

Criteria for the Diploma qualifications in sport and active leisure at Foundation, Higher and Advanced levels

Version 1



Date: July 2008
Ofqual/08/3741

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The government will be bringing in legislation to establish Ofqual as the regulator of qualifications. Until this legislation is passed, Ofqual will operate as part of the Qualifications and Curriculum Authority. Afterwards, Ofqual will be accountable to parliament.

Purpose

The purpose of this document is to record a full set of criteria for principal learning for the Diploma in Sport and Active Leisure at Foundation, Higher and Advanced levels. It also sets out the aims for the overall Diploma in sport and active leisure.

This document should be read in conjunction with:

- the Qualifications and Curriculum Authority (QCA) document *Criteria for accreditation of Diploma qualifications at levels 1, 2 and 3* (QCA/07/3112) at www.qca.org.uk/qca_7670.aspx which defines the overarching criteria for Foundation, Higher and Advanced level Diplomas (including the Progression Diploma)
- the *Line of learning statement in sport and active leisure* produced by the Diploma Development Partnership (DDP) representing the industries covered.

All references to guided learning hours (GLH) within this document are for the purposes of ensuring that at each level there is sufficient content specified to enable the design of qualifications. GLH are not intended to indicate final unit sizes or design.

The purpose of the line of learning criteria is twofold:

- to provide the regulatory tools (alongside the overarching criteria) the regulators will use to accredit qualifications that are developed for the Diploma and to admit qualifications and/or units of accredited qualifications into the Diploma catalogue
- to specify the requirements against which awarding bodies will develop their principal learning qualifications for the Diploma.

Aims

The general aims of the Diplomas are identified in Section 2 of the document *Criteria for accreditation of Diploma qualifications at levels 1, 2 and 3*.

The purpose of the Diploma in sport and active leisure at Foundation, Higher and Advanced levels is to introduce learners to the world of sport and active leisure. It is for all learners and has particular relevance to learners who are aged 14 to 19 and who seek to acquire knowledge and develop skills in the broad context of the relevant sport and leisure industries.

Principal learning provides the essential knowledge, skills and understanding for all learners within the sector(s) covered. Specialist learning enables learners to acquire a deeper understanding and/or application of the topics covered in principal learning or to explore a related topic with a more local focus.

Each Diploma in sport and active leisure will:

- enable individuals to acquire relevant personal, learning and thinking skills (PLTS) in a sport and active leisure context
- give opportunities to acquire and practise essential functional skills in English, mathematics and information and communication technology (ICT) that are relevant to the level and delivered in the context of sport and active leisure
- offer progression to other Diplomas and opportunities to transfer laterally and progress to further education, apprenticeships, training and employment
- aid effective transition to further education, work-based learning or higher education and to working life by providing a wide range of transferable skills and knowledge
- provide a motivating learning experience through a blend of general education and applied learning within a coherent and stimulating programme.
- meet the skills needs of employers by developing broad knowledge and understanding about the sector as well as the skills and attributes related to the industry
- ensure teaching and learning draws on up-to-date developments from the sport and active leisure industry
- provide an education that helps learners thrive in a constantly changing global economy
- offer rich and varied learning environments

- support diversity and inclusion
- include opportunities for developing understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues; sustainable development; health and safety considerations; and European developments consistent with international agreements.

Vision

To equip young people with the skills, knowledge and attributes necessary to help the sport and active leisure industry professionalise and so deliver on its two headline ambitions set with the government:

1. to leave a lasting legacy of grass-roots participation opportunities following the staging of successful major events
2. to see 50 per cent of the nation active and healthy by 2020.

The sport and active leisure industry is new, high profile and rapidly becoming more professional. By encouraging individuals to lead active and healthy lifestyles its workforce has a hugely significant role to play in helping address current social challenges such as obesity, binge-drinking and the need to offer every child an opportunity to experience the outdoors during their education.

The industry is hugely attractive to young people and is often seen as a gateway to other careers, largely because of its ability to offer essential life skills through readily available volunteer, part-time and seasonal roles. Sport is singled out within the industry's overall title largely because of its predominance within the sector and its ability to provide a shop window for attracting new recruits into the workforce. That said, it is important to emphasise that workers within the industry (and by extension potential learners interested in taking the Diploma in sport and active leisure) need to have the strongest possible interest in, empathy for and identification with leading an active and healthy lifestyle but they do not necessarily have to be active participants themselves.

The Diploma in sport and active leisure has been developed to capitalise on all of these benefits. It will address skills gaps by offering young people the chance to develop the skills, knowledge and attributes that they will need to progress into further training and/or employment within the industry straight away or to move on to further or higher education within or outside of the sector.

Employers and further and higher education institutions in the sport and leisure industry are looking for a Diploma holder who:

- has knowledge of the sport and active leisure industry and its scope, job roles and requirements
- understands the importance of being physically active in life
- understands and is able to work with target groups, especially young people

- has communication/people skills, is a good team worker and is inclusive/equitable
- understands the importance of and has skills in customer service
- is practical, with problem-solving/organisational skills
- is responsible and self-confident in his/her abilities
- understands the strengths of the sector in being able to offer volunteer job roles that can develop essential life skills in people
- is receptive to entering into part-time, seasonal or volunteer work to progress to a full-time career in the industry
- has knowledge of the appropriate legislation, in particular health and safety issues, surrounding the sport and leisure industry
- has an understanding of the appropriate technical qualifications they will require (over and above the Diploma in sport and active leisure) in order to develop a career and go on to be recognised further within the industry.

These attributes need to be reflected in the qualifications developed from the criteria.

The intention of the Diplomas in sport and active leisure is that the principal learning should provide learners with a broad base of understanding and skills that are transferable across the wide range of sport and leisure roles and contexts. Young people will be expected to study in a range of contexts during their diploma. It is expected that many of the topics will be delivered in a range of contexts (for example in sport, fitness, play work, stadium management and safety, the outdoors or sports surfaces) to suit locality or interest areas. Where criteria make reference to 'any sector context' or to 'the industry' they are referring to this range of contexts.

