditing each candidate at the start of the course, supporting them to develop weaker skills and then re-evaluating them during and at the end of the course. Your manager has asked you to write a presentation that will outline how you intend to implement and manage this process.

In order to complete the task, set by your manager, you need to understand your own leadership strengths and weaknesses. You need to use a variety of feedback methods and reflect on your own strengths and weaknesses and make suggestions on how you could improve these by developing a plan.

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

Understanding your own leadership performance is valuable as it allows you to reflect on what went well, what didn't go so well and what you would change for next time. Your manager would like to carry out an overhaul of the reviewing process for all sports leaders and has asked you to research the different ways you and your colleagues could review your own and each other's' leadership performances and how a formal evaluation process might work within the organisation.

## 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: The role of a sports leader**

Learners could work in pairs or small groups to write a job description for a sports leader. Learners could research online to find videos of sports leaders talking about their roles. Someone currently working in that role could come in to speak about their job or learners could interview a sport leader working in a school setting if background research is needed.

Once learners are familiar with the role of a sports leader, they can create a job description that includes main responsibilities, desirable and essential criteria, pay, and working hours if appropriate.

**Suggested time:** about 6 hours.

#### **Activity: Skills and behaviours of sports leaders**

Each learner thinks of someone they consider to be an effective leader; this may be a famous person, sports star, politician, influencer or could be a tutor, coach or other person that they know. Learners imagine that they are off to a party and they are taking their effective leader with them, shrunk down to miniature size, in their cupped hands. All learners mingle at the party (move around the room) introducing and swapping their leader with other people. For example, 'Hi, I've brought Jessica Ennis-Hill with me' 'Hi, I've brought Jonny Peacock with me' – learners then 'swap' their leaders and continue around the room, introducing and swapping leaders as they go. After five minutes the party is over, and learners can tell everyone who they ended up with as their guest.

The learner who originally 'brought' each guest with them can explain what it is that they consider makes that person an effective leader and a list of desirable leadership skills and behaviours can be compiled. Skills and behaviours not included at this point can be added through group discussion so that a comprehensive list is created.

**Suggested time:** about 6 hours.

#### **Activity: What does a good leader look like?**

Working in small groups, learners are given a piece of flip chart paper and are asked to draw 'a good leader'. Their drawing may show a smartly dressed leader with a plan in one hand, stopwatch in the other and whistle round their neck or may be more literal with big eyes (to see what's happening), big ears (to hear what's happening). Then ask learners to draw 'a bad leader'. This time the picture may well include a scruffy leader with a scowl on their face and a phone in their hand.

Groups can display their pictures and discuss with the wider group the choices they made. Are there common themes for each type of leader? What does this say about the learner's role as a sports leader?

**Suggested time:** 6 hours.

**Activity: Leadership styles**

Learners can be made familiar with the main three coaching styles (autocratic, democratic and laissez faire). Then the tutor can deliver a 15-minute sports session, adopting a different leadership style for each five minutes. At the end of the 15 minutes can the learners spot which leadership style was used in each section? How could they tell? What were the key aspects of that style (was the teacher very bossy? Or seemed like they didn't really mind what happened? Or handed decisions over to the learners?).

Learners can work in pairs and be given, at random, a simple activity to lead (a relay race, tag type game) and a leadership style that they must use to deliver the activity. Learners then take it in turns to deliver their activity, using their allocated leadership style.

The group can discuss afterwards what impact each style had on the session, when each style might be most appropriately used, pros and cons of each.

**Suggested time:** 8 hours.

**Activity: Leadership strategies**

The tutor can take learners through a range of games and activities, each with a focus on one of the key leadership strategies. For example: communication (blindfold games, instruction giving/following), organisation (any problem-solving activity that requires learners to plan, do, review), motivating (relay races that each have a different focus – from perfecting a skill rather than competing, through to having a winner, adding a prize, adding a forfeit), adapting (playing as many different variations on rounders as possible (e.g. beat the ball, pairs, caterpillar, scatter ball, kick, changing equipment, changing the area) or seeing the effect of changing the area and number of taggers in a tag type game and managing behaviour (role play, exploring available sanctions).

After each activity the tutor can discuss with learners: what leadership strategies were being used? what were the key lessons to learn? how can these be transferred to a leadership scenario?

**Suggested time:** 10 hours.

**Activity: Self-evaluation**

Learners are asked to think of five things that they can do, with varying levels of success, and rank them according to level of achievement. They will complete the following five sentences, adding one thing to each sentence as appropriate:

I am amazing at...

I am good at...

I am OK at...

I am not great at...

I am bad at...

Learners can complete their sentences and they can be displayed around the room (anonymously if you like – and learners can see if they can guess whose is whose).

Once sentences have been claimed/allocated the tutor can lead a discussion around:

- everyone having different skills, abilities, experiences and opportunities
- how did they become amazing at the thing they are amazing at?
- what makes them bad at the thing they are bad at?
- do they think they could get better at any of the things on their list? How?
- would others agree that they are as good/bad as they think they are? Are our own opinions ever inaccurate? How? Why?

