

SkillsActive



Line of Learning Statement for The Diploma in Sport and Active Leisure

Final Version
February 2008

Vision

To equip young people with the skills, knowledge, and attributes necessary to help the sport and active leisure industry professionalise and so deliver on its two headline ambitions set with the government – to leave a lasting legacy of grass-roots participation opportunities following the staging of a successful London 2012; and to see 50% of the nation active and healthy by 2020 (currently 21%).

Version Number	Date Amended	Summary of Main Amendments	Date Sent for Review	Version Name
1	10 September 2007		18 September 2007	Skeleton
2	1 October 2007	All Quality Group comments (13.9.07 meeting). All Steering Group comments (20.9.07 meeting). Revision of DDP footprint by participating SSCs/SSBs (p6). Addition of Market View section (p13). Expansion of Progression section (p15) Expansion of Principal Learning topics (p22). Addition of Principal Learning topic summaries (p23). First draft of Specialist Learning topics (p31).	2 October 2007	First Draft
2.1	9 October 2007	All Project Group comments (4.10.07 meeting). Further expansion of Market View and Progression sections (pp13-16).	9 October 2007	First Draft
3	26 October 2007	All Quality Group comments (11.10.07 meeting). Completion of Market View and Progression sections (pp13-16). QCA feedback e-mail (received 17.10.07). Cross Line Consistency Group feedback (17.10.07 meeting). Findings from HE/FE telephone interviews (p12).	29 October 2007	Final Draft
3.1	5 November 2007	All Project Group two-day workshop comments (1/2.11.07)	5 November 2007	Final Draft
4	23 November 2007	Quality Group sign-off (8.11.07 meeting). Steering Group sign-off (15.11.07 meeting).	30 November 2007	Full Consultation
5	23 January 2008	Post-CLACG detail added (22.1.08 meeting).	23 January 2008	Full Consultation post-CLACG
6	29 January 2008	Detailed review of Section 2 .	29 January 2008	Full Consultation pre-Project Group
7	18/2/08	Post-CLACG	19 February 08	
7.1	20/2/08	Post-CLACG meeting	22 February 08	For QG Review
7.2	23/2/08	Post-QG meeting: review of skills	[date?]	
8.0	27/2/08	Post-feedback	29 February 08	For Steering Group
8.1	3/3/08	Proofread	7/3/08	Submission to CLACG

STRUCTURE OF THE LINE OF LEARNING STATEMENT

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INTRODUCTION TO THE STATEMENT

THE DIPLOMA

INTRODUCTION

As part of the 14-19 reform programme, the Department for Children, Schools and Families, the Skills for Business Network, awarding bodies and the Qualifications and Curriculum Authority are working together to develop the Diploma. This new qualification offers high quality, credible, industry/subject-relevant learning by combining practical skills development with theoretical and technical knowledge and understanding.

The Diploma, designed principally for 14-19 year olds, recognises achievement at levels 1, 2 and 3 and will be available in 17 broad areas. The Diploma varies in size according to the level.

- The Diploma at level 1 (the Foundation Diploma) requires 600 guided learning hours (glh) and is broadly comparable, in terms of average length of study, to five GCSEs.
- The Diploma at level 2 (the Higher Diploma) requires 800 glh and is broadly comparable, in terms of average length of study, to seven GCSEs.
- The Diploma at level 3 (the Advanced Diploma) requires 1080 glh and is broadly comparable, in terms of average length of study, to three and a half GCE A levels.
- There is also a smaller level 3 qualification (the Progression Diploma), a subset of the Advanced Diploma, broadly comparable in terms of average length of study to two and a half GCE A levels.

Diplomas are being designed to appeal to:

- the most capable learners preparing for the most demanding university courses;
- learners who would engage better with the innovative Diploma approach than with existing provision; and
- learners preparing for employment or work-based learning.

THE AIMS OF THE DIPLOMA

The Diploma aims to:

- develop the knowledge, understanding and skills needed to progress into employment with training, further or higher education
- meet the skills needs of employers by developing broad knowledge and understanding about a sector as well as the skills and attributes related to the chosen sector
- ensure teaching and learning draws on up-to-date developments from the relevant sector
- provide an education that helps learners thrive in a constantly changing global economy
- place emphasis on learning by doing
- offer rich and varied learning environments
- support diversity and inclusion
- include opportunities for developing understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, sustainable development, health and safety considerations and European developments, consistent with international agreements.

Additionally for Foundation and Higher levels, the Diploma:

- co-exists with and supports pre-16 national curriculum study, including English, mathematics

- and information and communication technology (ICT)
- covers the requirement for work-related learning at Key Stage 4
- facilitates national curriculum entitlement within Additional and Specialist Learning.

At Advanced level, the Diploma allows for:

- the highest possible level of achievement including the scope to develop higher intellectual ability
- higher order synoptic skills
- and autonomy.

COMPONENTS OF THE DIPLOMA

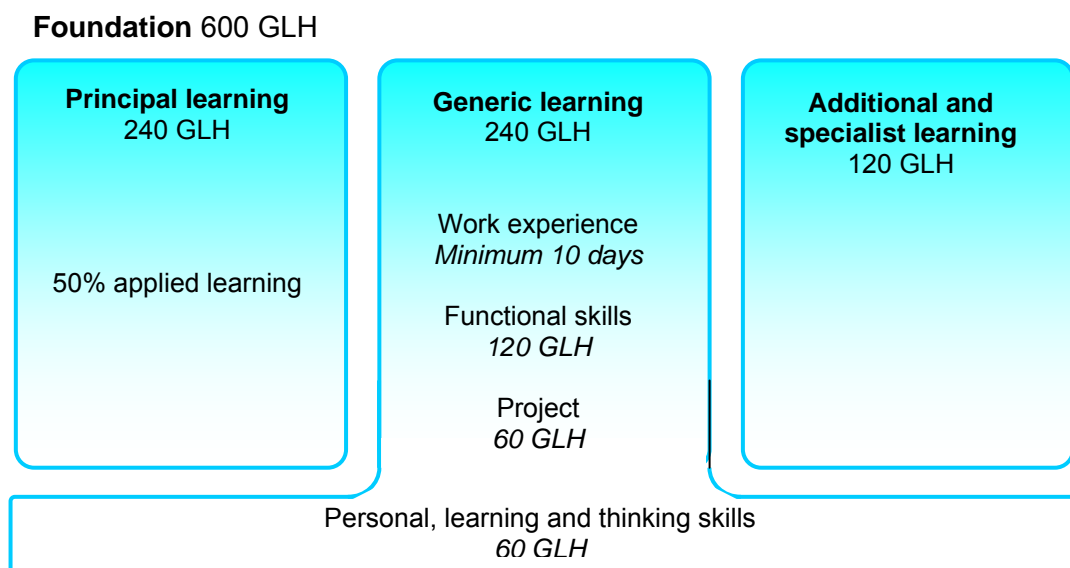
The Diploma has three components:

- Principal Learning
- Generic Learning
- Additional and Specialist Learning.

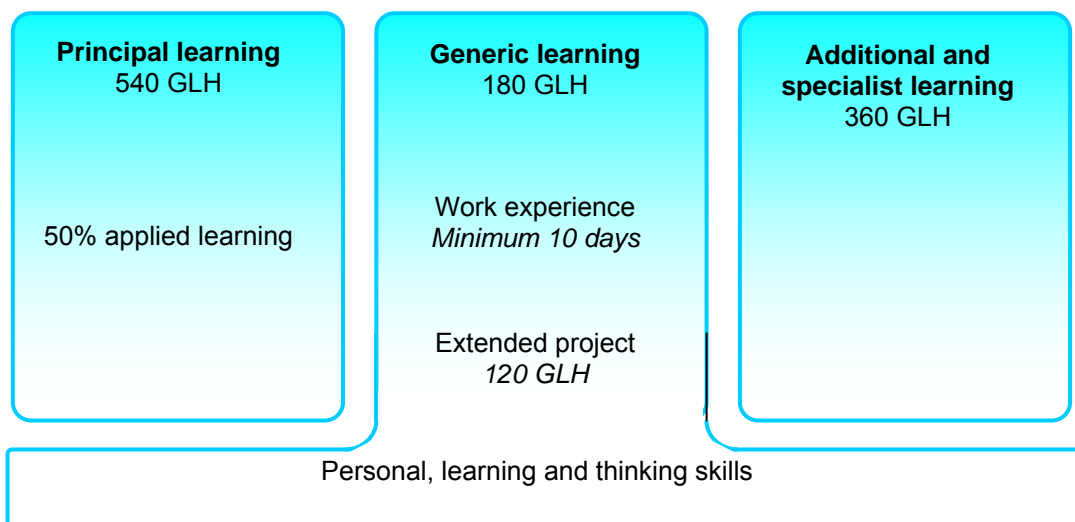
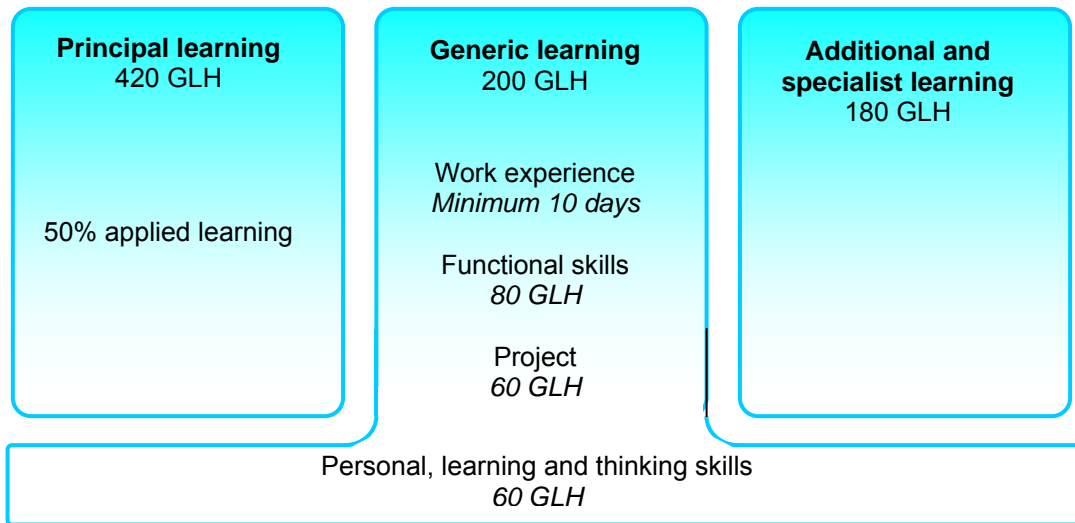
Experiential learning, planning and reviewing are central to the Diploma.

	Foundation level	Higher level	Level 3 Progression	Advanced level
Principal Learning	240 GLH* (40%)	420 GLH (52%)	540 GLH (75%)	540 GLH (50%)
Generic Learning	240 GLH (40%)	200 GLH (25%)	180 GLH (25%)	180 GLH (17%)
Additional and Specialist Learning	120 GLH (20%)	180 GLH (23%)	None	360 GLH (33%)
Total Teaching Time	600 GLH	800 GLH	720 GLH	1,080 GLH

The following diagrams further illustrate the structure of the Diploma at each level:



Higher 800 GLH



Principal Learning

Learners develop knowledge, understanding, skills and attitudes relevant to the Line of Learning and learn how to apply these in a range of situations, contexts and work roles. A minimum of 50% of Principal Learning is applied.

Generic Learning

Learners develop and apply the broad skills and knowledge necessary for learning, employment and personal development. Generic Learning includes:

- Functional Skills in English, mathematics and ICT
- Personal Learning and Thinking Skills - PLTS (ie independent enquiry, creative thinking, reflective learning, team-working, self-management, effective participation)
- work experience

- a project offering the chance to show potential, breadth and independence of learning.

Additional and Specialist Learning (ASL)

ASL provides learners with high quality breadth and/or depth of curriculum experience which does not duplicate Principal Learning. ASL is based on solid, evidence-based progression opportunities for learners who want to progress into full-time further and/or higher education or employment with training.

ASSESSMENT OF THE DIPLOMA

Assessment of Principal Learning

There is a combination of controlled internal and external assessment for Principal Learning:

- at Foundation level – 30 guided learning hours (out of 240) are externally assessed
- at Higher level – 60 guided learning hours (out of 420) are externally assessed
- at Advanced level – 120 or 180 guided learning hours (out of 540) are externally assessed.

New protocols and quality assurance measures are being developed for controlled assessment such that results can be relied upon to be valid and comparable while ensuring that applied learning can be reliably assessed.

Assessment of Generic Learning

The elements of Generic Learning are assessed as follows:

- **Functional Skills** are assessed as discrete units
- **PLTS** are assessed through the Principal Learning and reported on the Diploma transcript
- **The Project** is a stand-alone, single-unit qualification that is internally assessed using awarding body mark scheme
- **Work Experience** – (usually linked to a Line of Learning) a minimum of 10 days and reported on the Diploma transcript.

Assessment of Additional and Specialist Learning

Assessment arrangements for existing qualifications which contribute to Additional and Specialist Learning continue to apply.

GRADING OF THE DIPLOMA

Achievement from all Diploma components (Principal Learning, Generic Learning and Additional and Specialist Learning) is required for the award of the Diploma. There are five hurdles that need to be passed (three Functional Skills, Principal Learning and project, and Additional and Specialist Learning). The Diploma grade itself is made up of Principal Learning, including PLTS, and the project.

There is a fine-grading system as follows:

- At Foundation level: A*-B plus unclassified
- At Higher level: A*-C plus unclassified
- At Advanced level: A*-E plus unclassified.

STRETCH WITHIN THE DIPLOMA

The Diploma has the following features that make it challenging for all learners:

- the project provides for autonomy and for higher order synoptic [analytical] skills, particularly at Advanced level
- grading of the Diploma supports differentiation and will encourage higher levels of achievement
- qualifications and units at a higher level may be included as a choice within ASL
- the Diploma transcript will record excellence at unit level
- and the ASL guided learning hours is a minimum requirement and achievement beyond this is reported on the Diploma transcript.

