

SPORT AND ACTIVE LEISURE

Version 2



Sport and Active Leisure

Level 1 Principal Learning

Specification (7441)
Assessment 2010 onwards

This Principal Learning specification should be read in conjunction with:

- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

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AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH
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1 Introduction

1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Diplomas are a blend of academic and vocational learning and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver the Diploma at one point of contact.

Why are AQA and City & Guilds so popular?

- **Specifications**

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that an AQA-City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

- **Support**

AQA-City & Guilds runs the most extensive programme of Diploma support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work. Further support is available from Diploma Support Teams.

- **Service**

AQA-City & Guilds Diplomas are administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

AQA and City & Guilds are registered charities. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer with either AQA or City & Guilds, we thank you for your support. If you are thinking of adopting AQA-City & Guilds for Diplomas, we look forward to welcoming you.

1.2 Why choose the Diploma in Sport and Active Leisure

The Diploma in Sport and Active Leisure provides 14–19 year old learners with a motivating learning experience, through a blend of general education and applied learning within a coherent and stimulating programme. The industry is hugely attractive to young people and is often seen as a gateway to other careers, largely because of its ability to offer essential life skills through readily-available volunteer, part-time and seasonal roles.

The Sport and Active Leisure Diploma will provide learners with the skills, knowledge and understanding to thrive in a constantly changing global economy.

Learners taking the Diploma in Sport and Active Leisure will also:

- have the opportunity to progress into work-based training, or further and/or higher education
- develop Functional Skills in English, mathematics and ICT
- produce a project which complements the Principal Learning and/or support progression
- have a wide choice of additional and specialist learning from which they can choose other qualifications which reflect their interests and abilities.

1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Sport and Active Leisure. Gateway 1 approved consortia started teaching Diplomas in 2008, Gateway 2 approved consortia start teaching Diplomas in 2009, and Gateway 3 is approving consortia to start teaching in 2010. More information is available on the DCSF website: **www.dcsf.gov.uk**
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website: **www.aqa.org.uk/admin/p_entries.html**
- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at: **centreapproval@aqa.org.uk**

1.4 How do I find out more?

Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Diplomas will have 24-hour access to answers to the most commonly-asked questions at:

www.aqa.org.uk/rn/askaqa.php

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

Contact your Diploma Support Team

You may also contact the Diploma Support Team for your region. Please check current details on:

www.diplomainfo.org.uk

Diploma Support Teams have particular expertise in:

- supporting centres and consortia on Gateway applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are also available on our website.

There is a link to our fast and convenient online booking system for Teacher Support meetings at:

events.aqa.org.uk/ebooking/

If you need to contact the Teacher Support team you can call us on 01483 477860 or email us at:

teachersupport@aqa.org.uk

Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1036 or email: **eos@aqa.org.uk**

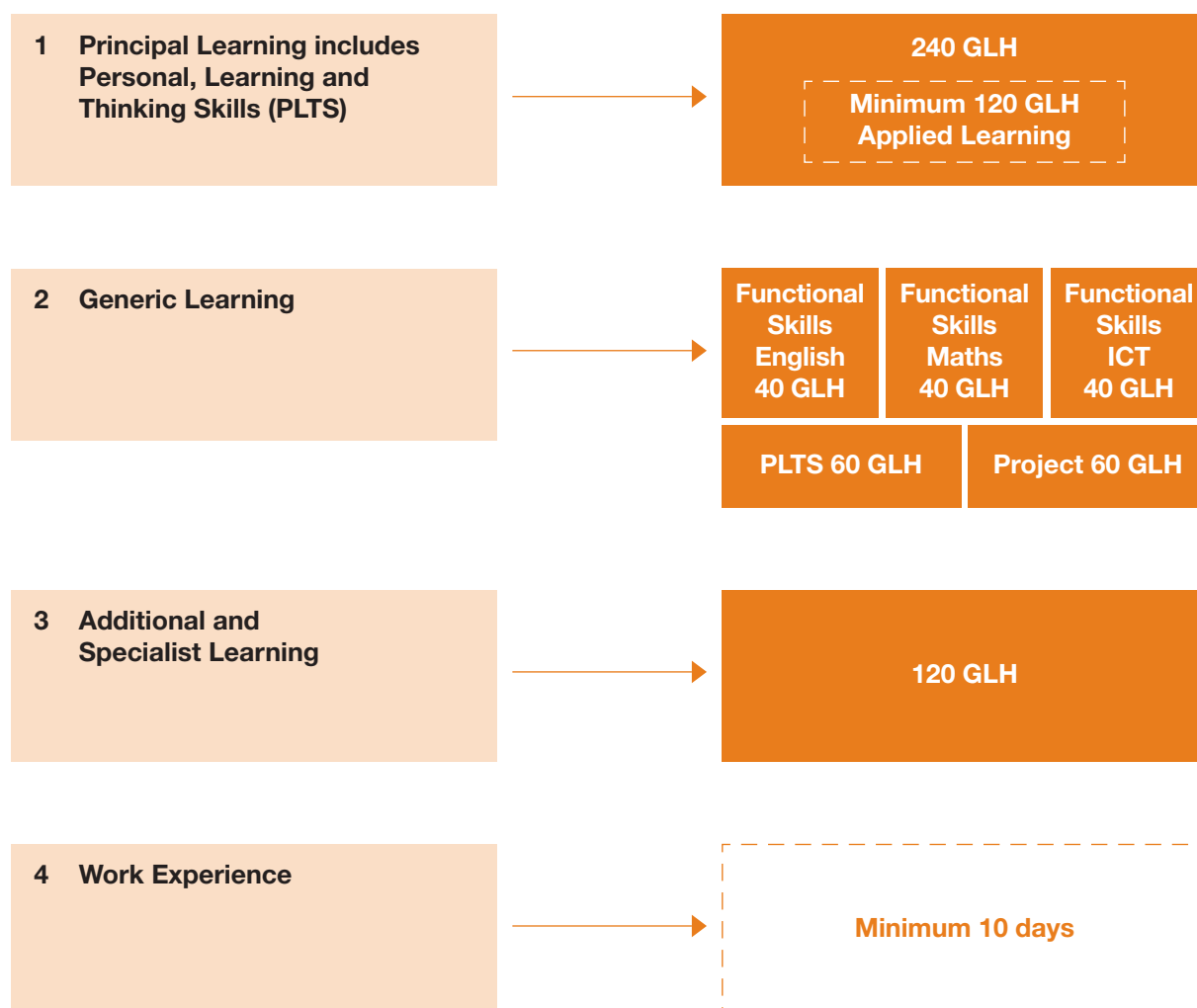
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

www.aqa.org.uk/regional_officer.php

2 Specification at a glance

2.1 Foundation Diploma at a glance – 600 GLH (guided learning hours)

- comparable to 5 GCSEs grade D–G
- 1 year full-time study or 2 years part-time with National Curriculum programmes of study
- all components are compulsory



2.2 Level 1 Principal Learning in Sport and Active Leisure at a glance

- all 6 units are compulsory

Unit 1 30 GLH

The importance of an active and healthy lifestyle

Internally assessed

Unit 2 60 GLH

The importance of participation in sport and active leisure

Internally assessed

Unit 3 30 GLH

Introducing science in sport and exercise

Internally assessed

Unit 4 60 GLH

Introducing the sport and active leisure industry

Internally assessed

Unit 5 30 GLH

Working with customers in the sport and active leisure industry

Internally assessed

Unit 6 30 GLH

Working with specific populations in sport and active leisure

Externally assessed

3 Principal Learning

3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that summarises the intended outcome of achieving the PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below is the PLTS framework. A copy of this should be given to each learner. Following these descriptors is a table showing the PLTS that are integrated into the assessment criteria in the Level 1 Principal Learning in Sport and Active Leisure.

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect their own and others' ideas and experiences in inventive ways

CT4 question their own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

TW1 collaborate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations, including leadership roles

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

SM7 manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own.

This table shows the coverage of PLTS in the Principal Learning units of the Foundation Diploma in Sport and Active Leisure.

Level 1 Principal Learning in Sport and Active Leisure

| PLTS | IE | CT | RL | TW | SM | EP |
|--------|----|----|----|----|----|----|
| Unit 1 | | ★ | ★ | | | ★ |
| Unit 2 | | | ★ | ★ | ★ | ★ |
| Unit 3 | ★ | | ★ | | | |
| Unit 4 | ★ | ★ | | | | |
| Unit 5 | | | ★ | | ★ | |
| Unit 6 | | | | | | |

3.2 Functional Skills signposting

The units **may** use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning.

| Principal Learning | Functional Skills | | |
|---|--|--|--|
| Unit | English | Mathematics | Information and communication technology |
| Unit 1 The importance of an active and healthy lifestyle | <ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 | <ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 | <ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1 |
| Unit 2 The importance of participation in sport and active leisure | <ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 | <ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 | <ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1 |
| Unit 3 Introducing science in sport and exercise | <ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 | <ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 | <ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1 |
| Unit 4 Introducing the sport and active leisure industry | <ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 | <ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 | <ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1 |
| Unit 5 Working with customers in the sport and active leisure industry | <ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 | <ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 | <ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1 |

| Principal Learning | Functional Skills | | |
|---|--|--|--|
| Unit | English | Mathematics | Information and communication technology |
| Unit 6 Working with specific populations in sport and active leisure | <ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 | <ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 | <ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1 |

3.3 Level 1 Units

Level 1 Unit 1: The importance of an active and healthy lifestyle

What is this unit about?

The purpose of this unit is to provide learners with an understanding of the impact that particular lifestyle choices will have on their health and well-being. This unit will enable learners to recommend possible changes that they could make to improve their own or another person's health and well-being.

An active lifestyle makes a significant contribution to the health and well-being of the nation. One of the key objectives for the sport and active leisure industry in the UK is to promote the benefits of active and healthy lifestyles by encouraging individuals to partake in activities and make positive and sustained changes to their daily routine.

Through this unit, learners will also develop an understanding of why an active and healthy lifestyle is important and will give the learner a broad knowledge of the benefits of health and well-being for themselves or another person, as well as possible related illnesses and physical conditions that are related to body image.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and are embedded in the content:

- reflective learners
- effective participators
- creative thinkers.

Guided learning hours

This unit has 30 GLH assigned to it, of which approximately 8 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on pages 90–97 of this specification.

Content details

| Learning outcomes The learner will: | Assessment criteria The learner can: | PLTS |
|---|---|------|
| 1 Know the importance of active and healthy lifestyles | a identify key components of an active and healthy lifestyle | |
| | b describe benefits of an active and healthy lifestyle | |
| 2 Know the adverse impact of human behaviour and choice | a describe behaviours and choices that have an adverse impact on active and healthy lifestyles | |
| | b describe illnesses that are related to body image | |
| 3 Be able to recommend day-to-day lifestyle changes to improve health | a assess lifestyles identifying opportunities and achievements | RL1 |
| | b generate ideas for improvements to day-to-day health | CT1 |
| | c present ideas for improvements to day-to-day health that would benefit others as well as themselves | EP4 |

Where the assessment criterion shows a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure that all the Learning outcomes can be met.

It is important that, through the Level 1 Principal Learning in Sport and Active Leisure, learners receive as broad an experience of the whole sector as possible. Teachers must use examples from a range of sub-sectors, where appropriate and relevant.

- Sport and Recreation
- Exercise and Fitness
- Playwork
- Outdoors
- Caravans.

Learning outcome 1: Know the importance of active and healthy lifestyles

components of an active and healthy lifestyle:

- regular exercise
- balanced diet
- management of time
- work/life balance.

Learners must know that these components are reliant on each other and that just having a balanced diet does not guarantee an active and healthy lifestyle.

benefits of an active and healthy lifestyle:

- physical
 - increased fitness
 - improved health and well-being
 - longer life expectancy
 - a healthy heart
 - weight management
 - reduced risk of illness
- mental
 - confidence (eg positive risk taking)
 - increased self-esteem
 - increased motivation (eg determination)
 - mental resilience
 - better sleep
 - relieve tension
 - reduce stress.

Learners must know that the benefits of an active and healthy lifestyle are linked to one another. For example, having a good night's sleep will in turn lead to an increase in energy the following day.

Learning outcome 2: Know the adverse impact of human behaviour and choice

behaviours and choices that impact adversely on an active and healthy lifestyle:

- behaviours
 - addictive personality
 - mood swings
 - peer pressure
 - laziness
 - lack of motivation
- choices
 - poor nutrition
 - drinking alcohol
 - smoking
 - substance misuse
 - exercise addiction.

As well as being able to describe the adverse impact that particular behaviours and choices can have, learners must also know the difference between behaviours and choices and that they are sometimes linked.

illnesses that are related to body image:

- obesity
- anorexia
- bulimia.

Learners should be aware that behaviours and choices are linked to the perception of body image and the related illnesses and physical conditions.

Learning outcome 3: Be able to recommend day-to-day lifestyle changes to improve health

assess lifestyles:

- exercise
 - health status (eg medical history)
 - health goals (eg target weight)
 - habits (eg mode of travel)
- diet
 - food choices
 - drink choices
 - vitamin supplements
 - regular meal times
- other factors
 - curricular activities
 - after-school clubs
 - family walks
 - computer games
 - social clubs
 - sports clubs.

generate ideas:

- identify aims and objectives
- gather data against these aims and objectives
- read, evaluate and extract job specific information
- interpret information
- draw conclusions
- brainstorming
- mind mapping
- exploring different possibilities and ideas
- considering feasibility of the ideas.

present ideas for improvements:

- focus each recommendation around one particular issue (eg exercise, diet, other activities)
- give a background of the issue
- importance of the issue (eg what will the impact be if the recommendation is or is not put in place?)
- benefits of the recommendations
- state time frame (eg short term/long term).

Assessment

This unit is assessed through a centre set and marked assessment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 90–97 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assessment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The purpose of this assessment is to enable learners to demonstrate their knowledge in being able to recommend changes that they could make to improve their health and well-being, based on an assessment of either their own or another individual's lifestyle.

The teacher or local employer should set a realistic brief and objective for the learners to work from. The brief for the assessment must clearly specify the context within which the learner is undertaking the lifestyle assessment, any challenges the learners will need to overcome and the expected outcome.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assessment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

| Task | Evidence The following must be provided: | Acceptable formats | LO/AC mapping |
|--|---|---|---------------------------|
| Record either their own or another individual's lifestyle over a 7 day period | <ul style="list-style-type: none">Completed log of exercise, diet and other activities | <ul style="list-style-type: none">Electronic or hard copy of completed log. | 3a |
| Make recommendations for changes to either their own or another individual's lifestyle | <ul style="list-style-type: none">Completed pro-forma with details of recommended changes to be made and what benefits the changes are likely to make | <ul style="list-style-type: none">Electronic or hard copy of completed pro-forma. | 1a, 1b, 2a, 2b, 3b and 3c |

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources and collaboration.

Time (limited control)

The assessment will take approximately 8 of the 30 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assessment, such as case studies, photographs or literature, should be up-to-date and relevant to the sector area. Centres may find that getting resources direct from employers will help to give the assessment a real work-related purpose.

The learner will be provided with three daily log sheets to complete as part of the lifestyle assessment, for exercise, diet and other activities.

If information from websites is to be issued to learners to refer to, it is strongly recommended that this information is pre-selected and printed off by the teacher and given to the learners with the assessment brief.

Supervision (medium control)

Learners must be supervised during the stage when they are assessing either their own or another individual's lifestyles, selecting the three areas where they will make changes and the goals/targets they intend to set.

It is important that the assessment is handled sensitively, especially in regard to any information learners provide concerning their fitness level, body image, etc. It should be stressed that this is not a competition between individual learners.

