

VTCT Level 2 Diploma in Sports Studies

Operational start date: **1 May 2013**
Credit value: **55**
Total Qualification Time (TQT): **550**
Guided learning hours (GLH): **330-345**
Qualification number: **600/8632/4**

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements (if/where applicable) have been achieved under specified conditions, and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	IQA Assessor initials
Mandatory units			
UV21527			
UV21528			
UV21529			
UV21530			
Optional units			

The qualification

Introduction

The VTCT Level 2 Diploma in Sports Studies is designed as an introduction to working in the sport and active leisure sector and/or to prepare you for further study.

Through this qualification you will develop knowledge and understanding of sport related subjects, including anatomy and physiology, psychology and business skills for sport. In addition you will be able to plan and lead sports activities.

You have the option to take additional units which include the effects of exercise on the body systems, nutrition, fitness testing and injuries in sport. You also have the option to develop your knowledge and understanding of managing your own career in sport, sport and leisure facility operations, technical and tactical awareness for sports and planning and running sports events.

This substantive qualification is the ideal provision to support study programmes.

National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is regulated on the Regulated Qualifications Framework.

This qualification has been supported by VTCT centres delivering sport and active leisure qualifications.

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.



Progression

This qualification will give you a sound grounding in sport and active leisure. On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

- Level 3 Diploma in Preventing Injuries in Sport and Active Leisure

Qualification structure

Total credits required - 55 (minimum)

All mandatory units must be completed. All 55 credits must be achieved.

Mandatory units - 35 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV21527	D/502/5474	Anatomy and physiology for sport	5	30	2
UV21528	H/502/5508	Psychology for sports performance	10	60	2
UV21529	T/502/5481	Planning and leading sports activities	10	60	2
UV21530	D/502/5541	Business skills in sport	10	60	2

Optional units - 20 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV20582	R/502/5410	Fitness testing and training	5	30	2
UV21531	J/600/2832	Effects of exercise on the body systems	5	30	2
UV21532	H/502/5525	Nutrition for sports performance	10	60	2
UV21533	R/503/0770	Understanding how to manage own career in sport	2	15	2
UV21534	M/601/4330	Injuries in sport	3	30	2
UV21535	L/502/5535	Sport and leisure facility operations	10	60	2
UV21536	H/502/5492	Technical skills and tactical awareness for sport	10	60	2
UV21537	H/502/5542	Planning and running a sports event	10	60	2

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external quality assurers.

Assessment explained

VTCT qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross-referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV21527	Anatomy and physiology for sport	0	✗	✓
UV21528	Psychology for sports performance	0	✗	✓
UV21529	Planning and leading sports activities	0	✓	✓
UV21530	Business skills in sport	0	✓	✓

Optional units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV20582	Fitness testing and training	0	✓	✓
UV21531	Effects of exercise on the body systems	0	✗	✓
UV21532	Nutrition for sports performance	0	✗	✓
UV21533	Understanding how to manage own career in sport	0	✗	✓
UV21534	Injuries in sport	0	✗	✓
UV21535	Sport and leisure facility operations	0	✓	✓
UV21536	Technical skills and tactical awareness for sport	0	✗	✓
UV21537	Planning and running a sports event	0	✗	✓

Unit glossary

	Description
VTCT product code	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience; the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guiding Learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of competent observations, per outcome, required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Observation outcome	An observation outcome details the tasks that must be practically demonstrated to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper, a portfolio of evidence or other forms of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel with the unit's observation outcomes.

UV21527

Anatomy and physiology for sport

The aim of this unit is to develop your knowledge and understanding of anatomy and physiology for sport. This includes the structure and functions of the skeletal, muscular, cardiovascular and respiratory systems.

Level

2

Credit value

5

GLH

30

Observation(s)

0

External paper(s)

0



Anatomy and physiology for sport

Learning outcomes

On completion of this unit you will:

1. Know the structure and function of the skeletal system
2. Know the structure and function of the muscular system
3. Know the structure and function of the cardiovascular system
4. Know the structure and function of the respiratory system

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know the structure and function of the skeletal system

You can:	Portfolio reference
a. Describe the structure and function of the skeletal system	
b. Describe the different types of joint and the movements allowed at each	



Learning outcome 2

Know the structure and function of the muscular system

You can:

Portfolio reference

a. Identify the major muscles of the body

b. Describe the different types of muscle and muscle movements



Learning outcome 3

Know the structure and function of the cardiovascular system

You can:

Portfolio reference

a. Describe the structure and function of the cardiovascular system



Learning outcome 4

Know the structure and function of the respiratory system

You can:

Portfolio reference

- a. Describe the structure and function of the respiratory system

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Know the structure and function of the skeletal system

Structure of the skeletal system:

Name and location of major bones (skull, sternum, ribs, vertebral column, clavicle, scapula, humerus, radius, ulna, carpals, metacarpals, pelvis, femur, tibia, fibula, patella, tarsals, metatarsals, phalanges), divisions of axial and appendicular skeleton, classification of bones (long, short, flat, irregular, sesamoid).