DOCUMENT PURPOSE AND SCOPE

The development process of the Diploma in Sport and Active Leisure is made up of three distinct but overlapping stages.

1. the development of this Line of Learning Statement (LoLS)
2. the development of the Line of Learning Criteria (LoLC)
3. the development of the qualifications and units.

The purpose of this document, the Line of Learning Statement, is to define the rationale and vision for the Diploma in Sport and Active Leisure (section 1). It also presents the content that employers and HE/FE would prefer to see contained within the Diploma (section 2).

The Line of Learning Statement forms a reference point and part of the quality assurance process throughout the stages of development, to ensure that the emerging Line of Learning Criteria and resultant qualifications and units meet the rationale and vision of the Line of Learning Statement.

The document is intended therefore, to guide the process of the development of the Line of Learning Criteria, highlighting the outputs and conclusions drawn from the work of the DDP into the current preferences of the wider DDP stakeholder audience.

DIPLOMA DEVELOPMENT PARTNERSHIP

The author of this Line of Learning Statement is the Sport and Active Leisure Diploma Development Partnership (DDP).

The DDP is composed of sector skills councils (SSCs), sector skills bodies (SSBs) and other stakeholders as follows:

convening SSC – **SkillsActive**

participating SSCs – **Construction Skills, LANTRA, Lifelong Learning UK**

participating SSB - **Skills for Security**

participating Strategic Alliance - **Children’s Workforce Network (CWN)**

observing SSCs – **Children’s Workforce Development Council (Member of CWN), People 1st.**

DEFINITION OF SPORT AND ACTIVE LEISURE

Sport and active leisure in the context of this Diploma refers to **the industry which has a collective goal to encourage people to lead active and healthy lifestyles, and that employs more than 4.8 million people** across the following job roles.

SkillsActive	Sports coaches/professionals/volunteers, leisure centre managers/operational staff, fitness instructors, community activators, outdoor activity leaders, playworkers, caravan park professionals.
Construction Skills	Sports specialist construction workers (eg hard landscaping at sports venues, accessing and rigging/the erection of stands at sports events, laying sports surfaces).
LANTRA	Grounds staff, green-keepers, sports turf/horticultural landscapers, equine industry professionals, environmental conservation workers.
Lifelong Learning UK	Leisure-based youth/community workers.
Skills for Security	Stewards, spectator/crowd safety professionals, event managers.
Children’s Workforce Network	Strategic alliance of SSCs, SSBs and regulatory bodies who are committed to the workforce development of all those who work with children.
Children’s Workforce Development Council	Early years workers, playgroup/crèche childminders, learning mentors, Connexions/education welfare staff.
People 1st	Corporate hospitality professionals.

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Document Owners:

- SkillsActive
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- LANTRA
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- Lifelong Learning UK
www.lluk.org
- Skills for Security
www.skillsforsecurity.org.uk
- Children’s Workforce Network
www.childrensworkforce.org.uk
- Children’s Workforce Development Council
www.cwdcouncil.org.uk
- People 1st
www.peoplefirst.co.uk

Diploma Lead Bodies:

- The Department for Children, Schools and Families
www.dcsf.gov.uk
- Qualifications and Curriculum Authority
www.qca.gov.uk
- Skills for Business Network
c/o www.ssda.gov.uk

SECTION 1 – RATIONALE FOR THE DIPLOMA IN SPORT AND ACTIVE LEISURE LINE OF LEARNING

1.1 VISION

It is the intention that the Diploma in Sport and Active Leisure should offer learners the opportunity to develop essential skills needed for work, life and learning in any sector of the economy.

Its vision, particular to the sport and active leisure industry however, is:

To equip young people with the skills, knowledge, and attributes necessary to help the sport and active leisure industry professionalise and so deliver on its two headline ambitions set with the government - to leave a lasting legacy of grass-roots participation opportunities following the staging of a successful London 2012; and to see 50% of the nation active and healthy by 2020 (currently 21%).

To understand the above vision it is first necessary to understand the rapidly changing and challenging nature of today's sport and active leisure landscape. The awarding of the 2012 Olympic and Paralympic Games to London (and more recently, the 2014 Commonwealth Games to Glasgow) is transforming attitudes to, and interest in, sport and active leisure across the whole of the UK. At the same time, the government has set new targets to get half of the population active by 2020. Sport and active leisure will inevitably play a central part in achieving this goal. Sport and active leisure also play a role in a much wider agenda - improving health, developing educational opportunities, delivering neighbourhood and community cohesion, as well as economic regeneration in local and regional environments.

The industry today is one striving to professionalise, to recruit new staff, and to deliver on time the legacy of more and better-skilled sports coaches, fitness instructors, activity leaders and sports volunteers. It also needs to retain the number of managers required to achieve the above vision.

In terms of jobs and demand, the key figures cry out for more, professionally-trained, new recruits. They are:

- 100,000 new jobs by 2014
- 85,000 new employees per year - to replace (transient and seasonal) leavers
- a 28% volunteering shortfall to be met
- 40,000 new coaches by 2016
- and 85,000 learners each year estimated to pass through our new National Skills Academy for Sport and Active Leisure by 2013.

Source: SkillsActive Sector Skills Agreement, 2005 and National Skills Academy for Sport and Active Business Plan, 2007

As far as skills gaps are concerned, the three main priorities of the industry's employers are:

1. At levels - more school leavers entering the workforce with suitable employability skills (particularly self-confidence, taking responsibility and people skills)
2. At - more workers gaining technical qualifications (29% shortfall currently in areas such as health and safety, and equipment operation) and customer service skills (estimated

- lacking in 79% of front-line staff)
3. At level 4 - more staff progressing onto management and leadership roles (relevant skills lacking in 69% of existing managers and high drop-out rate).

Source: SkillsActive Sector Skills Agreement, 2005 and National Skills Academy for Sport and Active Business Plan, 2007

The sport and active leisure industry is new, high profile and rapidly becoming more professional. By encouraging individuals to lead active and healthy lifestyles, its workforce has a hugely significant role to play in helping address current social challenges such as obesity, binge-drinking and the recent request by ministers to offer every child an opportunity to experience the outdoors during their education. The industry is hugely attractive to young people, and is often seen as a gateway to other careers (because of its ability to offer essential life skills through readily-available volunteer, part-time and seasonal roles). Sport is singled out within the industry's overall title largely because of its pre-dominance within the sector and its ability constantly to provide a shop window for attracting new recruits into the workforce. That said, it is important to emphasise that workers within the industry (and by extension potential learners interested in taking the Diploma in Sport and Active Leisure) need to have the strongest possible interest in, empathy for and identification with leading an active and healthy lifestyle but they do not necessarily have to be active participants themselves.

The Diploma in Sport and Active Leisure will be developed to capitalise on all of these benefits. It will redress the above skills gaps, by offering young people the chance to develop the skills, knowledge and attributes that they will need to progress into further training and/or employment within the industry straight away, or to move onto further or higher education within, or outside of, the sector.

1.2 EVIDENCE

1) Methodology

As the starting point to inform Diploma content and develop a full consultation version of the Line of Learning Statement, evidence was gathered from two principal sources across the complete DDP footprint.

- **Employers** – to establish employer skills needs.
- **HE/FE (higher education/further education)** – to establish HE/FE entry requirements.

Six research methods were used:

1. Desk review

There was a review of all sector skills agreements; skills surveys relevant to the 14-19 age group and/or the recruiting of school leavers; occupational skills matrixes; and UCAS (University and College Admissions Service) guidance on HE/FE entry requirements.

Undertaken: June/July 2007

2. Online surveys x 2

Two versions of the survey were conducted – one e-mailed to the complete industry database of employers (n = 11,000), the other to the database of sport and leisure-related HE/FE institutions (n = 125). Questionnaires offered respondents the opportunity to participate in a follow-up telephone interview if interested.

Undertaken: June/July 2007 (FE/HE), Aug/Sept 2007 (Employers)

3. Telephone survey

The telephone surveys lasted 15-20 minutes and involved further in-depth questioning one-on-one within both target groups (n = 10-12 employers, n = 8-10 HE/FE).

Undertaken: Sept/Oct 2007

4. National event (HE/FE)

A presentation/workshop forum was facilitated with the existing HE/FE group (n = 29).

Undertaken: 12 July 2007

5. Regional events (employers)

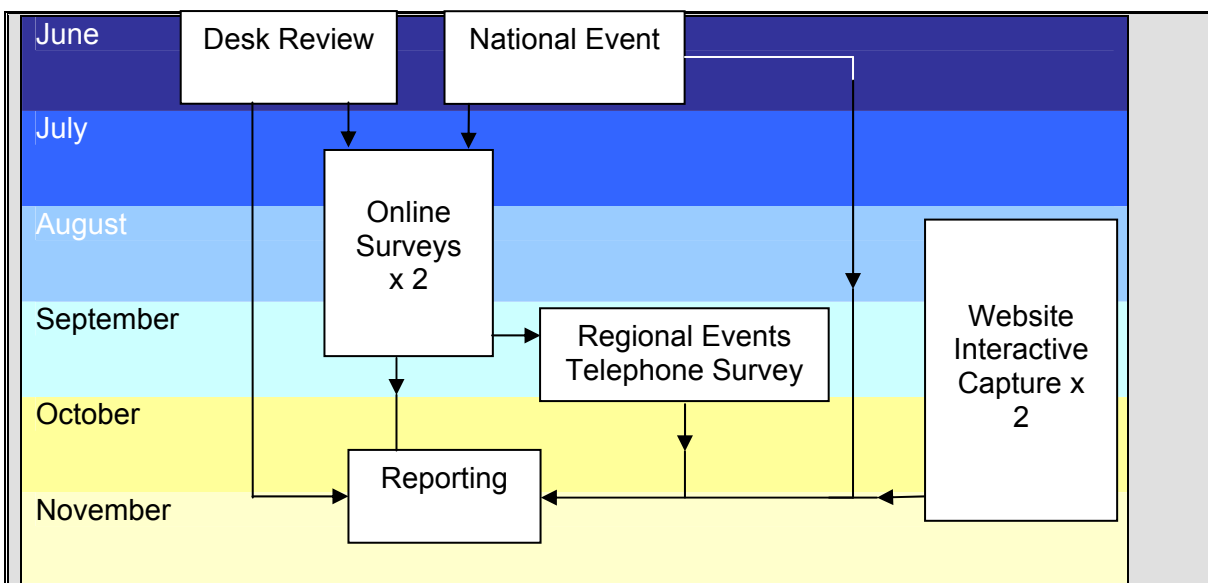
Presentations/workshops were facilitated with existing employer groups across the nine regions (n = 91).

Undertaken: Sept/Oct 2007

6. Website interactive capture x 2

This involved capturing ad hoc, individual viewpoints on the Diploma via interactive questions. This was held first, on the Diploma in Sport and Active Leisure home page of the SkillsActive website; and second on the www.myspace.com website.

Undertaken: Aug/Sept 2007 onwards



In addition to the above, informal discussions were also held with existing groups and networks representing young people and schools, to establish starting attitudes towards the Diploma as follows:

- young people - via discussion with the SkillsActive Young Apprenticeship pathfinder group
- and schools – via e-mail dialogue and related workshops with the 400 specialist sports colleges under the umbrella of the Youth Sports Trust.

This was felt to be of particular importance by the DDP in seeking to shape a successful qualification that could, as far as possible, satisfy the modern-day needs of current 14- to 19-year-olds.

2) Consultation data

In total, it has been estimated that consultation took place with a total of:

22,000 employers (estimated total number covered by the full DDP database)
331 HE/FE institutions.

The following response rates were achieved to the online surveys in particular:

	Total Number E-Mailed Direct	Number of Replies
Employers	11,000	77
HE/FE Institutions	125	48

- Employers, HE and FE were also represented on the DDP Quality and Steering Groups and therefore had a direct input into the content development.
- HE was also examined through the entry requirement data held by UCAS (the Universities and Colleges Admissions Service). This enabled the UCAS sub-category of recreation, sport and leisure studies (n = 870) to be compared to the non-sector-specific course entry requirements of its parent category for hospitality, leisure, tourism and transport (n = 800).

3) Rationale

The findings from the above consultation and research are held in four separate annexes to this document. A summary of findings follows. All findings were used by the DDP during its Project, Quality, and Steering Group meetings to:

- define the aims and purpose of the LoL in relation to the overall vision and strategic aims of the Diploma
- define the topics and themes of the Principal Learning within section 2
- define the knowledge, skills and understanding of the Principal Learning within section 2
- define Specialist Learning pathways as appropriate.

4) Summary of findings

Desk review

From the desk review, the following is a summary of the headline skills issues/gaps currently facing the sport and leisure industry.

1. At levels 1/2 there is a need to recruit school-leavers with the right employability skills, particularly self-confidence, taking responsibility and people skills.
2. At levels 2/3 there is a need to reduce significantly the 29% of the workforce that is not yet technically-qualified to level 2 in areas such as health and safety, life-guarding, plant operation and stewarding. There is also a need to bring down the massive 79% shortfall in basic customer service skills.
3. At level 4 there is a need to reduce the 69% of managers/supervisors who at present lack the right business skills.
4. Industry workforce is dominated by young people, and is often seen as a 'gateway' to other careers (because of its ability to offer essential life skills, and its ready availability of volunteer, part time and seasonal roles). Vocational, transferable skills are vital therefore – the top three being **communication/people skills, customer service and problem solving**.
5. One hundred thousand new jobs are required by 2014.
6. Eighty five thousand new employees will be needed each year to replace (transient and seasonal) leavers.
7. There is a 28% volunteering shortfall (four out of every five sports coaches, for example, are volunteers).
8. The sector will require 40,000 new sport and activity coaches by 2016 (there are currently 1.2m, of which only 60,000 are paid).
9. The following is a summary of key skills requirements from an analysis of the SSCs

Occupational Skills Matrixes:

Generic skills

- people skills/customer care
- organisation
- leadership/supervision
- ethics/equity/inclusiveness
- financial management
- marketing/sales
- it/computing
- team-working
- problem-solving

Technical skills

- industry knowledge
- health and safety
- child protection
- facility management
- recognised NGB (national governing body) qualifications

10. The main skills gaps from environmental conservation, equine, land-based engineering, and landscape industries (of which 11% of the current workforce is aged 16-24) are:

- communication
- literacy
- planning and organisation
- computing/IT
- customer relations.