Collaboration (limited control)

This assessment has not been designed for teamwork purposes.

Weighting of learning outcomes

| Learning outcomes | Marks | Weighting |
|---|-----------|-------------|
| 1 Know the importance of active and healthy lifestyles | 9 | 18.75% |
| 2 Know the adverse impact of human behaviour and choice | 15 | 31.25% |
| 3 Be able to recommend day-to-day lifestyle changes to improve health | 24 | 50% |
| Total | 48 | 100% |

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 90–97.

| Learning outcomes | Band 1 | Band 2 | Band 3 |
|---|--|--|---|
| | The learner has: | | |
| | 0 to 3 marks | 4 to 6 marks | 7 to 9 marks |
| 1 Know the importance of active and healthy lifestyles | <p>Identified key components of an active and healthy lifestyle with limited accuracy and relevance.</p> <p>Described the benefits of an active and healthy lifestyle in basic terms and with limited accuracy.</p> | <p>Identified key components of an active and healthy lifestyle with some accuracy and relevance.</p> <p>Described the benefits of an active and healthy lifestyle in detail and with accuracy.</p> | <p>Identified key components of an active and healthy lifestyle with a high level of accuracy and relevance.</p> <p>Described the benefits of an active and healthy lifestyle comprehensively with a high level of accuracy.</p> |
| | 0 to 5 marks | 6 to 10 marks | 11 to 15 marks |
| 2 Know the adverse impact of human behaviour and choice | <p>Described behaviours and choices that have an adverse impact on active and healthy lifestyles with limited detail and relevance.</p> <p>Described illnesses that are related to body image in basic terms.</p> | <p>Described relevant behaviours and choices that have an adverse impact on active and healthy lifestyles, covering some different aspects in detail.</p> <p>Described some relevant illnesses that are related to body image in some detail.</p> | <p>Described relevant behaviours and choices that have an adverse impact on active and healthy lifestyles, covering most aspects in comprehensive detail.</p> <p>Described relevant illnesses that are related to body image, covering most aspects in detail.</p> |
| | 0 to 8 marks | 9 to 16 marks | 17 to 24 marks |
| 3 Be able to recommend day-to-day lifestyle changes to improve health | <p>Assessed lifestyle covering only some aspects and making judgements which show limited reasoning.</p> <p>Generated ideas for improvements for day-to-day health with limited suitability.</p> <p>Presented a limited range of suitable and realistic ideas for improving day-to-day health.</p> | <p>Assessed lifestyle covering different aspects and making judgements which show some sound reasoning.</p> <p>Generated appropriate ideas for improvements for day-to-day health with some suitability.</p> <p>Presented a range of ideas for improving day-to-day health, some of which were suitable and realistic.</p> | <p>Assessed lifestyle covering all relevant aspects and making judgements which show a high level of reasoning.</p> <p>Generated a wide range of relevant ideas for improvements for day-to-day health with suitability.</p> <p>Presented a wide range of suitable and realistic ideas for improving day-to-day health.</p> |

Guidance for delivery

In order for learners to fully explore the impact of lifestyle choices, it is important that they experience the current provision within the sport and active leisure industry. This could be done by visiting organisations, clinics and groups, and using the media (local and national, including newspapers, periodicals and magazines), books, online resources and television, in order for them to develop the knowledge and understanding that this unit requires.

When delivering this unit, teachers could provide copies of reports and research that have identified the key components, benefits and impacts that lifestyle choices have on individuals and their wider impact on the family or other social groups.

When discussing the key elements of an active and healthy lifestyle, it is vital that the teaching and learning activities used identify the key components of a balanced lifestyle and why they are so important. Opportunities should also be given to learners to examine real-life case studies and propose plans of action, describing the expected outcomes and the physical, mental and social benefits that such plans are likely to achieve.

Teachers may also find that recruiting guest speakers will aid their delivery of this unit. Listening to testimonies from people who have made positive changes to their lifestyles will provide learners with a clearer understanding of how to set about making lifestyle changes and the benefits that can be achieved.

When the learner has developed an understanding of the key components of an active and healthy lifestyle and its benefits, they will be able to explain why having such a lifestyle is so important. They will need to be taught how these lifestyles are initially assessed or measured, and how change is planned in order to achieve success.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with employers with whom the consortium has links, and which are used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to help with keeping the learning up-to-date.

Employers can help learners by providing opportunities for them to meet with professionals and individuals who have made particular lifestyle choices (positive and negative) and the impact of those choices. Such opportunities may be provided through visits to or from people involved with work at private or public organisations, for example, health and well-being facilities, health clinics, GP referral schemes, specialist schemes for specific populations or community crime prevention schemes.

Learners will also find that having the opportunity to listen to and interact with guest speakers, who have experienced positive changes in their lifestyle, for example the weightwatcher of the year or participants of the London Marathon, will provide them with the opportunity to hear about real life experiences of how to approach changes in lifestyle and what this can achieve.

At the outset of this unit the learner can be directed to the organisations/activities that are in the local area and it would be ideal if the centre can liaise with staff from an organisation to play a role in the assessment.

This unit has a number of opportunities for the learner to visit sport and active leisure environments set up to assist people in developing an active and healthy lifestyle which include fitness centres, outdoor sports clubs, youth clubs, health clinics, GP referral schemes and other specialist groups available in the local area.

It would be ideal for the assessment to include one of the visiting speakers from the key organisations as it would add to the real-life feel of the assessment task and help to engage the learner.

It may help to support achievement in this unit if employers are able to set the brief for the assessment.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- identifying the key components that can help to create an active and healthy lifestyle (IE1)
- exploring issues, events or problems from different perspectives when recording their own lifestyle (IE3)
- using reasoned arguments and evidence to support conclusions on the benefits of an active and healthy lifestyle (IE6)

Reflective learners

- setting goals with success criteria for their development and work in planning for an improved active and healthy lifestyle (RL2)

Self-managers

- organising time and resources, prioritising actions when planning changes to improve lifestyles (SM3)

Team workers

- collaborating with others to work towards identifying the key components of an active and healthy lifestyle (TW1)

Effective participators

- proposing practical ways forward, breaking these down into manageable steps when creating the plan to develop their own active and healthy lifestyle (EP3).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading and writing skills in this unit, when examining the key components, benefits, behaviours and choices involved in an active and healthy lifestyle. The learner will keep a record of their own activities in a suitable format.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. Whilst there is no requirement for group activity, reporting on findings from lifestyle logs may be done verbally and may contribute to a discussion around issues that arise.

There are also opportunities to develop a range of mathematical skills. For example, use of addition, subtraction, division, multiplication and percentages is required for the measurements, calculations and comparisons necessary to complete a full assessment of an individual's current fitness levels. The assessment may involve finding and extracting health and fitness data from tables, charts or graphs. The comparison may involve statistical analysis.

The learner may make use of ICT skills in researching and in presenting information, including the use of text and images or numbers. They may use email or web-based methods to communicate and exchange information as part of their research.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

- Anderson, B. (2000). *Stretching*. Published: Shelter Publications Inc. U.S. ISBN: 0936070226.
- Barough, N. (2004). *Walking for Fitness*. Published: Dorling Kindersley Publishers Ltd. ISBN: 1405300922.
- Beachle, T. & Groves, B. (1998). *Weight Training – Steps to Success*. Published: Human Kinetics Publishing. ISBN: 0880117184.
- Bean, A. (2008). *The Complete Guide to Strength Training*. Published: A. & C. Black Publishers Ltd. ISBN: 140810539X.
- Brooks, D. *Effective Strength Training*. Published: Human Kinetics Europe Ltd. ISBN: 0736041818.
- Lawrence, D. & Barnett, L. (2006). *GP Referral Schemes: Working with GP Referred Clients (Fitness Professionals)*. Published: A & C Black Publishers Ltd. ISBN: 0713677074.
- Lawrence, D. (2004). *The Complete Guide to Exercise in Water (Complete Guides)*. Published: A & C Black Publishers Ltd. ISBN: 0713668334.
- Norris, C. (2002). *Training, Second Edition: A Progressive Guide to Greater Strength*. Published: Abdominal Lyons Press. ISBN: 1585747157.
- Norris, C. (2007). *The Complete Guide to Stretching*. Published: A & C Black Publishers Ltd. ISBN: 0713683481.
- Stark, F. (2001). *Start Exploring 'Gray's Anatomy': A Fact-filled Colouring Book (Start Exploring (Coloring Books))*. Published: Running Press. ISBN: 0762409444.

Websites

Health Benefits of Exercising: http://hcd2.bupa.co.uk/fact_sheets/html/exercise.html

Published by Bupa's health information team, August 2007. This fact sheet is for people who would like information about the health benefits of physical activity.

- Fitness Facts www.shef.ac.uk/usport/s10/fitnessfacts/benefits.html
- Food for Fitness www.foodfitness.org.uk/tip4.aspx
- Healthy and Active Lifestyles in Wales www.wales.nhs.uk/documents/healthactlifewales-e.pdf

Lifestyle Information

- 12 steps to a Healthy Lifestyle www.the12steps.co.uk
- Components of a balanced diet www.openlearn.open.ac.uk
- Lifestyle assessment www.befit4life.co.uk

Sport and Leisure

- Institute for Sport, Parks and Leisure www.ispal.org.uk
ISPAL (The Institute for Sport, Parks and Leisure) is the professional membership body for a fast growing, vibrant industry, representing sport, parks and leisure industry professionals.
- Institute of Sport & Recreation Management www.isrm.co.uk
ISRM is the only national professional body for those involved exclusively in providing, managing, operating and developing sport and recreation services in the United Kingdom.

- Central Council of Physical Recreation **www.ccpr.org.uk**
CCPR is the national alliance of governing and representative bodies of sport and recreation. CCPR provides these organisations with a single, independent voice ensuring that their interests are represented and that they have the skills and capacity to deliver high quality sport and recreation across the country.
- Sports Leaders UK **www.sportsleaders.org**
Sports Leaders UK create and award courses and qualifications in sports leadership.
- SkillsActive (SSC) **www.skillsactive.com**
Skills Active is the sector skills council for the active leisure and learning industry.
- Sports Coach UK **www.sportscoachuk.org**
Sports Coach UK is a charitable organisation and is the lead agency for development of the UK Coaching System.
- Sport England **www.sportengland.org**
Sport England creates opportunities for people of all ages and abilities to play sport in every community.
- Youth Sport Trust **www.youthsporttrust.org**
The Youth Sports Trust is a registered charity that helps to build a brighter future for young people by enhancing the quality of their physical education and sporting opportunities.
- BHF National Centre **www.bhfactive.org.uk**
The British Heart Foundation National Centre for Physical Activity and Health (BHFNC) was established in April 2000 with funding from the British Heart Foundation (BHF). The BHFNC is committed to developing and promoting initiatives that will help professionals to stimulate more people to engage in more activity as part of everyday life.
- Fitness Industry Association **www.fia.org.uk**
The Fitness Industry Association aims to promote activity as part of a healthy lifestyle across the UK.

Level 1 Unit 2: The importance of participation in sport and active leisure

What is this unit about?

The purpose of this unit is for learners to develop a basic knowledge of the elements required to plan a participation activity session, facilitate the session and then recommend ideas on how to improve future participation activity sessions.

Sport and active leisure makes a significant contribution to the health of the nation and this has been recognised by the UK government. The sport and active leisure industry has the challenge of engaging the population in regular activity and emphasising the fact that active participation can take a variety of forms and is not limited to just taking part in an activity, but playing a role within an activity such as officiating or coaching.

Through this unit learners will obtain knowledge about the importance of participation and will enable them to identify and select appropriate methods that can be used to encourage people to participate in a particular activity. The learner will gain an understanding of the potential social benefits of active participation, such as increased self-confidence and improved mental resilience.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and are embedded in the content:

- reflective learners
- team workers
- effective participators
- self-managers.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 12 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on pages 90–97 of this specification.

Content details

| Learning outcomes The learner will: | Assessment criteria The learner can: | PLTS |
|---|---|------|
| 1 Know the key elements of active participation in sport and active leisure | a identify range of participation activities within the industry | |
| | b identify personal skills required to encourage active participation | |
| 2 Know the importance of active participation | a describe impact of active participation on lifestyle | |
| | b identify social benefits of active participation | |
| 3 Know the key components of basic activity sessions | a identify key elements of basic activity sessions | |
| | b describe the importance of safe environments for activity sessions | |
| 4 Be able to plan participation activities | a reach agreements on methods for participation activities | TW2 |
| | b organise time and resources for participation activities | SM3 |
| 5 Be able to facilitate participation activities | a adapt behaviour to lead participation activities | TW3 |
| | b review participation activities to inform future progress | RL5 |
| | c recommend ideas to improve participation activities that would benefit others | EP4 |

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure learners have fully covered the learning outcomes.

It is important that, through the Level 1 Principal Learning in Sport and Active Leisure, learners receive as broad an experience of the whole sector as possible. Teachers must use examples from a range of sub-sectors, where appropriate and relevant.

- Sport and Recreation
- Exercise and Fitness
- Playwork
- Outdoors
- Caravans.

Learning outcome 1: Know the key elements of active participation in sport and active leisure

range of participation activities:

- officiating (eg refereeing a football match)
- time-keeping (eg time keeper in athletics competition)
- coaching (eg coaching a netball team)
- planning (eg a route for an outdoor event)
- taking-part (eg swimming at local leisure centre)
- scoring (eg basketball match as a table official).

Learners must know the importance of participation activities and how they relate to one another. For example, if there was no football referee, the game could not take place allowing other people to play.

personal skills:

- organisational
 - appropriate planning of space
 - time
 - equipment
 - people
 - measurement
 - presentation
- inter-personal
 - listening and responding to others
 - communicating clearly
 - enthusiasm
 - encouraging
 - discipline.

Learners must know how the above personal skills relate to one another and the importance of this relationship.

Learning outcome 2: Know the importance of active participation

impact on self and others:

- self
 - increase in self-confidence
 - increase in self-esteem
 - increase in mental resilience
 - ability to work with others and as part of a team
 - sense of achievement
- others
 - providing motivation for people to make positive lifestyle choices
 - increase in self-confidence
 - increase in mental resilience
 - enjoyment
 - sense of achievement.

Learners must know the positive impacts of participating in sport and active leisure as listed above.

social benefits:

- crime reduction
- anti-bullying
- avoidance of drugs
- team building
- promoting of health and well-being
- making new friends
- promoting positive active pastimes
- reduction in anti-social behaviour.

The way in which active participation provides a variety of positive social benefits must be learned as a minimum requirement.

Learning outcome 3: Know the key components of basic activity sessions

key elements of basic activity sessions:

- type of activity
- suitability (eg for age/experience/skill level of participants)
- enjoyment
- intensity (eg amount of energy used)
- duration
- frequency (eg how often sessions occur)
- progression (an increase or change in the mode, intensity, duration, and frequency over a certain period)
- safety (eg warm-up and cool down, injury prevention)
- progress (eg did the participants improve their knowledge and/or skills?).

safe environments:

- risk assessment of potential hazards in the indoor/outdoor activity area
- maintaining safe activity
- ability to deal with first aid and emergency situations
- risk assessment of equipment relevant to a specific activity and the participants
- identify symptoms of a variety of injuries and physical conditions
- treat a variety of injuries and physical conditions.

