



Qualifi Level 3 Diploma in Inclusive Sport, Coaching and Leisure Management

Specification (For Centres)

November 2022

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop the learner's ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 3 Diploma in Inclusive Sport, Coaching and Leisure Management (603/7374/X)

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualification has been created to develop and reward those learners who are looking to or already have chosen a career in a sport, coaching and leisure management related sectors.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities.

It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The qualification is accredited at Level 3 with a total equivalence of 120 credits. It is envisaged that learners completing the Level 3 Diploma will progress to a QUALIFI Level 4 qualification.

2.2 Rationale for the Diploma

The rationale for the Diploma is to provide a career path for learners who wish to develop their core capabilities within the sports, coaching and leisure management sectors. The outcome of the qualification, which is a recognised UK Qualification, is for learners to develop the skills required by organisations globally.

All QUALIFI programmes create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the leaders and managers of the future through the creation and delivery of learning appropriate for industry.

The qualification will:

- prepare learners for employment; and
- support a range of roles in the workplace.

The qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required in the sports, coaching and leisure sector. It also allows specialist development through the optional units.

The qualification provides a generic core of mandatory units that apply to all related business contexts; and allows learners to select specialisms in the optional units. The qualification is suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment.

Learners can progress into or within employment in a related sector, either directly on achievement of the awards or following further study to any of QUALIFI' Level 4 Diplomas.

2.3 Aims of the Diploma

The Level 3 Diploma in Inclusive Sport, Coaching and Leisure Management is particularly suited to practicing team leaders seeking to move to the next level of management. It will also provide an entry level qualification for those who have studied sports, coaching and leisure related subjects at Level 3 and who wish to gain further skills and competencies for employment or to progress to University.

The Level 3 Diploma is designed to provide learners with a broader knowledge of effective skills, while focusing on key areas specific to the workplace. In addition, industry has recognised that training and management is essential for business growth, particularly in high paced environments that need to respond to a rapidly changing environment. To achieve this the essential attributes of being able to communicate, inspire and lead are often lacking, which are seen crucial to achieving organisational success.

2.4 Learning Outcomes of the Diploma

Learners studying for the Level 3 Diploma in Inclusive Sport, Coaching and Leisure Management Studies will be expected to develop the following skills during the programme of study:

1. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
2. Apply subject knowledge and understanding to address familiar and unfamiliar problems
3. Recognise the moral and ethical issues of practice and research; appreciating the need for ethical standards and professional codes of conduct
4. An appreciation of the interdisciplinary nature of business and service provision
5. Capacity to give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists
6. Transferable skills and knowledge that will enable individuals to meet changes in business
7. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with a Level 3 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an application and approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments/agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

Qualifi Level 3 Diploma in Inclusive Sport, Coaching and Leisure Management

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following:

- qualifications at Level 2 and/or;
- work experience in a business environment and demonstrate ambition with clear career goals;
- Level 3 qualification in another discipline and want to develop their careers in management.

In certain circumstances, learners with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 5 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education post-graduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

Please note that for progression pathways to undergraduate studies at higher education institutes, there may be additional academic or language requirements. In such cases, applicants will be made aware during the interview stage.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The Qualifi Level 3 Diploma in Inclusive Sport, Coaching and Leisure Management is a Level 3 qualification made up of 120 credits.

All units are 10 credits in value. These units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 10-credit unit approximates to a TQT of 100 hours incorporating 65 hours of GLH.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

There are 8 mandatory and 6 optional units for this qualification. All units cover a number of topics relating to learning outcomes.

Learners are required to complete twelve units to achieve the 120 credits required to gain the Diploma. This includes 8 mandatory and 4 from 6 optional units. Learners will be expected to attend lectures and workshops that will introduce the subject matter. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas. Units require reflective exam sets and/or summative assessments for marking.

Unit Reference	Mandatory Units	Level	TQT	GLH	Credits
A/618/6960	Managing Sport Development	3	100	65	10
F/618/6961	Analysis of Sports Performance	3	100	65	10
J/618/6962	Sports Leadership and Management	3	100	65	10
L/618/6963	Sports Nutrition	3	100	65	10
R/618/6964	Psychology for Sports Performance	3	100	65	10
Y/618/6965	Working with Participants with Disabilities in Sport and Active Leisure	3	100	65	10
D/618/6966	English for University Studies	3	100	65	10
H/618/6967	Communication and Cultural Skills for University	3	100	65	10
Unit Reference	Optional Units	Level	TQT	GLH	Credits
K/618/6968	Coaching for Performance	3	100	65	10
M/618/6969	Sports Legacy Development	3	100	65	10
H/618/6970	Understanding the Principles of Safe and Equitable Coaching Practice	3	100	65	10
K/618/6971	Inclusivity, Equality and Diversity in Managing Sport and Physical Activity	3	100	65	10
M/618/6972	Health, Safety and Risk in Sport Management	3	100	65	10
T/618/6973	Customer Service in Sport and Physical Activity	3	100	65	10

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **Qualifi Level 3 Diploma in Inclusive Sport, Coaching and Leisure Management** can progress to:

- a QUALIFI Level 4 qualification, or
- directly into employment in an associated profession.

In addition,

This Level 3 Diploma in Inclusive Sport, Coaching and Leisure Management may provide international students access to year one of undergraduate studies in sports, coaching and leisure at Irish higher education institutes.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

Our qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

For more information, please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

The qualification is a pass/fail. Learners must achieve a minimum of 40% on each unit to pass. When a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

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

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

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

Unit 1: Managing Sport Development

Unit code: A/618/6960

RQF level: 3

Introduction

Sport development has evolved and is an important part of today's sports industry. The effectiveness of sport development has a direct impact on many current issues in sport including the performance of athletes at major events, healthy living and developing key life skills. Sport development is about positive change. In this unit you will look at sport development and the diverse work of sport development officers. You will explore the key concepts in sport development including the sport development continuum, target groups and barriers to participation. You will also explore the cross-cutting agendas in which sport development plays a significant role.

Participation in sport and exercise is at the core of the work of any sport development officer. You need to understand what may prevent people from participating in sport, whether it is cultural, financial or for another reason. You will identify the needs of key central and local target groups and what can be done to allow these groups more access to sport and exercise. You will also study sport development in practice including within local authorities, sport's national governing bodies, voluntary clubs and other organisations. Sport development is largely about project management. These projects are seldom delivered in isolation, and you need to develop an understanding not just of other stakeholders or funding sources but also the protocol for designing and delivering a multi-agency project. You will be expected to investigate different organisations involved in sport development. These organisations can help with funding, sponsorship or even assist in supplying volunteers for events and research.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must be able to:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Examine key concepts in sport development.	1.1 Describe the sport development continuum and the purpose of each level. 1.2 Describe barriers to participation for individuals from different target groups at different levels of the sport development continuum.
2. Explore the key providers of sport development.	2.1 Describe the organisation, providers and structure of sport development. 2.2 Explain different roles in sport development and the associated roles and responsibilities.

3. Investigate sport development in practice.	3.1 Explain local and national sport development initiatives. 3.2 Produce a project plan for a sport development activity which is linked to a specific target group, explaining how success can be measured.
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Indicative Content

- The sport development continuum
- Purpose of sport development
- Barriers to participation
- Target groups
- The organisation of providers of sport development
- National organisations relevant to the country the sport is being delivered in.
- Structure of sport development organisations
- Roles and responsibilities of job roles in sport development
- Initiatives
- Project planning
- Measures of success

Delivery Guidance

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

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

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

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

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

Assessment Guidance

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

LO1 Learners will give a clear, objective account in their own words of the relevant features and information about each level of the sport development continuum. Learners will consider barriers to participation for individuals from three different target groups, at different levels of the sport development continuum. Learners will look at different sport development providers in their country, including their structures and roles.

LO2 Learners will give a clear, objective account in their own words of the relevant features and information about the three types of sport development organisations. Learners will show clear details and give evidence to support a view of the roles and responsibilities of three different professionals working in each of the three types of sport development organisations.

Learners are able to show that they comprehend the roles and responsibilities, and the suitability for purpose of each.

LO3 Learners will show clear details and give evidence to support a view on two local and two national sport development initiatives. Learners could show how conclusions are drawn. Learners are able to show that they comprehend the objectives of each, and its suitability for purpose and how effective the initiatives have been.

Learners create a project plan for a sport development activity which is linked to a specific target group that will contain some factors and information, but gives only brief consideration to the measures for success.

Suggested Resources

Textbooks

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

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

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

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

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

Journals

International Journal of Sport Management and Marketing

Journal of Sport, Education and Society

Sociology of Sport Journal

Websites

Olympic Association www.olympics.org

National Association for Sports Development www.nasd.uk.com

Sport England www.sportengland.org

Sport Ireland www.sportireland.ie

Federation of Irish Sport www.irishsport.ie

Unit 2: Analysis of Sports Performance

Unit code: F/618/6961

RQF level: 3

Introduction

Coaches and athletes are always striving for the marginal gains that will lead to improved performance and success. Sports performance analysis provides the tools and framework for analysis, which then allows the identification of the key performance factors and areas for athletes' improvement.

You will learn the components of successful performance in sport and the different methods of analysis that are applied to the different areas of performance. You will analyse sport through performance profiling to identify different areas of performance, including measures of fitness factors and various measures employed to technical and tactical components for success. When factors effecting successful performance are established then suitable measures for the performance will be produced and practical observation of athletes performance made. Based on this structured observation areas of improvement can be identified and future training feedback to athletes.

This unit will prepare you for progression to higher education or a career in sports coaching by developing your skills in presenting data, analysis and understanding of sports performance.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must be able to:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Examine methods for analysing sports performance.	1.1 Explain methods and techniques for analysing sports performance.
2. Explore ideal modes, benchmarks and protocols for performance analysis.	2.1 Explain methods and techniques for analysing sports performance. 2.2 Produce protocols and materials to use for performance analysis of an individual athlete or team.
3. Carry out an analysis of sports performance of an individual athlete or team.	3.1 Collate data and present in a suitable format, from an observation of an individual athlete or team performance.
4. Review the collected analysis data and provide feedback to individual athlete or team.	4.1 Review collated data providing feedback to an individual athlete or team on their sporting performance.

Indicative Content

- Performance profiling
- Methods of analysis
- Techniques for sports analysis
- Information sources to establish ideal performance models and benchmarks
- Protocols and materials for performance analysis
- Carrying out a sport analysis
- Collating and presenting analysis results
- Comparing data to benchmarks and ideal model
- Providing feedback to an athlete or team on performance

Delivery Guidance

This unit aims to give learners the skills needed to carry out structured observation of a sports performance, to identify areas for improvement and to provide training feedback to athletes. Learners will study the components of successful performance in sport and the different methods of analysis that are applied to different areas of performance. They will analyse sport through performance profiling to identify different areas of performance, including measures of fitness, tactics and technical components for success. This unit can be taught with practical sessions to enable learners to study and use different methods of performance analysis, to understand benchmarks for performance, and to use tools for analysing performance and providing feedback.

LO1 Learners will need to examine methods and techniques for analysing sports performance. They will need to be able to recommend specific methods and techniques for individual or team performance analysis and be able to justify their recommendations. You should introduce learners to the purpose of performance profiling and enable them to carry out different methods used for analysing sports performance. Learners need to be given the time and equipment needed to practise using the techniques needed to carry out sports analysis. You should give learners the opportunity to observe coaches working with individuals and teams so that they will be able to see how performance can be measured and analysed in a sporting environment.