Diversity and inclusion

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

Component awarding bodies must design assessment requirements so that there are no barriers to achievement for disabled people, unless the barrier is explicitly justified as a competency standard in line with the *Criteria for the accreditation of Diploma qualifications at levels 1, 2 and 3*. There must also be no barriers to achievement in the assessment requirements in terms of gender, race, age, sexual orientation and religion/belief.

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

Reasonable adjustments for disabled people must be offered where these are still needed. Reasonable adjustments should reflect the candidate's usual methods of working and not invalidate the competency standard of the assessment requirements.

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

To support the requirements above component awarding bodies must have procedures in place to ensure relevant staff and associates are trained in ensuring equality in:

- the design, development and subject matter of qualifications
- assessment and awarding procedures
- language used in assessment

- systems used to ensure consistency of standards across options, centres and time.

They must also ensure that the centres they register do the same and undertake to use buildings that provide access for all candidates in accordance with equalities legislation.

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

Note

The six areas of diversity in law are disability, gender, race, age, sexual orientation and religion/belief. In addition Ofqual's regulation promotes equality and aims to eliminate discrimination in terms of disability, gender and race, in accordance with public sector equality duties.

Themes

The sport and active leisure DDP has identified three interrelated themes that underpin the Diploma at all levels:

- Theme 1: Sport and active leisure and the individual
- Theme 2: Sport and active leisure and the economy
- Theme 3: Sport and active leisure and the community.

Structure

Structure of Diplomas in sport and active leisure			
Level	Foundation	Higher	Advanced
Total GLH	600	800	1,080
Principal learning (GLH)	240	420	540
Generic learning (GLH)	240	200	180
Additional/specialist learning (GLH)	120	180	360

Foundation level

Summary of topic titles

Topic no.	Title	GLH
Theme 1: Sport and active leisure and the individual		
1.1	The importance of an active and healthy lifestyle	30
1.2	The importance of participation in sport and active leisure	60
1.3	How the body works – introducing science in sport and exercise	30
Theme 2: Sport and active leisure and the economy		
1.4	Introducing the sport and active leisure industry	60
Theme 3: Sport and active leisure and the community		
1.5	Working with customers in the sport and active leisure industry	30
1.6	Working with specific populations in sport and active leisure	30

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

Theme 1: Sport and active leisure and the individual

Topic 1.1 The importance of an active and healthy lifestyle (30 GLH)

The lifestyle choices that individuals make have a major impact on their health and wellbeing. One of the choices that individuals can make is to be active, which should affect not only their health and fitness but their confidence. By exploring how they make choices, this topic introduces learners to what constitutes an active and healthy lifestyle, its physical and mental benefits and the factors that may affect the achievement of a balanced, healthy lifestyle. It also introduces the skills that an individual may need to motivate themselves to plan and make lifestyle changes.

Learners must know and understand:

1. the key components of an active and healthy lifestyle (including regular exercise and eating healthily)
2. the physical and mental benefits of an active and healthy lifestyle (including positive risk-taking, increased fitness, increased self-confidence and improved health)
3. the behaviours and choices that may impact adversely on an active and healthy lifestyle in the short and longer term (including over-eating, drinking, smoking and substance misuse)
4. illnesses that are related to body image.

Learners must be able to:

1. find out about the short and longer term positive benefits of a balanced lifestyle
2. assess their own lifestyles
3. plan for changes in their own lifestyle that might improve their health.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- reflective learners
- effective participators.

Topic 1.2 The importance of participation in sport and active leisure (60 GLH)

Challenging targets are being set by governments to get the population active as a means to improve the health of the nation. The purpose of this topic is to introduce learners to the idea that participation in sport and active leisure is not only enjoyable but can lead to physical benefits, increased self-confidence and improved mental resilience that can be applied to make positive choices in all areas of life. Through involvement in activity sessions learners will have the opportunity to develop personal skills and attributes needed to motivate not only themselves but others to participate. The topic also introduces the importance of securing a safe environment for physical activity and the need to be aware of the safety and effectiveness of regular activity.

Learners must know and understand:

1. that participation can take many forms including officiating, time-keeping, coaching and planning as well as physically taking part
2. how active participation in sport and active leisure can help motivate people to make lifestyle changes
3. how active participation may increase self-confidence and mental resilience
4. the potential social benefits of active participation in sport and active leisure (including crime reduction, anti-bullying and avoidance of drugs)
5. the personal skills required to encourage others to participate in an active and healthy lifestyle
6. the constituent parts of a successful activity session in any of the sector contexts
7. the importance of a safe environment when taking regular physical activity
8. how to conduct a basic warm up and cool down session safely (without impacting adversely on the human body).

Learners must be able to:

1. identify and select appropriate methodologies that can be used to encourage people to participate in an activity
2. plan with others to lead a simple group activity that encourages active participation
3. review the outcomes of an activity and recommend improvements

4. demonstrate an awareness of the importance of health and safety in active participation
5. plan a basic warm up and cool down session in a sector context, recognising individual as well as group needs.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- reflective learners
- team workers
- effective participators.

Topic 1.3 How the body works – introducing science in sport and exercise (30 GLH)

Understanding the science behind how the body works is essential to understanding how individuals respond to activity. The purpose of this topic is to introduce learners to basic scientific principles that explain how the human body and the mind respond to regular physical activity. Learners are also introduced to the use of simple methods to measure the effects of physical activity on the body and the mind.