Learning outcome 4: Be able to plan participation activities

reach agreements:

- have a positive attitude
- trust and have confidence in themselves and each other
- practise active listening
- share responsibility
- team work – co-operation and delegation according to strengths
- aim for 'win-win' situations
- contribute and encourage others to do so
- overcome personal differences
- confirm understanding and agreement.

organise time and resources:

- identify objectives
- identify tasks
- estimate time to complete tasks
- clarify deadlines
- requirements to carry out that task
- how much work will you need to do for it (eg number of books to read etc)?
- what resources will you need to do it (eg books, computer etc)?
- will anybody else be involved (eg if it is group work, or if you need help)?
- identify possible barriers
- allow for the unexpected and for difficulties.

Learning outcome 5: Be able to facilitate participation activities

adapt behaviour:

- assess participants and their specific needs
- treat people as individuals
- adapt structure of the activity.

review activities:

- evaluate how successfully customer needs have been met
- take on board any feedback received
- identify any factors that affected performance
- identify achievements and opportunities for future improvement
- identify what has been learnt
- use conclusions to inform future progress.

recommend ideas:

- focus each recommendation around one particular issue (eg exercise, diet, other activities)
- give a background of the issue
- explain why a change to this issue is important (eg what will the impact be if the recommendation is or is not put in place?)
- state desired time frame.

Assessment

This unit is assessed through a centre set and marked assessment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 90–97 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assessment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The purpose of this assessment is to enable learners to plan and lead a participation activity and recommend ideas as to how to improve participation activities.

The teacher or local employer should set a realistic brief and objective for the learners to work from. The brief for the assessment must clearly specify who the planned activity is for, who the targeted participants are, any challenges the learners will need to overcome and the expected outcome.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assessment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

| Task | Evidence The following must be provided: | Acceptable formats | LO/AC mapping |
|---|---|--|----------------------------------|
| Plan activity | <ul style="list-style-type: none"> Notes of group discussion and agreement | <ul style="list-style-type: none"> Hardcopy or electronic. | 1a, 1b*, 2a, 2b, 3a, 3b, 4a, 4b* |
| Carry out participation activity | <ul style="list-style-type: none"> Witness testimony from teacher/employer Video Record of individual contribution | <ul style="list-style-type: none"> Hardcopy or electronic. | 1b*, 4b* and 5a |
| Individually review the activity and recommend improvements for future activities | <ul style="list-style-type: none"> Recommendations to improve future activities | <ul style="list-style-type: none"> Oral presentation or hardcopy or electronic. | 5b, 5c |

*Achievement of this assessment criterion may be evidenced through either or both tasks where referenced, as appropriate.

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources and collaboration.

Time (limited control)

The assessment will take approximately 12 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assessment, such as case studies, photographs or literature, should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assessment a real work-related purpose.

Learners must be given suitable resources relevant to the brief.

If information from websites is to be issued for learners to refer to, it is strongly recommended that this information is pre-selected and printed off by the teacher and given to learners with the assessment brief.

Supervision (medium control)

Learners must be supervised when planning and leading the activity by either the teacher or by a member of staff from a sport and active leisure facility.

Learners must also be supervised by the teacher when compiling their review or when presenting orally.

Collaboration (medium control)

Learners must be allocated to teams of at least three to carry out this assessment.

Learners must work as a team to plan and carry out the activity.

Individual learners must produce their own recommendations for improvements.

Weighting of learning outcomes

| Learning outcomes | Marks | Weighting |
|---|-----------|-------------|
| 1 Know the key elements of active participation in sport and active leisure | 6 | 12.5% |
| 2 Know the importance of active participation | 9 | 18.75% |
| 3 Know the key components of basic activity sessions | 9 | 18.75% |
| 4 Be able to plan participation activities | 12 | 25% |
| 5 Be able to facilitate participation activities | 12 | 25% |
| Total | 48 | 100% |

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 90–97.

| Learning outcomes | Band 1 | Band 2 | Band 3 |
|---|---|---|--|
| | The learner has: | | |
| | 0 to 2 marks | 3 to 4 marks | 5 to 6 marks |
| 1 Know the key elements of active participation in sport and active leisure | Identified a limited range of suitable participation activities within the industry. Identified a limited range of the personal skills required to encourage active participation. | Identified some suitable participation activities within the industry. Identified some of the personal skills required to encourage active participation. | Identified a wide range of suitable participation activities within the industry. Identified a wide range of the personal skills required to encourage active participation. |
| | 0 to 3 marks | 4 to 6 marks | 7 to 9 marks |
| 2 Know the importance of active participation | Described in basic terms the impact of active participation on lifestyle, covering only some aspects with limited relevance. Identified a limited range of social benefits of active participation with limited suitability. | Described the impact of active participation on lifestyle, covering some relevant aspects. Identified a range of social benefits of active participation with some suitability. | Described in detail, the impact of active participation on lifestyle, covering a wide range of relevant aspects. Identified a wide range of suitable social benefits of active participation. |
| | 0 to 3 marks | 4 to 6 marks | 7 to 9 marks |
| 3 Know the key components of basic activity sessions | Identified key elements of basic activity sessions, covering only some aspects with limited accuracy. Described in basic terms the importance of safe environments for activity sessions, with limited accuracy. | Identified relevant key elements of basic activity sessions, covering different aspects with some accuracy. Described the importance of safe environments for activity sessions, covering a range of aspects with some accuracy. | Identified relevant key elements of basic activity sessions, covering all relevant aspects with a high level of accuracy. Described in detail the importance of safe environments for activity sessions, covering a range of aspects with accuracy. |
| | 0 to 4 marks | 5 to 8 marks | 9 to 12 marks |
| 4 Be able to plan participation activities | Reached partial agreements on methods for basic participation activities. Organised time and resources in a very limited way and offered a minimal contribution to plan participation activities. | Reached agreements on methods for basic participation activities. Organised time and resources to plan participation activities. | Reached relevant agreements on methods for basic participation activities. Actively organised time and resources to plan participation activities. |

| Learning outcomes | Band 1 | Band 2 | Band 3 |
|--|--|--|--|
| | The learner has: | | |
| | 0 to 4 marks | 5 to 8 marks | 9 to 12 marks |
| 5 Be able to facilitate participation activities | <p>Limited adaption of behaviour to lead participation activities.</p> <p>Limited review of participation activities to inform future progress.</p> <p>Limited recommendation of improvements to participation activities that would benefit others.</p> | <p>Adapted behaviour to lead participation activities.</p> <p>Reviewed participation activities to inform future progress.</p> <p>Recommended some basic improvements to participation activities that would benefit others.</p> | <p>Adapted behaviour to lead a range of participants in activities.</p> <p>Given detailed review of participation activities to inform future progress.</p> <p>Recommended a range of relevant improvements to participation activities that would benefit others.</p> |

Guidance for delivery

Learners will need to understand the different forms that participation in sport and active leisure can take. The learners can explore and experience the different forms of participation by visiting local facilities and using various media forms such as the internet, television, radio, newspapers, journals and magazines.

Learners will need to understand the potential benefits of participation in sport and active leisure, including how it can help to sustain adherence to lifestyle changes. In order to do this, they must first understand how participation in such activities can encourage changes to lifestyle, including improving motivation skills personally and in others, and explain the benefits this has on individual self-confidence and mental resilience. This could be an opportunity for learners to visit employers or invite guest speakers from a range of sector specific contexts (for example sports development teams, health and community services) who work specifically to encourage greater involvement.

Learners need to understand the health and safety considerations that must be taken into account when planning and conducting activity sessions, the learners can experience this through attending a range of physical activity sessions across the context of sport and active leisure. In order for this to be of value in planning their own session, they will need to know and understand the constituent parts that make up a successful activity session.

The learners will then be able to experience this for themselves and begin to develop the necessary skills in order to produce a basic plan and learn from how sessions can actually be evaluated through their experiences.

Having planned their activity session, learners may need to undertake a number of practices in conducting the warm up and cool down activities, and choose the most effective leadership method to facilitate or lead a group activity. In order to do this they need to be exposed to a range of different leadership methods. There may be a danger of using confusing and complicated terminology and care must be taken to use a variety of learning styles and resources appropriate for learners at Level 1.

The importance of being motivational when encouraging active participation should be stressed and learners' own experiences of learning and participation in activities both positive and negative could be drawn on for this.

As learners will have to make recommendations for improving the activity, time should be spent ensuring that they are able to give constructive feedback and can support judgements with evidence.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with employers with whom the consortium has links, and which are used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to provide opportunities for experiential learning through allowing the learner to take part in activities run by the employer and to have some form of involvement in work experience.

This could include working with an experienced activity leader in a wide range of contexts within the sport and active leisure environment, such as playgroup leaders, or outdoor activity managers and will allow the learner to experience participation from a different viewpoint to their own promoting them to think from different perspective.

Learners, through taking part in a range of activities at local active leisure groups or sports clubs, could learn about relevant skills in order to develop their own activity sessions. Through this experiential learning, learners could suggest innovative methods to improve the physical activities taking place and again take this forward to their own activity.

Guest speakers and practitioners could be introduced from a range of sport and active leisure contexts to widen the experience for the learners. They could either be currently facilitating an activity or have been part of a previously run activity. Visits to sport and active leisure facilities could be arranged to gain an understanding of the many forms that participation takes.

It would be ideal for learners to have a member from one of the sport and active leisure facilities that have been visited or a local employer to play a role in the assessment. This would add to the real-life feel of the assessment task and help to engage the learner.

It may help to support achievement in this unit if employers are able to set the brief for the assessment.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- analysing and evaluating information on the importance of participation in sport and active leisure, judging its relevance and value (IE4)
- supporting recommendations for improving the activity session using reasoned arguments and evidence (IE6)

Reflective learners

- communicating the information in the activity session in the most relevant way for the audience (RL6)

Effective participators

- proposing practical ways to take the activity session forward, breaking these down into manageable steps (EP3)

Self-managers

- anticipating, taking and managing risks when planning for a participation activity (SM4)

Creative thinkers

- generating ideas with others when planning participation activities (CT1)

Team workers

- providing constructive support and feedback to others when facilitating simple participation activities (TW6)
- collaborating with others when discussing ideas and facilitating the activity (TW1).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Activities related to understanding the different forms of participation and planning requirements of physical activity sessions can be used to develop learners' reading and writing skills, particularly around writing for purpose, use of language to influence the reader etc. For example, keeping a record of participation in a suitable format, creating a basic session plan and producing a summary of how to improve will draw on a range of written communication skills.

Working alongside an experienced activity leader, planning an activity and leading a group activity session can be used to develop speaking and listening skills. The summary of how to improve could utilise oral or written skills. Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. If guest speakers are used, learners will need to use active listening skills to get the most from the opportunity.

There may be opportunities to develop some mathematical skills. For example, use of timings for producing and implementing a session plan to make sure that sufficient time is devoted to warming up and cooling down.

Learners may make use of ICT skills in researching and in developing and presenting information, for example their summary of how to encourage others to participate. They may use email or web-based methods to communicate and exchange information as part of their research or to liaise with an experienced activity leader.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

MacGregor, C. (1998). *Sports participation in Scotland 1998: A report for SportScotland*.
Published: SportScotland. ISBN: 1850603685.

Vuori, I. (1995). *The Significance of Sport for Society: Health, Socialisation, Economy*.
Published: Council of Europe. ISBN: 9287127166.

Coalter, F. (2005). *The Social Benefits of Sport: An Overview to Inform the Community Planning Process*.
Published: SportScotland. ISBN: 1850604754.

Sports Council Wales (2005). *Fitter Wales Healthier Nation: the Social, Economic and Health Benefits of Sport*.
Published: (2000) ASIN: B001NVIY2Q

Biddle, S.; Fox, K. & Boutcher, S. (2000). *Physical activity and psychological well-being*.
Published: Routledge. ISBN: 0415234816.

Bounds, L. & Darnell, G. & Shea, K. *Health and Fitness: A Guide to a Health Lifestyle*.
Published: Kendall/Hunt Publishing Co, U.S. ISBN: 0757526047.

Glenville, M. (1999). *Natural Alternatives to Dieting: Why Diets Don't Work and What You Can Do That Does*.
Published: Ted Smart. ISBN: 1856263177.

Thirlaway, K. & Upton, D. (2008). *The Psychology of Lifestyle: Promoting Healthy Behaviour*.
Published: Routledge. ISBN: 0415416620.

McArdle, W. & Katch, F. & Katch, V. (2006). *Exercise Physiology: Energy, Nutrition, and Human Performance (Exercise Physiology)*.
Published: Lippincott Williams and Wilkins. ISBN: 0781749905.

Anderson, B. (2000). *Stretching*.
Published: Shelter Publications Inc. U.S. ISBN: 0936070226.

Barough, N. (2004). *Walking for Fitness*.
Published: Dorling Kindersley Publishers Ltd. ISBN: 1405300922.

Beachle, T. & Groves, B. (1998). *Weight Training – Steps to Success*.
Published: Human Kinetics Publishing. ISBN: 0880117184.

Bean, A. (2008). *The Complete Guide to Strength Training*.
Published: A & C Black Publishers Ltd. ISBN: 140810539X.

Brooks, D. *Effective Strength Training*.
Published: Human Kinetics Europe Ltd. ISBN: 0736041818.

Lawrence, D. & Barnett, L. (2006). *GP Referral Schemes: Working with GP Referred Clients (Fitness Professionals)*.
Published: A & C Black Publishers Ltd. ISBN: 0713677074.

Lawrence, D. (2004). *The Complete Guide to Exercise in Water (Complete Guides)*.
Published: A & C Black Publishers Ltd. ISBN: 0713668334.

Norris, C. (2007). *The Complete Guide to Stretching*.
Published: A & C Black Publishers Ltd. ISBN: 0713683481.

Norris, C. (2002). *Abdominal Training, Second Edition: A Progressive Guide to Greater Strength*.
Published: Lyons Press. ISBN: 1585747157.

Websites

Active Lifestyles

- Health Benefits of Exercising http://hcd2.bupa.co.uk/fact_sheets/html/exercise.html
- Fitness Facts www.shef.ac.uk/usport/s10/fitnessfacts/benefits.html
- Food for Fitness www.foodfitness.org.uk/tip4.aspx
- Healthy and Active Lifestyles in Wales www.wales.nhs.uk/documents/healthactlifelwales-e.pdf

Lifetsyle Information

- 12 steps to a Healthy Lifestyle www.the12steps.co.uk
- Components of a balanced diet www.openlearn.open.ac.uk
- Lifestyle assessment www.befit4life.co.uk
- Patient UK www.patient.co.uk
- BBC Health www.bbc.co.uk/health
- NHS Direct www.nhsdirect.nhs.uk/
- Mens Health www.menshealth.co.uk
- Change For Life www.nhs.uk/Change4Life
- British Heart Foundation www.bhf.org.uk
- Cancer Research www.cancerresearchuk.org
- NHS Quit Smoking www.nhs.uk/smokefree

Sport and Leisure

- Institute for Sport, Parks and Leisure www.ispal.org.uk
- Institute of Sport & Recreation Management www.isrm.co.uk
- Central Council of Physical Recreation www.ccpr.org.uk
- Sports Leaders UK www.sportsleaders.org
- SkillsActive (SSC) www.skillsactive.com
- Sports Coach UK www.sportscoachuk.org
- Sport England www.sportengland.org
- Youth Sport Trust www.youthsporttrust.org
- Dame Kelly Holmes Legacy Trust www.dkhlegacytrust.org

Exercise and Fitness

- Register of Exercise Professionals www.reps-uk.org
- BHF National Centre www.bhfactive.org.uk
- Fitness Industry Association www.fia.org.uk
- Sport Development www.sportdevelopment.org.uk/html/dupsocial.html
- Volunteering England (Sport) www.volunteering.org.uk/Resources/goodpracticebank/Specialist+Themes/Sport+Volunteering/Sport+volunteering+sets+the+pace.htm
- Culture and Sport Participation [www.cipem.org.uk/DOCS/Cultureandsport participation.pdf](http://www.cipem.org.uk/DOCS/Cultureandsport%20participation.pdf)
- Growing Kids www.growingkids.co.uk
- Tony Blair Sports Foundation www.tonyblairsportsfoundation.org
- RNIB-Sport for people with sight problems www.rnib.org.uk/xpedio/groups/public/documents/Visugate/public_sportbld.hcsp
- The European Sports Charter www.sportdevelopment.org.uk/The_European_Sports_Charter.pdf

Level 1 Unit 3: Introducing science in sport and exercise

What is this unit about?