LO2 Learning should be centred on exploring established ideal models, benchmarks and protocols for performance analysis of an individual athlete or team. Introduce learners to different information sources to research ideal performance models and benchmarks. Case studies would be useful for learners to explore how to use and apply protocols and materials for performance analysis. Learners need to be given time, facilities and relevant equipment to practise using these methods.

LO3 Learners must carry out an analysis of a sports performance of an individual athlete or team. Learners should use the performance analysis protocols and materials developed in LO2. They should carry out the performance analysis, collate their data and present their results. They must also set goals for the individual or team for future development. This learning aim is best delivered through practical sessions. Learners will require access to the relevant equipment and facilities needed for their chosen sport/athlete.

LO4 Learning should be centred on the analysis of collated data and on providing detailed feedback to the individual athlete or team analysed in LO3. Learners must also set goals for future development of the individual/team. You should introduce learners to the purpose of comparing data to benchmarks and ideal models. Learners must be given the equipment and facilities needed to practise carrying out observational analysis on an individual athlete or team. You could use peer workshops to enable learners to give feedback and rehearse setting goals. This could also be done with the use of case studies to enable learners to see a range of different performance data. Learners then need to be able to give feedback on performance and setting goals.

Assessment Guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit.

The first assessment for this unit is a report that focusses on methods of analysing sports performance and evaluates their relevance and usability for a coach. Learners will draw on a range of performance profiling methods and testing and analysing techniques that gather information from across the range of the stated content. They will explain aims and purpose, logistics, equipment, timing and the process of performance profiling methods, as well as the concepts that underpin the process.

The second assessment is a presentation which explains the performance demands, ideal models and performance benchmarks of an individual or team sport. Using this information learners must then produce their own analysis method for their chosen sport. Learners should draw on varied sources of information, e.g. journal articles, appropriate textbooks, national governing bodies, live performance and statistics to evaluate ideal models, benchmarks and analysis processes.

The final assessment is a report of an observational analysis on an individual athlete or team, which provides feedback on performance and setting goals. Learners can be expected to collate and present in a way that shows basic data collection and uses simple presentation format. The learners can then review the gathered observation data by appraising existing data collection and making a formal assessment of it. Presentation of feedback to an individual or team on their performance can identify strengths and areas for future development.

Suggested Resources

Textbooks

Bartlett R – *Introduction to Sports Biomechanics* (Routledge, 2006) ISBN 9780415339940

Carling C, Reilly T and Williams A – *Performance Assessment for Field Sports: Physiological, Psychological and Match Notational Assessment in Practice* (Taylor and Francis, 2008) ISBN 9780415426848

Hazeldine R, *Fitness for Sport* (The Crowood Press, 2000) ISBN: 9781861263360

Maud PJ and Foster C, *Physiological Assessment of Human Fitness*, Second Edition (Human Kinetics Europe, 2005) ISBN: 9780736046336

O'Donoghue P, *An Introduction to Performance Analysis of Sport* (Routledge Studies in Sports Performance Analysis) (Routledge, 2014) ISBN: 97804157398861

Journals

Exercise and Sport Sciences Reviews

International Journal of Sports Science and Coaching

Peak Performance

Research Quarterly for Exercise and Sport

Websites

www.1st4sport.com – Coachwise

www.bases.org.uk – The British Association of Sport and Exercise Sciences

www.humankinetics.com – Human Kinetics

www.sportsci.org – Sport Science

www.sportscoachuk.org – UK Coaching

www.topendsports.com – Topend Sports: the Sport and Science Resource, which provides a range of information on sport, sport medicine and sports psychology

Unit 3: Sports Leadership and Management

Unit code: J/618/6962

RQF level: 3

Introduction

Sports leadership takes many forms and with the sports industry growing each year, more members of society are opting to participate in sport in some way. With participation levels rising, the supervision and coaching of sport is no longer the sole responsibility of qualified professionals, such as physical education teachers and qualified coaches, but also volunteers have leadership roles. More and more individuals take up the challenge of a coaching or leadership role each year, with many volunteering in the sector.

This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. You will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event.

You will develop knowledge and understanding of sports leadership, which will guide you towards gaining a good level of confidence that would assist you in pursuing a career in a leadership role or support your progression to higher education.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must be able to:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Understand the roles, qualities and characteristics of an effective sports leader.	1.1 Discuss the skills, qualities and characteristics of three different leadership roles in different sport and exercise activities or environments. 1.2 Explain the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments
2. Examine the importance of psychological factors and their link with effective leadership.	2.1 Discuss how key psychological factors may affect sports leadership within different sport and exercise activities or environments.
3. Explore an effective leadership style when leading a team during sport and exercise activities.	3.1 Demonstrate a chosen leadership style, using appropriate skills when leading a team during a sport and exercise activity.

	3.2 Review the impact of own leadership style on the performance of the team during the sport and exercise activity
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Indicative Content

- Different leadership roles
- Skills, qualities, characteristics and application
- Importance and effective use of skills, qualities and characteristics when leading
- Psychological factors that could impact on leadership
- Leadership and psychological factors
- Expectations of leadership
- Practical skills required for different leadership styles
- Leading a sport and exercise activity
- Effectiveness and impact of leadership on a sport and exercise activity

Delivery Guidance

LO1 Learners could explore the different leadership roles that are required for achieving success in a sports or exercise setting. Research into the expected ‘job descriptions’ for each of the roles would be highly beneficial, with learners going on to explore the skills, qualities and characteristics of the roles. It would then be valuable for learners to participate in a series of practical tutor-led sessions, demonstrating to learners the skills, qualities and characteristics of a leader to enable them to visualise their application. A part of the tutor-led session to help the visualisation for learners can, for example, be a demonstration that is well organised, includes clear communication, builds a good rapport, sets goals, is engaging and shows the leader as being fearless. Learners could then go on to lead short sessions to explore their own skills, qualities and characteristics early within the unit – this will allow them to prepare effectively for LO3.

LO2 It would be beneficial to deliver the main aspects through tutor-led theoretical sessions, focusing upon each psychological area in turn, to ensure learners develop the specific knowledge required. These sessions could include small group work and pair work to help facilitate discussion and consolidate knowledge and understanding. Supporting these sessions could be independent learner work or small group work. For example, learners may research aspects such as social loafing and the Ringelmann effect, producing written notes of their findings.

Delivering LO2 would be facilitated by an external input. This could come in the form of a visit and/or a guest speaker. The visit could be to a local leisure centre where learners can discuss the importance of psychological factors with an instructor. The guest speaker could lead an interactive session discussing leadership, with learners making notes throughout the progression of the session.

LO3 Learners further develop the skills they started to develop in LO1 to lead a sport and exercise activity before evaluating this effectively. After developing knowledge of effective leadership roles and the expectations placed on leaders and effective leadership teams, an introduction to the

practical skills required to lead effectively would be beneficial for learners to ensure that they are able to practise these.

Learners are required to develop their understanding of effective leadership styles and select the leadership styles most suited to them. It would be valuable to learners that you allow them the opportunity to observe different leadership styles in action, for example, what a democratic leader looks like. This would be useful before allowing them the opportunity to discover their own leadership style. Learners could complete this by delivering a series of small activities under the guise of different leadership roles. For example, in small groups, learners may be given a leadership style and role to adopt while delivering a short activity. They should consider their thoughts and feelings in relation to this and whether they believe it is right for them. Learners should have the opportunity to use the different leadership styles in a practical situation.

Before any practical leadership takes place for assessment purposes, all learners can develop their planning ability by producing a plan of a sport and exercise activity. Introduce them to writing an effective plan by sharing your own planning methods and the information that you would include. Learners are required to include key aspects such as aims and objectives, the use of SMARTER targets, identifying their leadership roles, styles and effective leadership roles.

Assessment Guidance

The recommended assessment for this unit includes two assignments. The first assignment focuses on LO1 and LO2 and the second on LO3.

You may decide to split the first assignment into two sections to help the learners include the information required – section 1 (to produce a written report) may be completed after LO1 is taught, with section 2 (to produce a report) then completed after LO2 is taught. These two documents can then be joined together to create evidence for assignment 1.

For assignment 2, you should record learners completing their leadership activity or take photographs with learners providing detailed annotations. This visual evidence should be accompanied by effective, relevant paperwork evidence including a plan of the session and risk assessments. On completion of the session, an evaluation of their leadership should be undertaken. This can be visual or written.

Suggested Resources

Textbooks

Dorfman HA, *Coaching the Mental Game: Leadership Philosophies and Strategies for Peak Performance in Sports and Everyday Life*, Taylor Trade Publishing, 2005 ISBN 9781589792586

Edginton C et al, *Leadership for Recreation and Leisure Programs and Settings* (Second Edition), Sagamore Publishing, 1999 ISBN 9781571674371

Hellison D and Martinek T, *Youth Leadership in Sport and Physical Education*, Palgrave Macmillan, 2009 ISBN 9780230612365

Martens R, *Successful Coaching* (Third Revised Edition), Human Kinetics Publishers, 2004 ISBN 9780736040129

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

Websites

Olympic Association www.olympics.org

National Association for Sports Development www.nasd.uk.com

Sport England www.sportengland.org

Sport Ireland www.sportireland.ie

Federation of Irish Sport www.irishsport.ie

GAA www.gaa.ie

Unit 4: Sports Nutrition

Unit code: L/618/6963

RQF level: 3

Introduction

The importance of good nutrition and hydration in sports and physical activity has grown in popularity in recent years. The significance of a healthy balanced diet and its links to good health and improved sports performance is now a key aspect of the sports person's lifestyle; whether they are an elite athlete, semi-professional competitors or amateur participants. The importance of this is also extended to members of the sports team such as coaches, outdoor activity instructors, personal trainers and strength and conditioning personnel. The demands of rigorous training and competition schedules can have negative effects on the health of every sports participant, but the individual's diet can have a considerable effect on performance. Involving the sports performer in the planning of their diet can result in improved health benefits, as well as promoting adequate refuelling and hydration, leading to improved sporting performance. Any adjustment to the nutrition plan can also be linked to energy requirements and expenditure for a variety of different sports and events.

In this unit you will look at the concepts of nutrition and digestion, exploring the physiology of the digestive system and how food is broken down and subsequently utilised by the body. You will then be introduced to the components of a balanced diet and common terms linked to nutritional requirements. You will also explore energy intake and expenditure and how this can be measured in different ways for individual sports performers. You will also consider the availability, costs and accuracy of these measures and how relevant they are to the participant. You will look at hydration and diet for different sporting activities and investigate the sporting demands of performers and how nutritional requirements will vary for each individual. The inclusion of sports drinks, gels and traditional methods of hydration will be considered, alongside the activity levels and fitness levels of the individual and legislation relating to doping for increased performance. Finally, you will be able to apply knowledge and understanding by producing a realistic diet and hydration plan.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must be able to:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Examine concepts of nutrition, hydration, diet and digestion.	1.1 Describe concepts of balanced diet and sources of nutrition from recommended guidelines. 1.2 Describe hydration and its effects on sports performance. 1.3 Describe the structure and function of the digestive system in terms of digestion, absorption and excretion.
2. Explore energy intake and expenditure for sports and physical activity.	2.1 Describe energy intake, expenditure and balance in sports performance.
3. Investigate legislation, guidance and procedures associated with anti-doping.	3.1 Outline legislation, guidance and procedures associated with anti-doping in sport.
4. Produce a diet and hydration plan to support a selected sport or physical activity.	4.1 Perform a nutritional assessment for a selected sports performer. 4.2 Plan an appropriate two-week diet and hydration plan for a selected sports performer for a selected sports activity.