The tutor can talk to the group about the importance of evaluation – self, peer, other – based on facts rather than just feelings and how evaluation will be used as a valuable tool during the course.

**Suggested time:** 6 hours.

**Activity: Recording evaluation**

Learners can compare and contrast a range of ways that data (in this case evaluation data) can be recorded and displayed. Examples can be sourced online, and learners can discuss the appropriateness of each example and the pros and cons of each. These may include pie charts, graphs (line, bar, scatter), tables, qualitative data (e.g. written answers), spider diagram, tally charts.

**Suggested time:** 5 hours.

**Activity: How to set targets for development**

Learners are given time to reflect on their performance as a leader and the feedback they have collected. In groups, learners discuss SMART targets and how these can be used to improve their performance as a leader.

Once they have identified SMART targets, they can consider a development plan to help them develop their skills. In groups, they should research activities and opportunities in their local area, e.g. training, courses or qualifications that can help to develop their areas for improvement. Learners discuss the possible barriers to success in completing their development plan, such as family commitments, work, or money.

**Suggested time:** about 10 hours.

## UNIT 3: SPORTS LEADERSHIP

**Essential resources**

For this unit, learners will need access to:

- a local school
- participants to lead
- a range of sporting equipment and appropriate practical area.

**Employer involvement**

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

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



## Unit 4: Working as a Sports Leader

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **120**

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### Unit in brief

Learners will explore strategies and processes to plan, deliver and evaluate sports activities sessions as a sports leader.

### Unit introduction

The remit of a sports leader can be huge: from leading a small group of primary school children to leading 200 teenagers; from delivering sports-specific activities to multi-skills sessions; from using every piece of sports equipment in the cupboard to having no equipment at all. Sports leaders are expected to be able to deal with just about any size of group, type of activity and delivery environment. In order to manage such a range of situations, sports leaders need to be capable, confident and adaptable, and this unit will equip you with the skills and experience you need to be just that.

In this unit, you will explore the planning process: what information you will need and how to find it. You will investigate how to deliver so that every participant is engaged, safe and having fun and you will consider ways to identify and develop those aspects of your practice that require a bit more work. You will be given the opportunity to plan a range of different types of session, lead various participant groups and gain the experience and confidence to become an effective and successful sports leader.

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

### Learning aims

In this unit you will:

- A** Plan a safe and engaging sports activity session
- B** Deliver a safe and engaging sports activity session
- C** Evaluate own leadership of a sport or activity session.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan a safe and engaging sports activity session	<p><b>A1</b> Factors to consider when planning a sports activity session</p> <p><b>A2</b> Relationship between session aims and content and the needs of participants</p> <p><b>A3</b> Adapting session aims, activities and leadership style to meet participant needs</p> <p><b>A4</b> Planning session structure</p> <p><b>A5</b> Pre-planning research</p> <p><b>A6</b> Appropriate activities</p> <p><b>A7</b> Plan a sports activity session</p>	<p>A written report.</p> <p>Video or annotated pictures of leading participants.</p> <p>Observation record documenting leadership of sessions.</p> <p>Planning proforma.</p> <p>Evaluation proforma.</p>
<b>B</b> Deliver a safe and engaging sports activity session	<p><b>B1</b> Deliver a sports activity session</p> <p><b>B2</b> Strategies to engage participants and encourage future participation</p> <p><b>B3</b> Manage safety and adhere to relevant policies and procedures</p>	
<b>C</b> Evaluate own leadership of a sport or activity session	<p><b>C1</b> Reasons to evaluate own leadership of a sport or activity session</p> <p><b>C2</b> Select appropriate evaluation tools and methods</p> <p><b>C3</b> Evaluate personal effectiveness as a sports leader</p> <p><b>C4</b> Plan for personal development</p>	

<b>Key teaching areas in this unit include:</b>		
<b>Sector skills</b>	<b>Knowledge</b>	<b>Transferable skills/behaviours</b>
<ul style="list-style-type: none"> <li>• Developing leadership skills</li> <li>• Developing the ability to interact with staff and participants</li> <li>• Developing the ability to promote and encourage participation in sport and outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>• PE curriculum and school sport</li> <li>• Roles and responsibilities of tutors and support staff</li> <li>• Range of extra-curricular activities</li> <li>• Benefits of participation and overcoming barriers to participation</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Leadership skills</li> <li>• Working with others</li> <li>• Thinking skills/adaptability</li> <li>• Problem solving</li> <li>• Management of information</li> <li>• Self-management and development</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Plan a safe and engaging sports activity session

##### A1 Factors to consider when planning a sports activity session

- Factors to consider when planning a sports activity session:
  - participants, e.g. age, ability, enthusiasm, previous experiences
  - numbers, e.g. group size, managing transitions from one activity to another
  - equipment, e.g. appropriate type and amount for planned activities, simple, complex, powered
  - time, e.g. allotted time for each phase
  - space, e.g. breaking down activity areas into smaller spaces, using existing markings or temporary markers, ensuring sufficient space to complete planned activity and participate safely
  - activities, e.g. support achievement of session aims, engaging for learners, appropriate and safe
  - teaching points, e.g. simple, relevant, maximum of three.