The purpose of this unit is for learners to develop an understanding of the methods of measuring the effects of physical activity on the body and mind and to assess the effects that physical activity has on the body.

In the UK there are increasing concerns about the health of the nation. The sport and active leisure industry is seeking ways to target specific activities that suit specific individuals in order to get them to actively participate in activities, ranging from walking through to intensive outdoor activities, such as white-water rafting. In order to do this, knowing the science behind how the body and mind work is important when developing appropriate activities.

Through this unit, the learner will gain knowledge of the simple methodologies that can be used to measure the effects of physical activity on the body and mind. This unit will also help learners to identify a wide range of physical activities, other than sport and fitness training, and their respective benefits for example, outdoor pursuits.

The learner will also develop an understanding of the structure of the body and how it responds to a variety of activities.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and are embedded in the content:

- reflective learners
- independent enquirers.

Guided learning hours

This unit has 30 GLH assigned to it, of which approximately 6 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on pages 90–97 of this specification.

Content details

| Learning outcomes The learner will: | Assessment criteria The learner can: | PLTS |
|---|--|------|
| 1 Know the basic structure of the human body | a outline the make-up and structure of the human body | |
| 2 Know how the effects of physical activity on the human body and mind are measured | a describe the methods to measure the effects of physical activity on the body and mind | |
| | b describe scientific benefits of regular physical activity on the body and mind | |
| 3 Be able to assess the effects of physical activity on the body | a use methods to measure the effects of physical activities on the body supporting conclusions | IE6 |
| | b evaluate effects of physical activities on the body to inform future progress | RL5 |

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure learners have fully covered the learning outcomes.

It is important that, through the Level 1 Principal Learning in Sport and Active Leisure, learners receive as broad an experience of the whole sector as possible. Teachers must use examples from, a range of sub-sectors, where appropriate and relevant.

- Sport and Recreation
- Exercise and Fitness
- Playwork
- Outdoors
- Caravans.

Learning outcome 1: Know the basic structure of the human body

make-up and structure of the human body:

- the human skeleton
 - support
 - protection
 - movement
 - blood cell production
 - functions of joints
- the major muscle groups
 - movement
- cardio-vascular system
- the respiratory system.

Learning outcome 2: Know how the effects of physical activity on the human body and mind are measured

measuring methods:

- body
 - heart rate (eg beats per minute)
 - weight
 - physical status
 - metabolic rate
 - peak flow
 - BMI (body mass index)
 - body fat
 - pulse
 - blood pressure
 - flexibility
- mind
 - emotional status
 - questionnaires (eg self-esteem)
 - data comparisons (eg based on test results).

scientific benefits of regular physical activity on the body and mind:

- body
 - reduced risk of heart disease
 - reduced high blood pressure
 - reduced cholesterol
 - greater life expectancy
 - reduced risk of type II diabetes
 - reduced risk of certain cancers
 - help manage weight
- mind
 - increased brain function in children
 - reduced anxiety
 - reduced stress
 - increased self-esteem
 - increased confidence
 - increased concentration/alertness
 - increased motivation.

Learning outcome 3: Be able to assess the effects of physical activity on the body

use simple methods to measure the effects:

- BMI (body mass index)
- heart rate
- weight
- pulse
- multi stage fitness test
- Harvard step test
- Cooper 12 minute run test
- flexibility
 - sit and reach test
- ruler drop test
- Illinois agility test
- stork stand
- standing broad jump/vertical jump.

evaluate the effects:

- short term effects
 - increased breathing rate
 - increased heart rate
 - possible oxygen debt
- improved health
- avoiding injury
- building muscle strength
- increasing cardio-vascular fitness
- improved aspects of fitness
 - flexibility
 - strength
 - power
 - stamina
 - agility
 - balance
 - coordination
 - speed
 - reaction time
- improving self-confidence
- concentration
- motivation
- sense of well-being.

Assessment

This unit is assessed through a centre set and marked assessment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 90–97 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assessment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The purpose of this assessment is to enable learners to demonstrate their knowledge of the basic scientific methods used to measure the effects of physical activity on the body and mind and to review the results.

The teacher or local employer should set a realistic brief and objective for the learners to work from. The brief for the assessment must clearly specify who testing is aimed at, the challenges that the learners will need to overcome, and the expected outcome.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assessment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

| Task | Evidence The following must be provided: | Acceptable formats | LO/AC mapping |
|---|---|--|-------------------|
| Measurement of the effects of physical activity on the body | <ul style="list-style-type: none">• results of tests• graphs or charts | <ul style="list-style-type: none">• Hard copy or electronic. | 3a |
| Evaluate results of tests citing the effects of regular physical exercise | <ul style="list-style-type: none">• presentation notes or visual display with captions/graphs | <ul style="list-style-type: none">• Visual or oral presentation. | 1a, 2a, 2b and 3b |

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assessment will take approximately 6 of the 30 guided learning hours available for this unit.

Resources (limited control)

The learner must be given suitable resources relevant to the brief, such as access to a gymnasium or a similar environment, stopwatch, and any apparatus required in order for the learner to conduct the tests.

Supervision (medium control)

Learners must be supervised by the teacher when conducting physical tests. Learners must also be supervised when compiling test results to present and when presenting orally.

Collaboration (limited control)

There is no collaboration required within this unit.

Weighting of learning outcomes

| Learning outcomes | Marks | Weighting |
|---|-----------|-------------|
| 1 Know the basic structure of the human body | 9 | 18.75% |
| 2 Know how the effects of physical activity on the human body and mind are measured | 18 | 37.5% |
| 3 Be able to assess the effects of physical activity on the body | 21 | 43.75% |
| Total | 48 | 100% |

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 90–97.

| Learning outcomes | Band 1 | Band 2 | Band 3 |
|---|---|---|---|
| | The learner has: | | |
| | 0 to 3 marks | 4 to 6 marks | 7 to 9 marks |
| 1 Know the basic structure of the human body | Given a basic outline of the make-up and structure of the human body with limited accuracy. | Given a detailed and mostly accurate outline of the make-up and structure of the human body. | Given a detailed and accurate outline of the make-up and structure of the human body. |
| | 0 to 6 marks | 7 to 12 marks | 13 to 18 marks |
| 2 Know how the effects of physical activity on the human body and mind are measured | Described in basic terms methods to measure the effects of physical activity on the body and mind, covering only some aspects with limited accuracy and relevance. Described in basic terms scientific benefits of regular physical activity on the body and mind, covering only some aspects with limited accuracy and relevance. | Described methods to measure the effects of physical activity on the body and mind, covering a range of aspects with some accuracy and relevance. Described scientific benefits of regular physical activity on the body and mind, covering a range of aspects with some accuracy and relevance. | Described in detail methods to measure the effects of physical activity on the body and mind, covering a wide range of relevant aspects with accuracy. Described in detail scientific benefits of regular physical activity on the body and mind, covering a wide range of relevant aspects with accuracy. |
| | 0 to 7 marks | 8 to 14 marks | 15 to 21 marks |
| 3 Be able to assess the effects of physical activity on the body | Made limited use of methods to measure the effects of physical activity on the body with limited supporting conclusions. Made limited evaluation of the effects of physical activity on the body to inform future progress. | Used methods to measure the effects of physical activity on the body with a range of supporting conclusions. Evaluated the effects of physical activity on the body to inform future progress. | Used a wide range of methods to measure the effects of physical activity on the body with detailed supporting conclusions. Evaluated a range of effects of physical activity on the body to inform future progress. |

3

Guidance for delivery

Learners will need to be aware of the make-up and basic structure of the human body. This complex subject uses technical vocabulary; care should be taken to ensure that a variety of teaching methods are used to appeal to a variety of learning styles, and interactive methods should be used that are attractive and at the appropriate level for Level 1 learners.

Learners may have some prior knowledge about the human body and this knowledge should be brought in to the classroom and acknowledged. Where possible the necessary academic content should be taught in as practical a manner as possible. Practical experiments using sport and active leisure activities could be used to demonstrate principles whenever possible.

Learners will need to understand the structure of the human body prior to being taught about the science behind the general benefits that regular physical activity bring to the body and mind. The understanding and teaching of this will be further enhanced by learners taking part in practical physical activity sessions. It is also recommended that these practical physical activity sessions should be used to practice using the simple methods that are used to measure the effects on the body and mind.

Following these physical activities, learners can, through their own experiences, look at and review the effects that they have felt on their body and mind when undertaking these activities.

When the learner understands and is comfortable with measuring and reviewing these effects, discuss the most suitable assessment method that will be used to test the achievement of this unit's outcome. Several aspects of this unit lend themselves to interactive and electronic media, which can assist different learners in demonstrating their knowledge and capabilities better.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with employers with whom the consortium has links, and which are used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to provide experiential learning through learners watching, for example, induction sessions at local facilities where basic health measurements are often used for new members.

Learners can also take part in work experience provided by the employer, which could include working with an experienced staff member in a wide range of contexts within the sport and active leisure environment such as personal trainers at leisure facilities.

Through this experiential learning, learners will be able to reflect on the results of these tests and their impact on that individual for the future.

Guest speakers could be invited in from a range of sport and active leisure contexts to widen the experience for the learners. These could include representatives from elite sports clubs, play workers, outdoor activity managers or even local GPs, to hold interactive sessions with the learners.

It would be ideal for the learners to have a member from one of the sport and active leisure facilities that have been visited or a local GP to play a role in the assessment, as it would add to the real-life feel of the assessment task and help to engage the learner.

It may help to support achievement in this unit if employers are able to set the brief for the assessment.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- identifying questions to answer and problems to resolve (IE1)

Effective participators

- presenting a persuasive case for action on the effects of physical activity on the body and mind (EP2)

Creative thinkers

- asking questions to extend their thinking and understanding of the effects physical activity can have on the body and mind (CT2)

Team workers

- collaborating with others to work towards being able to outline the make-up and structure of the human body (TW1).

3

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Learners can develop their reading and writing skills through learning the specialist vocabulary concerned with the structures of the human body, through reading case studies, keeping a record of their own activities in a suitable format and through presenting their findings about the scientific benefits of physical activity on the mind and body.

When learners are writing up the results of their tests, they should be introduced to the difference between fact and opinion and using language to influence.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. If guest speakers are used, learners will need to use active listening skills to get the most from the opportunity. Whilst there is no requirement for group activity, the presentation of findings may be done verbally and may contribute to a discussion.

Numeracy skills can be developed when measuring, recording, calculating, and presenting and evaluating results from tests. This might include use of graphs and charts, percentages and fractions, margins of tolerance and probability. Learners must understand the need to repeat tests often enough to generate secure results.

Interactive media may be used for demonstrating knowledge of structures of the human body. Learners may use email or web-based methods to communicate and exchange information as part of their research. As well as researching, learners may make use of ICT skills in developing and presenting information, including a combination of text, tables, numbers, graphs and/or records, for example when summarising the scientific benefits of physical activity on the body and mind. This might be done as an account or as a poster display.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Wilmore, J. H. & Costill, D. L. (2006). *Dictionary of Sport and Exercise Science (Sports Science)*. Published: A & C Black Publishers Ltd. ISBN: 0713677856.

Human Kinetics Europe Ltd (2005). *Physiology of Sport and Exercise*. ISBN: 0736062262.

Biddle, S. & Fox, K. & Boutcher, S. (2000). *Physical activity and psychological well-being*. Published: Routledge. ISBN: 0415234816.

Bounds, L. & Darnell, G. & Shea, K. *Health and Fitness: A Guide to a Healthy Lifestyle*. Published: Kendall/Hunt Publishing Co, U.S. ISBN: 0757526047.

Thirlaway, K. & Upton, D. (2008). *The Psychology of Lifestyle: Promoting Healthy Behaviour*. Published: Routledge. ISBN: 0415416620.

McArdle, W. & Katch, F. & Katch, V. (2006). *Exercise Physiology: Energy, Nutrition, and Human Performance (Exercise Physiology)*. Published: Lippincott Williams and Wilkins. ISBN: 0781749905.

Anderson, B. (2000). *Stretching*. Published: Shelter Publications Inc. U.S. ISBN: 0936070226.

Stark, F. (2001). *Start Exploring 'Gray's Anatomy': A Fact-filled Colouring Book (Start Exploring (Coloring Books))*. Published: Running Press. ISBN: 0762409444.

Websites

Active Lifestyles

- Health Benefits of Exercising http://hcd2.bupa.co.uk/fact_sheets/html/exercise.html
- Fitness Facts www.shef.ac.uk/usport/s10/fitnessfacts/benefits.html
- Food for Fitness www.foodfitness.org.uk/tip4.aspx
- Healthy and Active Lifestyles in Wales www.wales.nhs.uk/documents/healthactlifewales-e.pdf

Lifestyle Information

- 12 steps to a Healthy Lifestyle www.the12steps.co.uk
- Components of a balanced diet www.openlearn.open.ac.uk
- Lifestyle assessment www.befit4life.co.uk
- Patient UK www.patient.co.uk
- BBC Health www.bbc.co.uk/health
- NHS Direct www.nhsdirect.nhs.uk/
- Mens Health www.menshealth.co.uk
- Change For Life www.nhs.uk/Change4Life
- British Heart Foundation www.bhf.org.uk
- Cancer Research www.cancerresearchuk.org
- NHS Quit Smoking www.nhs.uk/smokefree

Sport and Leisure

- Institute for Sport, Parks and Leisure www.ispal.org.uk
- Institute of Sport & Recreation Management www.isrm.co.uk
- Central Council of Physical Recreation www.ccpr.org.uk
- Sports Leaders UK www.sportsleaders.org
- SkillsActive (SSC) www.skillsactive.com
- Sports Coach UK www.sportscoachuk.org
- Sport England www.sportengland.org
- Youth Sport Trust www.youthsporttrust.org
- UK Sport www.uk sport.gov.uk

Exercise and Fitness

- Register of Exercise Professionals www.reps-uk.org
- BHF National Centre www.bhfactive.org.uk
- Fitness Industry Association www.fia.org.uk
- Volunteering England
www.volunteering.org.uk/Resources/goodpracticebank/Specialist+Themes/Sport+Volunteering/Sport+volunteering+sets+the+pace.htm
- Culture and Sport Participation www.cipem.org.uk/DOCS/Cultureandsportparticipation.pdf
- Growing Kids www.growingkids.co.uk
- Tony Blair Sports Foundation www.tonyblairsportsfoundation.org
- RNIB-Sport for people with sight problems
www.rnib.org.uk/xpedio/groups/public/documents/Visugate/public_sportbld.hcsp
- The European Sports Charter
www.sportdevelopment.org.uk/The_European_Sports_Charter.pdf

Level 1 Unit 4: Introducing the sport and active leisure industry

What is this unit about?