11. Appropriate knowledge, skills and understanding are the three main skills challenges facing the construction industry, (which requires 68,600 new recruits each year for the next five years), as well as skills gaps associated with improved:

- business performance/productivity
- innovation
- processes
- use of materials and technologies
- sustainability.

Source: All DDP Sector Skills Agreements, 2005-2006 and National Skills Academy for Sport Business Plan, 2007

HE/FE research

The following is a summary of the main issues arising out of the HE/FE research:

1. Entry requirements

- These are very wide-ranging at present depending on the course studied and also on the candidate applying. Typically grade Cs at A level are required, with English and/or a related sector subject also seen as beneficial.
- Coaching experience was seen as important by 25% of online survey respondents.
- Eight out of 10 respondents supported more vocational students going into HE/FE.

2. Diploma content

- Excellent communication/people skills were seen as vital by all institutions.
- Knowledge of the industry was one of the highest-ranked characteristics and the second most frequently selected. There is a requirement for understanding how the industry operates, the job roles available, career pathways and practical experience.

- Self-confidence was the third most frequently identified characteristic.
- Diploma holders qualified at Advanced level were also considered important.

3. Attributes

- There was an expectation that potential entrants should possess a recognised industry qualification and knowledge of first aid and health and safety.
- They should have a strong interest in the industry – understanding, dedication and some experience.
- In terms of literacy and numeracy, they should be able to produce written reports and critical, well-structured essays for HE.
- Learners need self-discipline and the ability to learn on their own.
- HE has a greater need for independent enquiry relative to employers and FE.
- The top three core PLTS identified were self-management, team-working and reflective learning.

4. Skills

- Effective communication is essential, both verbal and written and across all types of audience and age groups.
- Learners need to have a solid foundation in team-working and working with people.
- Self-discipline is vital. Learners need to be able to work independently, be organised and manage their time.
- HEIs look for technical ability, specifically practical and industry-recognised skills. The most commonly cited were coaching and fitness instructing.

5. Knowledge and understanding

- Learners are expected to have a good knowledge of the industry.
- They need sound technical knowledge, as described above.
- Learners need to understand Institution specialisation in the areas of coaching, instruction, and activity leadership.

6. Concerns over the Diploma

- HEIs were concerned that Diploma learners should have adequate work experience so they understand their industry and can practically apply their skills.
- They said that candidates should be assessed appropriately and skilled in the right areas.
- They felt it was important that the Diploma was relevant and did not cause confusion.

Employer research

The following is the summary of the main issues arising out of the employer research:

1. Current skill shortages

- The main shortages were for team-working skills, communication skills, technical/practical skills, and customer-handling skills.
- The most common skills lacking in recruits across all education are a lack of communication skills, life experience, lack of motivation/enthusiasm, work ethic and customer service skills.
- In the SkillsActive online survey, employers also cited technical skills. This was highlighted mainly as an issue for 16-year-old school-leavers.

2. Main skill needs

- generic skills
- technical skills
- people skills/customer care
- organisation
- leadership/supervision
- ethics/equity/inclusiveness
- financial management
- marketing/sales
- IT/computing
- team-working
- problem-solving
- industry knowledge
- health and safety
- child protection
- facility management
- recognised NGB (national governing body) qualifications.

3. Diploma content

- Forty-five per cent expressed very high or extreme support for the Diploma.
- Excellent communication/people skills is the most frequently demanded characteristic.
- Responsibility and self-confidence is the second most frequently demanded characteristic.
- Excellent customer service skills is the third most frequently identified characteristic.

4. Attributes

Employers say they are looking for young people with the following attributes:

- work ethic
- personality
- smart appearance
- professionalism
- understanding of the industry and its career pathways.

The top three PLTS identified were self-management, team-working and reflective learning.

5. Skills

- Communication was the most frequently cited skill. (This covers written communication and being able to communicate to a wide range of audiences and age groups).
- Organisation was also key. Diploma holders must have the ability to organise themselves as well as others in planning sessions.
- Employers expect good technical ability, including practical ability and recognised skills. Coaching and instructing were particularly noted.

6. Knowledge and understanding

- Understanding the industry is vital. Young people need to understand its landscape and the range of job roles and qualifications on offer.
- Technical and practical ability – as described above and commonly at level 2.

7. Need for modern foreign language skills

- Thirty-seven per cent of employers do not think conversational skills in modern languages are relevant.
- However, a further third think modern languages do have validity (34%).
- The most useful languages are believed to be French and Spanish. Around one quarter thought German and Mandarin were required.

8. Role of work experience

- The majority of employers would offer work experience placements. Only 6% of employers said they would not.
- Over one third of employers would take on 16- or 18-year-olds and an additional third would take on 16-year-olds only.
- Coaching has the highest potential offer of placements (54% of employers).
- Sports development and activity leadership have 43% of employers who can each offer work experience, whilst one third of employers have fitness instructing places.

5) Full consultation – summary

The full consultation version of the Line of Learning Statement for the Diploma in Sport and Active Leisure was published on 23 November 2007. The LoLS was put out to open consultation from this date until 6 February 2008. Feedback was gathered through two main channels:

- an online consultation
- a series of consultation workshops/meetings/focus groups.

The purpose of this full consultation was fourfold:

- 1. Line of Learning Statement** - to disseminate widely the draft to all interested stakeholders.
- 2. Acceptance** – to establish whether employers and HE/FE institutions are likely to accept the Diploma as entry into employment and/or HE/FE.
- 3. Work experience** – to establish the deliverability of the work-related learning proposed.
- 4. Equality and diversity** – to establish whether the Diploma maximises opportunities for equality and diversity and complies with the Disability and Discrimination Act.

A total of eight Diploma-specific workshops were held across Leeds, Bristol, London, Manchester and Telford. A range of presentations were also held as part of the regular business of established sector groups. The total number providing detailed feedback to the full consultation was in excess of 225 stakeholders (HE, FE and employers).

The LoLS was very positively received across all stakeholder groups. A summary of the five general comments received is provided below. The complete report of the full consultation findings is held as an annex to this LoLS.

General comments

The stakeholder discussions identified five general areas for consideration.

- 1. The Diploma title** – this needs to be changed to reflect the industry is about 'active'

leisure as opposed to 'passive' leisure (eg the cinema, bingo, PC-gaming).

2. Delivering the Diploma – in particular:

- the need to balance theoretical and practical learning
- ensuring that those delivering learning have relevant and up-to-date industry knowledge and experience
- ensuring work experience is quality assured;
- properly resourcing the increased number of guided learning hours associated with the Diploma.

3. Mapping specialisms and progression pathways - there is a need to identify/map specialist routes to the Diploma's topic/themes.

4. Ensuring underpinning themes are clearly identifiable – this means ensuring that certain themes run through the whole Diploma and are relevant to all units (eg health and safety, management and leadership).

5. Content - a number of key themes were considered to be missing and/or needed more emphasis, namely:

- elite performance/elite athlete management
- PE teaching
- fitness and training
- core business skills (eg HR, finance)
- nutrition
- the outdoors
- coaching
- volunteering

Resultant action

As a result of the above, the DDP has:

- ensured all of the above proposals have been considered and if necessary, fully integrated into the final version of this LoLS
- and proposed that the title of the Diploma be changed from 'Sport and Leisure' to '**Sport and Active Leisure**'.

6) Conclusion

From an analysis of all of the above evidence, it has been concluded, for the purposes of this Line of Learning Statement, that employers and FE/HE institutions in the sport and leisure industry will be looking for a Diploma holder that:

- ✓ has knowledge of the sport and leisure industry, its scope, job roles, and requirements
- ✓ has communication/people skills, is a good team-worker and is inclusive/equitable
- ✓ understands the importance of, and has skills in, customer service
- ✓ Is practical, with problem-solving/organisational skills
- ✓ is responsible and self-confident in his/her abilities
- ✓ understands the strengths of the sector in being able to offer volunteer job roles that can develop essential life skills in people
- ✓ is receptive to entering into part-time, seasonal, or volunteer work in order to progress a full-time career in the industry
- ✓ has knowledge of the appropriate legislation, in particular health and safety issues, surrounding the sport and leisure industry

- ✓ understands and is able to work with target groups, especially young people
- ✓ has an understanding of the appropriate technical qualifications they will require (over and above the Diploma in Sport and Active Leisure) in order to develop a career and go on to be recognised further within the industry
- ✓ understands the importance of being physically active in life.

In relation to the development of the Diploma in Sport and Active Leisure, six key messages emerged from the consultation process.

Diploma development – ‘Big 6’ messages

1. Its content and topic titles should be devised so as to appeal to the learner first, and employers and HE/FE second.
2. The emphasis on employability skills and good generic personal attributes, as described above, is critical.
3. A standard template of best practice work experience activity should be devised for the benefit of both Diploma students and employing organisations providing that work experience.
4. The qualification should ideally be piloted in those specialist sports colleges successfully passing through the ‘gateway’ process of accreditation by September 2010. There is with an aspiration for it to be offered in the majority of secondary schools/FE Colleges in the long run.
5. The term ‘vocational’ should be avoided as far as possible in relation to the Diploma’s development. Words such as ‘professional’, ‘business’, or ‘work-based’ are considered preferable in order to attract new learners and parents to our sector.
6. Potential learners interested in taking the Diploma in Sport and Active Leisure, need to have the strongest possible interest in, empathy for and identification with leading an active and healthy lifestyle, but they **do not** necessarily have to be active participants themselves

1.3 MARKET VIEW

The sport and active leisure market is a highly significant part of the UK economy. It has a gross value added (GVA) of £7.2 billion with an estimated workforce of 4.8 million. The potential for a new Diploma to contribute to the sector for employers, HE/FE, and professional bodies has been examined via:

- a review of current provision in HE/FE and schools. This explored employer, learner and provider perceptions of the value of this provision and its usefulness for progression into HE/FE, employment and training. It also looked at the qualification’s attractiveness/appropriateness to learners
- a review of existing research within the sector on gaps in the existing qualification offer in meeting the needs of employers, learners, and sector-specific HE/FE courses
- an investigation of the take-up of existing qualifications nationally, along with any regional variations
- an opportunity to present the results from direct consultation with HE/FE representative groups and employers, exploring their views on gaps and opportunities within the current qualification offer and how the Diploma could/might address existing concerns
- perceptions of the unique selling point for the Diploma.

Findings – nature of the sector

It is a characteristic of the sector's workforce that it has a higher proportion of young people (aged 16–24) than the workforce across England as a whole. This band is concentrated at 18+, however, due to regulations and licensing requirements. Also crucial is the fact that there are over 2.7 million volunteers in the sport and active leisure sector, with sport/exercise continuing to attract the highest level of volunteering at 43% across all UK industry. Despite this, technical and practical skills remain essential to a large proportion of the sector occupations.

Going forward the industry is certain to grow and change. It has been estimated there will be an average annual growth rate of 3.4% between 2004 and 2014 (compared to 2.8% annual growth of whole economy), further enhancing the sector's position. The result of this is that employers will need to recruit an extra 100,000 workers by 2014 on top of a replacement demand of around 85,000 annually over the next five years. There is very little evidence to suggest that traditional skills will be disregarded, with the drive to professionalise the sector resulting in higher skills expectations generally and a change of emphasis in the skill sets required in the key occupations.

Findings – current provision

Thirty per cent of the workforce is qualified to level 4 and above (compared to 29% across the rest of the economy), however a high proportion of these are not sector-specific and 29% have no, or only very low levels, of qualification.

The Assessment of Current Provision (England) identifies 18 awarding bodies operating 158 sport and leisure-related qualifications within the QCA National Qualifications Framework. Further to this over 490 separate qualifications from 81 awarding bodies were identified across the sector from within FE for learners to choose from. Consideration was also given during the research to the emerging sector qualification strategies (SQS) within each part of the Diploma footprint, and although not yet published, their aspiration to rationalise this overall total number for the industry.

Fifty per cent of leavers from relevant HE courses did not require the qualification they achieved to get a job in the sector and in only 15% of appointments was the qualification a formal requirement for the post. Furthermore, there is strong evidence to suggest that many graduates from HE, on finding themselves too overqualified to work, spent time re-training to achieve more appropriate qualifications for the sector, most commonly in level 2 coaching, fitness instructing and activity leadership.

Findings – employer attitude

Research carried out under milestone M4a (employers) and milestone M4b (HE/FE institutions) has shown that employers tend to prioritise customer handling and communications skills over technical or practical skills when examining new recruits. This is on the premise that most technical skills can be provided through training. Senior/specialist managers are the only position to require a degree or postgraduate qualification in any quantity (a minimum requirement for 42% of cases).

There is a general consensus amongst employers that there is scope for improvement in the current training system. Findings include the following:

- sixty per cent of employers felt that employers did not have enough say in the training that is provided
- only 32% of employers who provided training did so through a FE college
- Degree-level qualifications were widely thought not to be practical enough
- only 5% of employers believe new recruits are fully-equipped with the skills required.

Findings – skills gaps

The most common areas of skill-deficiency amongst applicants are team-working skills (53%), communication skills (49%), technical and practical skills (47%) and customer handling skills (46%). Within this sector, 24 % of employers state that they cannot find applicants with relevant qualifications, compared to only 4% across all employment in England. As a result it can be estimated that some 17,000 employees in the sector have some sort of skills deficiency.