##### A2 Relationship between session aims and content and the needs of participants

- Understand the characteristics and needs of different groups:
  - ability level, e.g. key stage, physical, mental and social ability
  - previous experience
  - age
  - group make up, numbers
  - additional needs to be considered and/or catered for
  - type of session, e.g. lesson, extra-curricular club, practice, recreation, competition.

##### A3 Adapting session aims, activities and leadership style to meet participant needs

- Session aims:
  - focused on a skill, technique, tactic or other area of learning
  - appropriate for characteristics of group, e.g. age, ability, previous experience, enthusiasm
  - realistic and challenging, with reference to ability level and previous experience of group
  - achievable within a single session.
- Strategies for adapting sessions to meet individual needs within a group:
  - use of alternative equipment
  - use of pressure, e.g. reduced/increased time or space, passive/active defenders
  - reducing or increasing distances and margins for error
  - grouping by ability.
- Positive outcomes of adapting sessions to meet individual needs within a group:
  - allows all participants to feel included
  - increases progress and engagement in session
  - support for less able
  - challenge for more able.

#### **A4 Planning session structure**

- Session plan structure:
  - type of session, e.g. skills and drills, fitness, playground games, extra-curricular, competitive
  - participants needing to get changed, e.g. allow suitable time at start and end, adhere to policies for supervision
  - introduction, e.g. detail aims, establish rules, expectations, routines
  - warm up, e.g. may include pulse raiser, stretches, joint mobility, skill/aims-related activity
  - main activity, e.g. skill development, progression of practice, fitness and conditioning exercises, conditioned games, competitive games
  - cool down, e.g. gradual decrease in intensity, stretch
  - plenary, e.g. summarise session, check learning and achievement of aims, detail next steps.

#### **A5 Pre-planning research**

- Find out all necessary information to inform planning:
  - numbers
  - ability
  - age
  - facilities
  - equipment
  - any other relevant information.
- Explore health and safety factors, e.g. duty first aider, fire exits, EAP.

#### **A6 Appropriate activities**

- Research a range of activities to include in the plan, e.g. online, using prior knowledge and experience, by liaising with professionals – tutors, coaches.
- Consider the appropriateness of activities in relation to:
  - participant numbers
  - participant needs
  - participant expectations and aspirations
  - session aims
  - environmental factors, e.g. space, equipment
  - sector guidelines.

#### **A7 Plan a sports activity session**

- Learners need to create a detailed plan for an activity session, using an appropriate session plan structure and effective planning strategies.
- Create a session plan that is:
  - appropriate
  - achievable
  - fun
  - challenging
  - safe
  - considers known factors, e.g. duration, environment, participants, available space, equipment
  - shows consideration of unknown factors, e.g. need to adapt, managing behaviour, specific needs.
- Record plans in a suitable format.

## Learning aim B: Deliver a safe and engaging sports activity session

### B1 Deliver a sports activity session

Learners need to deliver an activity session, using the plan they have created.

- Aligned for the relevant curriculum and/or programme areas.
- Use appropriate communication methods:
  - Verbal, e.g. volume, clear and concise instructions, tone of voice, correct terminology
  - non-verbal, e.g. demonstration, positioning, signs, signals and gestures, body language, eye contact, use of a whistle
  - active listening, e.g. appropriate questioning, responding to answers, checking own and others' understanding.
- Be aware of, react to and manage a range of variables in order to deliver the session:
  - participants, e.g. mood, attitude, actual ability compared to expected ability
  - numbers, e.g. numbers in attendance at the session, transitions between different group sizes, dealing with odd numbers
  - equipment, e.g. amounts and condition of equipment available, safe and orderly distribution and collection from participants
  - time, e.g. monitoring time to ensure completion of all activities, maintaining pace of session and adapting times as necessary
  - space, e.g. using existing markings or temporary markers, ensuring sufficient space to complete planned activity and participate safely, smooth transitions between set out of different activity areas
  - activities, e.g. engaging for learners, safe, maximise activity levels for participants, adapt as necessary
  - demonstration, e.g. clear and accurate, positioning in relation to group, performed by participant or leader
  - teaching points, e.g. simple, clear, confident, correct terminology
  - Feedback, e.g. link to teaching points, positive to reinforce correct technique, negative to correct errors
  - behaviour management, e.g. learn names, praise and positive reinforcement, rewards, keep participants active and engaged, set clear ground rules, limited use of sanctions.