Function of the skeletal system:

Protection, muscle attachment, movement, support, shape, production of blood cells.

Types of joint: Joint classifications (fixed, slightly moveable, freely moveable),

structure of a synovial joint (articular capsule, fibrous capsule, synovial cavity, synovial membrane, synovial fluid, articular cartilage, bursae, ligaments), types of synovial joint (gliding, pivot, saddle, ellipsoid, ball and socket, hinge).

Joint movements: Flexion, extension, adduction, abduction, rotation, circumduction, elevation, depression, supination, pronation, plantar flexion, dorsi flexion, movements allowed at different joints, joint movements performed during simple sporting movements.

Learning outcome 2: Know the structure and function of the muscular system

Major muscles: Name and location of major skeletal muscles (latissimus dorsi, trapezius, erector spinae, pectoralis major, deltoids, triceps, biceps, abdominals, obliques, gluteus maximus, quadriceps, hamstrings, gastrocnemius).

Types of muscle: Skeletal (voluntary), smooth (involuntary), cardiac (involuntary), structure of different types (e.g. striated or non-striated, size of fibres), muscle fibre types (slow twitch, fast twitch), function of different types of muscle (e.g. skeletal muscles produce movement, smooth muscle produces vasodilation and constriction of blood vessels).

Muscle movements: Types of muscle contraction (isotonic concentric, isotonic eccentric, static/isometric), muscle contraction during simple exercises and sporting movements.



Learning outcome 3: Know the structure and function of the cardiovascular system

Structure of the cardiovascular system:

Location of the heart, structure of the heart (atria, ventricles, septum, tricuspid valve, bicuspid valve, semi-lunar valves), main blood vessels leading into and out of the heart (aorta, pulmonary vein, pulmonary artery and vena cavae), types of blood vessels (arteries, arterioles, capillaries, veins, venules), components of blood (plasma, red blood cells, white blood cells, platelets).

Function of the cardiovascular system:

Function of the heart (circulation of blood, pumping and receiving blood to and from the body and lungs), function of blood vessels (transport blood, regulate the flow and distribution of blood around the body), function of blood (transport oxygen and carbon dioxide, transport nutrients, fight infection, blood clotting).

Learning outcome 4: Know the structure and function of the respiratory system

Structure of the respiratory system:

Mouth, nose, pharynx, larynx, trachea, bronchi, bronchioles, alveoli, diaphragm, intercostal muscles.

Function of the respiratory system:

Mechanics of breathing (inspiration and expiration), gaseous exchange at the lungs (diffusion of oxygen and carbon dioxide between the blood and alveoli), gaseous exchange at the muscles (diffusion of oxygen and carbon dioxide between the blood and muscles), composition of inhaled and exhaled air.

UV21528

Psychology for sports performance

The aim of this unit is to develop the knowledge, understanding and skills required for the psychological demands of a selected sport. This will include the impact that motivation, personality and aggression can play on performance and strategies that can be used to enhance performance. You will be able to plan, carry out, record and review a six-week training programme to improve psychological skills for a selected sport.

Level

2

Credit value

10

GLH

60

Observation(s)

0

External paper(s)

0



Psychology for sports performance

Learning outcomes

On completion of this unit you will:

1. Know the psychological demands of a selected sport
2. Know the impact that motivation can have on sports performance
3. Know the effect of personality and aggression on sports performance
4. Be able to develop and review a psychological skills training programme to enhance own sports performance

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know the psychological demands of a selected sport

You can:

Portfolio reference

a. Describe four psychological demands of a selected sport



Learning outcome 2

Know the impact that motivation can have on sports performance

You can:	Portfolio reference
a. Describe the impact of motivation on sports performance	
b. Describe two strategies that can be used to influence motivation	



Learning outcome 3

Know the effect of personality and aggression on sports performance

You can:	Portfolio reference
a. Describe personality and how it affects sports performance	
b. Describe aggression and two strategies that can be used to control it	



Learning outcome 4

Be able to develop and review a psychological skills training programme to enhance own sports performance

You can:	Portfolio reference
a. Assess own attitudes and psychological skills in a selected sport, identifying strengths and areas for improvement	
b. Plan, carry out and record a six-week training programme to improve psychological skills for a selected sport, with tutor support	
c. Review the psychological skills training programme, identifying strengths and areas for improvement	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Know the psychological demands of a selected sport

Psychological demands: Anxiety (cognitive, somatic), self-confidence, motivation, aggression, concentration, decision-making, problem solving, competitiveness, psychological demands of different sports.