Source for All Figures: SkillsActive National Employment Skills Survey, 2003 and SkillsActive Sector Skills Agreement, 2005 (order reference number)

Conclusions and the unique selling point of the Diploma

The findings presented above lead to some key issues that must be considered in the creation of the Diploma in Sport and Active Leisure. Each is considered below alongside the proposed unique selling point of the Diploma in addressing it:

1. Need to professionalise and up-skill the workforce

To meet existing and changing government agendas, rising customer expectations and to improve the sector's product offer and services to attract further investment, there is a need to have an appropriately qualified and certified workforce.

Diploma unique selling point: *The development of a fit-for-purpose Diploma will help to address this by attracting young people who are well-informed about the sector and its industry qualifications/training generally, enabling more young people to remain in education through to HE/FE . Employer involvement in the development and delivery of the Diploma will help them to recognise the value of training and qualification for their employees and the role they need to play in supporting this provision in the work place.*

2. Need for better quality, standardisation and transferability of qualifications

Employers feel they require more assurance about the quality of training. Similarly there is confusion expressed amongst employers over the number of different course titles available to them. There is little transparency as to how relevant the course is, whether the awarding body/provider is of a suitable standard, how the qualifications map to the skills required within a role and whether they meet consistent standards. Often this can lead to time-consuming retraining of employees in order to get them to an acceptable level.

Diploma unique selling point: *The involvement of employers in the development and delivery of the Diploma may help to clear some of this confusion and improve clarity. A better-informed cohort of young Diploma holders who understand the industry better through their study of the Diploma should also help.*

3. Employability skills

Employers are keen to recruit staff with general employability skills (such as

communication, customer service, time keeping) and then train them in the technical skills required. This is in preference to technically-competent staff who lack the attributes needed by the industry.

[Formatting of box below looks a bit odd]

Diploma unique selling point: *This is a core aspect of all Diplomas. The Sport and Active Leisure Line of Learning will be structured to maximise the delivery of these skills, so developing enthusiastic young people fit to progress within one of the UK's most important people-centred industries going forward.*

1.4 PROGRESSION

The Diploma in Sport and Active Leisure is designed as a flexible programme of study. There are multiple opportunities to progress to higher Diploma levels, as well as to traditional routes, vocational routes and employment. These are presented in the Progression Map diagram below.

Achievement at one level of the Diploma will allow learners to progress to the next level. It is not however, a prerequisite. The Diplomas will support progression to higher levels through:

- the development of generic skills, including PLTS
- the learning and evidence of achievement demonstrated in the project
- coherent applied learning, which combines practical and theoretical elements, enabling progression to appropriate foundation and other degree programmes
- completion of units at a higher level (such as level 4 units or higher education modules) as part of the Diploma within Additional and Specialist Learning, where appropriate, demonstrating the learners' capability for higher study
- recognition of Diploma achievement with Universities and Colleges Admissions Service (UCAS) tariff points
- involvement of higher education in the design and delivery of level 3 and 4 units for use in the Diploma programme.

The three subsequent diagrams –Progression from Foundation, Higher and Advanced levels - illustrate some of the opportunities available for learners completing each level of the Diploma. These are provided as indicative examples of progression routes.

The level 1 (Foundation) Diploma offers learners the opportunity to develop essential skills needed for work, life and learning. Some opportunities in employment are available for learners with a Diploma at Foundation level, however, the expectation is to progress to learning at level 2. This might be to a level 2 (Higher) Diploma or to GCSEs, Apprenticeships, or other vocational study.

It is the intention that the Diploma should allow progression into employment in any sector of the economy or, indeed, into self-employment. Sector-specific employment opportunities and entry points open to Diploma holders at Higher and Advanced levels, however, are available from the following websites, all of which provide further information on roles and career opportunities suitable for holders of the Diploma in Sport and Active Leisure:

www.skillsactive.com – for advice on careers in sport and recreation, fitness, the outdoors, playwork and caravan parks.

www.citb.co.uk – for advice on careers in sport and leisure-related construction work.

www.lantra.co.uk – for advice on careers in those sport and leisure work areas related to the sports turf/grounds, the equine industry, and the environment.

www.lluk.org – for advice on careers in leisure-related youth work.

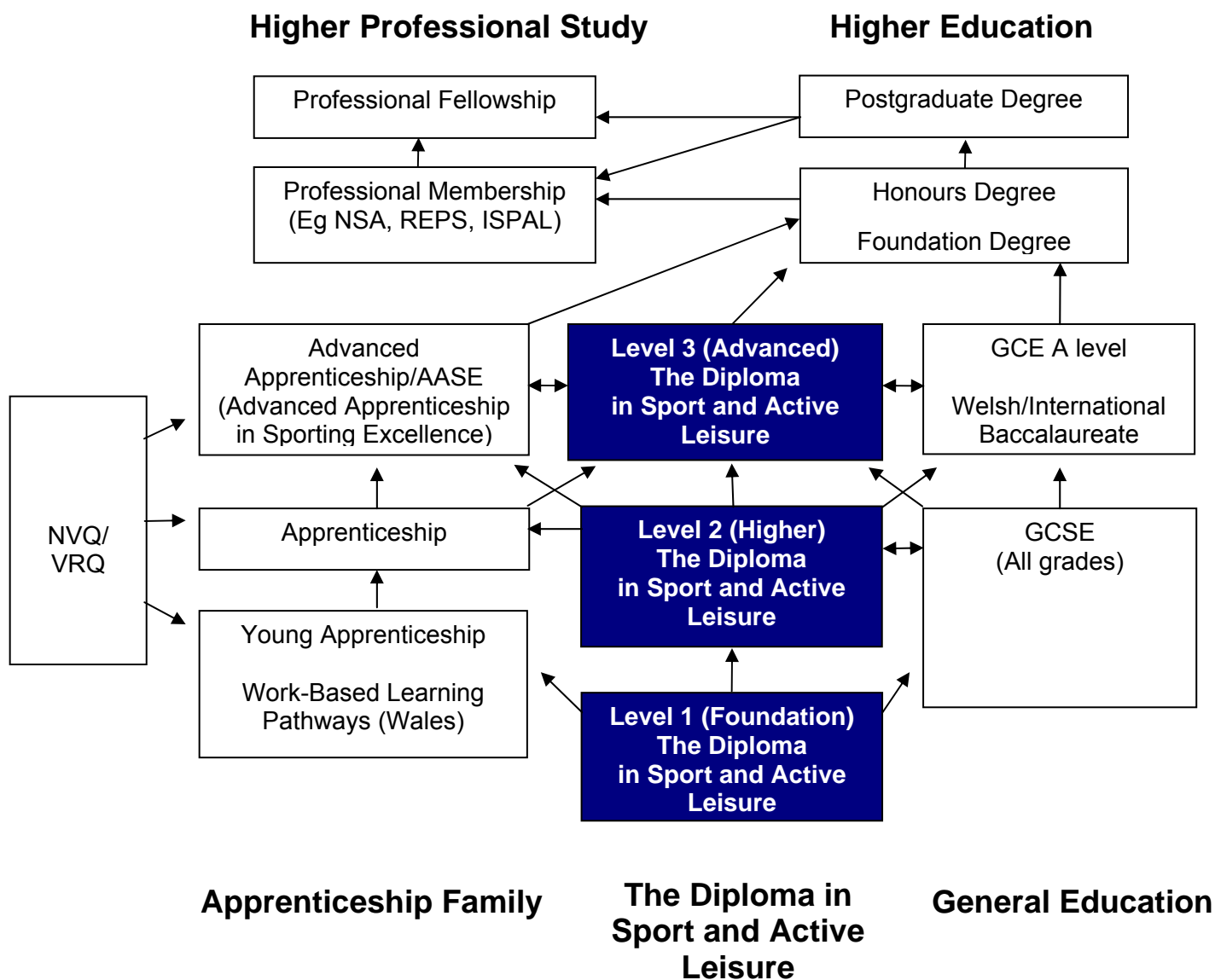
www.skillsforsecurity.org.uk – for information and guidance on security aspects of crowd safety and sport and leisure events.

www.cwdcouncil.org.uk – for advice on careers in working with children, including in a supportive capacity (eg running crèches).

www.peoplefirst.co.uk – for advice on careers in the sport and leisure-related hospitality industry.

www.connexions.gov.uk - for general advice and guidance to young people.

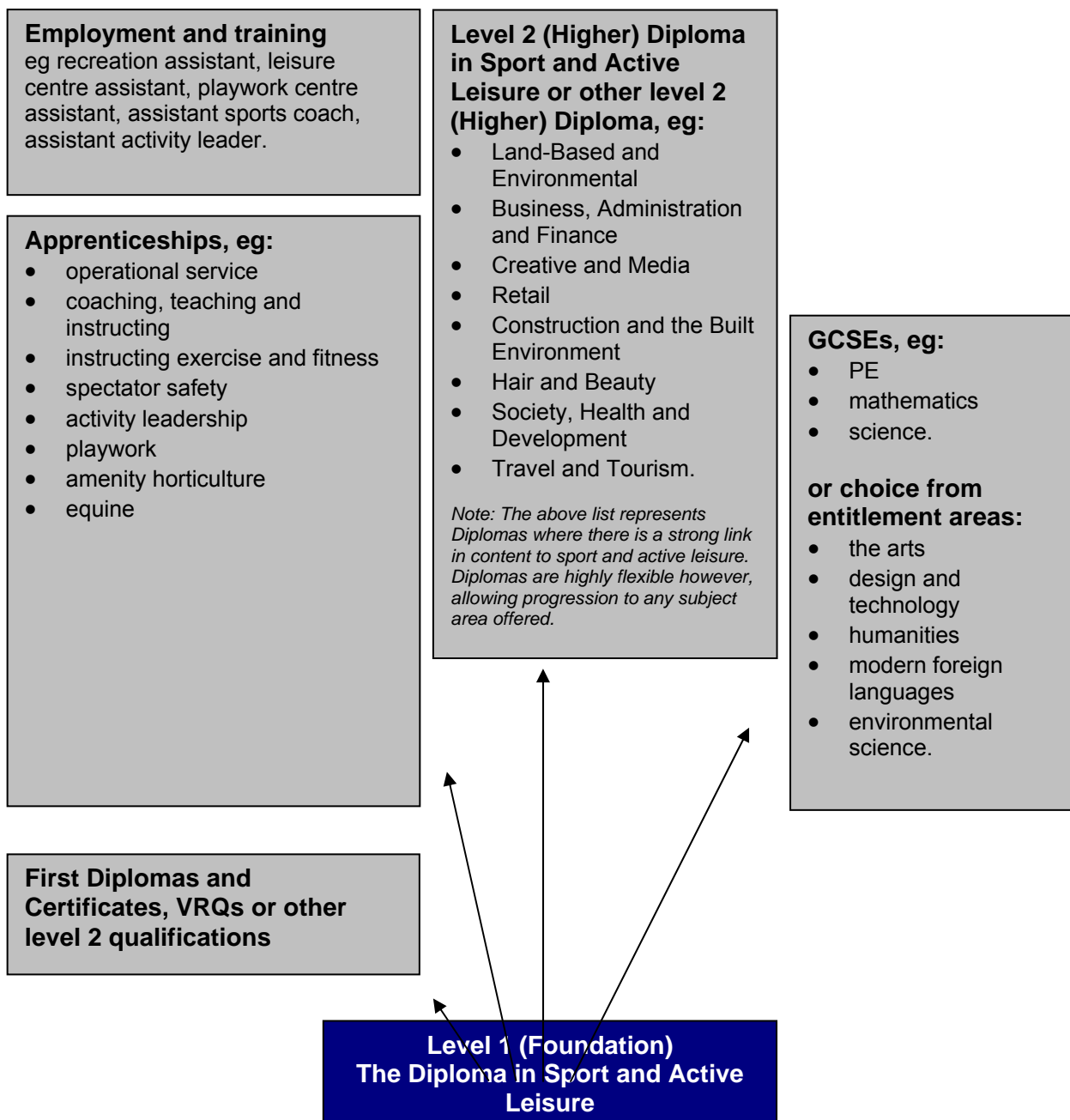
Progression map – The Diploma in Sport and Active Leisure



The National Curriculum: Key Stage 4 learners will still be required to take the national curriculum core and foundation subjects. The existing entitlement areas (eg science) will be accommodated in Additional and Specialist Learning elements.

Apprenticeships: Diplomas and Apprenticeships are distinct. However, the design of the Diploma in Sport and Active Leisure allows clear routes of progression into Apprenticeships and vice versa. The content will meet the needs of Apprenticeship frameworks. See further diagrams below for examples of progression routes.