Indicative Content

- Nutrition
- Hydration
- Diet
- Digestion
- Energy
- Energy balance
- Performance enhancing substances and drugs
- Anti-doping legislation and guidance
- Testing protocols and methodology
- Activities
- Planning diets

Delivery Guidance

LO1 focuses the learner in appreciating the macro and micronutrients used to build a balanced diet whilst developing an understanding of the terminology used in the nutritional sector. Using sporting role models, learners will appreciate the role of food in the preparation for performance. Hydration is a vital element for a successful performance therefore learners will develop key knowledge and understanding of the appropriate fluid intake essential to a performer's diet. Guest speakers can be invited into the session to offer a personal experience of their fluid intake and examples of dehydration in their performance. Sport drinks companies offer support for educational

organisations with resources or workshops being made available for assessors to use to enhance the learning experience, therefore a guest speaker from Lucozade could be arranged for additional information for learners. Appreciating the components of a balanced diet, whilst examining the influences on health, is critical in gaining further understanding of the impact of obesity, cancers and heart disease not only in everyday life but for sporting success too.

Using interactive methods to understand the digestive system enables learners to gain an insight into the journey of food through the body, and how digestive juices and enzymes extract the nutrients ready for the body to absorb through the villi. Developing knowledge in this area will allow appreciation of diet for sports performers and the impact of digestion and absorption as well as excretion.

LO2 Explores how important the sources of energy are to a performer's diet whilst researching how the value of energy is measured. Using sporting examples to reflect on the energy demands of selected sports is key to learners appreciating the importance of ensuring intakes matches the expenditure. Body composition is a consideration for performers and coaches when selecting playing positions or events. Learners are offered the opportunity to appreciate the term whilst using the equipment available to measure their peers BMI to gain further understanding.

LO3 The topic of performance enhancing drugs has always been a topic of debate, as the rules are adapted for modern performances athletes have enhanced access to research and guidance to support their control of the use of drugs when achieving their sporting goals. Learners will use news reports and articles to investigate the performers who have flouted the rules whilst appreciating the World Anti-Doping Agency's drive to allow sport to be a natural performance by hard- working athletes.

Performance is a balance between talent, hard work and psychological impacts as well as nutritional requirements. with many athletes concerned about body weight and more importantly their body mass index (BMI). Learners will appreciate the context of the term BMI through tutor information whilst discovering the importance of BMI to performance in selected sports. A guide to measuring body mass index will be created whilst using equipment available at the centre to discover the statistics of their peers and other sports performers.

Appreciating basal metabolic rate (BMR) is crucial in developing a holistic view of an athlete's requirements as the intake of calories is often reflected on to gain an insight into the assessment needs of a performer. Many factors affect BMR with current news articles discussing the impact of age, gender as well as levels of physical activity. Learners will gain information from a tutor presentation whilst working in small groups to discuss the impact on selected athletes and sports.

Assessment Guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit.

It is suggested that learning outcomes 1, 2 and 3 are assessed through the first assignment brief. Learners will base their evidence on sports performers who would benefit from nutritional guidelines to enhance their performance. A case study would be produced as the evidence to demonstrate learner understanding of the nutritional requirements for success in a specified sport. It is suggested that for learning outcome 4 the learner will generate a two-week diet plan for a selected player once an assessment has taken place on their current nutritional choices, whilst hydration levels will also be taken into account.

LO1, LO2 Learners should create a case study on a sports performer's nutritional and fluid intake. The case study should be split into six sections to cover the unit content outlined in the specification. Professional sports performer examples from a variety of sports can be included to enhance the case study, including sports science that has impacted on their nutritional choices. Pictures, diagrams and information can be used in the generation of evidence to demonstrate the understanding of the digestive system.

LO3 Learners should write a report that outlines the legal policy on drugs in sport, whilst making links to selected sports performers as examples in the report. References should be used to outline the legislation as well as guidance and procedures for players and coaching staff. Information should be included from Global Dro on the accepted as well as the prohibited drugs in the selected sport. Player rights and responsibilities should be addressed with examples from sport to enhance the points. Learners should provide strategies that the sports performer can undertake to be fully informed of drug protocols, examples from current performers could be used to enhance learner evidence. Learners should complete the report by examining the testing protocols within the selected sport for players in training and competitions.

LO4 Learners would benefit from interviewing a sports performer either from a local sports club, a semi-professional club or a professional club depending on contacts within the community. Initially learners should assess the player's current nutritional intake and hydration levels and choices, completing a questionnaire and food diary during the interview. Once the base line assessment has been carried out, learners should assess the data against recommended amounts before creating a revised two-week plan to address the needs of the performer during their training and competitive performances. A justification of the new plan should be attached to the evidence and learners should offer reasons on why they have included certain foods and amounts as well as hydration ideas. The justification should include the impact on the performer's performance, if the new plan was adopted.

Suggested Resources

Textbooks

Bean, Anita – *The complete guide to Sports Nutrition* (Publisher, A&C Black, London 2009) ISBN 9781408105382

Benardot, Ben - *Advanced Sports Nutrition* (Publisher: Human Kinetics 2020) ISBN 978-1492593096

Currell, Kevin – *Performance Nutrition* (Publisher: The Crowood Press Ltd (2016) ISBN 978-1785002229

Girard Eberle, Suzanne – *Endurance Sports Nutrition* (Publisher Human Kinetics 2013) ISBN 978-1450432153

Jordan, Matt – *Sports Nutrition* (CreateSpace Independent Publishing Platform 2017) ISBN 978-1981781867

Chester, Neil – *Drugs in Sport* (Routledge; 7 edition (21 Feb. 2018) ISBN 978-0415789417

Journals

Exercise and Sport Sciences Reviews

International Journal of Sports Science and Coaching

Peak Performance

Research Quarterly for Exercise and Sport

Websites

<https://www.active.com/nutrition/articles/athletes-what-to-eat-and-when-for-topperformance?page=2>

<https://www.nutritionist-resource.org.uk/articles/sportsnutrition.html#theimportanceofsportsnutrition>

<https://www.nutrition.org.uk/healthyliving/an-active-lifestyle/eating-for-sport-and-exercise.html>

<https://jissn.biomedcentral.com/articles>

Unit 5: Psychology for Sports Performance

Unit code: R/618/6964

RQF level: 3

Introduction

How often do we hear about sporting success being attributed to a performer's mental state or the way that a team function? In modern day sport, success is the result of several variables. These include physical preparation, appropriate strategies or tactics, nutritional plans, self-control and mental strength. Sports performers are leaving no stone unturned to gain that extra edge to help them achieve success and as a result the application of psychology in sport has become increasingly prevalent in modern society.

In this unit you will develop knowledge of sport psychology and how psychological techniques can be applied to influence the performance of individuals and teams. Initially, you will look at personality, which is seen as the basis for behaviour, and how this is a key factor in choosing sport and subsequent level of achievement. A second major factor in successful sports performance is the motivation of the individual and how this can be developed and influenced.

You will then move away from the individual and start to address the environments that sports people find themselves performing in and how these can affect both motivation levels and stress levels. The sports performer's ability to deal with increasing levels of stress and anxiety will be vital to their performance, and while stress often plays a positive role in sports performance, too much can cause major decrements in performance.

You will develop an appreciation of the social environment in which sport is played and how the functioning of a team can influence the outcome that a sports team produces. Essential features of teams, such as team development, dynamics, cohesion and leadership are all explored in terms of how they influence team effectiveness.

Finally, you will look at bringing your knowledge of sport psychology together, using it to improve an athlete's performance in a practical way. You will assess the psychological strengths of a sports performer and identify areas for improvement. You will have an opportunity to explore the psychological techniques that can be employed to enhance sports performance. You will then be able to bring this together in a coherent framework and produce a psychological skills training programme for a selected sports performer.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must be able:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Explore the effect of personality and motivation on sports performance.	1.1 Explain personality and how it affects sports performance. 1.2 Explain motivation and how it affects sports performance.
2. Explore the relationship between stress, anxiety, arousal, team dynamics and sports performance.	2.1 Explain stress and anxiety, their causes, symptoms and effect on sports performance. 2.2 Explain theories of arousal and their effect on sports performance. 2.3 Explain factors which influence team dynamics.
3. Plan and manage a psychological skills training programme to enhance sports performance.	3.1 Explain the current psychological skills of a selected sports performer. 3.2 Plan a psychological skills training programme to enhance performance for a selected sports performer.

Indicative Content

- Personality
- Motivation
- Stress
- Anxiety
- Arousal
- Team dynamics
- Assessment Plan
- Psychological skills

Delivery Guidance

LO1 requires learners to explore definitions, effects and theories of personality and the influence they might have on sports performance. The trait theory suggests that individuals have certain characteristics that will determine how they behave and perform in non-sport situations and in a sporting situation. The trait theory also suggests that there are two types of people: introverts and extroverts. This should provide many discussion points around the many problems that can be encountered when assessing personality in a sporting context. Learners can then be given access to more recognised tests such as Eysenck's Personality Inventory Test and Friedman and Rosenman's Type A and Type B personality theory test, to establish how personality types can impact on sports performance.

Throughout, you should be using sports-related examples to illustrate the role of personality on behaviour in sport.

It is important in the delivery of this learning outcome that learners understand the definition of motivation. For motivational factors in sport, concepts of intrinsic and extrinsic motivation can be delivered following discussion with learners around what motivates them. Formal presentation on the theoretical concepts of achievement motivation and attributions can be supported with practical tasks that will allow learners to develop their understanding in a practical context. You may wish to invite sports coaches from local sports clubs to talk about how they use motivational techniques with players and participants to develop a motivational climate. Case studies could be used to explore how motivation can impact upon sports performance.

LO2 explores the relationship between stress, anxiety, arousal, team dynamics and sports performance. Learners will examine types, causes and symptoms of stress. Learners will also examine the effects on sports performance. A combination of formal presentations, individual learner work, discussions and simple practical tasks can be used to deliver this area. Short video clips are a good way to demonstrate how performers can be affected by pressure. This can then be demonstrated further by setting up a simple practical exercise for learners to compare the effect of performing alone against performing in front of a group. Formal presentation of the theories can be followed by discussion about observations made from the practical exercise to check understanding.

Learners need to understand what types of anxiety there are and be able to understand the causes and symptoms of anxiety. Learners will gain an understanding of the effects of anxiety and arousal on sports performance. Learners can demonstrate their understanding of theoretical concepts by applying them to current sporting situations in paired activities.

The definition of arousal as a form of motivation will be examined. A guest speaker such as a sports performer can be invited into the centre to talk about the Inverted U theory, which explains the relationship between pressure and performance.

Learners will develop an understanding of team processes, group cohesion and leadership. Learners will explore the impact of leadership styles, qualities, and behaviours on motivation.

The learning outcome also examines the impact of group dynamics on team performance. This can be delivered through formal presentation, group discussion, paired work and practical tasks. Video clips found online can be used to illustrate the formation of groups, followed by discussion to check understanding. A formal presentation of the main theoretical concepts linked with simple practical tasks relating to cohesion and leadership will allow learners to gain understanding in a practical context.

LO3 explores psychological skills training programmes designed to improve performance. As a practical exercise, learners could plan and design their own psychological skills programme for improving performance. Learners can be introduced to the theoretical concepts of psychological skills training and assessment through formal presentation. Learners will assess performance profiling.

The learning outcome focuses on developing the knowledge and skills to allow learners to be able to explain and understand a wide range of psychological skills that they can apply in a sports context to enhance performance.

Short video clips found online and tutor-directed practical activities can be used to illustrate the various types of psychological skills training. Discussion should be used throughout to check understanding. Learners could then work individually to produce a programme that will illustrate their understanding of the theoretical concepts.

Assessment Guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit.