The purpose of this unit is for learners to explore the sport and active leisure industry, its sub-sectors and the wide range of career pathways that are available. This will allow the learner to recommend potential career opportunities available within the industry to others.

The sport and active leisure industry is constantly changing to meet the expectations of its customers. This could be by winning major events or due to changes in funding levels from local authorities in relation to regeneration of parks or for the development of minority sports. Ultimately, this has a big effect on the level and role of employees with the industry.

This unit will help learners to understand the rapidly changing nature of the sport and active leisure industry, how it contributes to the national economy and its relationships with other industries as well as understanding the size and scale of the industry from local, national and international perspectives.

Through this unit learners will be introduced to a wide range of jobs and career pathways within the industry. They will also develop an understanding of the job roles and career pathways within the industry, including the importance of volunteers and their impact on sport and active leisure.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and are embedded in the content:

- creative thinkers
- independent enquirers.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 10 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on page 90–97 of this specification.

Content details

| Learning outcomes The learner will: | Assessment criteria The learner can: | PLTS |
|--|--|-------------|
| 1 Know the size and scope of the sport and active leisure industry | a identify different sectors within the sport and active leisure industry | |
| | b identify size of the sport and active leisure industry | |
| 2 Know the importance of the sport and active leisure industry to the UK economy | a describe contribution of sport and active leisure industry to the UK economy | |
| | b describe common expectations and misconceptions about the industry | |
| | c outline the role of volunteers within the industry | |
| 3 Know relationships of other industries to the sport and active leisure industry | a outline the industry interdependencies with other related industries | |
| | b describe the sub-sector opportunities within the sport and active leisure industry | |
| 4 Be able to recommend potential career opportunities within the sport and active leisure industry | a generate ideas for potential career opportunities within the sport and active leisure industry | CT1 |
| | b present potential career opportunities supporting conclusions | IE6 |

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure learners have fully covered the learning outcomes.

It is important that, through the Level 1 Principal Learning in Sport and Active Leisure, learners receive as broad an experience of the whole sector as possible. Teachers must use examples from a range of sub-sectors, where appropriate and relevant.

- Sport and Recreation
- Exercise and Fitness
- Playwork
- Outdoors
- Caravans.

Learning outcome 1: Know the size and scope of the sport and active leisure industry

industry sectors:

- sport and recreation
 - swimming sessions
 - football
 - bowling
 - tennis
 - rugby
 - athletics
 - cricket
- outdoors
 - climbing
 - mountaineering
 - outward bound courses for schools
 - team building for business
 - extreme sports
 - open water sports
- exercise and fitness
 - aerobics
 - gym
 - sunbeds
 - spas
 - personal fitness
- playwork
 - adventure playgrounds
 - after-school clubs
 - youth groups
 - school holiday activity schemes
- caravans
 - caravan parks
 - campsites
 - UK holiday resorts.

This range of industry sub-sectors and activities within the sport and active leisure industry should be learned as a minimum requirement, in order to gauge the size and scope of the industry.

size of the industry:

- public sector providers
 - trusts
 - local authorities
- private sector
 - chains of health clubs
 - personal trainers
 - DVD and equipment manufacturers
 - theme park manager
 - outdoor pursuits instructor
 - private contractors
 - events steward
- third sector
 - volunteers
 - fundraisers
- development
 - Sport England
 - local sports development officers
 - regional sports development and initiatives
 - national governing bodies
- national standards organisations
 - sector skills councils
 - institute of sport and recreation management
 - ILAM
 - Royal Life Saving Society
 - QUEST
- local, regional and national government
 - Department for Culture, Media and Sport
 - regional development agencies
 - local authorities' leisure departments
 - learning and skills council.

This range of types of organisations must be learned as a minimum requirement in identifying the size of the sport and active leisure industry. Attention must be drawn to the different strands of commercial and public bodies and their contribution to the industry's infrastructure.

Learning outcome 2: Know the importance of the sport and active leisure industry to the UK economy

contribution of sport and active leisure:

- public sector
 - government initiatives
 - funding
 - creation of job roles
- private sector
 - leisure club memberships
- third sector
 - voluntary staff.

The key sectors within sport and active leisure must be learned as a minimum requirement, with reference to the different roles each sector has in contributing to the industry in the UK.

expectations and misconceptions about the industry:

- expectations
 - improve the health of the nation (eg decrease obesity)
 - sport as a means to increase employability (eg management skills)
 - increase awareness of minority activities (eg trekking)
 - increase in 'ladies only' sessions
 - improvement in customer service
 - improvement in responsiveness
- misconceptions
 - poorly paid
 - gym memberships seen to be expensive and inflexible
 - seen as a trend rather than sustainable health improvement
 - seasonal or part-time work is not a valued career.

The range of general expectations and misconceptions about the industry must be learned as a minimum requirement and their impact on how the industry is perceived as a result.

role of volunteers:

- plug skilled gaps in the workforce
- champion sport and active leisure
- encourage participation.

These different roles for volunteers in sport and active leisure must be learned as a minimum requirement, as well as the implications of their non participation in the industry.

Learning outcome 3: Know relationships of other industries to the sport and active leisure industry

industry's interdependencies with other related industries:

- | | |
|--------------------------|------------------------|
| • media | • education and skills |
| • retail | • events management |
| • business | • hospitality |
| • clothing manufacturers | • travel and tourism |
| • manufacturing | • gambling industry. |

These industries are interdependent with the sport and active leisure industry and are the minimum requirement that must be learned.

sub-sector opportunities within the industry:

- sport and recreation (eg leisure centre assistant)
- outdoors (eg activity instructor)
- exercise and fitness (eg fitness instructor)
- playwork (eg activity playworker)
- caravans (eg maintenance operative).

These opportunities are the range that must be learned as a minimum requirement in demonstrating the career range within the different sub-sectors of the industry.

Learning outcome 4: Be able to recommend potential career opportunities within the sport and active leisure industry

generate ideas for career opportunities:

- identify aims and objectives
- gather data against these aims and objectives
- read, evaluate and extract job specific information
- interpret information
- draw conclusions
- brainstorming
- mind mapping
- exploring different possibilities and ideas
- considering feasibility of the ideas.

present career opportunities within the industry:

- use visual aids or images
- keep it short and to the point
- use the rule of three (three messages you want to deliver)
- rehearse
- use anecdotes to illustrate points
- contingency plan (eg technology not working)
- summarise the findings of analysis
- rationale for the final idea
- plan of action, including necessary resources and/or services.

Assessment

This unit is assessed through a centre set and marked assessment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 90–97 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assessment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The purpose of this assessment is to enable learners to demonstrate their knowledge of the job roles, career opportunities and to be able to recommend the potential career pathways available within the industry.

The teacher or local employer should set a realistic brief and objective for the learners to work from. The brief for the assessment must clearly specify who the plan and recommendations are for, who the target audience is, challenges that the learners will need to overcome, and the expected outcome.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assessment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

| Task | Evidence The following must be provided: | Acceptable formats | LO/AC mapping |
|---|--|--|-------------------------------|
| Review of the industry relations within the sport and active leisure industry | <ul style="list-style-type: none">Presentation or report | <ul style="list-style-type: none">Hard copy or electronicThis should be no more than 4 sides of A4. | 1a, 1b, 2a, 2b, 2c, 3a and 3b |
| Recommend career opportunities within the sport and active leisure industry | <ul style="list-style-type: none">Presentation | <ul style="list-style-type: none">Oral presentation or a visual display with written notes or captions. | 4a and 4b |

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assessment will take approximately 10 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assessment, such as case studies, photographs or literature, should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources direct from employers, which will help to give the assessment a real work-related purpose.

The learner must be given suitable resources relevant to the brief.

If information from websites is to be issued to learners to refer to, it is strongly recommended that this information is pre-selected and printed off by the teacher and given to learners' with the assessment brief.

Supervision (medium control)

Learners must be supervised when compiling their reports, presenting oral presentations or producing visual displays.

Collaboration (limited control)

This assessment has not been designed for teamwork purposes.

Weighting of learning outcomes

| Learning outcomes | Marks | Weighting |
|--|-----------|-------------|
| 1 Know the size and scope of the sport and active leisure industry | 6 | 12.5% |
| 2 Know the importance of the sport and active leisure industry to the UK economy | 9 | 18.75% |
| 3 Know relationships of other industries to the sport and active leisure industry | 9 | 18.75% |
| 4 Be able to recommend potential career opportunities within the sport and active leisure industry | 24 | 50% |
| Total | 48 | 100% |

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 90–97.

| Learning outcomes | Band 1 | Band 2 | Band 3 |
|--|--|---|---|
| | The learner has: | | |
| | 0 to 2 marks | 3 to 4 marks | 5 to 6 marks |
| 1 Know the size and scope of the sport and active leisure industry | <p>Identified a limited range of different sectors within the sport and active leisure industry with limited accuracy.</p> <p>Identified the size of the sport and active leisure industry with limited accuracy.</p> | <p>Identified a mostly accurate range of different sectors within the sport and active leisure industry.</p> <p>Identified the size of the sport and active leisure industry with some accuracy.</p> | <p>Identified a wide and accurate range of the different sectors within the sport and active leisure industry.</p> <p>Identified the size of the sport and active leisure industry with a high level of accuracy.</p> |
| | 0 to 3 marks | 4 to 6 marks | 7 to 9 marks |
| 2 Know the importance of the sport and active leisure industry to the UK economy | <p>Given a basic description of the contribution of the sport and active leisure industry to the UK economy with limited accuracy.</p> <p>Described in basic terms common expectations and misconceptions about the industry with limited accuracy.</p> <p>Given a limited outline of the role of volunteers within the industry with limited relevance.</p> | <p>Given a detailed and mostly accurate description of the contribution of the sport and active leisure industry to the UK economy.</p> <p>Described some common expectations and misconceptions about the industry with some accuracy.</p> <p>Outlined the role of volunteers within the industry with some relevance.</p> | <p>Given a thorough and accurate description of the contribution of the sport and active leisure industry to the UK economy.</p> <p>Described in detail a wide range of common expectations and misconceptions about the industry with a high level of accuracy.</p> <p>Given a relevant outline of the range of roles of volunteers within the industry.</p> |
| | 0 to 3 marks | 4 to 6 marks | 7 to 9 marks |
| 3 Know relationships of other industries to the sport and active leisure industry | <p>Given a limited outline of industry interdependencies with other related industries with limited accuracy.</p> <p>Described in basic detail sub-sector opportunities within the sport and active leisure industry covering some aspects with limited accuracy.</p> | <p>Outlined industry interdependencies with other related industries with accuracy.</p> <p>Described in some detail sub-sector opportunities within the sport and active leisure industry with accuracy.</p> | <p>Outlined relevant industry interdependencies with other related industries with a high level of accuracy.</p> <p>Given a thorough description of sub-sector opportunities within the sport and active leisure industry with accuracy.</p> |
| | 0 to 8 marks | 9 to 16 marks | 17 to 24 marks |
| 4 Be able to recommend potential career opportunities within the sport and active leisure industry | <p>Generated a limited range of suitable and realistic ideas for potential career opportunities within the sport and active leisure industry.</p> <p>Presented some potential career opportunities and supporting conclusions with limited reasoning.</p> | <p>Generated some suitable and realistic ideas for potential career opportunities within the sport and active leisure industry.</p> <p>Presented a range of potential career opportunities and supporting conclusions with some sound reasoning.</p> | <p>Generated a wide range of suitable and realistic ideas for potential career opportunities within the sport and active leisure industry.</p> <p>Presented a wide range of suitable potential career opportunities and supporting conclusions with a high level of reasoning.</p> |

Guidance for delivery

Learners will need to be taught the current size, scope and geographical location of the sport and active leisure industry. This can be undertaken through experiential learning by visiting facilities in the local area and researching the breadth of the industry through various media including television, radio, newspapers, magazines and journals.

It is suggested that learners have the opportunity to attend a sport and active leisure industry exhibition/conference which will also add to their learning. This will not only develop an understanding of the size and scope of the industry, but also the contribution that the industry makes to the UK economy.

Learners could analyse the sport and active leisure provision within the local area, supported by analysis of local media to further enhance their understanding of the economic contribution made. Learners could look at one aspect and identify all the links that are made to this and other industries (eg attending an activity session at the local community centre, involves clothing, transport, equipment, buildings or facilities) to provide the knowledge of how businesses inter-relate.

Through these activities, listening to guest speakers and visiting local clubs and community groups, learners should begin to see the impact that volunteers have on the industry. The learners following these activities could look at the major events that have been held or are about to be held to show how much these rely on the volunteers in order for them to operate.

Through the experiential learning suggested in this guidance, learners will have the opportunity to see the range of job roles and career pathways that are available. It may be useful, prior to guest speakers or visits to employers, for learners to prepare questions to ask in relation to the job roles, career pathways and progression routes that exist.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with employers with whom the consortium has links, and which are used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to interact with learners through visits and/or guest speaking, allowing learners to become more aware of the different sub-sectors, demographics, key employers and the wide range of jobs and career opportunities available.

This unit has a number of opportunities for learners to visit sport and active leisure environments, such as the outdoors, playgroups or caravan parks, to develop understanding and visualisation of the scope, size and infrastructure.

This is central to the learners' understanding of the infrastructure of the sport and active leisure industry and it is anticipated that the learners will have the opportunity to look at, discuss and experience these through the activities suggested in this unit.

A range of organisations (National Governing Bodies, Home Counties Sports Associations, SkillsActive, employers) often provide guest speakers that can enrich the learners understanding.

There is a real opportunity for learners to look at job roles, career pathways and progression routes within the industry from a variety of sectors, the outdoors, sport and recreation, caravans, health and fitness and play-work.

It would be ideal to have someone from the industry who has already spoken to the learners or from a local employer who learners have visited to play a role in the assessment. This would add to the real-life feel of the assessment task and help to engage the learner.

It may help to support achievement in this unit if employers are able to set the brief for the assessment.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- analysing and evaluating information on the sport and active leisure provision within the local area, judging its relevance and value (IE4)
- planning and carrying out research into the available career opportunities within the sport and active leisure industry (IE2)

Reflective learners

- assessing themselves and others, identifying career opportunities within the sport and active leisure industry (RL1)
- reviewing progress on generating ideas, acting on the outcomes (RL3)

Self-managers

- organising time and resources, prioritising actions for review of job roles (SM3)

Creative thinkers

- asking questions in relation to the job roles, career pathways and progression routes that exist, to extend their thinking (CT2)

Team workers

- taking responsibility, when generating ideas for career opportunities within the sport and active leisure industry, showing confidence in themselves and others (TW5).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Learners can develop their reading skills by researching the infrastructure of the sport and active leisure industry. They will also develop specialist vocabulary. They might obtain information by making verbal requests for information or help, either face to face or over the telephone. If use is made of guest speakers and visits to local clubs or community groups, learners will need to use active listening skills to get the most from the opportunity. Whilst there is no requirement for group activity, the presentation about the industry, its economic importance and job opportunities may be done verbally and may contribute to a discussion. If learners present their findings in writing, they will need to communicate in a style and language suited to the purpose and audience, structuring their work, though it need not be in a formal report format at this level.

There will be opportunities to develop skills in gathering and analysing data about the size, scope and economic importance of the industry, as well as career opportunities and using the relevant parts to illustrate points within the presentation or report.

Learners may use email or web-based methods to communicate and exchange information as part of their research. As well as researching, learners may utilise ICT skills in developing and presenting information, including a combination of text, images, tables, numbers and/or graphs, for example in a PowerPoint presentation about career opportunities or in a written report about the economic importance of the sport and active leisure industry.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Robinson, L. (2004). *Managing Public Sport and Leisure Services*. Published: Routledge. ISBN: 9780415270779.