### B2 Strategies to engage participants and encourage future participation

- Explore strategies that will increase the engagement of participants:
  - enthusiasm of leader
  - fun and enjoyment
  - competition
  - challenge and mastery
  - maintaining high activity levels
  - varying activity
  - working cooperatively with others
  - extrinsic rewards (badges, certificates, medals, trophies)
  - adapting activities to suit individual needs of all participants
  - social support and creating an inclusive, equitable environment
  - setting individual, achievable targets.
- Encourage future participation by:
  - using praise and positive feedback
  - inclusive activity
  - allowing opportunities for all to achieve success
  - the use of role models and links to elite sport
  - promoting the benefits of an active lifestyle
  - signposting to extra-curricular provision, local clubs and community sport initiatives.

**B3 Manage safety and adhere to relevant policies and procedures**

- Considering risks and hazards associated with facilities, equipment and participants themselves.
- Plan a safe session for all participants:
  - risk assessment
  - identifying potential hazards
  - balancing likelihood and severity of risk
  - measures to control or minimise risk.
- Maintain a safe session for all participants:
  - ensuring session is appropriate for experience and ability level of participants
  - grouping participants by size, strength and ability level when appropriate
  - managing space to maintain safe distances between participants or groups
  - managing behaviour and enforcing rules
  - dynamic risk assessment and taking appropriate action when unsafe practice is identified.
- Awareness of and adherence to policies and procedures, where relevant:
  - taking registers
  - fire, emergency evacuation and lockdown procedures
  - safeguarding policies
  - duty of care
  - changing room supervision policies
  - behaviour management policies
  - professional conduct and maintaining appropriate boundaries
  - National Curriculum for PE at appropriate key stage
  - support of qualified staff employed when necessary, e.g. swimming coaches, instructors for outdoor and adventurous activities
  - referral to other colleagues when necessary
  - normal operating procedures.

**Learning aim C: Evaluate own leadership of a sport or activity session****C1 Reasons to evaluate own leadership of a sport or activity session**

- To review own performance:
  - against set criteria
  - identify strengths
  - highlight areas in need of development
  - monitor the development of weaker areas
  - effect future planning.
- The feedback cycle.

**C2 Select appropriate evaluation tools and methods**

- Determine which tools and/or methods will be most appropriate based on
  - personal preference
  - participant needs
  - ease of use
  - situation and environment
  - focus of evaluation.
- Select evaluation method:
  - self-reflection
  - reviewing video or other visual media
  - questionnaires and witness statements from participants and peers
  - observation records from supervisor, mentor or experienced leader
  - verbal feedback.

## UNIT 4: WORKING AS A SPORTS LEADER

**C3 Evaluate personal effectiveness as a sports leader**

Evaluate effectiveness in terms of:

- Own performance:
  - leadership skills, behaviours and delivery style
  - session style
  - type/s of practice
  - how well the selected activities met participant needs
  - timings
  - effectiveness of transitions between activities
  - use of space and equipment
  - actual 'active' time
  - relationship building.
- Participant experience:
  - enjoyment
  - achievement
  - exertion
  - continued attendance
  - relationship building.
- Building positive relationships with members of the school community:
  - working collaboratively with school staff to support children's progress.
- Record results in an appropriate format.
- Analyse results to identify:
  - strengths
  - areas for development
  - changes to be made for future delivery.

**C4 Plan for personal development**

- Use collected evaluation data to identify areas in need of development.
- Determine opportunities for personal development as a leader, e.g. observation of experienced, successful leaders, identification of CPD opportunities.
- Methods of formally recording planned development, e.g. GAP analysis, personal development plan, SMART planning.
- Ways of measuring the successful development of leadership ability, e.g. re-evaluation within given timescales.



## Transferable Skills

### Preparing

- Working with others as part of a team.
- Following organisational procedures.
- Using own initiative.
- Asking for help.

### Communication

- Demonstrating communication methods appropriate to working with colleagues, students, participants and other stakeholders.

### Problem solving

- Responding to and resolving problems posed by pupils whilst participating in sessions, including providing realistic solutions.

### Developing practical and technical skills

- Demonstrating correct ways of working, adhering to legislation, policies and procedures within a school setting, developing leadership skills, engaging pupils in sport, physical and outdoor activities.

### Managing information

- Using information from tutors, support staff and pupils to engage pupils in sport physical and outdoor activities.
- Storing pupil information safely and securely.

## Assessment Criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan a safe and engaging sports activity session</b>		
<b>A.P1</b> Identify known and unknown factors that could affect the planning and delivery of a sports activity session.	<b>A.M1</b> Produce an effective physical activity session plan for young people, based on known and accounting for unknown information.	<b>A.D1</b> Produce a comprehensive physical activity session plan for young people, justifying the chosen activities and strategies used.
<b>A.P2</b> Plan an appropriate physical activity session for young people based on information gathered.		
<b>Learning aim B: Deliver a safe and engaging sports activity session</b>		
<b>B.P3</b> Demonstrate the ability to prepare for a safe activity session, meeting the aims of a session plan.	<b>B.M2</b> Deliver a sport or physical activity session, safely and effectively to meet the aims of the session plan.	<b>B.D2</b> Deliver a sport or physical activity session, demonstrating confident leadership attributes and strategies to engage all participants and encourage future participation.
<b>B.P4</b> Deliver a sport or physical activity session to a group of participants safely, meeting the aims of a session plan.		
<b>Learning aim C: Evaluate own leadership of a sport or activity session</b>		
<b>C.P5</b> Review own leadership of a sport or activity session and identify areas for development.	<b>C.M3</b> Review own leadership of a sport or physical activity session, describing the impact that identified areas for development could have on leadership effectiveness and how these areas may be improved.	<b>C.D3</b> Review own leadership of a sport or physical activity session explaining the impact that identified areas for development could have on self, participants and the session by considering feedback from others to progress weaker areas.