It is suggested that learning outcomes 1, 2 and 3 are assessed through the first assignment brief. Learners will base their evidence on sports performers who would benefit from nutritional guidelines to enhance their performance. A case study would be produced as the evidence to demonstrate learner understanding of the nutritional requirements for success in a specified sport. It is suggested that for learning outcome 4 the learner will generate a two-week diet plan for a selected player once an assessment has taken place on their current nutritional choices, whilst hydration levels will also be taken into account.

LO1 Assessment requires learners to explore personality and motivation and how they affect sports performance. Learners are required to show an understanding of the theories and how these apply to sports performance. This learning aim will be predominantly research based and could include some of the learner's own personality testing with their peers. The learner will be expected to use resources such as textbooks and the internet to describe how each of these influences performance.

LO2 requires learners to produce a presentation focused on stress, anxiety and arousal. It is important that learners understand how all these areas are interrelated and how one can affect another to influence sports performance. For instance, why might someone who is high in self-confidence be less likely to suffer from anxiety? How might this then affect levels of arousal?

Assessment of 2.1 requires an explanation of stress and anxiety to include the causes, symptoms and effects stress can have on sports performance. Assessment of 2.2 requires learners to understand and explain the theories of arousal and how arousal affects sports performance in a positive or negative manner. Learners will then undertake research that explores how team dynamics can influence team sports performance and team dynamics. Assessment of 2.3 requires learners to explain the factors that influence team dynamics.

LO3 requires production of a four-week psychological skills training programme that will improve performance levels of a selected sports performer. Criteria 3.1 and 3.2 require learners to select a sports performer, which could be themselves or one of their peers, and assess their psychological strengths and areas for improvement. 3.2 requires the design of a specific programme enhance

performance. The learner can research these using suitable resources such as the internet and textbooks. The internet can be used to find examples of such programmes. The learner should tailor a programme to a specific subject and an area that needs improvement. An example would be the use of imagery to improve the performance of a closed skill. The learner may wish to implement this type of programme practically, using a suitable subject.

Suggested Resources

Textbooks

Gill DL and Williams L, *Psychological Dynamics of Sport and Exercise* (Third Edition), Human Kinetics Publishers, 2008 ISBN 9780736062640

Stafford-Brown J, Rea S and Chance J, *BTEC National Study Guide Sport and Exercise Sciences*, Edexcel Learning, 2005 ISBN 9781844795895

Wesson K et al, *Sport and PE: A Complete Guide to Advanced Level Study* (Third Edition), Hodder & Stoughton, 2005 ISBN 9780340817018

Journals

International Journal of Sports Psychology

https://blog.feedspot.com/sport_psychology_blogs/ 40 top sports psychology blogs and websites 2020

Videos

<https://www.youtube.com/watch?v=N8TBavtJu0o> - What makes elite athletes thrive or dive under pressure-The Economist

http://www.youtube.com/watch?v=hH_Yt0K3tZA – Chris Waddle penalty miss

<http://www.youtube.com/watch?v=eer30sfqgkk> – Don Fox missed goal

<http://www.youtube.com/watch?v=1F4OFMiecec> – Goal setting by the Australian Sports Commission

http://www.youtube.com/watch?v=PMbdA_a3bXM – How pre-game anxiety causes athletes to underperform

Websites

<https://www.bestmastersinpsychology.com/lists/5-great-websites-for-sports-psychologists/> - websites for sports psychologists

<http://educatedsportparent.com> – good article on creating a mastery-orientated environment

<http://personality-testing.info> – links to Cattell's 16 Personality Factors Test

<http://similarminds.com> – links to Eysenck's Personality Inventory Test

Unit 6: Working with and Managing Participants with Disabilities in Sport and Active Leisure

Unit code: Y/618/6965

RQF level: 3

Introduction

This unit is aimed at those who work or wish to work with disabled participants within the sport and active leisure industry. It is specifically designed to enhance individual skills and knowledge, providing confidence to provide an inclusive environment when delivering sporting activities, and ultimately improving the performance of disabled athletes.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must be able to:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Describe the key issues which affect participants with disabilities.	1.1 Outline key considerations when working with participants with disabilities/impairments 1.2 Describe the models of disability 1.3 Describe the pathways in which participants with disabilities can be included in sport and leisure activities 1.4 Outline the purpose of key organisations associated with disability in Sport and Active Leisure 1.5
2. Review safe working practices.	2.1 Follow health and safety procedures 2.2 Review EOPs/NOPs (Emergency Operational Procedures/Normal Operational Procedures) 2.3 Identify potential additional health and safety issues and hazards for working with participants with disabilities 2.4 Explain the importance of carrying out a risk assessment.
3. Prepare sport and leisure activities for participants with disabilities.	3.1 Outline the considerations when preparing to deliver sport and leisure activities to participants with disabilities 3.2 Plan sport and leisure activities for participants with disabilities 3.3 Review sport and leisure activities

Indicative Content

- Key considerations
- Disabilities/impairments
- Recognised model of disability
- Barriers
- Pathways
- Main acts and practices
- Examples of sport and leisure activities
- Key organisations
- Facilities
- Health and safety issues
- Hazards
- Importance
- Risk assessment
- Procedures for controlling the risk
- Key features of EOPs/NOPs
- Types of specialist equipment
- Considerations
- Profiling
- Resources
- Importance of feedback and evaluation
- Key features

Delivery Guidance

LO1 Tutors can facilitate brainstorming sessions to outline key considerations when working with participants with disabilities/impairments. Students can research and describe the models of disability in small groups and outline barriers to participation for people with disabilities. Group work in the form of presentations could be assigned to describe the pathways in which participants with disabilities can be included in sport and leisure activities with examples of sport and leisure activities that can be accessed by participants with disabilities.

Tutors can assign key organisations associated with disability in Sport and Active Leisure (from Ireland or the EU) to students who can conduct research to outline the purpose of these organisations. Tutors could look at the main acts of parliament and practices that relate to working with participants with disabilities. By looking at specific sports or physical activities, students can explain how facilities may be adapted for participants with disabilities in the Sport and Active Leisure Industry.

LO2 Tutors can help students to identify potential additional health and safety issues when working with participants with disabilities including hazards that may need to be considered when working with participants with disabilities.

Tutors can look at the importance of risk assessments. The five steps to risk assessment underpin this learning outcome and it is essential that the learners also understand these key stages and can describe procedures for controlling the risk arising from hazards. Students should be introduced to

the key features of EOPs/NOPs (Emergency Operational Procedures/Normal Operating Procedures). Students should have an understanding of the types of specialist equipment that may be required for participants with disabilities. Tutors and centres can use different risk ratings as all organisations have different styles and types.

Finally, students should be able to explain the importance of reviewing health and safety practices, ideally in relation to specific sports or physical activities.

LO3 Building on the knowledge gained from LO1 and LO2, tutors should support students in outlining the considerations when preparing to deliver sport and leisure activities for participants with disabilities in particular the importance of profiling and communication issues that may arise. Warm up activities led by the tutor can be used to highlight the different communication skills and methods that may be required to work effectively with participants with disabilities.

Finally, students' progress to assisting the tutor to plan a simulated session to a group of people with disabilities. The tutor plans and leads the sessions and students work in pairs or small groups. Planning sessions to suit the needs of the group they are working with should include the key features of an effective session, the types of resources that may be required to deliver it and the inclusion of feedback and evaluation.

Assessment Guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit.

LO1 For criteria 1.1-1.4, learners need to produce an oral presentation or report on a specific sport or activity (a list will be provided by the tutor). The presentation/report should identify key considerations when working with participants with disabilities/impairments in that particular sport and describe pathways for inclusion. Organisations who may be associated with that particular sport can be referenced and how facilities may be adapted for participants with disabilities should be addressed.

LO2 Learners should prepare a presentation reviewing the key principles for safe working practices. The presentation should include the health and safety procedures that should be followed as well as identification of additional health and safety issues or hazards to consider when working with participants with disabilities. Learners could also include the importance of carrying out risk assessments and a review of Emergency Operational Procedures/Normal Operational Procedures.

LO3 Learners should prepare and plan sport and leisure activities for participants with disabilities, justifying the activities chosen for the specific target group and paying particular attention to how to communicate and use resources effectively. This could be learners' own activity or the planning system used by outside organisations. Learners should then review the plan, including identification of strengths and areas for improvement.

Suggested Resources

Books

Block, M. (2000). *A Teachers Guide to Including Students with Disabilities in General Physical Education* (2nd Edition). Paul H. Brookes: Baltimore, MD. ISBN: 1557664633

Davis, R. (2002). *Inclusion Through Sports*. Human Kinetics: Champaign, IL. ISBN: 0736034390

DePauw, K. and Gavron S. (2005). *Disability and Sport 2nd Edition*. Human Kinetics. ISBN: 0736046380

Hodge S. R. et al. (2003). *Case studies in adapted physical education: empowering critical thinking*. Scottsdale, Ariz.: Holcomb Hathaway. ISBN: 1890871427

Lieberman, L. and Houston-Wilson, C. (2002). *Strategies for Inclusion: A Handbook for Physical Educators*. Human Kinetics: Champaign, IL. ISBN: 073600324X

Sherrill C. (2004). *Adapted physical activity, recreation, and sport: cross disciplinary and lifespan*. 6th Ed. London: Boston: McGraw-Hill. ISBN: 0697295133

Swain, J., French, S. And Cameron, C. (2003). *Controversial issues in a disabling society*. Buckingham; Philadelphia, PA: Open University Press. ISBN: 0335209041 (pub.)

WHO (2002). *Towards a Common Language for Functioning, Disability and Health: ICF*.

Winnick J. P. (editor) (2005). *Adapted Physical Education and Sport*. 4th Ed. Human Kinetics. ISBN: 073605216X

Journals

Adapted Physical Activity Quarterly

Palaestra

European Journal of Adapted Physical Activity

Websites

CARA www.caracentre.ie

The Inclusion Club www.theinclusionclub.com

Athletics Ireland www.athleticsireland.ie

Sport Ireland www.sportireland.ie

Paralympics Ireland www.paralympics.ie

Special Olympics Ireland www.specialolympics.ie

Top Sportsability www.topsportsability.co.uk

FAI Football for All <https://www.fai.ie/domestic/football-for-all/football-for-all-programme>

IWA-Sport – Irish Wheelchair association <https://www.iwa.ie/sport/>

Unit 7: English for University Studies

Unit code: D/618/6966

RQF level: 3

Introduction

This unit aims to develop the language competencies required of an undergraduate level student. The content is organised around three core skills: listening, reading and writing using authentic academic materials as well as language learning materials. Alongside these skills, learners will have opportunities to develop and expand their range and accuracy of functional, lexical and grammatical structures.

The listening component aims to develop comprehension strategies required when attending lectures as well as practice in note-taking.

The reading component aims to introduce students to a variety of academic texts, reading purposes and strategies.

The writing aims to introduce learners to academic conventions as well as a variety of academic writing text types. Research classes will further expand on students reading and writing skills in their specific subject area (e.g. Sports).

Finally, learners are expected to work on collaborative and independent tasks throughout the course. There will be a strong emphasis on taking responsibility for autonomous learning.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Be able to utilise different 'pre', 'while' and post reading strategies to understand academic texts.	1.2 Identify the overall function of an academic text 1.3 Identify the specific function of sentences, paragraphs and sections in academic texts. 1.4 Demonstrate comprehension of a range of academic texts.
2. Be able to demonstrate an appropriate academic vocabulary.	2.2 Demonstrate active use of a range of subject specific vocabulary. 2.3 Use subject specific vocabulary accurately.