Learners must know and understand:

1. the make up and structure of the human body (including bones, blood flow, muscles and respiratory system)
2. the science behind the general benefits of regular physical activity for the human body (including living longer, avoiding injury, building muscle strength and increasing cardio-vascular fitness)
3. the science behind the benefits of regular physical activity for the mind (including improving self-confidence, concentration, motivation and a sense of wellbeing)
4. methods used to measure the effects of physical activity on the human body and the mind.

Learners must be able to:

1. use simple methods to measure the effects of physical activity on the human body and the mind
2. reflect on the effects of a planned physical activity on the body.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- reflective learners
- effective participators.

Theme 2: Sport and active leisure and the economy

Topic 1.4 Introducing the sport and active leisure industry (60 GLH)

The sport and active leisure landscape is rapidly changing. The purpose of this topic is to actively engage learners in an exploration of the evolution and current infrastructure of the industry, its sub-sectors, demographics, key employers and the wide range of jobs and career pathways available. Learners will have opportunities to learn about how the industry contributes to the national economy and to explore the industry's important relationship with other industries.

Learners must know and understand:

1. the current size, scope and geographical location of the sport and active leisure industry
2. the infrastructure of the industry (including the role and scope of local, regional and national bodies and stakeholders such governing bodies, sport clubs, specialist sports colleges, commercial sponsors and the National Lottery)
3. the contribution of the sport and active leisure industry to the UK economy (public sector, private sector and third sector)
4. the role of volunteers within the industry
5. the industry's interdependencies with other related industries including the media, retail (professional athletes endorsing products) and business (sponsorship arrangements)
6. career opportunities and pathways within the sport and active leisure industry
7. expectations and misconceptions about the industry.

Learners must be able to:

1. identify and present information to others about the interdependencies within the industry or related industries
2. review job roles, career pathways and progression routes within the sport and active leisure industry
3. explain the use of sport and active leisure to promote other products and services within the UK economy.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers

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Advanced levels

- reflective learners
- self managers.

Theme 3: Sport and active leisure and the community

Topic 1.5 Working with customers in the sport and active leisure industry (30 GLH)

First class customer service is central to any professional, 'people-centred' industry. Through working individually and in teams this topic introduces learners to the crucial importance of developing good interpersonal skills and communicating professionally with customers and colleagues. Learners will gain confidence in engaging with customers and will develop an understanding of the impact of their own personal management and presentation on others. They will also learn why taking personal responsibility is essential for developing and building relationships with customers and colleagues.

Learners must know and understand:

1. why the industry is described as 'people centred'
2. the definition of first class customer service and why it is important to develop customer service skills (including the use of verbal and non-verbal communication)
3. the definition of interpersonal skills and why they are essential to work in the industry (including positive attitude, work ethic and team working)
4. why personal management is important in the industry.

Learners must be able to:

1. observe and identify good and poor customer service within the sport and active leisure industry
2. demonstrate good customer service skills
3. demonstrate how to present themselves positively in the industry.

To engage with this topic effectively learners must use the following PLTS:

- self managers
- effective participators
- creative thinkers
- team workers.

Topic 1.6 Working with specific populations in sport and active leisure (30 GLH)

Central to the ethos of the sport and active leisure industry is access for all. Individuals and groups with specific needs, referred to as specific populations, include young people; older people; people from diverse socio-economic backgrounds, cultures and religions; learners with learning difficulties and/or disabilities; the obese; those with injury; and those with particular health conditions. The purpose of this topic is to introduce learners to the specialist skills that are needed to ensure that specific populations are catered for and why it may be necessary to improve access and make adjustments to enable them to participate. The topic also looks at the implications of relevant current legislation related to equality of access.

Learners must know and understand:

1. what constitutes specific populations
2. why it is important to actively promote participation for all
3. types of sport and active leisure activities suitable for specific populations
4. the specialist skills required to ensure these groups take part
5. the potential barriers to participation encountered by specific populations and how they can be overcome
6. the implications of the current equality and diversity legislation.

Learners must be able to:

1. review and explain how to meet the needs of a specific population
2. identify locally where barriers have been overcome in relation to specific populations
3. identify improvements that support a specific population.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers
- reflective learners.

Higher level

Summary of topic titles

Topic no.	Title	GLH
Theme 1: Sport and active leisure and the individual		
2.1	Active and healthy lifestyle choices	30
2.2	Encouraging participation in sport and active leisure	60
2.3	Science in sport and active leisure	60
Theme 2: Sport and active leisure and the economy		
2.4	Working in sport or active leisure in your locality	60
2.5	Businesses in the sport and active leisure industry	60
2.6	Media in sport and active leisure	60
Theme 3: Sport and active leisure and the community		
2.7	The customer experience	30
2.8	Access for all in sport and active leisure	60

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

Theme 1: Sport and active leisure and the individual

Topic 2.1 Active and healthy lifestyle choices (30 GLH)

All sport and active leisure starts with the individual. The purpose of this topic is to enable learners to work actively as individuals and in teams to find out through practical investigation what constitutes a healthy lifestyle and how individuals make lifestyle choices. The topic enables learners to review the impact of lifestyle choices – positive and negative – on an individual’s physical and mental wellbeing, including the implications of taking risks and how participation in sport and active leisure impacts on lifestyle and wellbeing.

Learners must know and understand:

1. the behaviours and choices that impact on lifestyle choices around diet, level of exercise, sleep patterns or substance use
2. the physical benefits of making positive lifestyle choices for the individual (including increased fitness and achieving a healthy weight)
3. the mental benefits of making positive lifestyle choices for the individual (including increased mental resilience and self-confidence)
4. how taking positive lifestyle choices to the extreme can damage health and wellbeing (for example over-exercise or exercise addiction and under-eating)
5. how taking part in sport and active leisure can impact on lifestyle choices and self-esteem, including such issues as illnesses associated with body image
6. the positive benefits of risk-taking (including in play work and outdoor activities).