## Essential information for assessment decisions

Assessment criteria B.P3, B.P4, B.M2 and B.D2 must comply with the following practical assessment requirements:

CIMSPA stipulates practical assessment guidance that must be adhered to in order to comply with the professional body's endorsement. CIMSPA states that one of the main requests they receive from employers is that emphasis is needed on the importance for real-life assessment to be included in the CIMSPA Professional Standards. Employers have stipulated that all practical assessment must:

- be conducted in a **real-world environment**. This, where possible, should be in the workplace **'on the job' at work**, or in a situation that is as close as possible to this in order to replicate a working environment. For example, where appropriate an acceptable scenario is that you could use a different cohort of learners for practical assessment. This can also be covered within a work placement
- be conducted with 'real clients/participants' and not with peers. A real client/participant is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The **real client/participant** must not:

- work at the same facility as the learner
- be related to the learner, e.g. a spouse, partner, step-parent, brother or sister
- be enrolled on the same qualification as the trainee at the same time
- be a close friend.

### If you are unable to use real clients/participants

There are situations where using a real client/participant is untenable. If there are circumstances where real clients/participants should not be used, this should be agreed with the awarding organisation, and evidence provided if a CIMSPA QA visit was to be scheduled.

### Learning aim A

**For distinction standard**, learners will:

- produce a detailed, well-structured, and safe physical activity plan for a 30-minute session for six participants (for example their peers, younger participants). The session plan will provide full details about the type of session, the setting and clear, well-defined aims for the physical activity. Learners include a detailed risk assessment in line with organisational policies and procedures. Learners will independently decide the session aim and planned activities. The session plan will also include all key areas necessary, for example number of participants, their age, abilities, available facilities (space, markings), equipment to be used, allocated time and any other relevant information. Learners will fully justify how any instructions, communication or modifications ensure full, effective and inclusive participation. The session plan will also include well thought out and detailed contingencies to meet individual needs (in terms of delivery style, the planned activities, equipment used) as the need arises. It clearly shows adherence to principles of training and includes accurate, realistic timings and sequences for the planned session. Planned activities will be highly engaging and meet all of the relevant guidelines, policy and curriculum requirements. Learners fully justify the reasons for the choice of activities and delivery strategies they include in their session plan (for example. type of session, type/s of practice, behaviour management techniques).

## UNIT 4: WORKING AS A SPORTS LEADER

**For merit standard**, learners will:

- create a detailed session plan for a session they will deliver to six participants (for example their peers, younger participants). The session will be at least 30 minutes in duration. The session aim and content may be decided by the learner, with some support from their tutor, and will be based on available facilities and equipment that are appropriate for the group. Learners will consider most of the key considerations, for example participants, their ages, abilities, available facilities, equipment to be used, allocated time and any other relevant information. Learners ensure their plan meets most participants' needs and will consider some likely risks and ways in which these can be controlled (for example risk assessment organisational policies and procedures). Planned activities will be mostly engaging and meet most of the relevant guidelines, policy and curriculum requirements.

**For pass standard**, learners will:

- create an outline session plan to deliver to no less than six participants (for example their peers, younger participants). The session must be at least 30 minutes in duration. The session plan will have an aim, appropriate structure and include some suitable activities for the participants. It will be somewhat aligned to any relevant curriculum or programme. The plan will consider organisation specific and environmental factors such as class size, participant needs, participant expectations etc. Planned activities will be somewhat engaging, challenging and meet some relevant national and school guidelines, policy and/or curriculum requirements.

### Learning aim B

**For distinction standard**, learners will:

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

**For merit standard**, learners will:

- deliver their planned session effectively. They will demonstrate most of the key leadership attributes (for example. organisation, patience, cooperation, teamwork). Learners communicate clearly when providing instructions or feedback. They work responsibly, showing respect for others throughout the session. They may respond positively to unplanned events. They use most of the strategies relevant to the session to engage all participants to make it fun, inclusive, challenging and adaptable. They consider participant safety throughout the session. Learners work mostly within the requirements of regulatory and organisational policies and procedures.