<p>3. Be able to structure sentences, paragraphs and full texts to suit academic requirements.</p>	<p>3.2 Demonstrate the ability to use the structure and linguistic conventions of well written academic sentences and paragraphs 3.4 Demonstrate the ability to link sentences, paragraphs and sections together to produce overall cohesion in academic writing. 3.6 Effectively reference and avoid plagiarism.</p>
<p>4. Be able to utilise 'pre', 'while' and post listening strategies to understand different speakers and academic topic information.</p>	<p>4.1 Demonstrate the ability to recognise linguistic signposts and reference markers when listening to different speakers and to different delivery styles. 4.2 Demonstrate the ability to utilise notes made whilst listening to a range of different Speakers.</p>

Indicative Content

- Academic reading skills such as predicting, skimming, scanning and guessing vocabulary from meaning using a range of general and discipline specific texts
- Text evaluation skills
- Summarising skills
- Critical reading skills
- Synthesising skills
- Paraphrasing and summarising skills
- Active listening and note-taking
- Time management and planning for writing
- Essay and report construction: Format and structure, paragraphs, indentations, when to use quotes, line spacing, font and font size, title page, acknowledgments, summary and abstract
- Clarifying the essay and report topic (e.g., identifying key words)
- Building arguments and counterarguments
- Plagiarism and its consequences
- Essay/report submission and feedback

Delivery Guidance

This module will be delivered through a series of lectures and class discussions in line with student-centred, communicative methodologies. The tutor will act a facilitator in the classroom ensuring

students actively produce English through pair-work, group work and peer learning activities. Students will receive regular feedback on their reading and writing progress and the feedback will inform students on what they need to do to improve their reading and writing and the tutor on how to amend their class materials accordingly to meet students' needs.

Assessment Guidance

LO1 - AC 1.1, 1.2, 1.3/LO2 – AC 2.1, 2.2/LO3-AC3.1, 3.2: Learners can prepare an article summary review that will help them to write an academic essay later. The article should summarise and review a suitable academic text on their chosen research topic (a list of topics will be provided).

In preparation for their essay, learners write an annotated bibliography to demonstrate the research done to this point. The annotated bibliography should summarise and evaluate 3 academic texts – one of which can be an improved version of the first assignment.

LO1 -AC1.1, 1.2, 1.3/LO2 – AC 2.1, 2.2/LO3 – AC3.1, 3.2, 3.3: In preparation for their essay, learners write an essay plan that paraphrases, highlights, and lays out the main sections and points of the research. The plan should adhere to academic conventions and use appropriate citation styles.

Learners write an essay on their chosen research topic using a minimum of 3 sources that are appropriately referenced.

LO4-AC4.1, 4.2: Students do two listening tests based on excerpts from academic talks and take notes.

Suggested Resources

Textbooks

Barry, M. (2013). *Summary and Note-Taking*, Cambridge.

Beglar, D., Murray, N., & Beglar, D. (2009). *Contemporary topics 3: Academic listening and note-taking skills*. White Plains, N.Y: Pearson Longman.

Chazal, E. ., & McCarter, S. (2012). *Oxford EAP: A course in English for Academic Purposes: upper-intermediate / B2*. Oxford: Oxford University Press.

Glendinning, E.H. and Homstrom, B.S. (2001). *Study Reading, A Course in Reading Skills for Academic Purposes*, Cambridge University Press.

Godfrey, J. (2013), *How to Use your Reading in your Essays*, Palgrave.

Hamp-Lyons, L. & Heasley, B. (2001). *Study Writing, a Course in Written English for Academic and Professional Purposes Intermediate to Proficiency*, Cambridge University Press.

Houge, A. & Oshima, A. (2006). *Writing Academic English*, Pearson Education.

Houge, A. & Oshima, A. (2014). *Academic Writing Series 4*, Longman Pearson Education.

Manning, S.A. & O' Cain, A. (2007). *Research and Referencing*, University of Reading.

Ohsima, A. (2008). *Writing Academic English*, Pearson Education US.

Paterson, K. (2013). *Oxford Grammar for EAP*, Oxford University Press.

Zemach, D. E., Rumisek, L. A., & Macmillan Publishers. (2015). *Academic writing: From paragraph to essay*. Oxford: Macmillan Education.

Unit 8: Communication and Cultural Skills for University

Unit code: H/618/6967

RQF level: 3

Introduction

The aim of this unit is to support learners to develop confidence and skills to communicate in an academic environment while gaining awareness and understanding of other cultures and addressing the issues relevant to transitioning to higher education.

The communication component aims to improve speaking skills through oral summaries and presentations. Focus will also be given to the development of critical thinking skills through discussions and debates.

The academic culture component is focused on content reflecting important aspects of university life for first year undergraduates (e.g. email etiquette, finding information, university system) as well as strategies for studying effectively (e.g. time management, dealing with stress, traits of successful learners).

The cultural component enables learners to have an increased understanding of other and local cultures. Focus will be given to learning about Irish culture and society as well as student life when studying abroad.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Be able to communicate fluently, accurately and effectively, speaking on a range of topics, with appropriate control of grammar, vocabulary and register.	1.2 Participate in discussion of familiar issues, giving relevant and meaningful contributions appropriate to the conversation and participants 1.5 Prepare and deliver presentations on topics of social and academic interest.
2. Understand different learning styles.	2.3 Identify own preferred learning style 2.4 Identify own study strengths and weaknesses 2.5 Examine personality profiles and determine how these impact on learning as individuals and working as part of a group

3. Understand the concept of culture, cultural values and how different cultures can be defined	3.1 Explain the terms 'culture' and 'subculture' 3.4 Understand cultural expectations when studying abroad. 3.5 Reflect on Irish society, culture and history.
4. Understand academic culture and conventions	4.1 Identify differences in academic culture in different countries. 4.2 Develop an understanding of the Irish third level system. 4.3 Understand how to use appropriate email language to communicate with university staff. 4.4 Recognise strategies for dealing with stress

Indicative Content

- Reflective learning blog/entries
- Irish society, culture and history
- Third level education systems in Ireland
- Characteristics of successful learners and setting learn goals
- Value of healthy eating, regular sleep and exercise for learning
- Time management strategies
- Developing techniques to improve memory and information retention
- Understanding and dealing with stress and being assertive
- Learning styles/multiple intelligences
- Dealing with conflict (intrapersonal, interpersonal, intragroup and intergroup)
- Referencing styles
- Email etiquette
- Planning presentations
- Debates/discussions

Delivery Guidance

The unit will be used to support students to reflect on their experiences of being in a higher education institute/programme and compliment their other modules through group work processes led by a tutor. These processes are designed to support students to self-reflect and to document their learning through the use of a learner portfolio. Students are supported to develop skills and strategies to enable them to participate successfully at third level. The processes will include lectures, role-play, workshops and blogs as a tool for self-expression and self-analysis.

Learners will also have practice in participating in discussions, seminars, debates and delivering presentations. Students will receive regular feedback on their speaking progress and the feedback will inform students on what they need to do to improve their speaking skills and the tutor on how to amend their class materials accordingly to meet students' needs.

Assessment Guidance

LO1 - AC 1.1: Learners can take part in a group discussion on a topic (given in advance) that they should research. Learners should prepare to deliver a 3-minute spoken turn on the topic with supporting details and relevant examples. Learners should also respond and contribute to others' input.

LO1 -1.2 /LO3 – AC 3.1: Learners can prepare a 5-minute oral presentation (with slides) on culture/subculture. This may be followed by a question-and-answer session from classmates/tutor.

Learners can prepare a 5-minute oral presentation (with slides) on a topic within business (a list of topics will be provided). This may be followed by a question-and-answer session from classmates/tutor.

LO2 -AC2.1, 2.2, 2.3/LO3 – AC 3.4, 3.5/LO4 – AC4.1, 4.2, 4.3, 4.4: Learners can complete a Learner Portfolio to record their learning styles, identify barriers and strategies, reflect on progress, etc.

Suggested Resources

Textbooks

Bangor University (2014). *How to Develop a Personal Development Plan?*

Comfort, J., Rodgerson, P., Stott, T. and Utley, D. (2001). *Speaking Effectively*, Cambridge University Press.

Lynch, T. & Anderson, K. (2004). *Study Speaking: A Course in Spoken English for Academic Purposes Intermediate to Proficiency*, Cambridge University Press.

McMillan, K. (2010). *Study Skills for International Students*, Prentice Hall.

Powell, M. (2011). *Presenting in English*, Cengage Heinle.

Ur, P. (2012). *Discussions that Work*, Cambridge Handbooks for Language Teachers.

Wallwork, A. (2013). *A-Z Discussions Advanced*, Cambridge.

Williams, K. & Reid, M. (2011). *Time Management (Pocket Study Skills)*, Palgrave MacMillan.

Unit 9: Coaching for Performance

Unit code: K/618/6968

RQF level: 3

Introduction

Sport participation is increasing and so there is a demand for sports coaches who can develop the techniques and performance of athletes. National Governing Bodies (NGBs) in sport are pursuing international and major competition success. This requires athletes at all levels of the performance pathway to be guided to correctly develop the techniques that can be built on and refined to produce elite performers.

In this unit, you will develop coaching skills, knowledge, qualities and best practices, allowing for sessions to incorporate progression over time. You will develop your planning, delivery and reflection skills, as well as your ability to use a variety of coaching practices. You will explore different practices that could be used to develop sports performance. You will demonstrate your ability to coach a session to improve the performance of the athletes and then reflect on your impact as a coach. You will learn how to effectively evaluate the impact of your own coaching for the future development of the athlete and you as a coach.

This combination of knowledge, understanding and skills will help to prepare you for a range of careers, such as sports coach or physical education teacher, or for higher education courses in the sport and active leisure sector, supporting individual athletes or teams.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must be able to:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Investigate the skills, knowledge, qualities and best practice of performance coaches.	1.1 Explain the skills, knowledge, qualities and best practice of a performance coach, reflecting on personal coaching ability
2. Explore practices used to develop skills, techniques and tactics for performance.	2.1 Explain practices to develop skills, techniques and tactics for sports performance.
3. Demonstrate effective planning of coaching for performance.	3.1 Produce a detailed plan for an individual performance coaching session that reflects planning considerations and an overall series plan.

<p>4. Explore the impact of coaching for performance.</p>	<p>4.1 Deliver your individual performance coaching session showing consideration of health and safety factors.</p> <p>4.2 Review your delivered coaching session, reflecting on your planning and coaching performance.</p>
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Indicative Content

- Skills and knowledge for coaching for performance
- Qualities for coaching for performance
- Best practice for a coach for performance
- Self-reflection of personal coaching ability
- Practices to develop skills and techniques for performance
- Practices to develop tactics for performance
- Adaptation of practices to promote development of performance
- Planning considerations
- Planning for an individual session for performance
- Planning for an overall series of sessions for performance
- ~~Delivering for coaching performance~~
- ~~Reflection on session~~
- ~~Coaching development based on reflection~~

Delivery Guidance

LO1 You could introduce the concept of coaching for performance early in the course; this could be modelled by you and through observation of other coaches. These ideas and methods could be introduced to learners in a practical environment and learners could develop understanding of the skills, knowledge, qualities and best practice required for coaching for performance, by observing coaches and participating in coached sessions led by you, other coaches or each other. This could be supported by research into coaching best practice and reference to Athletics Ireland. Emphasis throughout must be placed on the development of athletes' performance through coaching behaviours, analysis and feedback.