Watt, D. (2003). *Sports Management and Administration*. Published: Routledge. ISBN: 9780415274579.

Simmons, R. (2003). *New Leisure Trusts*. Published: Institute of Leisure & Amenity Management. ISBN: 9781873903964.

Stewart, B. (2006). *Sport Funding and Finance (Sport Management)*. Published: Butterworth-Heinemann. ISBN: 9780750681605.

Journals

- Voluntas: International Journal of Voluntary and Nonprofit Organizations Published: Springer Netherlands
ISSN: 0957-8765 (Print) 1573-7888 (Online)
Issue: Volume 16, Number 1/March, 2005.

Websites

For information, updates and changes relating to the National Governing Bodies of Sport and related sports organisations, you are advised to check the 'Get Resources' link on the Sport England website **www.sportengland.org**

Leisure providers

- Leisure Centre.com **www.leisure-centre.com**
- Active Places **www.activeplaces.com**

Central & local government

- Audit Commission **www.audit-commission.gov.uk**
- Dept for Communities and Local Government **www.communities.gov.uk**

Sport and leisure

- Institute for Sport, Parks and Leisure **www.ispal.org.uk**
- Institute of Sport & Recreation Management **www.isrm.co.uk**
- Central Council of Physical Recreation **www.ccpr.org.uk**
- Sports Leaders UK **www.sportsleaders.org**
- SkillsActive (SSC) **www.skillsactive.com**
- Sports Coach UK **www.sportscoachuk.org**
- Sport England **www.sportengland.org**
- Youth Sport Trust **www.youthsporttrust.org**

Exercise and fitness

- Register of Exercise Professionals **www.reps-uk.org**
- BHF National Centre **www.bhfactive.org.uk**
- Fitness Industry Association **www.fia.org.uk**

Level 1 Unit 5: Working with customers in the sport and active leisure industry

What is this unit about?

The purpose of this unit is for learners to develop an understanding of the importance of good interpersonal skills and customer service within what is essentially a ‘people-centred’ industry, enabling the learner to use customer service skills in the sport and active leisure industry.

Customer service and interpersonal skills are crucial to the industry as it relies on providing services to meet customer wants and needs. Whether it is a warm welcome to a children’s activity session or a fantastic experience at an adventure park, the whole visitor experience is affected by the customer service that the individual or group receives.

This unit will give learners the opportunity to observe customer service taking place and to find out whether the service is good or poor and why.

In addition to customer service, learners will gain an understanding of why personal management is crucial for the industry and to identify the interpersonal skills that are necessary for work in the sector.

Through this unit, the learner will develop an understanding of why the industry is described as ‘people centred’ and be able to define what makes first class customer service. By working individually and in teams, learners will develop an understanding of what constitutes good interpersonal skills and why communicating professionally with customers and colleagues is important.

The following personal, learning and thinking skills (PLTS) will support learners’ achievement in this unit and are embedded in the content:

- reflective learners.
- self-managers.

Guided learning hours

This unit has 30 GLH assigned to it, of which approximately 8 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on pages 90–97 of this specification.

Content details

| Learning outcomes The learner will: | Assessment criteria The learner can: | PLTS |
|--|---|------|
| 1 Know the importance of customer service within the sport and active leisure industry | a outline why the industry is described as 'people centred' | |
| | b identify the skills needed to provide 'first class' customer service | |
| 2 Understand the impact of personal management and presentation | a explain why personal management is important | |
| | b explain why interpersonal skills are essential for work in the industry | |
| 3 Be able to use customer service skills in sport and active leisure environments | a use customer service skills managing emotions and maintaining relationships | SM7 |
| | b review customer service skills to inform future progress | RL5 |

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure learners have fully covered the learning outcomes.

It is important that, through the Level 1 Principal Learning in Sport and Active Leisure, learners receive as broad an experience of the whole sector as possible. Teachers must use examples from a range of sub-sectors, where appropriate and relevant.

- Sport and Recreation
- Exercise and Fitness
- Playwork
- Outdoors
- Caravans.

Learning outcome 1: Know the importance of customer service within the sport and active leisure industry

why the industry is 'people centred':

- providing what the customer wants
- treating customers as individuals
- activities are tailored for people
- activities are adapted for people
- the industry needs people to function.

skills needed to provide 'first class customer service':

- verbal communication
 - language
 - face to face
 - politeness
 - tone
- non-verbal communication
 - eye contact
 - facial expression
 - physical presence
 - appearance (eg dressed appropriately)
 - body language (eg smiling when greeting/talking to customers, being friendly).

These skills should be the range learned as the minimum requirement and learners should understand what contribution they make towards delivering exceptional customer service.

Learning outcome 2: Understand the impact of personal management and presentation

personal management:

- time management (eg not being late for work)
- TQM (Total Quality Management)
- smart appearance
- professional
- politeness
- valuing customer and colleague feedback
- ability to accept responsibility
- being cheerful
- positive attitude
- focused on meeting customer needs.

These factors are the range that should be learned as the minimum requirement in understanding what personal management comprises, as well as the need to know why personal management is important in delivering good service within sport and active leisure.

interpersonal skills:

- working with other people (eg in teams)
- being able to support and encourage others
- being able to give and receive constructive criticism as well as being able to negotiate
- building relationships with customers and colleagues
- acting responsibly
- speaking clearly
- showing fairness and consideration.

These skills are the range that should be learned as the minimum requirement in understanding what and why interpersonal skills are a mandatory component to being able to work successfully in the sport and active leisure industry.

Learning outcome 3: Be able to use customer service skills in sport and active leisure environments

use customer service skills:

- suitable greeting
- personal presentation
- eye contact
- positive body language
- following procedures
- verbal customer service
- confirmation of outcome.

review customer service:

- what could have been done in that situation?
- how could have the situation been resolved effectively?
- was the outcome as positive as it could have been?
- what could have been improved/completed differently?
- what skills did the staff demonstrate?

Assessment

This unit is assessed through a centre set and marked assessment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 90–97 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assessment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The purpose of this assessment is to enable learners to demonstrate their skills to present themselves positively in the sport and active leisure industry.

The teacher or local employer should set a realistic brief and objective for the learners to work from. The brief for the assessment must clearly specify who the customer is, the context within which the learner is providing customer service, the challenges that the learners will need to overcome, and the expected outcome.

The assessment may be completed in a real customer service environment or over a series of lessons under classroom conditions and must include practical demonstrations of carrying out an effective customer service within the sport and active leisure industry. This will require a number of practices to build confidence

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assessment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

| Task | Evidence The following must be provided: | Acceptable formats | LO/AC mapping |
|--|--|---|-----------------------|
| Use customer service in a sport and active leisure environment | <ul style="list-style-type: none">Video/tape recording of demonstration or witness testimony | <ul style="list-style-type: none">Witness testimony if carried out in a real environment. | 3b |
| Review customer service skills | <ul style="list-style-type: none">Record of group discussion and own contribution | <ul style="list-style-type: none">Hardcopy or electronic. | 1a, 1b, 2a, 2b and 3a |

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources and collaboration.

Time (limited control)

The assessment will take approximately 8 of the 30 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assessment, such as case studies, photographs or literature, should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources direct from employers, which will help to give the assessment a real work-related purpose.

The learner must be given suitable resources relevant to the brief.

Supervision (medium control)

The learners must be supervised when using customer service skills in the sport and active leisure environment. Learners must also be supervised when reviewing customer service and recording their personal contribution.

Collaboration (limited control)

This assessment has not been designed for teamwork purposes.

Weighting of learning outcomes

| Learning outcomes | Marks | Weighting |
|--|-----------|-------------|
| 1 Know the importance of customer service within the sport and active leisure industry | 12 | 25% |
| 2 Understand the impact of personal management and presentation | 18 | 37.5% |
| 3 Be able to use customer service skills in sport and active leisure environments | 18 | 37.5% |
| Total | 48 | 100% |

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 90–97.

| Learning outcomes | Band 1 | Band 2 | Band 3 |
|--|--|--|--|
| | The learner has: | | |
| | 0 to 4 marks | 5 to 8 marks | 9 to 12 marks |
| 1 Know the importance of customer service within the sport and active leisure industry | <p>Outlined why the industry is described as 'people centred' in minimal detail, covering only some aspects.</p> <p>Identified in limited detail, some of the skills needed to provide 'first class' customer service.</p> | <p>Outlined why the industry is described as 'people centred', covering different aspects in some detail.</p> <p>Identified in detail, a range of skills needed to provide 'first class' customer service.</p> | <p>Outlined why the industry is described as 'people centred', covering all relevant aspects in good detail.</p> <p>Identified in thorough detail, a wide range of skills needed to provide 'first class' customer service.</p> |
| | 0 to 6 marks | 7 to 12 marks | 13 to 18 marks |
| 2 Understand the impact of personal management and presentation | <p>Explained briefly why personal management is important, covering some aspects.</p> <p>Explained briefly why interpersonal skills are essential for work in the industry, covering some aspects with limited accuracy.</p> | <p>Explained why personal management is important, covering some relevant aspects in detail.</p> <p>Explained why interpersonal skills are essential for work in the industry, covering a range of aspects with some accuracy.</p> | <p>Explained clearly and in detail why personal management is important, covering a wide range of relevant aspects.</p> <p>Explained clearly and in detail why interpersonal skills are essential for work in the industry, covering a wide range of relevant aspects with accuracy.</p> |
| | 0 to 6 marks | 7 to 12 marks | 13 to 18 marks |
| 3 Be able to use customer service skills in sport and active leisure environments | <p>Made limited use of customer service skills with limited suitability.</p> <p>Given a limited review of customer service skills to inform future progress.</p> | <p>Used customer service skills with reasonable suitability.</p> <p>Reviewed customer service skills to inform future progress.</p> | <p>Used relevant customer service skills with suitability.</p> <p>Reviewed in detail customer service skills to inform future progress.</p> |

Guidance for delivery

Learners can experience customer service in everyday life. From these experiences and developmental activities related to the sport and active leisure industry, learners will raise their awareness of the principles of first class customer service.

In order for learners to fully explore the 'people centred' industry, it is important that they go out and experience the current provision within the sport and active leisure industry by visiting organisations, both as a customer and as a student, and observing the levels of service they receive.

Through this learning (experiential, visiting and or discussing with professionals or customers) learners need to also develop an understanding of the customer service skills that are related to providing a first-class service and of how these can impact on the customers.

With learners now having developed an understanding of the key components, they should be provided with the opportunity to practice their customer service skills in this environment and build confidence and experience in preparation for their assessment.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with employers with whom the consortium has links, and which are used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to help set the brief for the assessment, thus ensuring a 'real' environment for the assessment to take place, making it far more engaging for the learner.

A key outcome of this unit is that learners experience and deliver a service to customers. The success of this will depend on the opportunities that learners have to engage the customer and the employer in real life situations.

This unit has a number of opportunities for learners to go out and look at a variety of sport and active leisure businesses and to experience for themselves the range of customer service provided, for example visits to outdoor activity centres, caravan parks or play groups.

The learners' exposure to guest speakers from sport and active leisure or outdoor organisations will be invaluable in raising the awareness of the aspects of first-class customer service that each business and customer desires.

This is central to the learners' understanding and development of the ability to provide a service to customers that reaches or aspires to the first call ethos.

It would be ideal for the assessment if a customer service representative was present. Ideally, it would be someone that has worked with the learners at an earlier stage of the unit or it could be someone that has been visited as it would add to the real-life feel of the assessment task and help to engage the learner.

It may help to support achievement in this unit if employers are able to set the brief for the assessment.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- exploring customer service within the sport and active leisure industry from different perspectives (IE3)

Creative thinkers

- asking questions to extend thinking and understanding the importance of good customer service within the sport and active leisure industry (CT2)
- connecting their own and others experiences as a customer within the industry to examine the types of service provided (CT3)

Self-managers

- seeking out challenges or new responsibilities and showing flexibility when priorities change (SM1)

Reflective learners

- evaluating experiences and learning to inform future progress when using good customer service (RL5)

Team workers

- showing fairness and consideration to others when using customer service skills (TW4).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are considerable opportunities for the development of spoken communication skills and putting into practice the principles of verbal and non-verbal communication skills which are integral to good customer service, by interacting with customers. Group discussions and asking questions to get feedback will provide further opportunities to improve interpersonal skills. If guest speakers are invited, learners will need to use active listening skills to get the most from the opportunity.

Learners can develop their reading skills through research and their writing skills through recording group discussions and their own contribution to these or producing written reports. Learners will need to communicate in a style and language suited to the purpose and audience, structuring their work, though it need not be in a formal report format at this level.

There may be opportunities to develop some mathematical skills by looking at data relating to customer service and customer satisfaction, possibly gathering this first-hand by asking customers questions about their experiences. The need for time management will provide further opportunities to practise numeracy skills.

Learners may make use of ICT skills in researching customer service. As well as using the internet or software packages, they may make use of email or web-based methods to communicate and exchange information. Producing written records of discussion or written questions for customer satisfaction surveys would bring further opportunities to utilise ICT skills.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Websites

Leisure providers

- Leisure Centre.com www.leisure-centre.com
- Active Places www.activeplaces.com

Sport and leisure

- Institute for Sport, Parks and Leisure www.ispal.org.uk
- Institute of Sport & Recreation Management www.isrm.co.uk
- Central Council of Physical Recreation www.ccpr.org.uk
- Sports Leaders UK www.sportsleaders.org
- SkillsActive (SSC) www.skillsactive.com
- Sports Coach UK www.sportscoachuk.org
- Sport England www.sportengland.org
- Youth Sport Trust www.youthsporttrust.org

Exercise and fitness

- Register of Exercise Professionals www.reps-uk.org
- BHF National Centre www.bhfactive.org.uk
- Fitness Industry Association www.fia.org.uk

Level 1 Unit 6: Working with specific populations in sport and active leisure

What is this unit about?

The purpose of this unit is to give learners an understanding of the diverse needs of potential users of sport and active leisure facilities. This will enable them to support participation in sport and active leisure for specific populations within their local area.

Sport and active leisure makes a significant contribution to the health of the nation and a major focus of the industry is access for all. Specialist skills are required to engage diverse communities in sport and active leisure; if used correctly, these skills can break down barriers to participation and help to enhance social cohesion as well as improving health through enjoyable activities.

This unit will develop learners' ability to identify specific population groups and the type of sport and active leisure activities suitable for these specific groups.

Through this unit, learners will develop an understanding of the specialist skills required to ensure these groups take part, and why this inclusion is important. They will also become familiar with the typical barriers to participation that are encountered and how these can be overcome or compensated for. Learners will also develop the skills necessary to review the needs of a specific population (and explain how to meet them), along with the implications of current legislation related to equality and diversity.

Guided learning hours

This unit has 30 GLH assigned to it, which includes any preparation for the assessment as part of the learning program. Learners will sit an examination of 1 hour.

Content details

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1 Know the importance of actively promoting participation for all in the sport and active leisure industry | a state ways that specific populations can be identified b state types of specific populations c identify key reasons why specific populations need to be recognised d outline the key implications of equality and diversity legislation |
| 2 Know the range of sport and active leisure needs suitable for specific populations | a state the types of needs for specific populations b state the types of activities suitable for specific populations |
| 3 Know how to overcome barriers to participation for specific populations | a identify the potential barriers to participation b state the specialist skills required to ensure specific populations participate c identify how potential barriers to participation can be overcome |
| 4 Understand how to support participation for specific populations | a describe ways to improve provision for specific populations b describe ways to provide ongoing support for participants |

In this externally assessed unit, PLTS are not referenced against assessment criteria. However, the unit has been designed to provide further opportunities for PLTS development through the learning programme. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure learners have fully covered the learning outcomes.