**For pass standard**, learners will:

- manage the facilities, environment and equipment available to them (even if these are limited), demonstrating the use of safe and inclusive activities. Learners will show awareness of and work within the requirements of regulatory and organisational policies and procedures, which may include:
  - adherence to the relevant curriculum and/or programme aims
  - record keeping
  - changing procedures
  - registers
  - use of technology
  - rewards and recognition

- o behaviour management
- o staff responsibilities
- o induction processes
- o health and safety
- o duty of care
- o dress code/kit policies
- o potential risks and hazards associated with participants, facilities and equipment.
- During their session delivery learners must also show that they can:
  - o demonstrate conscientious working practices
  - o include a range of activities that promote personal challenge to the participants
  - o foster positive relationships with others (students, participants, adults)
  - o select and use appropriate equipment (simple, complex and/or powered)
  - o create an inclusive and equitable activity environment
  - o apply normal operating procedures
  - o apply emergency action plans as appropriate
  - o meet relevant national guidelines, for example. NGB, Ofsted/Estyn
  - o build positive relationships and work collaboratively with school staff
  - o signpost children to local sport and physical activity opportunities
  - o solve problems, make professional judgements and use own initiative
  - o manage child and parental expectations in relation to competitive sport.

### Learning aim C

**For distinction standard,** learners will:

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

**For merit standard,** learners will:

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

**For pass standard,** learners will:

- select and use appropriate method/s to review their own leadership, including gaining feedback from participants, and then identify areas for development.
- show an understanding of the importance of their role as a leader in the success of the session and the impact on participant experience.

## 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 of time 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

Your manager is keen to set up some new sport and activity sessions in local schools and they have asked you to plan some taster sessions to see what the uptake is like before committing fully. You must plan two different 30-minute sessions to be run at a local school. These sessions should introduce new/different activities to students, which they may not have had the opportunity to participate in before.

Although your manager is happy with the plans you have created, they are unsure if you will be the best person to deliver the session/s yourself. You have been given a 10-minute meeting with your manager, during which you can try to persuade them that you are the person for the job. In these 10 minutes your manager will want to hear that you have the skills and behaviours necessary to lead the sessions, that you have the necessary knowledge and understanding of the activities you have planned and that you will be able to lead the sessions safely and appropriately for the participants.

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

Being able to evaluate your own performance is valuable as it allows you to reflect on what went well, what didn't go so well and what you would change for next time. Your manager would like to carry out an overhaul of the evaluation process for all leaders and has asked you to research the different ways you and your colleagues could review your own and each other's leadership performances and how a formal evaluation process might work within the organisation. You must feedback to them, describing a range of different evaluation tools, with the pros and cons of each, as well as suggesting how and when evaluation could take place.

## 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 watch a range of sports leaders, teachers, coaches, peers, other sports leaders. Examples showing a range of different types of leader (some good, some not so good) can be found online also.

Learners consider the positive (and possibly negative) practice that they observe, suggesting what works well, why it works well and thinking about what they would like to emulate when they lead other people.

Learners can create a 'golden checklist' that includes all of the things they will try to be and do when they are the sports leader.

**Suggested time:** about 6 hours.

#### Activity: Planning considerations

The tutor sets up a small role-play scenario in which they select a learner and tell them they will have to lead a session on the tutor's behalf (because the tutor has an appointment to visit with the Queen, or similar). The tutor asks the learner if that's OK (hopefully the learner says 'yes!') and then asks if there are any questions the learner wants to ask.

The learner may or may not ask the tutor any questions about this imaginary session they are now going to lead, but the focus of the activity is, by enrolling the help of the rest of the group as necessary, to tease out the kind of questions that *should* be asked if you are going to lead a session.

These might include questions such as: where is it? when? what time? how many participants? ages? ability? what's the focus of the session? And so on.

Write a list of all the questions that will need to be answered before the learner/s can confidently plan a session that has any chance of being appropriate and successful.

Learners should become familiar with these questions and understand that they will need to find this same information each and every time they have to lead anything.

**Suggested time:** 4 hours.

**Activity: Planning templates**

Demonstrate a range of templates for planning leadership sessions. Many examples of these can be found on the internet. The centre may have already developed a session planning template that can be shown to learners. Learners should agree on a session planning template.

The session planning template should include:

- numbers
- ability
- age
- facilities
- equipment
- supervision needs
- timings of the different parts of the session
- introduction/conclusion of the session
- basic warm up/cool down
- the main activity
- organisation.

**Suggested time:** 2 hours.

**Activity: Wild cards**

Working in pairs or small groups, learners are given (or select at random) pre-prepared cards that list for them basic information they will need to plan an activity/session. This may include what space they have, how much and what different equipment, how many participants, duration.

Learners must plan an activity or session based on the information on their card/s and then lead their peers through their planned activity. Once all learners have led their activities/sessions they will be given 'wild cards' that pose a problem or outline a situation that will require learners to change their plans. This may include things such as: you lose half your space, your numbers double, you are outside, it's freezing cold and you need to keep all participants as active as possible to keep them warm. Learners must alter their plans to accommodate this new reality. They can either lead their amended activity/session or explain to the rest of the group what changes they would make.