Job specifications for talent coaches' roles can be researched on National Governing Body (NGB) and Sport Ireland websites. A range of sports could be reviewed, with the learner developing an ideal model for their own sport. Learners could be encouraged to identify generic and sports-specific skills, knowledge, qualities and best practice required for coaching for performance. Evaluation of required and desired traits within the specification will give a deeper understanding of the role. Throughout the delivery of this unit, the learners could be encouraged to reflect on their strengths and areas for improvement in how they meet the skills, knowledge, qualities and best practice required for coaching for performance in their sport.

LO2 focuses on the learners developing their knowledge of practices and drills to develop the performance of skills, techniques and tactics in their chosen sport.

The emphasis of drills and practices should be on developing the performance of skills, techniques and tactics within the learners' sports. They should be asked to adapt their drills and the drills from other sports to further challenge and develop the performance of the athletes. Learners could be encouraged to make the practices assimilate the physical and psychological demands of the sport in which they are preparing athletes to perform.

LO3 builds on the drills and practices that the learners have developed to place them in a coherent progressive session and a series of sessions to promote the development of athletes' skills, technical and tactical performance. Learners can be asked what information they would require before planning to coach an athlete or team. This can be a class discussion with ideas harvested from the group, guided by you, to ensure that the essential content is covered.

Learners could be given and research a range of formats for planning sessions. Emphasis must be placed on the development of athlete performance and the progressive nature of the sessions' plans. Where possible, learners could be encouraged to deliver and review sessions and those of their peers to develop their planning, delivery and review skills. Scenarios can be used to contextualise planning or real-life opportunities to assist at clubs, in extracurricular activities or with their teaching group. Scenarios can be developed to include a target event for a series of sessions. Learners should look at the planning process by starting at the end point and taking logical steps back to establish how athletes' performance can be developed towards the series end goal. Links between the individual session and its place within the overall plan need to be discussed and alternatives considered.

Assessment Guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit.

Assignment 1 may be presented as a job specification and learners could look at different formats that are used by sporting organisations. The report could be written or a verbally presented reflection with audio or video evidence.

Assignment 2 draws together learners' experiences and research into the delivery of skills and tactics in their own sport to produce a resource of coaching practices that could be used as reference material by other coaches in their sport. Practices should be presented in a format that would allow another coach to replicate the experience of the learners' athletes. This could be presented in a written format, illustrated with diagrams or a video. Research, planning and action plans could be delivered in written formats with relevant citations included. These practices should be evaluated and justified, stating their strengths and weaknesses and ways in which they could be adapted to ensure the achievement of a session goal and the development of athletes' performance.

Assignment 3 - learners plan, deliver and evaluate a session plan that will develop athletes' performance. This unit is practical in its focus; therefore, there are opportunities for evidence to be presented in a range of formats, including written, illustrated, photographs or video. Learners may produce evidence in practical settings within the community and suitable evidence could be gathered for assessment such as videoing the coaching of a local youth team, supported by an authenticated observation record. Assessors must be able to review both the performance and the validity and accuracy of the learners' review of their coaching. ~~Review of coaching performance could be evidenced in a written format or through an aural or a visual report.~~

Resources

Textbooks

Armour K, *Sport Pedagogy: An Introduction for Teaching and Coaching*, Routledge, 2011 ISBN 0273732587

Bush A et al, *Foundations in Sports Coaching*, Heinemann, 2012 ISBN 0435046845 –

Cassidy T et al, *Understanding Sports Coaching: The Pedagogical, Social and Cultural Foundations of Coaching Practice*, Routledge, 2015 ISBN 0415857473

Hackett P and Hackett S, *Creating a Safe Coaching Environment*, Coachwise Ltd, 2004 ISBN 1902523741

Lyle J, *Sports Coaching Concepts: A Framework for Coaches' Behaviour*, Routledge, 2002 ISBN 0415261589

Lyle J and Cushion C, *Sports Coaching: Professionalisation and Practice*, Churchill Livingstone, 2010 ISBN 0702030546

Nash C, *Practical Sports Coaching*, Routledge, 2014 ISBN 1444176706

Robinson PE, *Foundations of Sports Coaching*, Routledge 2014 ISBN 0415749255

Sports Coach UK, *Coaching Sessions: A Guide to Planning and Goal-setting*, 1st4Sport.com, 1996 ISBN 978094785035x

Sports Coach UK, *First Steps into Coaching*, 1st4Sport.com, 2012 ISBN 9781905540952 –

Sports Coach UK, *How to Deliver Engaging Sessions*, 1st4Sport.com, 2012, product code B12066

Journals

International Journal of Sports Science and Coaching

Journal of Sports Sciences

PE Review

Websites

GAA www.gaa.ie
Cycling Ireland www.cyclingireland.ie
Coachwise www.1st4sport.co.uk
English Basketball Association www.englandbasketball.co.uk
Sports Leaders UK www.sportsleaders.org
The British Olympic Association www.olympics.org.uk
Football Association of Ireland www.fai.ie
Irish Rugby www.irishrugby.ie
Athletics Ireland www.athleticsireland.ie
Sport Ireland www.sportireland.ie

Unit 10: Sports Legacy Development

Unit code: M/618/6969

RQF level: 3

Introduction

This unit focuses on the impact a major sporting event like the Olympic Games and Paralympic Games has on every aspect of life; on the economy, housing, employment, tourism, education, and the image that the country portrays to the rest of the world.

It is important to consider the term 'legacy' and what it means in a sporting context. For example, compare the huge significance to the UK of the Olympic Games with the awarding of funding for improvements to changing facilities for a local sports club. Both have a legacy and benefit for future users, both need planning and foresight and both need the application of a process of project management.

This unit explores the notion of sporting legacy. Once defined, learners will plan a sporting legacy project, the scope and details of which are limited only by the imagination of the project team (the group of learners) and identified local needs. It is intended that a small consortium made up of a group of learners form a project based on local need, for example, a resting area for a bowls club, dance mats for a youth project or football goals for a housing association.

Learners will form a project management team and enter into the planning process for a bid application from a recognised funding source, for example Awards for All. Learners will either submit a live application, or comment on the process from a role-play context.

This unit also examines the impact that major international sporting events have on life, including participation in sport, regeneration, sustainability and the promotion of the country in question.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Know the key principles of sports legacy development.	1.1 Describe sports legacy and provide two national and two local examples 1.2 Identify the role of key organisations and individuals for national and local projects
2. Understand the planning process involved in sports development programmes.	2.1 Explain the process of planning a sports legacy project

	2.2 Describe four sources of funding for sports projects
3. Be able to plan and review a local sports legacy project.	3.1 Prepare a proposal for a local sports legacy project 3.2 Review the effectiveness of a local sports legacy project
4. Know the potential impact of hosting global events.	4.1 Describe the impact of a global sporting event.

Indicative Content

- National legacy
- Local legacy
- Roles of organisations and individuals
- Planning
- Funding Sources
- Proposal
- Review
- Positive legacy
- Negative legacy

Delivery Guidance

The unit lends itself to practical delivery and assessment.

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

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

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

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

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

Assessment Guidance

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

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

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

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

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

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

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

Resources

Textbooks

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

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

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

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

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

Journals

International Journal of Sport Management and Marketing

Journal of Sport, Education and Society

Sociology of Sport Journal

Websites

The Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media -

<https://www.gov.ie/en/organisation/department-of-tourism-culture-arts-gaeltacht-sport-and-media/>

International Olympic Committee - <https://www.olympic.org/the-ioc>

Sport Ireland www.sportireland.ie

Federation of Irish Sport – www.irishsport.ie

Unit 11: Understanding the Principles of Managing Safe and Equitable Coaching Practice

Unit code: H/618/6970

RQF level: 3

Introduction

This unit assesses the coach's understanding of how to ensure that their coaching practice is safe and equitable.

Participants in coaching activities need to feel confident about their safety and be assured that they are being treated as an individual and with respect.

This unit covers how coaches should approach their coaching session to ensure that the above is the case and that they meet their duty of care. Learners will initially focus on participant safety. They will explore health and safety, legal and insurance requirements, and how to plan to minimise the risk of participant injury and ensure that the coaching environment is kept safe. Learners need to know how to plan and implement contingencies.

Most sports/activities will have associated rules and regulations which coaches must know, understand and be able to communicate to participants.

The unit also covers equitable coaching. Learners need to be aware of how legal and sport-specific requirements impact on equitable coaching and the purpose of sport-specific codes of practice. Learners will explore how to identify coaching styles appropriate to participants and how to adapt sessions as necessary to meet participant needs. They will also have the opportunity to identify performance enhancing drugs and the coach's role in discouraging their use.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must be able to:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Understand how to ensure participant(s)' safety during sport-specific coaching sessions.	1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition 1.2 Describe how to structure coaching sessions to minimise the risk of injury to participant(s) 1.3 Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s) 1.4 Describe the coach's duty of care responsibilities for

	participant(s), including children
2. Understand how to ensure equitable coaching of sports-specific activities	<p>2.1 Describe the following requirements impacting on equitable coaching:</p> <ul style="list-style-type: none"> • legal requirements • sport-specific requirements <p>2.2 Explain the purpose of sport-specific Codes of Practice for coaching</p> <p>2.3 Describe methods to minimise barriers to participant development</p> <p>2.4 Identify types of performance enhancing drugs and illegal substances</p>

Indicative Content

- Health and Safety Requirements
- Regulations
- Risk Assessment
- Changes to session – external influences
- Checking the safe functionality of equipment
- Rules/regulations
- Duty of care
- Protection of children from abuse
- Types of insurance
- Legal and sport-specific requirements on equitable coaching
- Codes of Practice
- Barriers affecting participation
- Role of support staff
- Performance enhancing drugs

Delivery Guidance

LO1 Learners could work in pairs or small groups to produce a description for each item in the content; they could feed back, discuss their ideas and create their own notes for each item. Learners could use the internet or library to research the health and safety regulations and produce a summary for each regulation.

Learners could suggest ideas on how a coaching session should be structured. Scenario cards could be developed with a variety of situations where learners will need to plan for contingencies and suggest how to implement them.

Where possible, a practical demonstration could be used for learners to experience pre-activity checks and training in the use of equipment. Where this is not possible, stimulus materials such as images could be used to promote discussion. Learners could be given different modified sports to research in pairs or small groups. They could find out the associated rules and create a short 'rules test'; they could then explain the rules to others and run small sessions to experience the different

activities. After each session they could carry out their prepared rules test to check participant understanding.

Learners could research the meaning of 'duty of care' and 'loco parentis' and devise their own duty of care statement for a coach. Discussion could take place on the responsibilities of a coach and either a guest speaker or internet research could be used to look at the requirements for protecting children, as outlined in the *content* and the types of insurance required by coaches.

LO2 Learners could be given information on the different legislation in place to ensure equal opportunity. Learners could highlight key points on the materials and produce a summary of the legislation listed in the content and describe how the Equal Status Act 2000-2018 impacts on equitable coaching. Learners could use the internet to research the different codes of practice for coaches produced by the National Governing Bodies; they could look at items common to each code and discuss the purpose of these items and how they should impact on coaching behaviour in relation to the Acts they have researched.

If possible, a guest speaker with a disability or experience of working with people with disabilities could provide an insight into this area. First-hand experience of supporting a coach working with people with disabilities would obviously be beneficial to broaden learner experience but, if this is not possible, learners could use role play to explore the potential barriers to participation that someone may experience. For each barrier identified, learners should suggest a method to minimise that barrier.

Learners could research Paralympic resources, for example:

<https://www.paralympic.org/paralympic-games> and discuss how the nature of these disabilities may affect aspects of coaching. Learners should develop their research and look at the potential coaching styles and delivery methods and identify how different methods outlined in the *content* are relevant to different activities.