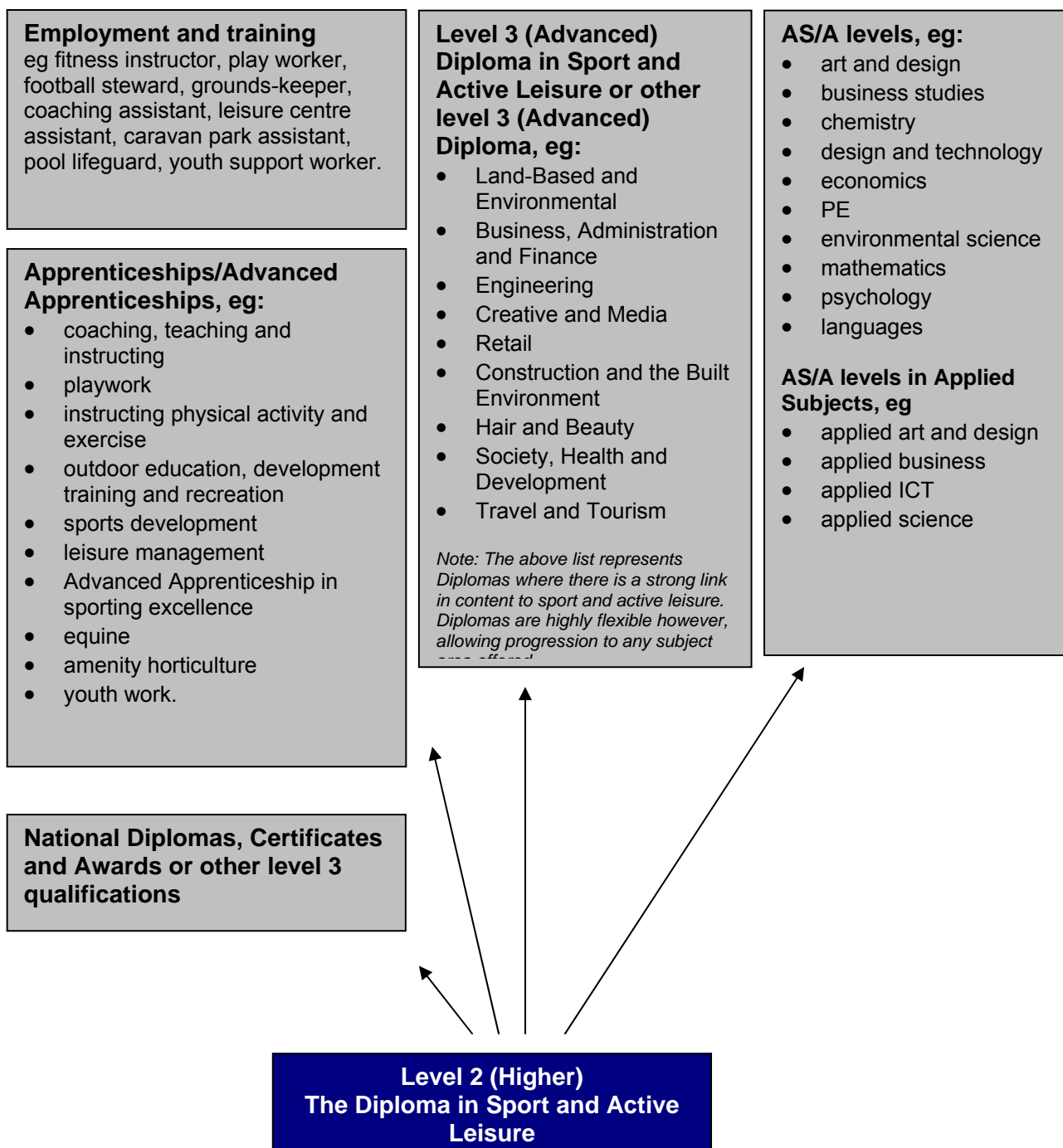
Progression from Level 1 (Foundation)



The level 1 (Foundation) Diploma in Sport and Active Leisure is designed to give a very broad, generic introduction to the sport and leisure industry. It will therefore provide a solid foundation in terms of understanding the modern sport and leisure environment.

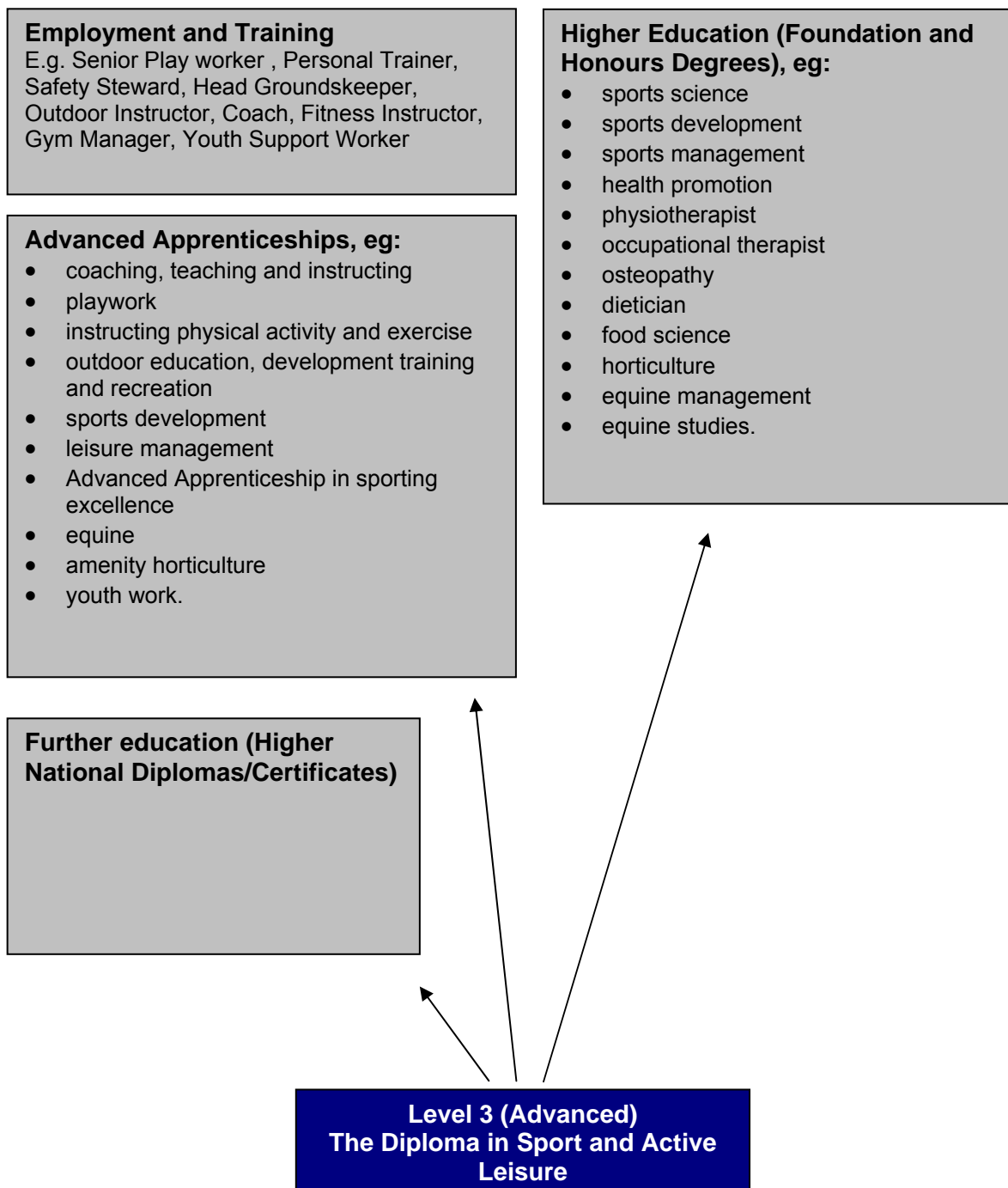
The skills, knowledge and understanding will be transferable to a range of sectors and Apprenticeships and to level 2 qualifications within general education.

Progression from Level 2 (Higher)



The level 2 (Higher) Diploma in Sport and Active Leisure is also generic in content to establish a range of skills, knowledge and understanding around the whole of the related industries. It will however, require some more advanced learning compared to Foundation level where learners are expected to gain more technical understanding and a greater appreciation of different business functions.

Progression from Level 3 (Advanced)



The level 3 (Advanced) Diploma in Sport and Active Leisure is designed to prepare learners for further and higher study, and employment at higher levels in the sport and leisure or related environments. It will allow greater specialisation through the Specialist Learning element. A wide range of generic topics is available as part of the Principal Learning element, to provide a suitable and holistic grounding in sport and leisure.

1.5 DIVERSITY AND INCLUSION

Diplomas will enable all learners to be assessed by means of internal and external assessment, differentiating only on the basis of candidates' abilities to meet the assessment requirement. Diplomas will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. There must be fair and equal access to the Diploma for a diverse range of learners, so that all can benefit from the high quality applied learning in employability skills, knowledge and understanding that it provides.

Component awarding bodies must design assessment requirements so that there are no barriers to achievement for disabled people, unless the barrier is explicitly justified as a competency standard in line with the criteria for the accreditation of Diploma qualifications at Foundation, Higher and Advanced levels. There must also be no barriers to achievement in the assessment requirements in terms of gender, race, age, sexual orientation and religion or belief.

The development of Principal Learning qualifications and all associated tasks of assessment, awarding and appeal, must take into consideration the needs of all potential learners to ensure there are no barriers in terms of disability, gender, race, age, sexual orientation and religion or belief. In particular, awarding bodies should take steps to remove any barriers, particularly for disabled learners and where required make reasonable adjustments. This includes the design of information and communication hardware and software, and the formatting of communication in hard copy or online.

Reasonable adjustments for disabled people must be offered where these are needed.

Reasonable adjustments should reflect the candidate's usual methods of working and not invalidate the competency standard of the assessment requirements.

Component awarding bodies may allow assessment in British Sign Language. Where more than one language is used, the awarding body must put adequate mechanisms in place to guarantee consistency of assessment across the different languages.

To support the requirements above, component awarding bodies must have procedures in place to ensure that relevant staff and associates are trained in ensuring equality in the design, development and subject matter of qualifications, assessment and awarding procedures, language used in assessment, and systems used to ensure consistency of standards across options, centres and time. They must also ensure that the centres they register do the same and undertake to use buildings that provide access for all candidates in accordance with equalities legislation.

The Diploma qualification must include the identification of opportunities, if appropriate to the subject or sector, for developing understanding of spiritual, moral, ethnical, social, legislative, economic and cultural issues.

SECTION 2 – CONTENT OF THE DIPLOMA

INTRODUCTION TO SECTION 2

Definition

The definition of the Diploma in Sport and Active Leisure is as set out below:

The Diploma in Sport and Active Leisure will help learners – principally aged 14-19 – acquire an understanding of the sport and leisure industry and the employability skills its employers most value from all new entrants, while at the same time allowing individuals an opportunity to progress within education and/or their chosen career.

Aims

Its five overarching aims are:

1. to develop knowledge and skills needed to progress into employment, training or further or higher education
2. to meet the skills needs of employers recruiting school leavers into the sport and leisure industry at ages 16 and/or 18
3. to contribute to the target set in the white paper on 14-19 education of 90% of 17-year-olds in full-time education or training
4. to increase the number of young people who achieve level 2 or 3 qualifications
5. to improve the quality and recognition of qualifications in the sport and active leisure sector.

Critical success factors

The following issues have been identified as factors that might impact on the success of the Diploma, and therefore need to be adequately addressed during its development.

- ✓ Its content and topic titles should be devised so as to appeal to the learner first, and employers and HE/FE second.
- ✓ An emphasis on employability skills and good generic personal attributes is critical.
- ✓ A standard template of best practice work experience activity should be devised for the benefit of both the Diploma student and the employing organisation providing that work experience.
- ✓ The qualification should ideally be piloted in those specialist sports colleges passing through the 'gateway' process by September 2010, but with an aspiration for it to be offered in the majority of secondary schools/FE Colleges in the long run.
- ✓ The term 'vocational' should be avoided as far as possible in relation to the Diploma's development. Words such as 'professional', 'business', or 'work-based' are considered preferable in order to attract new learners and parents to our sector.

Potential learners interested in taking the Diploma in Sport and Active Leisure need to have the strongest possible interest in, empathy for and identification with leading an active and healthy lifestyle, but they do not necessarily have to be active participants themselves.

Recommended modes of delivery

In addition, the following are considered important by the DDP in delivering and assessing the Diploma once up and running:

- ✓ 'experience of work' (as opposed to just 'work experience').
- ✓ unitised assessment.
- ✓ accessibility to all learners.
- ✓ the use of DVD/visual feedback.
- ✓ giving every learner an experience of the outdoors.

The Diploma in Sport and Active Leisure		
Themes		
1. Sport/Active Leisure and the Individual 2. Sport/Active Leisure and the Economy 3. Sport/Active Leisure and the Community		
Level 1 (Foundation)	Level 2 (Higher)	Level 3 (Advanced)
1. Sport/Active Leisure and the Individual		
1.1 Importance of an Active and Healthy Lifestyle	2.1 Active and Healthy Lifestyle Choices	3.1 Impact of an Active and Healthy Lifestyle
1.2 Importance of Participation in Sport/Active Leisure	2.2 Encouraging Participation in Sport/Active Leisure	3.2 Managing and Promoting Participation in Sport/Active Leisure
1.3 How the Body Works - Introducing Science in Sport and Exercise	2.3 The Role of Science in Sport and Exercise	3.3 Applying Science to Sport and Exercise
2. Sport/Active Leisure and the Economy		
1.4 Introducing the Sport/Active Leisure Industry	2.4 Working in Sport/Active Leisure in your Locality	3.4 Sport/Active Leisure in the Economy
	2.5 Running a Business in the Sport/Active Leisure Industry	3.5 Globalisation and the Sport/Active Leisure Industry
	2.6 Impact of the Media on Sport/Active Leisure	3.6 The Political Agenda in Sport/Active Leisure
3. Sport/Active Leisure and the Community		
1.5 Importance of Interpersonal Skills and Customer Service in Sport/Active Leisure	2.7 Developing Interpersonal Skills and Customer Service in Sport/Active Leisure	3.7 Encouraging Opportunities for All in Sport/Active Leisure
1.6 Working with Target Groups in Sport/Active Leisure	2.8 Maximising Equality and Diversity in Sport/Active Leisure	3.8 Developing Social Cohesion through Sport/Active Leisure
Personal Learning and Thinking Skills (PLTS)		
IE-PLTS	Independent Enquirers	
TW-PLTS	Team-Workers	
SM-PLTS	Self-Managers	
EP-PLTS	Effective Participators	

RL-PLTS	Reflective Learners
CT-PLTS	Creative Thinkers

Summary of Principal Learning topics by level

It is expected that many of these topics will be delivered in a range of contexts to suit locality or interest areas (ie in the contexts of sport, fitness, playwork, stadium management and safety, the outdoors or sports surfaces).