It is important that, through the Level 1 Principal Learning in Sport and Active Leisure, learners receive as broad an experience of the whole sector as possible. Teachers must use examples from a range of sub-sectors, where appropriate and relevant.

- Sport and Recreation
- Exercise and Fitness
- Playwork
- Outdoors
- Caravans.

Learning outcome 1: Know the importance of actively promoting participation for all in the sport and active leisure industry

ways that 'specific populations' can be identified

- equality or diversity legislation (eg gender or age)
- national awareness campaigns
- research (eg statistical evidence about participation trends)
- national political policies/strategies
- health related campaigns (eg 5-a-day)
- local political policies (eg subsidising)
- jobs (eg development officers)
- local programmes (eg cohesion projects)
- national lottery funding criteria
- national governing bodies of sport
- programmes (eg Kick Racism Out)
- GP referral schemes (eg illnesses or injury)
- disadvantaged groups.

A 'specific population' can include individuals and groups from the following main headings: It is more likely that in the context of the sport and active leisure industry a 'specific population' will be have been identified by one of or a combination of the sub-headings.

types of specific population

gender

- women
- men

young people

- pre-school children
- school children (eg primary, secondary)
- teenagers
- young offenders
- disadvantaged children (eg socially, financially, with single parents).

older people

- 50+
- pensioners
- retired.

people from diverse socio-economic backgrounds

- low income families
- single parent families
- unemployed
- minimum wage
- in receipt of financial support (eg benefits, allowances, pensions)
- from specific areas/regions (eg inner city or rural deprivation).

people with learning difficulties and/or disabilities

- physical
- mental
- learning
- impaired vision
- impaired hearing.

people from different backgrounds

- cultures
- religions.

people with particular health conditions (to include those with injury)

- weight problems (eg obesity)
- heart conditions
- back problems
- stress.

Learners should be aware that these are the range of the drivers for promoting participation that should be learned as the minimum requirement. Learners should also know why there is a real importance for promoting participation for all and what effects participation can have.

key reasons why specific populations need to be recognised

- to overcome poor communication
- to overcome social disadvantage (eg unemployment, single parent)
- to overcome financial disadvantage (eg claim benefits, state pension)
- to identify areas where provision is poor (eg urban/inner city, rural deprivation)
- to improve health (eg 5-a-day)
- to increase participation (eg for diverse specific populations)
- to increase awareness (eg of minority activities and sports)
- to increase equality (eg for women in traditionally male dominated sports)
- to increase diversity (eg removing barriers to social integration, removing institutional discrimination)
- to increase inclusion (eg decrease in vandalism, graffiti, petty crime, unemployment, alienation).

implications of equality and diversity legislation:

- provide equal opportunities to comply with legislation
 - facilities
 - equipment
 - access
 - sessions
 - staffing
- cost (eg implications which some providers may struggle to meet)
- complaints (eg bad publicity, legal action)
- a legal duty to provide for the public
- positive discrimination (eg free swimming for the over 60s).

Learners should be aware that this range of implications should be learned as the minimum requirement to understand the key implications of equality and diversity legislation in sport and active leisure.

Learning outcome 2: Know the range of sport and active leisure needs suitable for specific populations

types of needs

- access to facilities
- provision of activities (eg appropriate, to suit needs, ability, cultural background)
- access to equipment (eg provision of specialist equipment or loan or hire of items)
- programming (eg timing, frequency)
- education/advice (eg medical, dietary, personal exercise programmes to suit health needs)
- instruction (eg qualified tuition, coaching)
- support (eg encouragement, parental support)
- supervision (eg qualified, experienced)
- psychological (eg motivation, enjoyment, sense of achievement)
- financial (eg concessionary rates or free use)
- transport.

types of activities

- individual (eg athletics, squash)
- team (eg basketball, hockey)
- competitive
- non-competitive (eg recreational)
- contact (eg rugby, boxing)
- non-contact (eg swimming, dance)
- impact (eg high/low).

by sector

sport and recreation

- indoor activities (eg badminton, 5 a-side)
- outdoor activities (eg cricket, athletics)
- water based (eg swimming).

outdoors

- water based adventure (eg canoeing)
- land based adventure (eg climbing, abseiling)
- outdoor recreation (eg rambling, fishing)
- jogging.

exercise and fitness

- gym based
 - circuit training
 - weights
 - resistance machines
 - cardio-respiratory
- studio
 - pilates
 - aerobics
 - boxercise
 - yoga
- aqua
 - aqua aerobics
 - hydro-therapy.

play-work

- structured
- free
- indoor
- outdoor.

Learners should be aware that this range of activities should be learned as the minimum requirement for understanding how different sport and active leisure activities should be planned to meet the needs of specific populations.

Learning outcome 3: Know how to overcome barriers to participation for specific populations

potential barriers to participation:

personal barriers

- physical (eg health, disabilities)
- financial (eg costs associated with taking part, membership, disposable income)
- emotional (eg embarrassment)
- health and safety culture (eg parents fear of allowing their children to play)
- transport (eg may lack personal means of transport (see also non-personal))
- available leisure time.

non-personal barriers

- facilities (eg lack of or poor design/access)
- rules and regulations (eg keep off the grass, no ball games)
- programming (eg activities not being included in a programme, lack of time)
- resources (eg lack of funding, finance, staff, coaches, facilities, equipment)
- health and safety risks or dangers (eg the fear of litigation)
- lack of provision for particular populations.

Learners should be aware that this range of should be learned as the minimum requirement in understanding the main barriers to participation. Learners must also be aware of which of these barriers are most relevant for individual population groups.

skills required when working with specific populations:

communication skills

- verbal (language)
- listening
- non-verbal.

inter-personal

- personal presentation (eg dress, appearance, personal hygiene)
- empathy.

customer care skills

- welcoming customers
- safety of customers
- security of customer
- being helpful (eg providing information and advice)
- politeness
- understanding of customer needs.

leadership skills

- motivation.

coaching skills

- in specific activities/demonstration.

technical skills

- setting up activity (eg specialist equipment).

Learners should be aware that different specific populations require particular methods of engagement to encourage them to participate. They should also understand that particular skills are required by employees for different circumstances and differing groups of participants.

how barriers have been overcome:

- planning (eg identifying needs, setting achievable targets)
- re-design or new build to improve access and provision
- financial (eg funding (loans/grants), sponsorship)
- staff development (eg training)
- staff recruitment (eg appropriate, experienced qualified)
- use of the media
- working with community leaders and organisations
- sensitive programming and timetabling.

Learners should be aware that this range of factors should be learned as the minimum requirement in understanding methods that can be used to overcome barriers to participation in sport and active leisure.

3

Learning outcome 4: Understand how to support participation for specific populations

ways to improve provision

- accessibility (eg wheelchair ramps, signage, braille)
- affordability
- availability
- legislation
- cultural sensitivity
- staff recruitment and training.

Learners should be aware of how to make the connection between specific populations and how each of these meets their needs and encourages participation.

ways to provide on-going support:

- continue to programme the session
- put on an additional session on another day/time enabling others to attend
- provide new sessions to keep individuals and groups interested (eg indoor 5 a side football and basketball for children and young people scheduled for times that are suitable for them – such as after school sessions)
- subsidised sessions
- funding to pay for the staff required to run/supervise the session(s)
- campaigns (eg free swimming for children and teenagers)
- advertise the session
- sponsorship
- review provision (eg audit, public consultation).

Learners should be aware of how to recommend suitable improvements that would increase participation for a range of different sport and active leisure services.

Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

Duration: 1 hour

Assessment type: Short and extended answer questions

Number of marks: 48

| Learning outcomes | Assessment criteria | Marks | Weighting |
|--|---|-----------|-------------|
| 1 Know the importance of actively promoting participation for all in the sport and active leisure industry | a state ways that specific populations can be identified | 12 | 25% |
| | b state types of specific populations | | |
| | c identify key reasons why specific populations need to be recognised | | |
| | d outline the key implications of equality and diversity legislation | | |
| 2 Know the range of sport and active leisure needs suitable for specific populations | a state the types of needs for specific populations | 8 | 16.7% |
| | b state the types of activities suitable for specific populations | | |
| 3 Know how to overcome barriers to participation for specific populations | a identify the potential barriers to participation | 12 | 25% |
| | b state the specialist skills required to ensure specific populations participate | | |
| | c identify how potential barriers to participation can be overcome | | |
| 4 Understand how to support participation for specific populations | a describe ways to improve provision for specific populations | 16 | 33.3% |
| | b describe ways to provide ongoing support for participants | | |
| Totals | | 48 | 100% |

Guidance for delivery

This unit provides the opportunity for learners to explore in some depth the benefits of sport and active leisure to society. Through practical activities, they will identify how sport and active leisure has been used to overcome barriers in their local area. Learners can research a variety of communities to see how sport and active leisure could increase participation by specific population groups.

This could be done by visiting organisations, clinics and groups, and using the media (local and national, including newspapers, periodicals and magazines), books, online resources and television.

When delivering this unit, teachers could provide learners with case studies to demonstrate various strategies that have been developed to tackle these barriers through the sport and active leisure industry. It is important to ensure that a range of experiences are provided, ensuring coverage of the learning outcomes. When studying real strategies, learners can become actively involved in proposing solutions, developing supporting arguments and presenting findings to development officers, managers and/or community leaders.

When discussing strategies to overcome barriers to participation, it is vital that the tutor identifies which factors have made the strategies successful, and why some are more successful than others. This will give learners a clear understanding and enable them to draw conclusions and make recommendations for improvement that support specific populations.

With learners having established a knowledge and understanding of the various strategies for inclusion in sport and active leisure, they should become aware that often those factors that work in one community do not work in another.

There are opportunities to make this unit more relevant and interesting by drawing on real issues faced by local authorities or communities. The learners could form teams with sports development officers who are looking to overcome barriers to participation, drawing up their conclusions and presenting their solutions to the managers of the organisation or community.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with employers with whom the consortium has links, and which are used for work experience placements.

It would be helpful for teachers to maintain contact with a range of employers in the sectors in order to keep examples of legislation, policies and codes of practice used in the taught content up-to-date.

For many subjects it will be relatively easy to engage an outside speaker to provide subject-specific expertise. For example, most Local Authorities, Home Countries Sports Councils, County Sports Partnerships and organisations have champions who will be prepared to come and run a session on barriers to participation and how these can be overcome.

Learners will also find that talks by guest speakers, such as playworkers, outdoor activity centre managers, youth development officers, celebrities (local or national) and community leaders from a variety of communities, will be invaluable in identifying the different strategies used to overcome these barriers.

Useful contacts in these areas would be the regional offices of Sport England, Sport Scotland or the Sports Council for Wales; these contacts could also direct learners to alternative sector organisations that have engaged in overcoming the barriers.

The learners can also gain experience by visiting or meeting professionals who are actively involved with specific population groups through sport and active leisure. Such organisations include Local Authorities (Social Services, Youth Services, Sports Development), voluntary clubs, third sector organisations (community and play groups, residents' associations, community centres including intergration centres).

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- considering circumstances and feelings when proposing and recommending ideas for supporting specific populations (IE5)
- exploring issues surrounding how to support participation amongst specific populations in sport and active leisure from different perspectives (IE3)

Creative thinkers

- generating ideas when proposing and recommending ideas for supporting specific populations (CT1)
- connecting their own and others' ideas and experiences of participation in sport and active leisure in inventive ways to extend their understanding of issues within the industry (CT3)

Effective participators

- proposing practical ways forward when recommending ideas for supporting specific populations (EP3)
- identifying improvements that would benefit members of specific populations (EP4)

Reflective learners

- communicating their learning in a way that is relevant to the managers of the organisation or community involved in the activity (RL6)

Team workers

- reaching agreements on how to support participation for specific populations, managing discussions to achieve results (TW2).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are considerable opportunities for the development of reading and writing skills in this unit when examining types of populations and their associated needs and barriers in respect of sport and active leisure. The use of case studies, books, newspapers, journals and the internet to research past developments and the effects these have had on equality and diversity legislation, will draw further on reading and writing skills.

Group discussions, guest speakers and visits will afford learners opportunities to practise their speaking and listening skills.

There may be opportunities to develop mathematical skills by looking at data relating to demographics or historical changes and the uptake of sport and active leisure, or in analysing or comparing local provision in different areas. Learners might develop skills in data collecting and processing by carrying out a survey to increase their understanding of local uptake and barriers, such as what would influence people to participate more.

Learners may make use of ICT skills to research the topics they will cover. As well as using the internet or software packages, they may use email or web-based methods to communicate and exchange information. Keeping records of discussions or research or presenting their findings and recommendations could provide further opportunities to develop ICT skills.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Collins M.; Kay, T. (2003). *Sport and Social Exclusion*. Published: Routledge. ISBN: 978-0415259583.

Torkildsen, G. (1999). *Leisure and Recreation Management*. Published: Spon Press. ISBN: 978-0419229407.

Robinson, L. (2004). *Managing Public Sport and Leisure Services*. Published: Routledge. ISBN: 978-0415270779.

Gratton, C.; Taylor, P. (2000). *Economics of Sport and Recreation*. Published: Spon Press. ISBN: 978-0419189602.

Watt, D. (2003). *Sports Management and Administration*. Published: Routledge. ISBN: 978-0415274579.

Houlihan, B. (1997). *Sport, Policy and Politics*. Published: Routledge. ISBN: 978-0415129190.

Houlihan, B.; White, A. (2002). *The Politics of Sports Development*. Published: Routledge. ISBN: 978-0415277495.

Hill, J. (2002). *Sport, Leisure and Culture in Twentieth-Century Britain*. Published: Palgrave Macmillan. ISBN: 978-0333726877.

Websites

- Sport England www.sportsengland.org/about_us/what_we_do.aspx
- Department for Education www.teachernet.gov.uk/teachingandlearning/subjects/pe/
- Department for Culture Media and Sport www.culture.gov.uk/sport/index.aspx
- Youth Sport Trust www.youthsporttrust.org
- Leisure Centre.com www.leisure-centre.com
- Active Places www.activeplaces.com
- Audit Commission www.audit-commission.gov.uk
- Dept for Communities and Local Govt www.communities.gov.uk
- Institute for Sport, Parks and Leisure www.ispal.org.uk
- Institute of Sport & Recreation Management www.isrm.co.uk
- Central Council of Physical Recreation www.ccpr.org.uk
- Sports Leaders UK www.sportsleaders.org
- SkillsActive (SSC) www.skillsactive.com
- Sports Coach UK www.sportscoachuk.org
- Register of Exercise Professionals www.reps-uk.org
- BHF National Centre www.bhfactive.org.uk
- Fitness Industry Association www.fia.org.uk

4 Assessment guidance

The following information is applicable to all lines of learning and at all levels. This information is also available on www.diplomainfo.org.uk

4.1 Controlled assessment (internally assessed units)

This section of the specification provides instructions for controls that apply across the whole qualification. Specific instructions on controls for task taking are also contained within the assessment section of each unit.

The information contained within this section has been written in accordance with the *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of these instructions as well as this specification must be made available to all subject leaders.

4.2 What is controlled assessment?

- Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking.
- Controlled assessment measures subject specific skills that may not necessarily be judged by external assessment.
- Depending on the level of control defined within the unit, controlled assessments may take place for example:
 - in a normal timetabled lesson or other defined session under supervised conditions;
 - entirely within the centre under supervision with controlled access to resources; or
 - outside the centre and involve research with limited supervision.
- Controlled assessments may take place at anytime during the course. However, centres must ensure that the controlled assessment task issued to learners is appropriate to the year in which the assessment will be submitted to AQA-City & Guilds.