Learners must be able to:

1. compare the impact of different lifestyle choices on an individual
2. investigate the principles that underpin decisions for lifestyle choices
3. assess how positive changes lead to improvements in the lifestyle and wellbeing of an individual.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers
- reflective learners

- self managers.

Topic 2.2 Encouraging participation in sport and active leisure (60 GLH)

To effect long-term change in the sport and active leisure industry levels of participation need to increase. There are many imaginative ways to motivate people to participate that suit their individual interests and lifestyles. Once involved in active participation themselves individuals are more likely to encourage others to participate, so impacting positively on society. Through participating in team activities in a range of roles this topic explores how traditional and innovative methods can encourage and sustain active participation. The topic enables learners to identify the range of leadership styles and motivational techniques that can be used to increase participation and encourage adherence as well as allowing learners to develop and demonstrate their own leadership or facilitation skills.

Learners must know and understand:

1. traditional methods of increasing participation (including taster sessions, junior development programmes, school visits, club membership for active leisure or club trials in sport)
2. innovative methods of increasing participation (including drop-in sessions, street games, unusual venues and formal and informal settings)
3. why different methods of encouraging participation may appeal to different groups
4. the benefits to society of increased, regular, individual participation (including the mental resilience and self-confidence that can help with reducing bullying and crime and avoidance of drugs)
5. the range of leadership methods that can be used to engage and motivate potential participants in sport and active leisure (including using simple psychological principles to encourage motivation, active encouragement, delegation and positive reinforcement)
6. the importance of being motivational when encouraging active participation (including in coaching and leadership skills)
7. why adherence (long-term or regular participation) helps to sustain lifestyle changes.

Learners must be able to:

1. review and assess the benefits of different methods of increasing participation and make suggestions for innovative ways to increase participation
2. review and make recommendations on how to improve a participation event

3. identify and compare the impact of different leadership styles on active participation
4. demonstrate leadership or facilitation methods.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers
- self managers
- team workers
- reflective learners.

Topic 2.3 Science in sport and active leisure (60 GLH)

Knowledge of basic scientific principles is essential for learners to understand how physical activity can be effective and safe. It is also essential for the development of innovative products and services that are used in the industry. The purpose of this topic is to enable learners to understand how anatomy, physiology and the mechanics of movement are applied in the sport and active leisure industry to support safe and effective participation. Through the application of simple physical tests, learners will investigate how scientific principles impact on the design of new and improved products and services in the industry. Learners will also research the impact of innovative new technologies in the sport and active leisure industry and the role they play in safeguarding effective participation and in performance testing.

Learners must know and understand:

1. the basic principles of anatomy and physiology and how they are applied in the industry to support safe and effective participation (including sports injury, fitness testing, improved coaching techniques and simple analysis of performance)
2. what the mechanics of movement are and their role in the industry (including levers in sports equipment and the human body, force, work and efficiency, power and pivot points)
3. how anatomy and physiology are applied to develop and design new and improved products and services for the industry
4. the impact of technological innovation within the industry (including fitness testing and simple analysis of performance)
5. how technological innovation is applied to develop, design and test new or improved products and services for the industry (including in equipment design).

Learners must be able to:

1. review how a knowledge of anatomy and physiology has improved sport and active leisure products or services over time and suggest new ideas
2. apply scientific principles to analyse the mechanics of movement in any sector context
3. use scientific principles to carry out a simple physical test relevant to a sector context, draw conclusions and make recommendations for improvement
4. review how technological innovation has improved products and services over time and suggest new ideas.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers
- reflective learners
- self managers.

Theme 2: Sport and active leisure and the economy

Topic 2.4 Working in sport or active leisure in your locality (60 GLH)

The sport and active leisure industry is of huge importance to the national economy but provision of facilities and activities varies substantially across localities. Through practical research in the locality learners will explore the role of the sport and active leisure industry including its scope, sub-sectors, infrastructure and demographics. The topic also enables learners to investigate the impact of the sport and active leisure industry in the local and national economy and to find out about the huge range of career choices that are available. They will be able to consider how their individual preferences and personal attributes could be accommodated in the industry's workforce.

Learners must know and understand:

1. why the structure of the industry varies from place to place
2. the characteristics of the sport and active leisure infrastructure in a locality (including public leisure centres, private gyms, sports clubs, fitness chains, play centres, outdoor activity centres and leisure 'clubs' such as Ramblers Association)
3. the range of job roles available in the industry (public, private and third sector) and how they can differ from place to place (for example urban and rural) and in different sub-sectors of the industry
4. the skills and personal attributes needed for particular job roles and career paths, (including interpersonal skills and leadership skills) and how particular jobs can accommodate personal preferences
5. the different responses of sport and active leisure businesses in the private, public and third sectors to government policy in terms of their structure, organisation, roles and responsibilities (including national sports agencies, professional institutes, national governing bodies, regional/county bodies, specialist sports colleges, the third sector, sports media and commercial sponsors)
6. how government social, cultural and sport policy impacts upon the industry nationally and locally (including through community cohesion initiatives, major initiatives such as the Olympics and the Cultural Olympiad, and the Sports Lottery)
7. the challenges facing national and local government in balancing conflicting priorities and ensuring sustainability of organisations within the industry.

Learners must be able to:

1. investigate a facet of the infrastructure of the industry locally or nationally
2. review the impact of local policy and make proposals for changes taking into account conflicting priorities
3. investigate the job roles and career opportunities available locally
4. assess their own personal attributes related to their experience of the world of work
5. identify specific job roles that match their personal attributes.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- self managers
- effective participators
- reflective learners.

Topic 2.5 Businesses in the sport and active leisure industry (60 GLH)

There are a very wide variety of business models in the sport and active leisure industry. Whatever the model, however, to secure the future of the sport and active leisure industry business managers and leaders need to have a good understanding of effective business practices. This topic provides the opportunity for learners to investigate the different business models that exist within the industry in the public, private and third sectors including the crucial role and impact of volunteers. Learners will apply simple business and financial planning principles to propose solutions to business problems commonly encountered in the industry.