Assessment Guidance

LO1 For criterion 1.1, learners could submit a health and safety leaflet which contains a glossary of terms describing the health and safety requirements relevant to planned sport- specific activities and competition. The leaflet could contain summaries of the main health and safety regulations and legislation identified in the *contents*.

For 1.2, learners could submit a template for a session plan in which they describe how to structure coaching sessions to minimise the risk of injury to participant(s). The template could include an explanation on how to plan for and implement contingencies to coaching sessions as a result of external influences with examples to support their suggestions.

For 1.3, learners could produce a poster that describes the principles for checking the safe functionality of equipment used during sport-specific activities and competition. Learners could also submit a leaflet outlining the main rules/regulations of a sport/activity appropriate to the level of the participant(s). The leaflet could contain an explanation of how to interpret and communicate the

rules/regulations to participant(s), with a copy of a short rules test that learners have prepared on their sport/activity.

For 1.4, learners could produce a presentation which includes a duty of care statement for coaches they have designed; the statement should describe the coach's duty of care responsibilities for participant(s), including children. The presentation could include a section that outlines the coach's responsibilities for ensuring that the coaching environment is maintained appropriately

LO2 For 2.1, learners could submit a booklet on 'Ensuring Equitable Coaching' where they describe the legal and sport-specific requirements that impact on equitable coaching.

For 2.2, learners could submit a code of practice for coaches for a particular sport and explain the purpose of sport-specific codes of practice for coaching and how they impact on coaching behaviour.

For 2.3, learners could produce a table of potential barriers and describe methods to minimise barriers to participant development.

For 2.4, learners could produce a performance enhancing drug information poster. The poster should identify types of performance enhancing drugs and illegal substances and explain how a coach can discourage the use of these and illegal substances.

Resources

Textbooks

Armour K, *Sport Pedagogy: An Introduction for Teaching and Coaching*, Routledge, 2011 ISBN 0273732587

Bush A et al, *Foundations in Sports Coaching*, Heinemann, 2012 ISBN 0435046845 –

Cassidy T et al, *Understanding Sports Coaching: The Pedagogical, Social and Cultural Foundations of Coaching Practice*, Routledge, 2015 ISBN 0415857473

Hackett P and Hackett S, *Creating a Safe Coaching Environment*, Coachwise Ltd, 2004 ISBN 1902523741

Lyle J, *Sports Coaching Concepts: A Framework for Coaches' Behaviour*, Routledge, 2002 ISBN 0415261589

Lyle J and Cushion C, *Sports Coaching: Professionalisation and Practice*, Churchill Livingstone, 2010 ISBN 0702030546

Nash C, *Practical Sports Coaching*, Routledge, 2014 ISBN 1444176706

Robinson PE, *Foundations of Sports Coaching*, Routledge 2014 ISBN 0415749255

Sports Coach UK, *Coaching Sessions: A Guide to Planning and Goal-setting*, 1st4Sport.com, 1996 ISBN 978094785035x

Sports Coach UK, *First Steps into Coaching*, 1st4Sport.com, 2012 ISBN 9781905540952 –

Sports Coach UK, *How to Deliver Engaging Sessions*, 1st4Sport.com, 2012, product code B12066

Journals

International Journal of Sports Science and Coaching

Journal of Sports Sciences

PE Review

Websites

GAA www.gaa.ie

Cycling Ireland www.cyclingireland.ie

Coachwise www.1st4sport.co.uk

English Basketball Association www.englandbasketball.co.uk

Sports Leaders UK www.sportsleaders.org

The British Olympic Association www.olympics.org.uk

Football Association of Ireland www.fai.ie

Irish Rugby www.irishrugby.ie

Athletics Ireland www.athleticsireland.ie

Sport Ireland www.sportireland.ie

Paralympics Ireland www.paralympics.ie

Unit 12: Inclusivity, Equality and Diversity in Managing Sport and Physical Activity

Unity code: K/618/6971

RQF level: 3

Introduction

Sport and physical activity is often seen as a great leveller; achievements and abilities in other areas of life are not necessarily of any consequence in the gym, on the sports field or in the dance studio. However, in reality there can sometimes be barriers that inhibit or stop participation and this is particularly true for would be participants who fall outside of very narrow margins.

Learners will develop skills to plan for and promote inclusive, equal and diverse sport and physical activities, skills that will support learners in further programmes or as they seek employment within the sector. Their skills will be underpinned by an understanding of what inclusivity, equality and diversity means in the context of sport, how discrimination can take place and what can be done to avoid discrimination in sport.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Know what inclusivity, equality and diversity mean in relation to sport and physical activity.	1.1 Describe key terms relating to inclusivity, equality and diversity in sport and physical activity. 1.2 Describe ways in which discrimination can take place in sport and physical activity. 1.3 Identify ways to ensure inclusivity, equality and diversity in sport and physical activity. 1.4 Explain how legislation supports inclusivity, diversity and equality in sport and physical activity.
2. Be able to plan and promote inclusive, equal and diverse sport and physical activity.	2.1 Plan inclusive, equal and diverse sport and physical activity. 2.2 Promote inclusive, equal and diverse sport and physical activity 2.3 Explain how plans for inclusive, equal and diverse sport and physical activity might need to be adapted in order to keep participants actively engaged.

Indicative Content

- Key terms: inclusivity, diversity, equality, discrimination, 'Protected Characteristics' as identified by the Equality Act 2010, minority groups
- Ways in which discrimination might take place for each 'Protected Characteristic'
- Legislation relating to inclusivity, equality and diversity
- Support available in planning and promoting inclusive, equal and diverse sport and physical activity
- Planning inclusive, equal and diverse sport and physical activity
- Promoting inclusive, equal and diverse sport and physical activity
- Benefits of planning and promoting inclusive, equal and diverse sport and physical activity

Delivery Guidance

LO1 For key terms – to help the learners understand the key concepts in the LO, the tutor could produce two sets of cards, with the key terms printed on one set, and the definitions printed on the other. In pairs/small groups the learners could then match the definition to the respective term. Sport Ireland's website contains some interesting information, which could be used to further explore inclusivity, equality and discrimination in sport.

When looking at equality laws, learners could (in groups) research instances of discrimination in sport, learners should identify:

- How the sportsperson/team were discriminated against?
- What protected characteristic was discriminated against?
- What happened as a result of this discrimination? (Rule changes etc.)

LO2 Learners could review agencies that promote inclusivity. In pairs, learners could produce an informative 'fact file' which provides brief details about the various agencies involved in the provision of inclusive, equal and diverse sports in the UK/Ireland.

Learners could also detail the types of support available from each organisation.

When looking at techniques used to promote inclusive sports, learners could be provided with a group from one or more of the protected characteristics identified in the Equality Act 2010. For these groups learners could research and plan a suitable activity session (including timings, appropriate facilities etc.). The aim of this session would be to promote inclusion in sports.

Sports Coach UK has an interesting article which investigates techniques used to promote inclusion in sport: <https://www.sportscoachuk.org/coaches/resource-bank/inclusion-and-diversity-coaching>

Assessment Guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit.

LO1 For criteria 1.1, learners must describe all of the key terms listed in the unit content. For 1.2, learners must describe ways that direct discrimination can take place for each of the groups identified under 'Protected Characteristics'. Learners must also describe, and give examples of, indirect discrimination against people identified under the Protected Characteristics' of Age and Disability. For 1.3, learners must be able to identify ways they could ensure inclusivity, equality and diversity in sport and physical activities in their planning, relating it to the sport/activity they are considering for their planning and any facilities they intend to use. For 1.4, learners must explain how the legislation identified in the unit content supports inclusivity, equality and diversity specifically in the context of sport and physical activity.

LO2 For 2.1, learners must plan for inclusivity, equality and diversity for participants from more than one minority group. This could either be for:

- a specific sports facility (e.g. the types, variety and timetabling of the activities offered by the facility or the equipment they have available) or;
- specific sport or physical activity (e.g. planning football coaching sessions and games for a group of players whose ages range from 40-67 and are of different races and religions).

Plans must outline key requirements, adaptations and considerations (e.g. the facility's programme should include women only sessions as well as mixed sessions, the facility's swimming pool should have a hoist for disabled users, the football session should have teams of mixed age, race and religion and should not be too strenuous, etc.), however it does not have to go in to a level of detail that includes session plans, timetables, floor plans, etc. Learners could use resources and support materials from organisations that help to support inclusivity, equality and diversity in their planning.

For 2.2, learners must show that they are able to promote the inclusive, equal and diverse sport and physical activity planned for in 2.1. Depending upon the focus of the planning in 2.1, the promotion can be of what the facility are offering (e.g. the programme of activities or the services and equipment) or of the activity planned. This could be evidenced through a plan/strategy for how they would promote the facility or activity; examples of promotional materials and/or guidance on the promotion of inclusion, equality and diversity for relevant staff (e.g. facility staff; coaches/instructors). Learners must ensure that the promotional plan or materials themselves are inclusive, equal and diverse in their nature (e.g. language, format) as well as highlighting why what they are promoting is itself inclusive.

If learners plan a sport or physical activity and are involved in its practical delivery then the promotion of inclusivity, equality and diversity can be during the delivery of the activity itself through the use of both written and verbal communication, the facilities used to deliver the activity, strategies to overcome discriminatory behaviour during the delivery of sport or physical activity, etc.

For 2.3, learners must explain how their plans could be adapted in order to keep participants actively engaged in sport or physical activity. This could involve increasing or decreasing the difficulty of activities included in a sport or physical activity session, alterations that can be made to a leisure facilities programme of activities, use of alternative equipment, etc.

Resources

Textbooks

Dashper K and Fletcher T, eds. *Diversity, equity and inclusion in sport and leisure*. Routledge, 2016. ISBN-0415747813

Hallinan C and Jackson SJ, eds. *Social and cultural diversity in a sporting world*. Emerald Group Publishing, 2008.

Videos

https://www.youtube.com/watch?list=TLGGUAKZrB7b0IsxNTAyMjAyMQ&v=jNNrCkHvt1o&feature=emb_title - LGBTQI+ Inclusion in Sport: 'Sport Ireland: Developing a National Diversity and Inclusion Policy'

Websites

Cara www.caracentre.ie/

Athletics Ireland www.athleticsireland.ie

Sport Ireland www.sportireland.ie

IWA-Sport – Irish Wheelchair association <https://www.iwa.ie/sport/>

Sport Structures <https://www.sportstructures.com/sport-business/equality-diversity-and-inclusion/>

Women in Sport www.womeninsport.org

Sports Coach UK www.sportscoachuk.org

Unit 13: Health, Safety and Risk in Sport Management

Unit code: M/618/6972

RQF level: 3

Introduction

The health and safety of sports participants is in the spotlight more now than it has ever been. It is more important than ever to make sure all risks are minimalised prior to sports participation.

This unit gives learners knowledge and experience that can be used to help promote a culture of health and safety in sport.

Legislation created by the Irish and European parliaments, and administered by the Health and Safety Executive, aims to improve health and safety in all sectors, including sport. Under the umbrella of Irish law, but not based on statute legislation, is common or civil law. This places a responsibility on everyone in society to have a 'duty of care' to everyone else. As sports leaders this will be defined as 'higher duty of care' which is based upon experienced and knowledgeable leaders being able to foresee potential hazards and incidents.

The consequence of sports leaders failing in their duty of care is the charge of 'negligence' being brought against them through the civil courts. It is therefore important that learners understand the issues and how they affect them when working in the sports industry.

There have been several serious incidents in sporting situations where life-threatening and life-changing injuries have occurred, or people have lost their lives. It is important to stress that health and safety should be a priority for all those who work in the sector, with the aim of reducing incidents and making the sector safer for participants.