4.3 AQA-City & Guilds approach to controls

The following table sets out the AQA-City & Guilds approach to controls for internally assessed units for the Level 1 Principal Learning in Sport and Active Leisure.

| Aspect | Level 1 | Level 2 | Level 3 |
|-----------------------|----------------|----------------|----------------|
| 1 Task setting | Limited | Limited | Limited |
| 2 Task taking | | | |
| a Time | Limited | Limited | Limited |
| b Resources | Limited/medium | Limited/medium | Limited/medium |
| c Supervision | Medium | Medium | Medium |
| d Collaboration | Limited/medium | Limited/medium | Limited/medium |
| 3 Marking | Medium | Medium | Medium |

Limited control: means that consortia have control over that area, within the guidance set out by AQA-City & Guilds in its documentation on the unit, the qualification and the assessment.

Medium control: means that the parameters for that area of assessment are more closely controlled by AQA-City & Guilds and that anything that can be altered by the consortium is made clear in the appropriate guidance.

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4.4 Task setting (limited control)

AQA-City & Guilds apply **limited control** to task setting across all Principal Learning qualifications. This means that it is the responsibility of consortia to design assessments that are fit for purpose and that cover all the assessment criteria in the unit.

Each unit contains an assessment section which contains instructions on task setting for that unit. Parameters are specified in terms of:

- setting a brief which secures an **applied and sector-relevant purpose** for the assessment
- the importance of setting a **coherent assessment** that covers all the learning outcomes and assessment criteria
- **tasks and activities** to be undertaken, including the level of demand
- the **evidence** that must be produced.

Applied and sector-relevant purpose

The assessment section provides information on the purpose of the assessment which consortia must adhere to when setting briefs and tasks for assessment. The brief must clearly state to the learner what the purpose of the assessment is and the assessment must provide an outcome that would be meaningful to an employer. It may help to support learner achievement if the brief for the assessment is able to be set in collaboration with an employer.

Coherent assessment

The weighting of learning outcomes table shows the weightings of learning outcomes, and should be referred to when setting tasks, so that appropriate depth and breadth can be allocated to different areas of the assessment.

The table in the assessment section of the unit which details tasks and evidence should also be considered when setting tasks to ensure that assessment criteria are covered.

Example assessments are provided for all internally assessed units which aim to help consortia when designing assignments.

Tasks and activities

The task and evidence table in the assessment section of the unit details the types of tasks that may be set to cover the assessment criteria. Consortia may devise different tasks provided that they meet the requirements of the unit and add up to an applied, purposeful activity. When setting tasks, consortia must also specify the controls for task taking in terms of time, resources, collaboration and supervision for each activity.

Learners should be set tasks of equivalent complexity regardless of whether they are expected to achieve marks at mark band 1 of the marking grid or mark band 3.

Evidence

The task and evidence table in the assessment section of the unit details the types of acceptable evidence that should be provided for the assessment and the acceptable format. In some cases, and to ensure access to assessment, the format of the evidence may be altered.

Example assessments

Examples of suitable internal assessment will be made available to all consortia via www.diplomainfo.org.uk. These are examples only and should not be used as off the shelf assessments, but may be adapted to suit local delivery circumstances and requirements.

Internal standardisation

The Domain Assessor at a consortium who has overall responsibility for internal standardisation is also responsible for the standardisation of task setting. This must include checking that the assessment is suitable for the line of learning and the level and that it will allow learners full access to the assessment criteria.

Moderation of task setting

All consortia will receive an early visit by their moderator, which will include checking suitability of controlled assessment internally set and marked units. This visit will also include guidance on marking.

Consortia will also receive detailed feedback following moderation of any units, which includes appropriateness of the tasks set.

4.5 Task taking

Task taking covers the following aspects: time, resources, supervision and collaboration. AQA-City & Guilds will apply either a limited or medium level of control to specific aspects of task taking depending on the unit. The details contained in this section provide information that applies across all of the Level 1 Principal Learning in Sport and Active Leisure. It is the responsibility of the consortium to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the instructions specified by AQA-City & Guilds and the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of the JCQ instructions as well as this specification must be made available to all subject leaders.

Time (limited control)

The overall time to be spent generating evidence for the assessment is specified in the assessment section of each unit. It is up to individual consortia to determine the amount of time to be allocated to each task within the assessment. Although this time does not have to be followed to the minute, it is recommended that variance should not normally be by more than plus or minus 10%.

Resources (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to resources. This means that consortia must determine appropriate physical resources and information sources for the assessment. However, for some units, the level of control for resources will be medium where particular requirements for resources are specified.

Consortia must have access to sufficient equipment to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment such as access to a 'mock shop', use of the internet, or interaction with simulated or live clients/customers will be found in the assessment section of the relevant unit. All resources used, including sources of information, must be clearly referenced by learners.

Guidance on how this should be done can be found in section 4 of the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*.

Collaboration (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to collaboration. Limited control for collaboration means that consortia should determine appropriate opportunities for collaboration during the assessment.

For some units, the level of control applied to collaboration will be medium. This will apply when learners are required to carry out tasks as part of a team and the team-working skills are an integral part of the assessment requirements. In such cases, the information contained in the assessment section will specify the parameters for how the team work should be managed.

Where an assessment is undertaken as a group, for example generating ideas, each learner must write up his/her own account. Even if all learners have the same information, the description of how the information was obtained and the conclusions drawn from it must be in each learner's own words. Alternatively, learners may collaborate in the construction of the product or the presentation but their evaluative responses must be their own and their individual contribution clearly identified.

Teachers/assessors assessing a learner's evidence where group work has been undertaken will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

Where group work/team work is not suitable for the assessment activity, this is stated in each individual unit's assessment section.

Supervision (medium control)

Learners do not need to be under the direct supervision of teaching staff at all times. It is, however, expected that the work submitted for assessment, will be produced or carried out when teaching staff are present. In this way, the consortium can be confident that the work submitted is the learner's own and has not been plagiarised in any way.

Learners may work without direct supervision when preparing to undertake controlled assessments. This will include discussing the task or equipment needed with peers and gathering background information. However, if the activity constitutes part of the assessable outcomes, for example, planning with others or generating ideas, then these activities must be supervised.

Supervision is defined by AQA-City & Guilds as normal classroom/studio/workshop conditions where the teacher or assessor is present in the same room whilst learners are producing the evidence for assessment. It is not required that learners work under examination conditions.

The assessment section in each unit specifies the tasks that must be directly supervised in line with the guidance above and those which may be undertaken without direct supervision. On occasion, the requirement for direct supervision may be relaxed if it is not possible to directly supervise the activity required to produce the evidence for assessment. For example, if the most suitable environment for producing the evidence means that the teacher or assessor cannot be present, such as for customer service activities carried out in a work placement, then the teacher or assessor must ensure that an appropriate person supervises the evidence collection. A signed witness statement must be completed with enough information to allow the teacher or assessor to make a reliable judgement about the evidence. An appropriate person is defined as someone who has a supervisory role within the workplace (or equivalent) and who has the required skills. This person must not be a family member.

Evidence produced in the learner's own home is not acceptable for assessment, as it cannot be authenticated by the assessor or teacher and a parent or carer is not an appropriate person to supervise.

Authentication

Both the learner and the teacher are required to sign the Candidate Record Form (CRF) to confirm that the work submitted for assessment is the learner's own. The teacher must declare that the work was conducted under the specified controls and record details of any additional assistance.

Other materials can be utilised in controlled assessments for research and reference, but sources of information must be fully acknowledged.

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with AQA-City & Guilds instructions contained in this specification and the guidelines contained in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'. To meet the regulator's Operating Rules for Component and Diploma Awarding Bodies, AQA-City & Guilds requires:

- learners to sign the Candidate Record Form (CRF) confirming the work submitted is their own. For forms completed electronically a typed name is sufficient
- teachers/tutors to confirm on the CRF that the work assessed is solely that of the learner concerned and was conducted under the conditions laid down by the specification
- the teacher/tutor responsible for internal standardisation also signs the Centre Declaration Sheet (CDS/PL) to confirm that internal standardisation has taken place and that the work presented is that of the learners named. If only one teacher/tutor has undertaken the marking, that person must sign this form. For each unit, a CRF must be completed for each learner and these, together with the Centre Declaration Sheet for Principal Learning, must be sent to the moderator by the specified date with the final marks. Failure to sign either or both the CRF and the CDS/PL may delay the processing of results.

If the teacher or assessor is unable to sign the authentication statement for a particular learner, then the learner's work cannot be accepted for assessment. If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA-City & Guilds will set the associated mark(s) to zero.

Feedback

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded by the teacher on the Candidate Record Form (CRF) and be made available to the moderator upon request.

Whilst feedback may be provided to learners, the consortium must ensure that the work submitted is the learner's own. On occasions, the assessment task will require that learners are given feedback which they must act upon as part of the assessment. This feedback must be recorded and the learner's individual response noted as part of his/her achievement of the task. If feedback is required as part of the assessment, this will be detailed in the assessment section for that unit.

Please also refer to the section on 'Revision, re-working and interim review of learners' work' below.

Revision, re-working and interim review of learners' work

Learners may make amendments to their work in the light of feedback from their teacher provided that this feedback is in line with the requirements of the unit. Learners must not be allowed to make amendments after the work has been submitted for the final assessment by the teacher.

4.6 Task marking (medium control)

AQA-City & Guilds apply a medium level of control to task marking. The information in this section applies across all units within the Level 1 Principal Learning in Sport and Active Leisure. The assessment grid can be found in the assessment section of each unit.

Guidance on applying the unit assessment grid

In the assessment grid for each unit, mark ranges are specified for each learning outcome. The mark ranges apply to the top of each band. When assessing and marking a learner's work, teachers/assessors should use their professional judgement to identify, for each learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work.

In order to meet the higher level mark band descriptions and therefore achieve higher level marks, learners must show greater depth and breadth of understanding, higher level skills in terms of synthesis, analysis and evaluation, as well as a higher level of independence and originality as required in the assessment criteria.

Aspects of the work that might fall short of meeting, in full, the description but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars of learners' work as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Moderators will also use exemplar work in their early advisory visits to consortia/centres to aid in the consistent application of the marking grids.

Internal standardisation of marking

The consortium is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the consortium has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking (normally the Domain Assessor) must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA-City & Guilds. The consortium is required to send to the moderator a signed form confirming that the marking of work at the consortium has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Further guidance on how to conduct internal standardisation can be found in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'.

Moderation of internal assessment and submission to AQA-City & Guilds

Moderation of internal assessment and submission to AQA-City & Guilds will only be available in the summer term by a fixed deadline that will be published at the start of the academic year.

4.7 Malpractice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds regulations concerning malpractice.

Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Consortia must report suspected malpractice to AQA-City & Guilds.

Learners must **not**:

- submit work which is not their own;
- lend work to other learners;
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to other learners, but learners should be prevented from plagiarising other learners' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by another person or third party without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessment is identified by a consortium after the learners have signed the declaration of authentication, the Head of Centre making entries for the unit must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (www.jcq.org.uk).

Malpractice in controlled assessment discovered prior to the learners signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

4.8 Timing of external assessments

The external assessments will be timetabled twice a year, in January and June and the dates will be published at the start of the academic year.

4.9 Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator will give guidance on task setting; check the arrangements for task taking and review the consortium's marking.

Moderation has two stages. The first is the technical advisory visit to check matters such as coverage of applied learning, understanding of controlled conditions, coverage of PLTS and arrangements for internal standardisation, including use of the marking grids. There is also a requirement at the advisory visits for moderators to see examples of assessment tasks that will be used for controlled assessment.

The second stage of moderation is to check the marking of assessments. This stage will take place at a fixed time in the academic year, and may be through postal moderation or through visit to a consortium. This will depend on the line of learning and the type of evidence submitted. The moderator will review a sample of units and the marks awarded by the consortium, in line with national standards. The consortium may be asked to review its marking following this process. In extreme cases, the work of all learners will be re-marked by the moderator.

5 Administration

5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2011. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 1 Principal Learning in Sport and Active Leisure. Further details of the approval process are available on the website at:

www.diplomainfo.org.uk

5.3 Centre requirements

Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

Lead and domain assessors will be supplied with supporting material, including this specification and exemplars related to internal assessment. These exemplars will also include example learner work and marking guidance.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments.

5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning units:

Unit 1 (SAL1U1)

Unit 2 (SAL1U2)

Unit 3 (SAL1U3)

Unit 4 (SAL1U4)

Unit 5 (SAL1U5)

Unit 6 (SAL1U6)

5.5 Quality assurance

Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by AQA-City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and AQA-City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- setting of appropriate tasks (see Section 4.4)
- the application of appropriate controls for task taking (see Section 4.5)
- training in the use of the assessment grid (see Section 4.6)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.6)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.6).

External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.9. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. AQA-City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators will:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of AQA-City & Guilds
- provide feedback to centres and to AQA-City & Guilds.

In order to monitor compliance with Jcq requirements, particularly for administering external tests, Jcq inspectors will regularly visit centres.

AQA-City & Guilds requires the Head of Centre to:

- 1 facilitate any inspection of the centre which is undertaken on behalf of AQA-City & Guilds
- 2 make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of AQA-City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the learners to their despatch to AQA-City & Guilds.

5.6 Irregularities

Centres must inform AQA of any irregularity, including any learner who arrives late for a test. For detailed instructions please refer to the current Jcq *Instructions for Conducting Examinations* which is available to view or to download from the Jcq's website:

www.jcq.org.uk

5.7 Awarding grades and reporting results

The Foundation Diploma in Sport and Active Leisure will be reported on a three-grade scale: A*, A and B. Learners who fail to reach the minimum standard for grade B will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 1 Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 1 Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

5.8 Certification of the Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCDA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCDA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCDA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCDA in order to certificate whole Diploma qualifications for the Diploma in Sport and Active Leisure at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCDA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

5.10 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the *JCQ Post-Results Services* booklet.

5.11 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

5.12 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*.

This is published on the JCQ website:

www.jcq.org.uk/exams_office/access_arrangements/

or you can follow the link from our website:

www.aqa.org.uk/admin/p_special_3.html

Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to AQA-City & Guilds by the Examinations Officer at the centre.

5.13 Language of examinations

We will provide units for this specification in English only.

5.14 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 1 Principal Learning in Sport and Active Leisure.

Appendix A

Connections to other qualifications

The Foundation Diploma in Sport and Active Leisure incorporates the following qualifications in addition to the Principal Learning:

Functional Skills qualifications in English, mathematics and ICT

For details of the AQA Functional Skills specifications please go to:

www.aqa.org.uk/qual/gcse/functional_skills.php

For details of the City & Guilds Functional Skills specifications please go to:

www.cityandguilds.com/functionalskills

The Level 1 Project qualification

For details of the AQA-City & Guilds Level 1 Project specification go to:

www.diplomainfo.org.uk/aboutdiplomas/projects.html

Appendix B

Additional and Specialist Learning for the Foundation Diploma in Sport and Active Leisure

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Foundation Diploma in Sport and Active Leisure is published on the National Database of Accredited Qualifications. Visit:

www.accreditedqualifications.org.uk

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Diploma in Sport and Active Leisure are also published on:

www.diplomainfo.org.uk

Appendix C

Other issues

European Dimension

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education* 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA-City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.



Level 1 – Principal Learning
Version 2

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