**Suggested time:** about 5 hours.

**Activity: Stop the game**

Learners are split into three teams of equal numbers and labelled A, B and C. Teams A and B are set up to play a basic invasion game against each other whilst team C stand along the sideline. The game is introduced by telling all learners how teams score (by getting the ball between the other team's cones) but that apart from that there are no other rules. The game begins and (hopefully) is fairly chaotic due to the lack of rules. After a minute or two you stop the game and explain that this is, in fact, an activity for Team C. Anyone in Team C can, at any time, stop the game to introduce a new rule. This rule may improve the safety of the game (no contact) or be something irreverent (make an animal noise when you throw the ball). The game continues with members of Team C stopping it and adding their new rule/s. Each time a new rule is added you can highlight what went well ('it was a lovely loud 'stop') and/or what could be better ('if you step forward onto the playing area the players will know exactly who to listen to and look at'). Learners can use a whistle if appropriate and/or can be given pre-prepared rules to read out if they are struggling to think of any themselves. Rotate the teams so that each gets their turn to 'stop the game'.

**Suggested time:** about 3 hours.



**Activity: Health and safety observation**

Learners observe an area that has been set up for an activity session with lots of staged health and safety errors. They need to identify as many as possible and then discuss the roles and responsibilities of sports leaders in creating a safe working environment.

**Suggested time:** about 5 hours.

**Activity: Managing safety and adhering to relevant policies and procedures**

Learners carry out research and have a whole-class session on how to plan and maintain a safe session for participants. Factors such as taking registers, safeguarding policies, supervision of changing rooms etc. should all be followed in line with the unit content.

Learners work in groups to design a health and safety checklist that they can use when they are leading a sport or physical activity session to be sure they are following and adhering to relevant health and safety policies in the session.

**Suggested time:** 5 hours.

**Activity: Risk assessment**

Using a template from the internet or an organisational template, learners can practise completing risk assessments. Learners can attend other lessons, a tournament, competition, match etc. and complete a risk assessment for the event.

**Suggested time:** 3 hours.

**Activity: Emergency action plan**

Learners research emergency action plans online and then devise their own, based on the organisation they will be using to run their leadership sessions.

**Suggested time:** 3 hours.

**Activity: Guest speakers**

A range of different guest speakers could be invited in to talk about their areas of expertise.

These might include health and safety officer, first aider, experienced sports leader, sports coach, teacher, sports development officer, or manager

Each guest speaker share their story with learners, highlighting relevant aspects and encouraging and answering questions.

**Suggested time:** about 10 hours.

**Activity: Leading sport or physical activity sessions**

Learners take it in turns to plan and deliver sports activity sessions in their small group of peers. Tutors and a small number of learners observe and review, indicating strengths and areas for improvement.

Organise peer and participant feedback, which should also be completed at the conclusion of each session.

Tutors arrange for the sessions to be recorded. Learners can watch the video to gather further information on the session in discussion with tutors, who guide the session.

Learners then progress to delivering the session to larger groups such as leading the warm up for the whole group to get used to working with larger numbers of participants.

When leadership skills are developed, learners can work in teams to deliver sports activity sessions to small groups of children – learners will support each other when leading these sessions but take it in turns to act as the main lead. Initially, learners will only deliver sessions lasting for a short period of time and then, as the weeks progress, these times can be increased to prepare learners for their summative assessment.

Learners should practise a range of strategies in each session that they deliver to try and increase engagement of participants, these strategies should be refined over the course of delivery of a number of sessions. Learners should also know when to adapt and use different strategies depending on the participants.

**Suggested time:** about 40 hours.

**Activity Strategies to engage participants**

Small-group activity on ideas they have to increase engagement of participants in a sports activity session. Discussion on what they have experienced when participating and what has worked for them.

Tutor-led workshop on strategies covered in the unit specification. Learners are given a strategy and work in small groups to deliver a presentation on a session they would deliver to make use of the given strategy.

Learners use this session plan with the children they have led sessions with and see how the children respond to the strategy that has been used.

Learners deliver a number of sessions trialling out different strategies to see how they work and how to implement them into an activity session.

**Suggested time:** about 15 hours.

**Activity: Methods of reviewing own performance**

Learners design questionnaires that can be used to collect feedback from participants, the tutor or observers so that they can self-analyse and review their performance as a leader. Learners can try using different methods to collect feedback, e.g. questionnaires, comment cards, observation records or direct verbal feedback, to decide which method suits them best. They identify strengths and areas for improvement from the feedback they collect.

They run small-sided sessions and get feedback, planning actions for improvement.

**Suggested time:** about 8 hours.

**Activity: How to set targets for development**

Learners are given time to reflect on their performance as a leader and the feedback they have collected. In groups, learners discuss SMART targets and how these can be used to improve their performance as a leader.

Once they have identified SMART targets, they can consider a development plan to help them develop their skills. In groups, they should research activities and opportunities in their local area, e.g. training, courses or qualifications that can help to develop their areas for improvement.