2.1 LEVEL 1 (FOUNDATION)

<p>THEME Sport/Active Leisure and the Individual <i>The impact sport and active leisure can have on the self/personal development.</i></p>
<p>TOPIC TITLE 1:1 Importance of an Active and Healthy Lifestyle</p>
<p>TOPIC SUMMARY <i>This topic will provide the learner with a basic understanding of the importance of leading an active and healthy lifestyle, its component parts and their related physical and mental benefits.</i></p>
<p>KNOWLEDGE AND UNDERSTANDING</p> <p>Learners will develop a knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. the component parts of an active and healthy lifestyle (including regular exercise, eating healthily, consistent sleep patterns) and the importance of these components 2. the physical and mental benefits of an active and healthy lifestyle (including learning about positive risk-taking through adventure or play, increased fitness, achieving a healthy weight, increased self-confidence) 3. behaviours and choices that can lead to an unhealthy lifestyle (including the implications of over-eating, drinking, smoking, substance misuse - recreational or professional) 4. an awareness of illnesses related to body image – anorexia and bulimia.
<p>SKILLS</p> <p>Learners will develop skills in (most relevant PLTS in brackets):</p> <ol style="list-style-type: none"> 1. describing the component parts of an active and healthy lifestyle (IE-PLTS) 2. identifying positive physical and mental benefits of living an active and healthy lifestyle (SM-PLTS) 3. identifying how apparently healthy lifestyle choices can damage health and wellbeing if a balanced lifestyle is not achieved (SM-PLTS).

THEME Sport/Active Leisure and the Individual <i>The impact sport and active leisure can have on the self/personal development.</i>
TOPIC TITLE 1:2 Importance of Participation in Sport/Active Leisure
TOPIC SUMMARY <i>This topic will help learners understand why it is important to participate in sport and leisure and to encourage other people to become active. It will cover physical, mental and social benefits to others of participation. It includes an introduction to the personal skills and attributes required to put this motivation into practice. It will explore the importance of enjoyment as a motivator. Learners will be introduced to the idea that the increased self-confidence or mental resilience developed can be used to make positive choices in all areas of life.</i>
KNOWLEDGE AND UNDERSTANDING learners will develop a knowledge and understanding of: <ol style="list-style-type: none">1. how sport/active leisure can motivate people to make lifestyle changes through active participation, which can deliver personal benefits such as increased self-confidence and mental resilience2. how participation in sport/active leisure can lead to social benefits (including anti-bullying, crime reduction and the avoidance of drugs)3. the constituent parts needed to plan and review a successful activity session in any of the sector contexts (including activity set-up/organisation, peer sports leadership and coaching)4. the basic principles of health and safety as they relate to activity sessions.
SKILLS Learners will develop skills in (most relevant PLTS in brackets): <ol style="list-style-type: none">1. planning to lead a group activity for a range of participants including a basic use of health and safety principles (TW-PLTS)2. applying an understanding of the benefits of taking part in a session to promote participation (CT-PLTS)3. reviewing the process and outcomes of an activity session and recommending improvements (RL-PLTS).

THEME

Sport/Active Leisure and the Individual

The impact sport and active leisure can have on the self/personal development.

TOPIC TITLE

1:3 How the Body Works - Introducing Science in Sport and Exercise

TOPIC SUMMARY

This topic will explain how the application of underpinning scientific theories and evidence have an important part to play in the industry. In particular, it will offer learners a basic understanding of the make up of the human body.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the make up/structure of the human body (including bones, muscles, blood flow) and basic measurement methods used eg BMI
2. the effects of regular exercise on the body (including living longer, avoiding injury, building potential muscle strength and increased cardiovascular fitness)
3. the effects of regular exercise on the mind (including improved self-confidence, concentration, motivation, sense of wellbeing)
4. the importance of managing the safety and effectiveness of regular exercise (including warm-ups, cool-downs, eating before exercising, preparation for exercise)
5. the importance of a safe environment for exercising, correct use of equipment and the need for trained and qualified staff.

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. measuring (using basic methods) the size and make up of the human body (IE-PLTS)
2. using scientific principles to identify the mental and physical effects of regular exercise on the body (IEPLT).
3. developing and running a basic warm-up and cool-down for an activity session (EP-PLTS)
4. identifying a safe and effective environment for exercise (XX – PLTS).

THEME

Sport/Active Leisure and the Economy

The impact of the sport and active leisure industry on the UK economy.

TOPIC TITLE

1:4 Introducing the Sport/Active Leisure Industry

TOPIC SUMMARY

This topic will provide learners with knowledge of the industry – its scope, sub-sectors, geography/demographics, infrastructure, organisations/employers, job roles/career paths, and its history and evolution. It will also introduce learners to the part sport and active leisure plays within the UK economy including its impact on the private sector; its importance to social policy (including an introduction to the industry's most recent government national initiatives) and also its reporting through the media.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the basics of the sport and active leisure industry – its sub-sectors, geography/demographics, the difference between urban and rural situations and regional differences in readily-available activities – the outdoors activities in the north west, for example
2. the basic infrastructure of the industry and its organisations/employers (including the government, national sports agencies, professional institutes, national governing bodies of sport, regional/county sports bodies, sports clubs, specialist sports colleges, volunteers/the third sector, the national lottery, commercial sponsors, the sports media)
3. the types of job role/career paths or progression routes available in the sector from playworker or football steward to fitness instructor or lifeguard
4. the importance of the industry to the UK economy eg in attracting tourists to the UK and its history and evolution
5. the impact of government social policy on the industry
6. the inter-relationship of the sport and active leisure industry to other industries including the media and the use of professional athletes to endorse retail products and sponsorship arrangements between companies and sports teams.

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. identifying a range of job roles within the industry (IE-PLTS)
2. identifying career paths and progression routes within the industry (IE-PLTS)
3. describing how sport is used to sell other products within the UK economy (CT-PLTS)
4. recognising different stakeholders in the industry and their various inter-relationships (RL-PLTS).

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THEME

Sport/Active Leisure and the Community

The impact sport and active leisure can have on people and community development.

TOPIC TITLE

1:5 Importance of Interpersonal Skills and Customer Service in Sport/Active Leisure

TOPIC SUMMARY

This topic will introduce learners to the central importance of good interpersonal skills and customer service within what is essentially a 'people-centred' industry. It will provide practical examples at all levels of the sector's operation. Learners will develop skills in presenting themselves positively.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. why the industry is considered people-centred and what that means for working in the industry.
2. the interpersonal skills that are important for working in the industry (including the importance of eye contact, displaying a cheerful disposition, asking questions and being positive)
3. the importance of developing good customer relationships in the industry (including treating customers how you'd like to be treated yourself, ensuring individual needs are catered for and encouraging repeat participation)
4. how personal management and presentation is important for working in the industry (including being punctual, offering a smart appearance, being reliable and taking responsibility).

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. demonstrating the interpersonal skills needed to work in the industry (SM-PLTS)
2. applying a knowledge of the importance of good customer relations to identifying good and bad practice in customer service across the industry (EP-PLTS)
3. applying a knowledge of the importance of personal management and presentation to demonstrate how to present themselves positively within the industry (SM-PLTS).

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THEME

Sport/Active Leisure and the Community

The impact sport and active leisure can have on people and community development.

TOPIC TITLE

1:6 Working With Target Groups in Sport/Active Leisure

TOPIC SUMMARY

This topic will introduce learners to the inter-relationship between the industry and specific target groups. It will explore why it is important to ensure their needs are fully considered within a programme designed to promote active and healthy lifestyles. It will also cover relevant legislation and its impact on the specific requirements of different group.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. what the industry means by specific target groups (including young people, people with disabilities, older people, obese people, people from different cultures and religions)
2. the differing requirements of specific target groups in their interaction with the industry
3. why it is important actively to promote the inclusion of specific target groups in a variety of participation activities and to ensure there are no barriers to their participation
4. the importance of legislation in this area.

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. identifying a range of specific target groups (IE-PLTS)
2. demonstrating how to meet the needs/requirements of a defined group (EP-PLTS).

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2.2 LEVEL 2 (HIGHER)

THEME

Sport/Active Leisure and the Individual

The impact sport and active leisure can have on the self/personal development.

TOPIC TITLE

2:1 Active and Healthy Lifestyles Choices

TOPIC SUMMARY

This topic will give learners an understanding of how they can best lead an active and healthy lifestyle themselves, the choices necessary and also how some of those apparently healthy choices can have a negative effect on health and wellbeing.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the effects on different people of having made both positive and negative lifestyle choices
2. the component parts of a healthy lifestyle (including regular exercise, eating healthily, consistent sleep patterns) and the importance of these components
3. the physical and mental benefits to themselves of making their own positive lifestyle choices including learning through positive risk-taking in adventure or play activities, increased mental resilience, increased self-confidence, increased fitness and achieving a healthy weight)
4. how apparently healthy lifestyle choices (including over-exercise, under-eating, exercise addiction) can damage rather than support health and wellbeing
5. the extent to which the industry can be considered to have an impact on the treatment of negative lifestyle choices and associated illnesses related to body image – anorexia and bulimia.

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. comparing different lifestyle choices and their impact – positive or negative - on the individual's health and well being (IE-PLTS)
2. applying the knowledge of the component parts of an active and healthy lifestyle to preparing and implementing a personal exercise/diet plan (CT-PLTS)
3. identifying the implications of the lifestyle choices they have made for themselves (RL-PLTS).

THEME

Sport/Active Leisure and the Individual

The impact sport and active leisure can have on the self/personal development.

TOPIC TITLE

2:2 Encouraging Participation in Sport/Active Leisure

TOPIC SUMMARY

This topic will give learners an understanding of some of the underpinning theories behind methods of driving up participation in all areas of the industry. They will learn how to apply both traditional and innovative methods of promoting participation (often developed in sport) to other areas of the industry. It will provide learners with experience in effective coaching and leadership methods, including exposure to participation in a club or structured environment. The topic will also discuss the benefits to society as a whole of increased participation in sport or active leisure.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. theories underpinning methods of increasing participation in different groups (including traditional methods such as taster sessions, junior development programmes, school visits, club trials; and innovative methods such as flexible timing, opening up sessions to different groups, street games, informal play, using unusual venues)
2. a range of different leadership styles that can be applied to increase participation including the introduction of an element of competition, active encouragement, delegation of team responsibility and positive reinforcement
3. the perceived benefits to society of increased individual participation in sport or active leisure (eg the mental resilience and self-confidence that help with anti-bullying, crime reduction and avoidance of drugs)
4. the importance of adherence (ie long-term or regular participation) to healthy choices once made.

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. applying a knowledge of both traditional and innovative methods of increasing participation and the theories underpinning them to promote increased participation (CT-PLTS)
2. identifying and comparing the impact of different leadership styles on participation (SM-PLTS)
3. demonstrating basic leadership communication and/or facilitation methods in order to try to increase motivation and adherence (TW-PLTS).

THEME

Sport/Active Leisure and the Individual

The impact sport and active leisure can have on the self/personal development.

TOPIC TITLE

2:3 The Role of Science in Sport and Exercise

TOPIC SUMMARY

This topic will introduce learners to the scientific disciplines of anatomy and physiology, biomechanics and technology, and psychology, underpinning sport and exercise. It will develop the learner's knowledge of how the various scientific disciplines are used within the industry to support physical and psychological development to enhance personal performance or aid business management.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the applications of the basic principles of anatomy and physiology to fitness-testing, managing sports injuries and sports medicine relevant to physical activity
2. the application of the basic principles of biomechanics technology including how they are used in the industry (such as performance-analysis, sports equipment design and coaching technique)
3. the application of the basic principles of psychology (such as developing mental resilience, business management and interpersonal skills relevant to physical activity).

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. analysing how the different scientific disciplines of anatomy and physiology, biomechanics, technology and psychology are used within a particular area of the industry (RL-PLTS)
2. applying the knowledge of one scientific discipline to analysing the basic design of a product relevant to the industry (CT-PLTS).

THEME

Sport/Active Leisure and the Economy

The impact the sport and active leisure industry has on the UK economy.

TOPIC TITLE

2:4 Working in Sport/Active Leisure in your Locality

TOPIC SUMMARY

This topic will help learners explore the reality of the industry within the context of their locality, as well as their own individual preferences and personal attributes. It will provide learners with knowledge of the industry – its scope, sub-sectors, geography/demographics, infrastructure, organisations/employers, job roles/career paths, and its history and evolution. It will also introduce learners to the part sport and active leisure plays within the UK and local economy, including its impact on the private sector; its importance to social policy (including an introduction to the industry's most recent government national initiatives) and also its reporting through the media.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the range of job roles and career paths within the industry from playworker or football steward to mountain leader or outdoors instructor
2. the different personal attributes (including interpersonal skills, leadership skills, and scientific interests) required to work within the industry. They will look at which attributes apply to particular roles
3. the infrastructure of the industry and its organisations/employers (including the government, national sports agencies, professional institutes, national governing bodies of sport, regional/county sports bodies, sports clubs, specialist sports colleges, volunteers/the third sector, the national lottery, commercial sponsors, the sports media)
4. how the industry infrastructure is represented locally (by reviewing provision such as public leisure centres, private gyms, sports clubs, high street fitness chains, playwork centres, outdoor activity centres and implications of urban and rural, public and private environments)
5. how the industry is represented regionally (by reviewing provision such as institutes of sport, county sports partnerships, regional sports boards). Also, how regional structures and often conflicting priorities impact on local facilities.

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. assessing the importance of personal attributes and preferences across a range of job roles in the industry (SM-PLTS)
2. identifying those career paths suitable to their own personal skills and attributes
3. applying a knowledge of the basic infrastructure of the industry to analysing and researching what is available locally and regionally (SM-PLTS)
3. comparing how the industry presents itself in different localities (EP-PLTS).

THEME

Sport/Active Leisure and the Economy

The impact of the sport and active leisure industry on the UK economy.