This unit develops learners' awareness of the importance of health and safety legislation, regulations and legal responsibilities of all those working in sporting situations.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Know the key factors that	1.1 Describe four legislative factors that influence health and safety in sport 1.2 Describe the legal factors and regulatory bodies that influence health and safety in sport

influence health and safety in sport.	
2. Be able to carry out risk assessments	2.1 Carry out risk assessments for two different sports activities, with tutor support
3. Know how to maintain the safety of participants and colleagues in a sports environment.	3.1 Explain three procedures used to promote and maintain a healthy and safe sporting environment
4. Be able to plan a safe sporting activity.	1 Produce a plan for the safe delivery of a selected sports activity and review the plan.
	4.

Indicative Content

- Legislative factors
- Legal factors
- Regulatory bodies
- Risk assessments
- Safety procedures and protocols
- Plan a safe activity
- Review safety plans

Delivery Guidance

LO1 This unit can be also covered and be relevant in other areas of study throughout this qualification. Health and safety can be emphasised not only for practical sports coaching, sport as a business, leadership in sport, sport and exercise massage, organising sport events, instructing

physical activity, exercise or outdoor activities, but also for the management of leisure facilities, sports grounds and stadia.

Tutors could look at the relevant legislation that is relevant to stadiums and large sports grounds. Before introducing current examples and legislation, Tutors could look at the first Ibrox Disaster in 1902, Wembley 1923 and the Shortt Report, followed by the Burden Park Disaster 1946 and the Moelwyn Hughes Report. The authorities and the FA ignored all advice and consequently the following current disasters might have not occurred. Starting with the Ibrox Disaster 1971, the Wheatley Report and the subsequent Safety of Sports Ground Act. This could then be followed by the Bradford City fire 1985, the Heysel Stadium disaster and the Popplewell Report and the following Fire, Safety and Safety of Places of Sport Act 1987. Hillsborough 1989, the Taylor Report can follow and then the reasons for the Football Spectators Act 1989 and then the Football Offences Act 1991.

By visiting a stadium or leisure centre the general health and safety legislation and guidance on specific issues can also be vocationally relevant. In terms of outdoor activities the study of Lyme Bay and the catalogue of errors can be looked at and the followed by the Young Person's Safety Act 1995 and the Adventure Activities Licensing Regulations 2004. If tutors wanted to keep to outdoor examples the general health and safety legislation and guidance and specific issues could be based on a residential centre. Consequently legislation, general health and safety and guidance could be undertaken through a practical activity or by organising a sporting event.

LO2 This again can be linked to either a practical sporting activity, within the qualification or outdoor activities, as learners are required to carry out two risk assessments. If the centre wanted to keep with the context of stadium/arena or leisure centre management, then two risk assessments could be carried out whilst on a visit. It is important for learners to understand different types of risk assessment, particularly in outdoor education and recreation.

Tutors can look at generic, site, and dynamic risk assessments. The five steps to risk assessment underpin this learning outcome and it is essential that the learners also understand the four types of main control methods. Again tutors and centres can use different risk ratings as all organisations have different styles and types. Learners can use tutor support whilst undertaking their risk assessments.

LO3 The tutor can again cover these learning outcomes by either a visit to a leisure centre or sports stadium/arena. During visits to these venues it is often easy to put the theory to practice, as often organisations can demonstrate day to day operational procedures or match day operation procedures and how they ensure a safe environment for participants, staff, visitors and contractors. By visiting a leisure centre or sports arena the theory can easy be applied and would aid the vocational aspect of the course.

LO4 This learning outcome would again be ideal in a practical situation where the learners could easily access evidence in terms of preparation and planning for an activity and reviewing the activity. Tutors can emphasise the importance of preparation and planning to the learners, before they embark on planning their own practical sessions. Ideally this learning outcome is recommended to be taught before the above practical units as effective planning and preparation will underpin those

units. 'Failure to prepare, prepare to fail'. All good events have a reviewing session and again this will help the learners for other practical units as their progression on the course continues. By equipping the learners with the right processes and procedures will help them to be more engaged and vocationally competent in a sporting environment.

Assessment Guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit.

LO1 For criterion 1.1, learners need to describe four pieces of legislation relevant to sport. Learners should show some understanding of the importance of legislation such as the Safety, Health and Welfare at Work Act 2005.

For 1.2, learners must describe legal and regulatory terms defining our behaviour and actions when working with others in a sporting environment. Learners should describe what these terms mean and in what context they will apply.

LO2 For 2.1, learners must complete two risk assessments for sporting activities, with tutor support. These risk assessments must include aims and controls to eliminate, minimise and protect participants from harm. It is recommended that learners use the risk assessment reporting sheets of their organisation to meet this criterion. If this is not possible then pro forma risk assessment sheets are available from the Health and Safety Executive website.

LO3 For criterion 3.1, learners need to describe three procedures used to promote and maintain a healthy and safe sporting environment. Learners may wish to describe the methods they have used, or will use, in delivering activities or they may describe the procedures used by another organisation. This criterion could be achieved through a presentation or by observation of learners in a practical setting using a well-devised proforma checking assessment sheet.

LO4 For 4.1, learners should produce a plan for the safe delivery of a selected sports activity. Again, this could be learners' own activity or the planning system used by outside organisations. Learners should then review the plan, including identification of strengths and areas for improvement.

Resources

Textbooks

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

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

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

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

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

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

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

Journals

Environmental Health Perspectives

Journal of Law and Health

Journal of School Health

Journal of Sport Behavior

Occupational Safety and Health

Policy and Practice in Health and Safety

The Journal of Physical Education, Recreation and Dance

Websites

Health and Safety Authority www.hsa.ie

Health Service Executive www.hse.ie

Sport Ireland www.sportireland.ie

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

Unit 14: Customer Service in Sport and Physical Activity

Unit code: T/618/6973

RQF level: 3

Introduction

Providing excellent customer service is a key aim for everyone involved in the delivery of successful sport and physical activity. Whether you are an Assistant Fitness Instructor, Assistant Sports Coach or Leisure Assistant, understanding who your customers are and what their needs are is crucial in giving them an excellent experience.

In this unit you will learn the skills that are involved in delivering good customer service and be given the opportunity to apply these skills in sport and physical activity environments.

Regardless of the quality of service, complaints are generally inevitable. Being able to handle complaints efficiently and effectively is a sign of good customer service and so you will also demonstrate your skills in complaint handling.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Understand what customer service involves and its importance to sport and physical activity providers.	1.1 Describe a range of different situations in sport and physical activity where customer service can be provided. 1.2 Describe a range of impacts of providing excellent customer service.
2. Be able to identify how to improve the customer experience of those who use sport and physical activity facilities.	2.1 Describe the main customer types that use sport and physical activity facilities. 2.2 Identify the needs of different customer types and ways of improving the customer experience for them.
3. Be able to demonstrate effective communication and personal presentation skills when delivering customer service in a sport and physical activity environment.	3.1 Demonstrate effective communication skills in a sport and physical activity environment. 3.2 Explain why personal presentation is important for delivering good customer service in a sport and physical activity facility.
4. Be able to handle customer complaints effectively.	4.1 Demonstrate how to handle a complex customer complaint effectively in a sport and physical activity environment.

Indicative Content

- Definition of customer service
- Different situations in which customer service is provided, i.e. external and internal
- Sport and physical activity environments in which customer service is delivered (e.g. leisure facility, gym, sports hall, outdoor playing fields)
- The importance of providing excellent customer service
- Different customer types
- Specific needs of different customer types and how they are met by sport and physical activity providers
- Components of effective communication
- Methods of communication used in sport and physical activity environments
- Barriers to communication
- Elements of effective personal presentation
- Stages of handling a complaint effectively in a range of situations

Delivery Guidance

LO1 In small groups, learners could share their own experiences of good and bad customer service. This doesn't need to be in a sport or physical activity setting, learners should also detail how they felt when they received this particular level of service, and could identify any potential consequences, either on themselves or other customers. Initially the tutor could provide a description of internal and external customers, then in pairs learners could be given a sheet of flip chart paper, and could be given a short amount of time to identify as many types of internal and external customers common to sports and physical activity environments. Learners could then feedback to the group their findings, learners could then discuss the different environments on sport and physical activity, and could then allocate different customers to these various environments.

LO2 For the types of customers, learners could be given some sticky notes, and in 5 minutes could be asked to identify as many different customers that use sport and physical activity facilities. Building on learning from modules in semester 1, learners should discuss why different target groups are customers, what their needs might be and how they differ. Learners could visit a local sports centre, here the learners could identify what facilities/activities are available, and what customers use the centre. Building on their knowledge and understanding of the various types of customer, learners could match the different type of customer to the various activities available at the centre. Learners could then explain the needs of each customer using the sports centre.

LO3 As a group learners could tour a local sports active leisure facility. As part of this tour, learners could complete a checklist which aims to identify the various types of communication used by the facility. Learners could then split their findings into verbal and non-verbal communication, and could assess the effectiveness of the different types of communication. In pairs, learners could produce an information leaflet which explains the barriers to effective communication. This leaflet could also detail some of the methods that can be used to overcome these barriers.

LO4 For stages of dealing with complaints, learners could watch videos dealing with customer complaints. Learners could then write a list of strengths of the way the employee dealt with the customer complaint. Learners could then relate this to their own experiences when making or dealing with complaints. To practice dealing with customer complaints, the tutor could play the role of an angry customer, and the learner could play the role of sports and active leisure facility receptionist. The tutor could make a complaint and the learner would have to respond in the correct way. This could vary with the different types of customer and also could include possible barriers to effective communication. Other learners who observe the role play could then identify strengths and areas for development.

Assessment Guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit.

LO1 For criteria 1.1, learners must describe at least three situations in which customer service is provided and go on to describe a range (more than two) of impacts of providing excellent customer service. Learners must refer to internal and external customers. For 1.2, learners must describe at least three impacts of providing excellent customer service. Again, learners must refer to both internal and external customers.

LO2 Be able to identify how to improve the customer experience of those who use sport and physical activity facilities For 2.1, learners must describe all of the customer types identified in unit content. For 2.2, learners must identify the needs of at least three of the different customer types and ways that sport and physical activity facilities can improve their customer experience.

LO3 For 3.1 and 3.2, learners must demonstrate communication and explain personal presentation skills suitable to the sport or physical activity environment they are in. Environments can include in a leisure facility, in a gym or dance studio, in a sports hall or outdoors when delivering a coaching or activity session.

LO4 Learners should be given the opportunity to practically demonstrate their ability to handle a complaint in a sport and physical activity environment. Role play scenarios could be face to face, over the phone or a written response to complaints.

Resources

Textbooks

Hoye R et al – *Sports Management: Principles and Application* (Routledge, 2015) ISBN 9781138839601

McManus S and Newby T – *Customer Service Pocketbook*, 3rd edition (Management Pocketbooks, 2013) ISBN 9781906610555.

Schwarz, E., and Hall, S – *Sport Facility Operations Management* (Routledge, 2015) ISBN 9781138831056

Journals

Health Club Management (The Leisure Media Company)

Leisure Management (The Leisure Media Company)

<https://www.emerald.com/insight/publication/issn/2042-678X> – Sport, business and management articles

Websites

Sport Ireland – Customer Service Charter <https://www.sportireland.ie/about-us/customer-service-charter>

Ireland Active – www.irelandactive.ie

Channel 4 Learning – www.channel4learning.com

Skills You Need – <https://www.skillsyouneed.com/ips/barriers-communication.html>

www.instituteofcustomerservice.com – The website of the Institute of Customer Service whose purpose is to lead customer service performance and professionalism. It contains case studies, information, a glossary of terms and guidance notes.