Learning outcome 2: Know the impact that motivation can have on sports performance

Motivation: Definition, theories of motivation (trait-centred view, situation-centred view, interactional view), intrinsic motivation, achievement motivation, extrinsic motivation, attribution theory, effect of motivation on sports performance.

Strategies: For example imagery, SMART (Specific, Measurable, Achievable, Realistic, Time-bound) goal setting, self-talk, positive reinforcement, rewards, use of different strategies in sport, effect of different strategies on motivation.

Learning outcome 3: Know the effect of personality and aggression on sports performance

Personality: Definition, trait approach, personality types and their characteristics (e.g. introverts and extroverts, type A and type B), situational approach (modelling, feedback), effect of personality on sports performance.

Aggression: Definition, criteria for aggression, types of aggression (hostile, instrumental), causes of aggression (e.g. instinct, frustration, learnt behaviour), effect of aggression on sports performance.

Strategies: Self-talk, relaxation, stress management, imagery, cognitive restructuring, use of different strategies in sport, effect of different strategies on aggression.



Learning outcome 4: Be able to develop and review a psychological skills training programme to enhance own sports performance

Assessment: Ways to assess attitudes and psychological skills (e.g. self-assessment questionnaire, feedback from peers or coach, performance profiling), identifying strengths and areas for improvement.

Plan programme: Maintain strengths and improve weaknesses, set SMART targets, psychological skills training (e.g. relaxation, imagery, self-talk), timings and schedule.

Record: Psychological skills training completed, effect of programme on sports performance, recording methods (e.g. diary, logbook, portfolio, video, observation records, witness statements).

Review: Achievement of programme targets, reassessment of psychological skills (e.g. questionnaire, performance profiling), identifying strengths and areas for improvement, future training goals.

UV21529

Planning and leading sports activities

The aim of this unit is to develop the knowledge, understanding and skills required for successful planning and leading of sports activity sessions and events. You will learn how to review your own performance, identifying your strengths and areas for improvement.