TOPIC TITLE

2:5 Running a Business in the Sport/Active Leisure Industry

TOPIC SUMMARY

This topic will outline the variety of different business models that exist within the industry and the respective inter-relationships between them. It will also provide an introduction to the skills required for effective management and leadership within the industry.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the main business models as they exist in the sport and active leisure industry (including the self-employed, entrepreneurs, SMEs, voluntary sports clubs, third sector organisations, local authorities, big corporate organisations) and their levels of success including staff size/growth, profit, turnover, customer/supporter base, market penetration and awareness
2. the inter-relationships between different business models (including self-employed personal trainers working for big high street fitness chains, national governing bodies of sport working with volunteer coaches, stewards and advisory committees)
3. the impact of volunteers on the effectiveness of businesses in the sector including numbers, job role, time commitment, equivalent financial contribution to full-time paid staff
4. the attributes and techniques that lead to best practice management in the sector (including an awareness of clear strategy, strong leadership, equity of approach, motivation/interpersonal skills, team-working, organisational ability, numeracy and financial management).

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. investigating different business models and their success levels when applied to the industry (SM-PLTS)
2. analysing the contribution of volunteers to the sector (EP-PLTS)
3. applying a knowledge of basic leadership and management techniques to demonstrate how they can contribute to the development of a successful business within the industry (SM-PLTS).

<p>THEME</p> <p>Sport/Active Leisure and the Economy <i>The impact of the sport and active leisure industry on the UK economy.</i></p>
<p>TOPIC TITLE</p> <p>2:6 Impact of the Media on Sport/Leisure</p>
<p>TOPIC SUMMARY</p> <p><i>This topic will offer learners an insight into the importance of the media to the industry. It will provide learners with the opportunity to explore the impact reporting can have on industry policy via the practical examination of different viewpoints.</i></p>
<p>KNOWLEDGE AND UNDERSTANDING</p> <p>Learners will develop a knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. the important role the media plays in the industry (including an examination of measures such as column inches in the press, coverage on TV, acquisition of TV rights to sports events, branding) 2. the types of media prevalent in the industry – TV, press, internet, magazines and newspapers (including tabloids v broadsheets and terrestrial v satellite) 3. the strengths of the media (including increasing profile, awareness, fame/celebrity and associated wealth/sponsorship) 4. the weaknesses of the media (including invasion of private life/personality, ownership of professional sports clubs, control of kick off/start times and one-sided reporting) 5. how the industry can best use the media to promote its own initiatives (including providing good stories/copy and changing legislation via media pressure/campaigns) 6. the role sport/active leisure can play in influencing the social agenda through the media (including as a proposed remedy to topical ‘bad news’ press stories such as obesity, binge-drinking and rising crime rates).
<p>SKILLS</p> <p>Learners will develop skills in (most relevant PLTS in brackets):</p> <ol style="list-style-type: none"> 1. analysing the different types of media in sport/active leisure and how they impact on the industry 2. comparing different types and styles of reporting and how they can influence public perception (IE-PLTS). 3. identifying how the industry has been able to influence local/national social change (RL-PLTS) 4. analysing how the industry can work with the media to promote aspects of the industry regionally and locally (RL-PLTS).

<p>THEME</p> <p>Sport/Active Leisure and the Community <i>The impact sport and active leisure can have on people and community development.</i></p>
<p>TOPIC TITLE</p> <p>2:7 Developing Interpersonal Skills and Customer Service in Sport/Active Leisure</p>
<p>TOPIC SUMMARY</p> <p><i>This topic will give learners knowledge, skills and understanding of the methods and skills required to engage people in sport and active leisure within the context of their local community. It will examine how good interpersonal communication and customer service skills can impact on the effectiveness of this engagement.</i></p>
<p>KNOWLEDGE AND UNDERSTANDING</p> <p>Learners will develop a knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. the different interpersonal skills necessary for engaging wider groups and communities (including understanding the needs of different cultural groups, communication skills, leadership/motivation) 2. the causes of conflict and the principles of conflict-resolution in the industry including dealing with opposing viewpoints and prioritising different needs 3. the different methods of communicating and sharing information including written, verbal, visual, use of media (ie local press, TV, advertising) 4. customer service skills necessary to offer people a first-class service and encourage customer repeat business (including listening to needs/expectations, developing a comfortable environment within which to participate and providing hospitality).
<p>SKILLS</p> <p>Learners will develop skills in (most relevant PLTS in brackets):</p> <ol style="list-style-type: none"> 1. analysing different communication methods with different individuals and groups in the industry (EP-PLTS) 2. applying an understanding of the causes of conflict in the industry and the principles of conflict-resolution to defining how conflict can be addressed in the industry (SM-PLTS) 3. demonstrating the different interpersonal skills necessary for engaging wider groups and communities in active participation (TW-PLTS).

THEME

Sport/Active Leisure and the Community

The impact sport and active leisure can have on people and community development.

TOPIC TITLE

2:8 Maximising Equality and Diversity in Sport/Active Leisure

TOPIC SUMMARY

This topic will provide learners with good practice examples of working with specific target groups to ensure barriers to active participation are minimised. Barriers may exist in relation to issues of culture, disability, gender, race, age, sexual orientation and religion or belief. Learners will also explore the impact of relevant legislation on working practices in the sector.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the impact of equality and diversity legislation on the industry
2. ways of improving access to all (including use of different community facilities and promoting activity via targeted media)
3. different attitudes and stereotyping towards specific target groups including young people, people with disabilities, ethnicity, older people, obese people and people of different religions/cultures.

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. analysing how equality and diversity legislation has impacted on the sector including challenging stereotypes and inequalities (CT-PLTS)
2. identifying ways of improving access to sport and active leisure activities for all (EP-PLTS).

2.3 LEVEL 3 (ADVANCED)

THEME

Sport/Active Leisure and the Individual

The impact sport and active leisure can have on the self/personal development.

TOPIC TITLE

3:1 Impact of an Active and Healthy Lifestyle

TOPIC SUMMARY

This topic will help learners understand the impact of different lifestyle choices both on the individual and on society as a whole, exploring the reasons behind these choices. The topic gives learners the opportunity to demonstrate critical analysis skills and methods of measuring the impact of lifestyle choices including the ethical choices related to their application or use of these methods.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the implications of positive lifestyle choices on society (including the economic impact of reduced levels of sickness at work, greater levels of general fitness in the population, mental wellbeing created by better work-life balance)
2. the implications of poor lifestyle choices on society (including the extra costs to health services of trends such as obesity and the impact on colleagues at work of increased levels of sickness-related absenteeism)
3. the ethics of and reasons for different lifestyle choices and the potential impact on the individual and society
4. methods of measuring the impact of different lifestyle choices on both individuals and society. Learners will also consider the ethics of particular measurement techniques and their application (including privacy, matching an appropriate method of measurement to the individual and not benchmarking results against stereotypical norms).

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. evaluating the impact of different lifestyle choices on the physical and mental wellbeing of the population (EP-PLTS)
2. applying different techniques to measure the impact of lifestyle choices (CT-PLTS)
3. critically analysing the ethics and effectiveness of the various measuring methods (IE-PLTS).

THEME Sport/Active Leisure and the Individual <i>The impact sport and active leisure can have on the self/personal development.</i>
TOPIC TITLE 3:2 Managing and Promoting Participation in Sport/Active Leisure
TOPIC SUMMARY <i>This topic will provide learners with the skills required to encourage others to adhere to active and healthy lifestyles. It includes practical ways to manage and promote increased participation within the community and an opportunity to lead a team.</i>
KNOWLEDGE AND UNDERSTANDING Learners will develop a knowledge and understanding of: <ol style="list-style-type: none">1. the implications of increasing participation on community infrastructures (including the pressure of balancing supply and demand and how to balance conflicting priorities for funding or facilities)2. methods of sustaining and maintaining active participation (including the challenge of presenting a comfortable environment and consistent quality of staff)3. business principles (ie funding strategies and promotion) involved in increasing and sustaining participation (including adequate resourcing - staff and facilities - and financing)4. management and leadership principles to increase and sustain participation (including the introduction of an element of competition, active encouragement, leading a team, delegation of team responsibility, positive reinforcement and consideration of previous sustainability campaigns).
SKILLS Learners will develop skills in (most relevant PLTS in brackets): <ol style="list-style-type: none">1. evaluating the importance of increasing and sustaining participation in the community and how this may conflict and compete with other social priorities (EP-PLTS)2. analysing the key factors that can impact on the sustainability of existing local/national provision (IE-PLTS)3. evaluating how lessons from previous sustainability campaigns - either local or national – can enhance and sustain increased participation (EP-PLTS)4. demonstrating leadership techniques and communication skills in the context of encouraging others to participate in sport and active leisure.

THEME

Sport/Active Leisure and the Individual

The impact sport and active leisure can have on the self/personal development.

TOPIC TITLE

3:3 Applying Science to Sport and Exercise

TOPIC SUMMARY

This topic will give learners a practical understanding of the disciplines of anatomy and physiology, biomechanics, technology, and psychology. It provides examples of their application and measurement within today's sport and active leisure industry, as well as introducing learners to the concept of enhancing performance.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. applied anatomy and physiology as it relates to the industry (including nutrition in sport, acclimatisation/altitude training, LTAD (long-term athlete development) and talent identification methods)
2. applied biomechanics technology as it relates to the industry (including coaching technique, wheelchair/paralympic sports equipment design)
3. applied psychology as it relates to the industry (including business management and leadership and mental resilience)
4. the concept of performance and its various forms of measurement within the sector (including within an elite athlete environment and analysis techniques used in the development of clothing or sports surfaces).

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. evaluating how the different scientific disciplines of anatomy and physiology, biomechanics/technology and psychology are applied in the industry (CT-PLTS)
2. analysing performance using a measurement method commonly applied within the industry (EP-PLTS).

THEME

Sport/Active Leisure and the Economy

The impact of the sport and active leisure industry on the UK economy.

TOPIC TITLE

3:4 Sport/Active Leisure in the Economy

TOPIC SUMMARY

This topic will give learners an appreciation of some of the specialist requirements of the industry including legislation and regulation, as well as its relationship to other key industries in the economy.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. why certain parts of the industry are regulated (including playwork centres, fitness testing, event management, use of the environment) including the need for qualifications in running playwork centres, giving fitness training advice and managing risk in outdoor activity centres
2. the various specialist requirements of the industry (including statutory legislation, Criminal Records Bureau checks, health and safety and facility operations)
3. how the third sector and the volunteer workforce in particular supports the industry (including numbers, job role, time-commitment, equivalent financial contribution to full-time paid staff), why people choose to volunteer and how it is different to be a volunteer than to be employed
3. the transferable life-skills that can be developed within the industry (including leadership, coaching, team-working and communication skills) and why the transferability of skills is important for the individual and for the industry
4. those other industries (including law, retail, journalism, tourism and health) that have a strong relationship with the sport/active leisure industry.

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. analysing how legislation and regulation can impact on a job role within the sector (CT-PLTS)
2. evaluating the skills needed to maximise and support the contribution of the volunteer workforce within the industry (EP-PLTS)
3. evaluating how various job roles develop life-skills and communicating to others how these can be applied in other industries outside of sport/leisure (EP-PLTS).

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THEME

Sport/Active Leisure and the Economy

The impact of the sport and active leisure industry on the UK economy.

TOPIC TITLE

3:5 Globalisation and the Sport/Active Leisure Industry

TOPIC SUMMARY

This topic will examine the concept of globalisation and its impact by considering those industries and professions outside the sport/active leisure industry that have developed a strong, symbiotic relationship with it.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. what globalisation is (ie how economic, geographical, technological, socio-cultural, environmental, and political forces combine to impact on the sport and leisure industry in the UK)
2. what is meant by commercial imperatives and how they impact on sport/active leisure (including profit, winning at all costs and merchandising)
3. ethical values impacting on sport/active leisure (including fair trade in sports retailing, child labour/exploitation and equality of access)
4. the global, symbiotic relationships that exist between sport/active leisure and other industries and professions (including sports law, sports retail, sports sponsorship/marketing/branding, sport/leisure tourism and commercial leisure).

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. researching, evaluating and communicating to others how globalisation impacts on the sector (RL-PLTS)
2. researching, evaluating and communicating to others the tension between commercial imperatives and ethical values (RL-PLTS)
3. researching and evaluating the symbiotic relationships that exist between sport/active leisure and other industries (RL-PLTS).

THEME

Sport/Active Leisure and the Economy

The impact of the sport and active leisure industry on the UK economy.

TOPIC TITLE

3:6 The Political Agenda in Sport/Leisure

TOPIC SUMMARY

This topic will examine who drives the industry (eg the government, the employers or the end-users/participants). It will give learners a sociological, political, ethical and economic perspective and an understanding of the different perspectives of each group and the often difficult choices that have to be made in trying to balance these different perspectives.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the drivers behind policies in sport and active leisure, for example getting more people active and therefore reducing health costs. This topic will include examples such as sport for all, women in sport, Every Child Matters, the introduction of the national lottery, London 2012, the government's Game Plan and Learning Outside the Classroom Manifesto)
2. national pride and feel-good factors associated with winning medals or the right to host events and the links to increased tourism
3. basic sociology and how it presents itself in sport and active leisure (including historical perspectives, gender, race, religion and free market)
4. the perceived long-term benefits that sport/active leisure can bring to society in terms of sustainability/legacy (including improved transportation/infrastructure, economic development and more jobs). Learners also gain an understanding of the different perceptions of these benefits (ie Does everyone agree they benefit all? Are they a shared priority for everyone?).
5. the ethical dimension of governments ignoring social or environmental imperatives in order to achieve success in winning events (including the Sydney 2000/Athens 2004 Olympic legacy, East European systematic doping, commercialisation in US sport) and the legacy (positive or negative) this leaves for society.

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. analysing the effects of key political drivers on the industry's development (IE-PLTS)
2. evaluating the impact of previous legacies in sport and active leisure (EP-PLTS)
3. evaluating the potential long-term impact on society of high profile national achievements in sport, including increased participation, socio/economic benefits and ethical dilemmas.