Learners must know and understand:

1. the range of different business models used in the industry (including self-employed, entrepreneurs, SMEs, voluntary and membership sports and leisure clubs, third sector organisations including national charities, local authorities, large corporates and sport or leisure chains)
2. why some business models are more successful than others in the industry (including in terms of size, profitability, customer/supporter base, market penetration and workforce)
3. how different types of sport and active leisure businesses interrelate (including self-employed trainers working within national chains and national governing bodies working with volunteers)
4. the impact of volunteers on the effectiveness, profitability and success of businesses in the industry
5. the basic principles of business and financial planning (including the application of budgets, cash flow, costing and financial planning)
6. the management skills that contribute to best management practice in a successful sport or active leisure business (including strategy, leadership, managing diversity, managing volunteers and equality and diversity considerations)
7. the personal attributes and skills that good managers in the industry demonstrate (including organisational ability, motivation, team working, mentoring and coaching).

Learners must be able to:

1. investigate a range of business models used in the sport and active leisure industries and assess how best practice can be implemented

2. consider the implications for business planning of the employment of paid or voluntary staff
3. identify simple business problems encountered in the industry and propose solutions.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers
- self managers
- reflective learners.

Topic 2.6 Media in sport and active leisure (60 GLH)

Sport and active leisure and the media are intrinsically linked and mutually dependent. Media promotes and influences different sport and active leisure activities and the industry responds by promoting its own initiatives through the media. Together they can affect social policy. However, negative, biased or critical media coverage can impact significantly on the industry and affect its public perception. This topic enables learners to explore the relationship of the industry to different types of media in a national, regional and local context. Learners will have the opportunity to apply their learning to the development of media campaigns of their own.

Learners must know and understand:

1. media types (for example TV and video, radio, internet, digital resources and local and national press) used in promoting and influencing different sport and active leisure activities (including coverage on TV, column inches in the press and TV rights for certain events)
2. the impact and value of the sport and active leisure industry to the media
3. how and why the industry promotes its own initiatives with the media (including providing copy and influencing legislation)
4. the potential benefits of promoting sport and active leisure through the media (including profile, awareness, fame and celebrity, and positive images)
5. the impact that negative, biased or critical media reporting can have on sport and active leisure (including profile, ignoring minority-interest sports, invasion of privacy, one-sided reporting and scheduling)
6. the role that sport and leisure has with the media in influencing the social agenda (including by proposing participation as a remedy for topical social issues such as obesity, drug and alcohol misuse and crime, and raising issues such as pollution impacting on elite athletes).

Learners must be able to:

1. research the use and effectiveness of a range of media approaches for different purposes in the industry
2. assess how both positive and negative or critical media stories can influence public perception when reporting on the industry
3. devise a media campaign
4. review and report on a media campaign that focuses on a social agenda.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers
- team workers
- effective participators
- self managers
- reflective learners.

Theme 3: Sport and active leisure and the community

Topic 2.7 The customer experience (30 GLH)

The customer is at the centre of everything in the sport and active leisure industry. As a result presenting a professional image and meeting customer expectations are key skills. Employers within the industry are keen to attract staff with general employability skills including communication and customer service. This topic provides learners with a practical understanding of why first class interpersonal skills are central to running successfully 'people-focused' businesses in the industry. Learners will explore through individual and team approaches the behaviours, attributes, skills and communication and presentation techniques that are needed to enhance the customer experience.

Learners must know and understand:

1. the components that underpin first class customer service (including application of simple psychological principles, underpinning listening and reinforcing, comfortable environment and hospitality)
2. how to use appropriate interpersonal skills when working with different groups (including verbal, non-verbal, eye contact and sensitivity related to physical contact)
3. the methods and media used to communicate effectively with internal and external customers
4. how to keep customers, encourage repeat business and fulfil agreed responsibilities safely, effectively and efficiently
5. how team work can impact on customer service delivery
6. the management and leadership skills needed to deliver first class customer service within the industry
7. the principles of social psychology underpinning conflict resolution and how to minimise the impact of opposing viewpoints
8. how to prioritise differing customer needs.

Learners must be able to:

1. investigate and compare communication techniques used with different individuals and groups in the sport and active leisure industry
2. identify and respond to diverse customer needs

3. demonstrate, with others, a range of communication and presentation methods and skills appropriate for different groups
4. assess the likelihood of conflict arising when dealing with customers and how to take steps to avoid or resolve customer issues.

To engage with this topic effectively learners must use the following PLTS:

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

Topic 2.8 Access for all in sport and active leisure (60 GLH)

Access to sport and active leisure for all is fundamental to improving the health of the nation. Through working with local organisations this topic will provide opportunities for learners to investigate how the needs of specific populations are recognised and balanced with those of the wider community and the management and leadership skills needed to engage specific populations, target groups and communities in active participation. The topic will examine the impact of equality and diversity legislation on the industry and how it can be used to help managers and leaders overcome prejudices and stereotyping, address inequalities and improve access for all.

Learners must know and understand:

1. what the industry means by specific populations (including children and young people or older people; different socio-economic backgrounds, cultures and religions; people with learning difficulties and/or disabilities; the obese; those with injury; and those with health conditions) and why specific populations need to be recognised when promoting opportunities for all in sport and leisure
2. how equality and diversity requirements and legislation are put into practice throughout the workplace and in the delivery of goods and services
3. how to address inequalities and improve access for all (including using different community facilities, promoting activity through targeted media and working with community leaders)
4. how to recognise and overcome prejudice and stereotyping when working with specific populations and target groups
5. management and leadership skills that can improve access to the industry for all (including motivation, using role models and taking active leisure into communities).