Level

2

Credit value

10

GLH

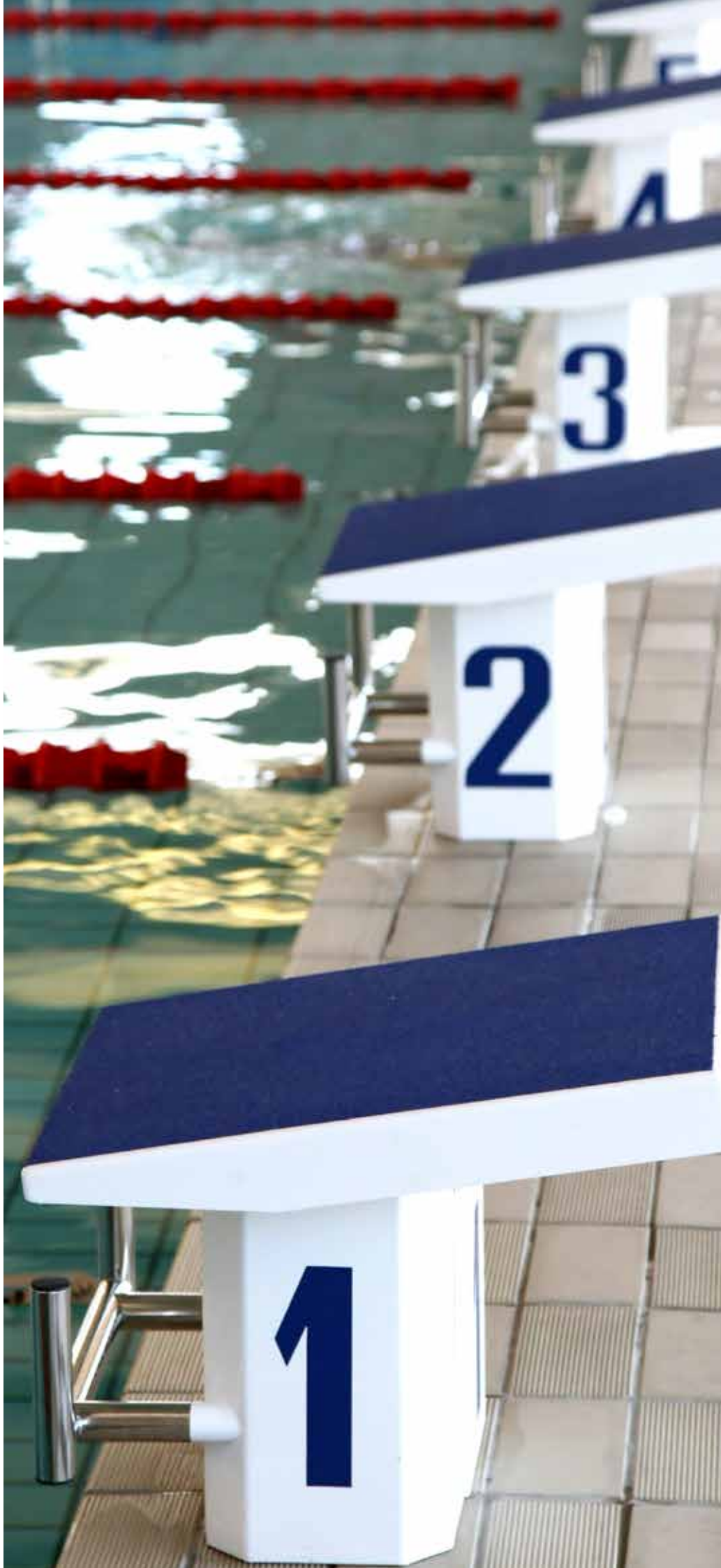
60

Observation(s)

1

External paper(s)

0



Planning and leading sports activities

Learning outcomes

On completion of this unit you will:

1. Be able to plan and lead an activity session
2. Be able to assist in the planning and leading of a sports event
3. Be able to review your planning and leadership of a sports event
4. Be able to review your planning and leadership of a sports activity
5. Know the skills, qualities and responsibilities associated with successful sports leadership

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation is not allowed in this unit.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least one occasion**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.
4. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
5. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
6. *External paper*
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to plan and lead an activity session

You can:

- a. Plan and lead a sports activity, with tutor support

* *May be assessed by supplementary evidence.*

Observation	1	<i>Optional</i>	<i>Optional</i>
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



Learning outcome 2

Be able to assist in the planning and leading of a sports event

You can:

- a. Contribute to the planning and leading of a sports event

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Outcome 3

Be able to review your planning and leadership of a sports event

You can:

Portfolio reference

- a. Review own performance whilst assisting with the planning and leading of a sports event, identifying strengths and areas for improvement



Learning outcome 4

Be able to review your planning and leadership of a sports activity

You can:

Portfolio reference

- a. Review the planning and leading of a sports activity, identifying strengths and areas for improvement



Learning outcome 5

Know the skills, qualities and responsibilities associated with successful sports leadership

You can:

Portfolio reference

- a. Describe the skills, qualities and responsibilities associated with successful sports leadership, using two examples of successful sports leaders

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to plan and lead an activity session

Plan: Date and time, location and venue, participant information (age, ability, gender, numbers, medical history, specific needs), session aims and objectives, resources (facility, equipment, staff), risk assessment, timings and structure of session content (warm-up, skill development, game-related activity, cool down), coaching and teaching points, contingency planning.

Lead: Deliver the planned session, adapt the session if required, demonstrate the skills, qualities and responsibilities of a leader (communication, organisation, motivation, health and safety), work effectively with a tutor or supervisor.

Learning outcome 2: Be able to assist in the planning and leading of a sports event

Sports events: Coaching day, taster day, competition or tournament, training camp, charity fundraiser.

Planning: Type of event, size and scope, aims and objectives, location, target audience, date and timings, facilities and resources, staffing, budget, costs, proposed activities, contingency plans, constraints, risk assessment, insurance, informed consent, first aid procedures, methods for reviewing the event.

Organisation: Own roles and responsibilities, contributing (e.g. perform own tasks, team work, communication), arranging facilities and resources (e.g. booking venue, sourcing equipment, staff, transport), contingencies, health and safety, advertising and promotion, team meetings to monitor progress.

Leading the event: Setting up (signage, registration, activity areas, equipment, service areas, seating areas), delivering the event (following the event plan, making changes to the plan if required, following contingencies if required), demonstrate the skills, qualities and responsibilities of a leader (communication, organisation, motivation, health and safety), ending the event (presentation ceremony, collecting participant feedback, tidying away equipment, taking down signage).