THEME

Sport/Active Leisure and the Community

The impact sport and active leisure can have on people and community development.

TOPIC TITLE

3:7 Encouraging Opportunities for All in Sport/Active Leisure

TOPIC SUMMARY

This topic will give learners an understanding of the importance of taking responsibility for ensuring all groups are catered for when organising activity sessions/programmes. In particular, it will explore the skills and attributes required to maximise participation amongst all groups.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the implications and consequences (economic, management and planning) of equality and diversity legislation in the industry
2. the values and cultural norms of different groups and their attitudes to participation
3. their own personal values or beliefs and how these might differ from those of the groups participating
4. how to reconcile diverse personal values to ensure they don't become a barrier to participation
5. how to apply knowledge of legislation, values and attitudes to increasing participation in all groups
6. how legislation can help organisations to ensure access for all through their planning processes.

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. researching and evaluating how equality and diversity legislation has been used by the industry to increase opportunities and improve access to all (RL-PLTS)
2. applying the principles of inclusion and communicating them to a variety of different groups in a planned programme of activity (EP-PLTS)
3. applying knowledge of the importance of personal values and attitudes in planning a programme of activity (SM-PLTS).

THEME

Sport/Active Leisure and the Community

The impact sport and active leisure can have on people and community development.

TOPIC TITLE

3:8 Developing Social Cohesion Through Sport/Active Leisure

TOPIC SUMMARY

This topic will show learners how sport and active leisure can help to challenge behaviour patterns in society. It will discuss the extent to which sport and active leisure should be used in support of different social initiatives and explore the concept of role models and their possible influence.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge and understanding of:

1. the psychology behind certain behaviour patterns in society including peer pressure and socio-economic background. Learners will consider their impact on an individual's ability to develop team-building skills, leadership or self-confidence
2. the concept of a role model, the traits or behaviours that make good or bad role models and the positive and negative impact role models can have
3. the positive impact the sector can have on negative behaviour patterns (including crime reduction, neighbourhood renewal and community cohesion)
4. the different sporting cultures prevalent in the sector and their historical evolution (including tribal identity, geographical differences and activity at the heart of the community).

SKILLS

Learners will develop skills in (most relevant PLTS in brackets):

1. researching and evaluating why people behave in different ways (TW-PLTS)
2. analysing the attitudes and behaviours that individuals can display and identifying those that are important for positive role models in the industry (RL-PLTS).

SUMMARY OF SPECIALIST LEARNING TOPICS

Purpose of Specialist Learning

Specialist Learning consists of qualifications within this Line of Learning that support the progression recommended in section 1.4. Specialist learning allows learners to deepen their knowledge and experience of specific sector areas within the Line of Learning. It is intended that young people and their advisors will be provided with guidance to help them decide which Specialist Learning choices would be appropriate for them, given their interests and career ambitions.

Purpose of this summary

The purpose of this summary is to outline the broad specialist areas for study identified by the Diploma Development Partnership (DDP). It highlights 13 topics, and suggests why each area of study is recommended. During stage 2 of the development of the Diploma in Sport and Active Leisure (referred to on p6), this summary will enable the DDP and awarding bodies to identify existing provision (qualifications, including single unit qualifications) or identify opportunities for developing new provision that meets the specialist learning outlined.

Level At Which Applicable			
Specialist Area	Level 1 (Foundation)	Level 2 (Higher)	Level 3 (Advanced)
1. Life Saving (including First Aid)	✓	✓	
2. Facility/Operations Management			✓
3. Sports Medicine (including Injuries/Physiotherapy/Massage)			✓
4. Sport/Active Leisure Event Management		✓	✓
5. Officiating	✓	✓	✓
6. Coaching/Activity Leadership	✓	✓	✓
7. Sports Surfaces/Grounds Maintenance		✓	✓
8. Playwork	✓	✓	✓
9. Exercise/Fitness/Physical Activity	✓	✓	✓
10. Sports Legacy Development		✓	✓
11. Youth Work		✓	✓
12. Sport/Active Leisure Business Skills		✓	✓
13. The Outdoors	✓	✓	✓

BROAD SPECIALIST AREA

Area 1 - Life Saving (including first aid)

TOPIC

Basic life-saving and first aid training as it applies to sport/active leisure, applicable to those learners seeking to enhance further their coaching/instructing portfolio.

Mainly applicable at Diploma levels: Foundation and Higher

PURPOSE

A common requirement for most coaching/instructing positions/job roles within the industry, with several existing qualifications available, including:

- *Level 2 Certificate in first aid for sport.*
- *Level 2 Certificate in swimming pool supervision and rescue (lifeguard qualification).*
- *ITC Level 2 Certificate in outdoor first aid.*
- *Level 1/2 Royal Life Saving Society (RLSS) lifesaving and life support awards.*
- *Level 2 National Rescue Award (NaRS) Pool lifeguard*
- *Pool Attendant and Poolside Helper*
- *Level 2 Swimming Teacher (beginner)*
- *NaRS Cross series bronze , silver and gold*

WHY IS THIS REQUIRED?

- *Further specialism.*
- *Desk review evidence that 29% of the workforce is not yet technically qualified to level 2 in this area.*

BROAD SPECIALIST AREA

Area 2 – Facility/Operations Management

TOPIC

Further qualifications in supervisory and facilities management, particularly as they apply to the operation of sport/leisure venues - be they public, private or voluntary sector-owned.

Mainly applicable at Diploma levels: Advanced

PURPOSE

To give learners a solid grounding in management practices particular to the sector. Learners can take an existing NQF or professional body qualification (eg IPSAL – Institute of Parks, Sport and Leisure and/or ISRM – Institute of Sport and Recreation Management) and/or qualifications as they relate to the technical operation of specialist facilities (eg for swimming pools).

WHY IS THIS REQUIRED?

- *Progression.*
- *Gap in the market.*
- *Desk review evidence that the sector needs more workers with appropriate technical qualifications (29% shortfall currently in areas such as health and safety and equipment operation).*

BROAD SPECIALIST AREA

Area 3 – Sports Medicine (including Injuries/Physiotherapy/Massage)

TOPIC

Basic introduction to specialisms that exemplify the therapeutic qualities of sport/active leisure as an industry.

Mainly applicable at Diploma levels: Advanced

PURPOSE

To give Diploma students the opportunity to progress a particular interest they may have in the human body and its rehabilitation through sport/active leisure, by offering a choice of existing 'introductory' qualifications in a range of different, but inter-related specialisms.

WHY IS THIS REQUIRED?

- *Progression.*
- *Further specialism.*

BROAD SPECIALIST AREA

Area 4 – Sport/Active Leisure Event Management

TOPIC

Specialist qualifications in event management as they apply to sport/active leisure, including the disciplines of stewarding, spectator control and crowd supervision.

Mainly applicable at Diploma levels: Higher and Advanced

PURPOSE

Progression into a specialist area particular to sport/active leisure as an industry, offering learners the opportunity to develop niche skills in both event-organisation and public crowd control.

WHY IS THIS REQUIRED?

- *Progression.*
- *Further specialism.*
- *Gap in the market due to an enhanced number of major sport/leisure events coming to the UK on the back of the 'flagship' London 2012, Glasgow 2014 and England's bid for the FIFA World Cup 2018.*

BROAD SPECIALIST AREA

Area 5 – Officiating

TOPIC

Specialist qualifications in match/game officiating relevant to particular sports and their respective national governing bodies of sport (NGBs).

Mainly applicable at Diploma levels: Foundation, Higher and Advanced

PURPOSE

To give learners the opportunity to pursue an interest in this area and take new qualifications currently being developed by the NGBs and generically by SOUK (Sports Officials UK).

WHY IS THIS REQUIRED?

- *Specialism.*
- *Gap in the market as a result of a decline in volunteers practising in this area.*
- *Increasing demand for enhanced officiating standards caused by the increasing professionalisation of sports (eg the development of professional referees within Premiership football).*

BROAD SPECIALIST AREA

Area 6 – Coaching/Activity Leadership

TOPIC

Specialist qualifications in coaching/activity leadership relevant to particular sports and their respective national governing bodies of sport.

Mainly applicable at Diploma levels: Foundation, Higher and Advanced

PURPOSE

To give learners the opportunity to pursue a specialist interest in this area and take new qualifications currently being developed by the NGBs and generically under the UK Coaching Certificate (UKCC) and Sports Leaders UK.

WHY IS THIS REQUIRED?

- *Specialism.*
- *Progression.*
- *Gap in the market as a result of the UK's current push to become the number one coaching nation in the world, which requires an estimated 40,000 new sport and activity coaches to be in place by 2016.*

BROAD SPECIALIST AREA

Area 7 – Sports Surfaces/Grounds Maintenance

TOPIC

Introductory learning to the specialisms associated with land-use and the impact of sport/active leisure on the environment.

Mainly applicable at Diploma levels: Foundation, Higher and Advanced

PURPOSE

To give Diploma students the opportunity to progress personal interests in the environment as it impacts on sport/active leisure provision, by offering a choice of existing introductory qualifications in a range of different, but inter-related specialisms.

WHY IS THIS REQUIRED?

- *Progression.*
- *Further specialism.*

BROAD SPECIALIST AREA

Area 8 – Playwork

TOPIC

Further Specialist Learning in a key sub-sector of the DDP footprint, developing learners' preferences/interests for a potential career in working with young children.

Mainly applicable at Diploma levels: Foundation, Higher and Advanced

PURPOSE

To develop further learners' knowledge and understanding of the playwork sub-sector (its job roles, career pathways, and the skills and attributes required to become a successful play worker) by providing them with the opportunity to take an introductory qualification or qualifications in the field.

WHY IS THIS REQUIRED?

- *Specialism.*
- *Progression.*

BROAD SPECIALIST AREA

Area 9 – Exercise/Fitness/Physical Activity

TOPIC

Further Specialist Learning in a key sub-sector of the DDP footprint, developing learners' preferences/interests in a potential career in fitness training, gym supervision.

Mainly applicable at Diploma levels: Higher and Advanced

PURPOSE

To give learners the opportunity to pursue a specialist interest in this area and take new qualifications currently being developed under the Register of Exercise Professionals and with the Fitness Industry Association, including:

- *fitness instructor training.*
- *advanced instructor training.*
- *nutrition and weight management.*
- *personal trainer.*

WHY IS THIS REQUIRED?

- *Specialism.*
- *Progression.*
- *There is a major gap in the market as a result of the sector's headline ambition to see 50% of the nation active and healthy by 2020 (currently 21%).*

BROAD SPECIALIST AREA

Area 10 – Sports Legacy Development

TOPIC

Niche learning building on existing qualifications in sports development, but with a particular focus on the requirements of 'legacy'. This capitalises on the opportunities there may be to develop the sport and active leisure industry on the back of 'flagship' sport/leisure events taking place within the UK (eg London 2012, Glasgow 2014 and England FIFA World Cup bid 2018).

Mainly applicable at Diploma levels: Higher and Advanced

PURPOSE

An introduction to sports development as a career opportunity for learners. They will be offered training and development opportunities as developed by professional bodies/agencies, including ISPAL, ISRM, Sport England and the Youth Sport Trust.

WHY IS THIS REQUIRED?

- *It is a headline requirement of the industry in order to leave a lasting legacy of grass-roots sport and active leisure opportunities following the staging of a successful London 2012 Olympic and Paralympic Games.*
- *Potentially new qualification/learning, building on existing sports development training opportunities.*
- *Specialism.*
- *Gap in the market.*

BROAD SPECIALIST AREA
Area 11 – Youth Work
TOPIC
<i>Further Specialist Learning in a core area of the DDP footprint, developing learners' preferences/interests in a potential career in working with school-age children.</i>
Mainly applicable at Diploma levels: Higher and Advanced
PURPOSE
<i>To develop further learners' knowledge and understanding of youth work (its job roles, career pathways and the skills and attributes required to become a successful youth worker) by providing them with the opportunity to take an introductory qualification or qualifications in the field.</i>
WHY IS THIS REQUIRED?
<ul style="list-style-type: none">• <i>Specialism.</i>• <i>Progression.</i>

BROAD SPECIALIST AREA

Area 12 – Sport/Active Leisure Business Skills

TOPIC

Further training and qualifications in business skills, particularly as they apply to the sport/active leisure industry, with an emphasis on managing people and customer service.

Mainly applicable at Diploma levels: Higher and Advanced

PURPOSE

To give learners a solid grounding in business skills particular to the industry. Learners will be able to take an existing NQF or professional body qualification (eg IPSAL – Institute of Parks, Sport and Leisure) and/or specialist training in:

- *technical certificate - understanding the industry*
- *sales training*
- *customer service*
- *health and safety*
- *HR*
- *finance/numeracy*
- *marketing*
- *bid writing.*

WHY IS THIS REQUIRED?

- *Progression.*
- *Gap in the market.*
- *Desk review evidence indicates that the sector needs to address its massive 79% shortfall in basic customer service skills at level 2 and 3. There is also a need to reduce the 69% of managers/supervisors who at present lack the right business skills at level 4.*

BROAD SPECIALIST AREA

Area 13 – The Outdoors

TOPIC

Further Specialist Learning in a key sub-sector of the DDP footprint, developing learners' preferences/interests for a potential career working in the outdoors. This fits with the recent call by ministers for "all school-age children to have experienced the outdoors during their time in education".

Mainly applicable at Diploma levels: Foundation, Higher and Advanced

PURPOSE

To develop further learners' knowledge and understanding of the outdoors sub-sector (its job roles, career pathway, and the skills and attributes required to become a successful activity leader in the outdoors) by providing them with the opportunity to take an introductory qualification or qualifications in the field.

WHY IS THIS REQUIRED?

- *Specialism.*
- *Progression.*

ANNEXES

All held under separate cover:

1. Market View Report
2. Progression Report
3. HE/FE Research Report
4. Employer Research Report
5. Full Consultation Report