Learners must be able to:

1. investigate current access to the industry for specific populations locally
2. suggest ways to improve access for specific populations to a local sport or active leisure organisation.

To engage with this topic effectively learners must use the following PLTS:

- effective participators
- creative thinkers
- team workers

Criteria for the Diploma qualifications in sport and active leisure at Foundation, Higher and
Advanced levels

- self managers
- reflective learners.

Advanced level

Summary of topic titles

Topic no.	Title	GLH
Theme 1: Sport and active leisure and the individual		
3.1	The impact of an active and healthy lifestyle	60
3.2	Effective management and leadership in sport and active leisure	60
3.3	Applying science to sport and active leisure	90
3.4	Applying scientific principles to enhance performance	60
Theme 2: Sport and active leisure and the economy		
3.5	The sport and active leisure workforce and the economy	30
3.6	Globalisation and the sport and active leisure industry	60
3.7	Politics and policies in sport and active leisure	60
Theme 3: Sport and active leisure and the community		
3.8	Promoting opportunities for all in the sport and active leisure industry	60
3.9	Developing community cohesion through sport and active leisure	60

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

Theme 1: Sport and active leisure and the individual

Topic 3.1 The impact of an active and healthy lifestyle (60 GLH)

Individual lifestyle choices have a major impact on the health of the nation. Governments identify and analyse a range of key indicators to assess how the health of the nation is improving and its impact on the wider economy. Through research about lifestyles and their impact on health this topic enables learners to critically evaluate the ethical considerations that underpin individual lifestyle choices and the implications and impact of these choices on society as a whole. Learners will critically analyse choices that impact on, improve and sustain lifestyle and wellbeing.

Learners must know and understand:

1. what constitutes a lifestyle choice and the positive steps individuals can take to improve their lifestyle (including energy production and synthesis in the context of diet and nutrition, regular exercise and consistent sleep patterns)
2. the positive implications of individual lifestyle choices on society (including reducing sickness at work, improving general fitness in the population and improving the work–life balance)
3. the negative implications of individual lifestyle choices on society (the extra costs to the health service and employers)
4. the reasons why individuals make particular choices (including peer pressure and advertising) and the implications of those choices for society
5. the key indicators that could be used to measure the impact of lifestyles choices on society (for example life expectancy, coronary heart disease and smoking-related diseases).

Learners must be able to:

1. evaluate the impact of lifestyle choices on physical and mental wellbeing
2. plan to implement changes that impact positively on lifestyle choices
3. critically analyse the ethics and effectiveness of key indicators used to measure the impact of lifestyle choices.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers
- self managers

Criteria for the Diploma qualifications in sport and active leisure at Foundation, Higher and
Advanced levels

- reflective learners
- effective participators.

Topic 3.2 Effective management and leadership in sport and active leisure (60 GLH)

Effective management and leadership is key to driving up and sustaining active participation and is essential for the professionalisation of the industry. The purpose of this topic is to enable learners to investigate the application of business principles and models and management and leadership skills in the context of the industry. Learners will have the opportunity to apply business principles and models within a sector context and critically evaluate the impact of motivational and leadership skills used to encourage others to participate in sport and active leisure.

Learners must know and understand:

1. the roles and responsibilities of managers and the skills and qualities required to be effective
2. the roles and responsibilities of leaders and the competences and qualities required to be effective
3. basic business functions (including marketing, promotion and campaigns, finance and resource management) and business models (including strategic and organisational)
4. how business functions can be applied to promote and sustain participation and contribute to the success of organisations
5. how to develop motivational strategies for increasing and sustaining participation
6. how to increase active participation locally and nationally in a sustainable manner without putting undue pressure on sport and leisure facilities (including balancing supply and demand and dealing with conflicting priorities for funding or facilities)
7. how management and leadership skills (including performance development) are used in organisations to increase and sustain active participation.

Learners must be able to:

1. evaluate the characteristics of effective leaders and managers
2. evaluate how motivational and leadership skills can be used to encourage others to participate in sport and active leisure
3. identify and present business opportunities to increase participation.

To engage with this topic effectively learners must use the following PLTS:

- team workers
- independent enquirers
- creative thinkers
- reflective learners
- effective participators
- self managers.

Topic 3.3 Applying science to sport and active leisure (90 GLH)

A sound understanding of the disciplines of anatomy, physiology and biomechanics underpins many aspects of the sport and active leisure industry from rehabilitation following injury to the development of new aids to participation. The purpose of this topic is to enable learners to understand how knowledge from these disciplines is applied in the industry.

Learners must know and understand:

1. the anatomical systems of the human body relevant to the industry (including the muscular-skeletal system, histology and physiology of muscle)
2. how a knowledge of anatomy is applied in the industry (including Long-Term Athlete Development (LTAD), building of muscle and talent identification)
3. the physiological systems of the human body relevant to the industry (including the digestive, circulatory, respiratory and endocrine systems)
4. how a knowledge of physiology is applied in the industry (including acclimatisation, building of stamina and the dangers of over-exercise)
5. the principles of biomechanics and how they are essential for movement (including force, hydrodynamics, locomotion, work and efficiency)
6. how technological innovation and ergonomics draw on the application of principles of anatomy, physiology and biomechanics (for example in clothing, wheelchair/paraplegic equipment design and elite athletes' sports equipment).

Learners must be able to:

1. apply scientific principles to assist in understanding the human body's response to sport and active leisure
2. analyse how science and technology can be used to enhance the industry's products and services
3. evaluate the impact of new products or services within one of the industry contexts
4. apply technological innovation to plan and improve experience of sport and active leisure.

To engage with this topic effectively learners must use the following PLTS:

- effective participators

Criteria for the Diploma qualifications in sport and active leisure at Foundation, Higher and
Advanced levels

- independent enquirers
- creative thinkers
- reflective learners
- self managers.