Learning outcome 3: Be able to review your planning and leadership of a sports event

Review own performance: Methods of feedback (questionnaires, comment cards, verbal feedback, video, observation records, witness statements), sources of feedback (participants, self, peers, tutor, supervisor), strengths and areas for improvement (planning, organisation,

communication, health and safety), setting SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets for improvement, future opportunities for development (training courses, leadership experience).

Learning outcome 4: Be able to review your planning and leadership of a sports activity

Review: Methods of feedback (questionnaires, verbal feedback, video, observation records, witness statements), sources of feedback (participants, self, peers, tutor, supervisor), strengths and areas for improvement (planning,

organisation, communication, health and safety), setting SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets for improvement, future opportunities for development (training courses, leadership experience).

Learning outcome 5: Know the skills, qualities and responsibilities associated with successful sports leadership

Sports leaders: P.E. teacher, community sports leader, school or college coach, club coach.

Skills: Leadership, organisation, planning, time management, communication.

Qualities: Appearance, confidence, initiative, enthusiasm, motivation, positive attitude, adaptable.

Responsibilities: Coaching ethics and values, rules and regulations, health and safety, equality and diversity, child protection, legal obligations, professional conduct.

UV21530

Business skills in sport

The aim of this unit is to develop the knowledge, understanding and skills required to support an effective sport and leisure business operation. In addition, you will be able to review the quality of a sport and leisure business, identifying strengths and areas for future development.

Level

2

Credit value

10

GLH

60

Observation(s)

1

External paper(s)

0



Business skills in sport

Learning outcomes

On completion of this unit you will:

1. Be able to use the skills required to manage customer service situations
2. Know the business skills needed to support customers in the sport and leisure industry
3. Know the skills needed for effective sport and leisure business operation
4. Be able to review the quality of a sport and leisure business

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation is not allowed in this unit.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least one occasion**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.
4. *Range*
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
6. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Learning outcome 1

Be able to use the skills required to manage customer service situations

You can:

- a. Demonstrate use of customer service skills in three different customer service situations

** May be assessed by supplementary evidence.*

Observation	1	<i>Optional</i>	<i>Optional</i>
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



Range

*You must practically demonstrate that you have:

Used customer service skills in a minimum of 3 situations	Portfolio reference
Dealing with general enquiries	
Recruiting new members	
Inducting new members	
Dealing with customer complaints	
Dealing with accidents	
Answering the telephone	

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Be able to use the skills required to manage customer service situations

You can:

Portfolio reference

b. Produce guidelines for a selected customer service situation



Learning outcome 2

Know the business skills needed to support customers in the sport and leisure industry

You can:

Portfolio reference

- a. Describe the business skills needed to support customers in the sport and leisure industry



Learning outcome 3

Know the skills needed for effective sport and leisure business operation

You can:

Portfolio reference

- a. Identify the skills needed for effective sport and leisure business operation



Learning outcome 4

Be able to review the quality of a sport and leisure business

You can:

Portfolio reference

- a. Review the quality of a selected sport and leisure business, identifying strengths and areas for future development

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to use the skills required to manage customer service situations

Customer service situations: Dealing with general enquiries, recruiting new members, inducting new members, dealing with customer complaints, dealing with accidents, resolving a conflict, answering the telephone.

Customer service skills: Verbal communication (effective listening, speaking clearly, appropriate language, politeness), non-verbal communication (body language, hand gestures, facial expressions, eye contact, written), positive attitude (enthusiasm, commitment), work ethic (meet customer needs, value the customer, loyalty), team working (role in a team, support others, listen to opinions).

Learning outcome 2: Know the business skills needed to support customers in the sport and leisure industry

Customers: Young people, older adults, people with disabilities, antenatal and postnatal, educational groups, recreational, elite.

Business skills: Market research and analysis, customer needs and expectations, gathering customer feedback, dealing with customer complaints, booking procedures, administration of customer information.



Learning outcome 3: Know the skills needed for effective sport and leisure business operation

Skills for business operation:

Planning (strategic, financial), financial (managing customer accounts, customer billing and payments, sales records), marketing (research and analysis, promotion, advertising), health and safety (risk assessment, health and safety procedures, emergency procedures), time management.

Learning outcome 4: Be able to review the quality of a sport and leisure business

Reviewing quality: Quality standards (customer charters, Charter Mark, Sport and Recreation Industry Award Schemes, Investors in People), gathering customer feedback (questionnaire, interview, suggestion box), aspects of business to review (market segmentation, range of facilities and services to meet customer needs, value for money, health and safety, emergency procedures, access for people with disabilities), identify strengths and areas for future development.

Notes

Use this area for notes and diagrams