Learners discuss the possible barriers to success in completing their development plan, such as family commitments, work, or money

**Suggested time:** about 8 hours.

## Essential resources

For this unit, learners will need access to:

- a local school
- participants to lead
- a range of sporting equipment and appropriate practical area.

## Employer involvement

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

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



## 4 Planning your programme

### Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements, but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- Three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) achieved at least at Level 1
- At least Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 7 Administrative arrangements*.

### What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required. This is indicated in the units.

### What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example strong communication and organisational skills, and a customer-focused approach in sport and physical activity, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

## What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, and examples of marked learner work.

To support you with planning your assessments, you will be allocated a standards verifier early in the planning stage. There will be extensive training programmes and support from our subject advisor team.

For further details see *Section 10 Resources and support*.

## How will my learners become more employable through this qualification?

This qualification is mapped to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Assistant coach and working in the school environment (OOC) standards.

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamworking and communication, and completing realistic tasks have been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

## 5 Assessment structure

The Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities) is assessed using *internal assessments*, which are set and marked by tutors.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the Pearson *Quality Assurance Handbook* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 7 Administrative arrangements*.

### Operating internal assessment

#### The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification, it is likely that the team will be small, but it is still necessary to ensure that the assessment process is followed. Full information is given in the Pearson *Quality Assurance Handbook*.

The key roles are:

- the centre has responsibility for the planning, record keeping and standard setting for the qualification. The centre completes annual self-assessment for all programmes/group of programmes
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

## Planning and record keeping

The centre should make sure that there is a plan for assessment of the internally assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the Pearson *Quality Assurance Handbook*.

The WBL supporting topic landing page holds a range of resources to support centres.

<https://qualifications.pearson.com/en/support/support-for-you/work-based-learning/about-wbl/support-topics/new-work-based-learning-quality-assurance-model.html>

## Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners can complete assignments on time.

## Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualification. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

## Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific, observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can



choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment, but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

### Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activity
- oral or written presentations with assessor questioning
- work logbooks and reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must document clearly the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where, in satisfying the M criteria, a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your assessment team's collective experience supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

### Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

## 7 Administrative arrangements

### Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

### Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

### Access to assessment

Internal assessments need to be administered carefully to ensure that all learners are treated fairly and that results, and certificates are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

### Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by members of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## Dealing with malpractice in assessment

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

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see our *Centre guide for dealing with malpractice and maladministration in vocational qualifications*, available on our website.

### Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Our *Centre guide for dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

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

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

### Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

### Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required units for a qualification, the centre can claim certification for the learner, provided that the quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.



## Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Pearson Work Based Learning Centre Guide to Quality Assurance*: this guide provides centres with the information required to be prepared for quality assurance for all our Pearson Work-based Learning and Apprenticeship qualifications
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, and entering for and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive, and a full list of our regulatory policies can be found on our website.

## 8 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Work Based Learning Centre Guide to Quality Assurance*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

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

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full details.

### Points available for internally-assessed units

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

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

### Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internally-assessed unit grades are submitted, and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

### Calculation of qualification grade table

Diploma	
Grade	Points threshold
PP	96
MP	112
MM	128
DM	152
DD	176

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2020

**Example 1:** Achievement of a Diploma with a PP grade

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

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

**Example 2:** Achievement of a Diploma with a MM grade

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

The learner has sufficient points for a MM grade.

**Example 3:** Achievement of a Diploma with a MP grade

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

The learner has sufficient points for a MP grade.

**Example 4:** Achievement of a Diploma with a DD grade

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

The learner has sufficient points for a DD grade.

**Example 5:** Achievement of a Diploma with a DM grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Distinction	64
2	60	Internal	Merit	24
3	60	Internal	Pass	16
4	120	Internal	Distinction	64
	<b>360</b>		<b>DM</b>	<b>168</b>

The learner has sufficient points for a DM grade.

**Example 6:** Achievement of a Diploma with an Unclassified result

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

The learner has a U in Unit 2.

The learner has sufficient points for an MP but has not met the requirement for a Pass, or above, in all units.

## 10 Resources and support

Our aim is to give you support to enable you to deliver the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children’s Sports Activities) with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Delivery Guides and Assessment Activities

These two sections within the unit specification provide structure and idea generation for planning learning and assessment.

#### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

### Support for teaching and learning

#### Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience. Pearson Learning Services provides a range of engaging resources to support BTEC qualifications. Teaching and learning resources may also be available from a number of other publishers. Details of Pearson’s own resources and of all endorsed resources are on our website.

### Support for assessment

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners’ preferences.

We will provide an example assignment brief for Unit 1. This is further supported by sport contextualised assignment support document.

## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities). They include the following:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) and Business Development Manager (BDMs) – they are regionally based and have a full overview of BTEC qualifications and of the support and resources that Pearson provides.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities) .

These sector-specific events, developed and delivered by specialists, are available both face to face and online.







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Diploma

# Sports Industry Skills (Leading Children's Sports Activities)

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