Topic 3.4 Applying scientific principles to enhance performance (60 GLH)

Performance enhancement relies on the application of scientific principles both in the context of pushing elite athletes to their limits and in ensuring that a wide range of participants have the best possible experience of sport and active leisure. The purpose of this topic is to allow learners to analyse the concept of performance enhancement and how it is measured. Through an understanding of the role of applied psychology and the application of technological solutions learners will become aware of a range of approaches to the enhancement of performance.

Learners must know and understand:

1. the principles behind performance enhancement within the industry (including within an elite environment and within sports equipment, surfaces and clothing)
2. the range of performance measurement techniques used in the industry (including analysis techniques and new forms of testing)
3. how analytical techniques and technological innovations are used to enhance performance (including the development of clothing, equipment, surface and ergogenic aids)
4. the principles of applied psychology and how they are relevant in the industry (including knowledge of social identity and attribution theories, application of mental processes, role in developing mental resilience, behaviour, motivation to participate and leadership)
5. the range of performance-enhancing aids and how their use impacts on the psychology of the individual
6. how to analyse participant performance and provide suggestions for improvement.

Learners must be able to:

1. plan and undertake an investigation into the relationship between the use of technology and performance
2. analyse participant performance in a sector context and make recommendations for future performance improvement.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers

Criteria for the Diploma qualifications in sport and active leisure at Foundation, Higher and
Advanced levels

- reflective learners
- team workers
- self managers.

Theme 2: Sport and active leisure and the economy

Topic 3.5 The sport and active leisure workforce and the economy (30 GLH)

The sport and active leisure industry is one of the fastest growing in the economy. On current projections demand for staff will accelerate, far exceeding supply for many years to come with employers requiring a wide range of skills. The drive to professionalise the workforce will result in higher skills expectations with a significant demand for transferable skills. The purpose of this topic is to enable learners to evaluate how the sport and active leisure industry contributes to the national and global economy and its relationship to a range of other industries. Learners will analyse the nature of the workforce in the industry including the significant role of the third sector and the specialist obligations and legal requirements of working in the industry. The topic will also enable learners to bring together and analyse the range of transferable skills they have acquired within the Diploma and evaluate how they could apply them in the wider economy.

Learners must know and understand:

1. the key indicators used to evaluate the impact of the industry within the economy including its contribution to gross domestic product (GDP), promoting and increasing tourism and enhancing national reputation
2. how the industry in the UK differs from the industry in other parts of the world, especially in terms of its contribution to GDP and the wider economy
3. the relationship between the sport and active leisure industry and associated industries (including law, retail, journalism, tourism and health) and their impact on the national and international economy
4. the nature (structure and characteristics) of the workforce within the national sport and active leisure industry including the role of the third sector
5. how to identify transferable skills (including leadership, coaching, team working and communication skills) and how to evaluate where these can be developed within the industry and applied across the economy
6. why specific sections of the industry need to be regulated or require specialist training (including in play work, outdoor activity, fitness instruction and coaching)
7. the legal requirements that the industry must adhere to (including statutory legislation, self-regulation, checks to ensure suitability to work with young people and vulnerable adults, health and safety, and play work requirements)

8. the characteristics of the volunteer workforce and the economic impact of paid and unpaid staff within the industry.

Learners must be able to:

1. use key indicators to critically analyse how the sport and active leisure industry contributes to the national economy
2. evaluate the range of transferable skills developed through sport and active leisure and analyse how they can be applied across the economy
3. evaluate the economic impact of the volunteer workforce within the industry.

To engage with this topic effectively learners must use the following PLTS:

- team workers
- creative thinkers
- effective participators
- self managers
- independent enquirers.

Topic 3.6 Globalisation and the sport and active leisure industry (60 GLH)

The world is shrinking – through technological innovation and 24-hour media, globalisation now drives all sectors of the national economy. The purpose of this topic is to analyse the concepts of globalisation and sustainability as they apply to the sport and active leisure industry and the impact on the economy and environment of the global sport and active leisure industry. Learners will evaluate how commercial imperatives are impacting on the industry at a global level. The topic also addresses the tensions between ethics and commercialisation and the industry's response to these tensions.

Learners must know and understand:

1. what is meant by 'globalisation' in the context of sport and active leisure (including economic, geographical, technological, socio-cultural and political forces)
2. what is meant by 'sustainability' and the impact on the economy and environment of a global sport and active leisure industry (including commercial leisure and tourism, carbon footprint, environmental impact and exploitation of resources)
3. what is meant by 'commercialisation' and how commercial imperatives at a national and global level can impact on the industry (including profit, winning at all costs, merchandising, branding, PR and marketing)
4. how ethical issues have historically impacted on the development and delivery of sport and active leisure (including equality of access, fair trading and child labour/exploitation)
5. how to balance the tension between ethics and commercialisation in the industry (including trading sports commodities, celebrities and retailing)
6. how the industry can help to balance the tension between sustainable development and commercialisation (including raising awareness using 'sports ambassadors').

Learners must be able to:

1. research, evaluate and communicate to others how globalisation impacts on the sport and active leisure industry
2. critically analyse the effect on the industry of the tension between commercialism and ethical values arising from globalisation and make recommendations for addressing it

3. present and justify proposals that relate to an ethical issue.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers
- effective participators
- team workers
- reflective learners
- self managers.

Topic 3.7 Politics and policies in sport and active leisure (60 GLH)

The purpose of this topic is to examine the range of drivers for the industry – why and how policies are created at a local, national and international level. Through active and participative research learners will evaluate how major government policies, initiatives and programmes impact on the industry. Learners will also analyse how individuals and communities can actively influence the development of policy. The topic examines the importance of legacy after a major sporting or active leisure event, who benefits from that legacy and how those benefits are sustained. Learners will analyse why difficult choices sometimes have to be made by the government and by the industry when trying to balance social, political, ethical and economic perspectives.

Learners must know and understand:

1. the drivers that impact on the industry
2. how the sport and active leisure industry acts as a policy driver
3. the impact of political issues and major government policies and initiatives on programmes in the industry
4. ethical considerations when striving to achieve success (including doping, misuse of sponsorship and sport and the celebrity culture)
5. what constitutes a positive legacy after major sport and active leisure events (including urban and rural renewal and regeneration, bringing money into a locality, development of sustainable and cohesive communities, more active participation and using green space)
6. who benefits from a positive legacy (including individuals, groups, communities and governments)
7. why employees in the industry sometimes have to make difficult choices when trying to balance social, political, ethical and economic perspectives.

Learners must be able to:

1. research the impact of key government policies on the sport and active leisure industry
2. evaluate the role of the sport and active leisure industry as a national policy driver and present an argument about the extent to which it influences government policy
3. evaluate the legacies of major sport or active leisure events and consider their implications for future planning.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers
- team workers
- reflective learners
- self managers.

Theme 3: Sport and active leisure and the community

Topic 3.8 Promoting opportunities for all in the sport and active leisure industry (60 GLH)

Equality and diversity legislation provides a framework for ensuring fair and equitable access for all in the sport and active leisure industry. The purpose of this topic is to enable learners to carry out research to experience at first hand how legislation can have a positive impact in the industry and to understand the principles of inclusion and the need to promote equality of access for all. Learners will analyse the interaction between personal values and attitudes and customer relationships within the industry when organising, managing and leading activities that cater for all groups. They will also explore the skills required to work with specific populations.

Learners must know and understand:

1. how to respond appropriately and fairly to all customer needs, taking into account ethical considerations
2. the interaction between personal values and attitudes and customer relationships in the industry
3. the implications of equality and diversity legislation on the industry and how the industry has responded to that legislation
4. the principles of inclusion as they apply to the sport and active leisure industry and the need for mutual understanding and respect when dealing with identities, communities and diversity
5. how the industry defines specific populations (including children and young people or older people; different socio-economic backgrounds, cultures and religions; people with learning difficulties and/or disabilities; the obese; those with injury; and those with health conditions) and the importance of balancing their needs with those of the wider community
6. how perceived barriers and different cultural and social values and norms that may be associated with specific populations impact on their access to sport and active leisure
7. management, leadership and specialist customer skills required to effectively increase and sustain participation in specific populations and across all communities
8. the requirement to be fair and equitable when working in the industry including setting aside personal prejudices.

Learners must be able to:

1. plan how they would work with others to promote inclusion in the industry
2. research and evaluate the nature and effectiveness of activities for specific populations and recommend improvements in a specific context within sport and active leisure
3. identify and respond to the needs of diverse participant needs in any sector context
4. plan how to improve the customer experience within any sector context
5. critically evaluate and explain views that are not necessarily their own.

To engage with this topic effectively learners must use the following PLTS:

- self managers
- effective participators
- team workers
- reflective learners
- creative thinkers
- independent enquirers.

Topic 3.9 Developing community cohesion through sport and active leisure (60 GLH)

There is significant interaction and synergy between the development of sport and active leisure and the development of cohesive communities. The purpose of this topic is to enable learners to examine how the industry can influence, challenge or reinforce behaviour patterns in society through diverse means from providing role models through to the application of legislation. It will provide learners with the opportunity to develop strategies for using sport and active leisure to promote community cohesion.

Learners must know and understand:

1. the concept of community cohesion and the role of sport and active leisure in promoting it
2. the factors that determine whether a community responds positively or negatively to particular sporting and active leisure cultures
3. why certain individuals and groups display particular characteristics (including belonging to the tribal group, peer pressures and gang culture)
4. how sport and active leisure can be used to challenge, influence or reinforce behaviour patterns in society
5. how leaders and managers use culture, behaviours and role models to enhance community cohesion
6. the leadership skills required to balance positive and negative influences when working in sport and active leisure in a community
7. the balance between positive and negative role models and how they impact upon community cohesion (including sports personalities promoting medical and related charities, contribution to sport aid charities, nature watch projects and the culture of the celebrity) for different individuals and groups.

Learners must be able to:

1. research and evaluate how the industry can influence behaviours
2. compare and contrast behaviour traits in role models
3. devise a strategy for using sport and active leisure to contribute to the development or improvement of community cohesion
4. justify the use of culture, behaviours and role models to enhance community cohesion.

To engage with this topic effectively learners must use the following PLTS:

- reflective learners
- creative thinkers
- team workers
- effective participators
- independent enquirers
- self managers.

Personal, learning and thinking skills

Awarding bodies must design learning outcomes and assessment criteria that clearly include opportunities for the development of PLTS. At all levels of the Diploma, principal learning must include all six PLTS. These should be integrated as a minimum within the assessment criteria for principal learning to explicitly recognise the application of these skills within sector-relevant contexts.

Awarding bodies must also provide a clear mapping of the coverage of PLTS within their submission. This should be at the level requested under each topic within the criteria such as 'independent enquirers', 'creative thinkers' and so on.

Functional skills

Components and qualifications based on these criteria must provide opportunities for learners to develop and apply functional skills within sector-specific contexts.

Awarding bodies must provide a summary of the appropriate opportunities identified.

Additional and specialist learning

Please refer to the *Criteria for accreditation of Diploma qualifications at levels 1, 2 and 3* (QCA/07/3112) for the rules governing additional and specialist learning.

Advanced level: external assessment

At Advanced level Diploma development partnerships are required to select either 120 or 180 GLH of external assessment for principal learning. Sport and active leisure will have 180 GLH of external assessment at Advanced level.

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First published by The Office of the Qualifications and Examinations Regulator in 2008.

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Office of the Qualifications and Examinations Regulator
Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UB

Telephone 0300 303 3344
Textphone 0300 303 3345
Helpline 0300 303 3346

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