

**EXPERT GROUP REPORT
FOR
AWARD SEEKING ADMISSION TO
THE UCAS TARIFF**

Higher Sports Leader Award

**Dr Jennifer Tuson & Dr Geoff Hayward
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THE CONDUCT OF THE COMPARABILITY STUDY

In order to ensure a robust and transparent procedure for allocating UCAS Tariff Points to qualifications seeking admission to the framework, UCAS approached the University of Oxford, Department of Educational Studies for assistance in developing an appropriate methodology.

Acknowledging the problematic nature of comparability studies, and recognising that a mechanical procedure would not work, the Department proposed a procedure based on the premise that such comparisons can only be achieved through the exercise of collaborative judgement by an Expert Group.

Guidelines were drawn up for the composition of the Expert Group, the evidence that would need to be collected and examined and the choice of a benchmark qualification.

Procedures were developed for the conduct of the work of the Expert Group, including detailed sets of questions to be addressed at different stages in the process. Questions appropriate to the awards under consideration are selected and are used to guide, not constrain, the work of the Expert Group.

The work of all Expert Groups is subject to a quality assurance procedure, which includes scrutiny of the Group's report by an independent auditor from Higher Education.

The judgements made by the Expert Group in this report are presented as suggested allocations of UCAS points which take account of the size and demand of the award seeking admission to the Tariff, and a candidate's level of attainment within that award. The guidelines also provide for an automatic review process to be conducted at a later stage in the light of further evidence. This latter point acknowledges the fact that both benchmark qualifications and those seeking admission to the Tariff may still be relatively new. Consequently there may only be a relatively small amount of evidence (particularly candidate evidence) available at the time of the work of the Expert Group. There is, therefore, a need to review the decisions of the Group when more evidence becomes available and when HE admissions tutors have gained more experience of using the awards as entry qualifications.

The work of the Expert Group is subject to a quality assurance procedure by an independent auditor from Higher Education.

SUMMARY AND RECOMMENDATIONS

This report contains a detailed examination by an Expert Group of the HSLA qualification against the selected benchmark qualification, the BTEC Nationals in Sport. Section 1 of the report sets out the composition of the Expert Group. Sections 2 and 3 provide, respectively, an overview of the HSLA and the benchmark qualification. Section 4 illustrates the procedures followed by the Expert Group and reflects, in its structure, the sets of questions which were addressed and the Group's decision making processes.

A comparison of the aims of the two awards showed that while they are expressed in similar terms, the differences lie in the nature of the individual student's future intentions. In contrast to the BTEC awards, the HSLA qualification has a more specific practical vocational emphasis and a more specific focus on leadership together with other personal attributes and values. This distinctive contribution was felt to be valued by higher education.

When comparing allocated study time, the content covered by the HSLA seemed to be very wide-ranging, compared to that in the BTEC, given the time allocation. It was felt that the guided learning hours did not appear to be a fair comparison of the two qualifications and the Group concluded that, based purely on an arithmetic exercise, the HSLA was the size of two BTEC units, but perhaps two big ones

The content coverage of both specifications was analysed; this exercise was not straightforward because of the large number of units within the BTEC National that the HSLA overlapped. It was recognised that both qualifications were grounded in the National Occupational Standards. No single formula was able to be constructed for the comparison of size of content as the HSLA units were of different sizes but after a systematic review of each one, the Group determined that the size of the HSLA (eight units) was equivalent to three and two-thirds BTEC units, based on breadth of content coverage only.

Comparison of assessment criteria suggested to the Group that the demand of HSLA depended on the unit. For practical-based units, the demand was comparable to a Pass for BTEC plus the practical delivery aspects of the Merit and Distinction criteria. For more conceptual units, the demand was more like a Pass at BTEC.

Using the notional allocation of UTPs to BTEC units (an individual BTEC unit would contribute 6.66 to the overall National Award Tariff at a Pass, 13.33 at Merit and 20 at

Distinction), the Group recommended that a combination of size and demand suggests that the HSLA should be allocated 30 UTPs.

SECTION 1: THE COMPOSITION OF THE EXPERT GROUP

The following individuals with expert knowledge and experience of the qualifications under consideration in this study were selected to form the Expert Group:

- Pavla Bloor, HSLA Lead Officer, Sports Leaders UK
- Roz Hopwood, HSLA Quality Assurance Manager, Sports Leaders UK
- Helen Van Aardt, External Verifier for BTEC Nationals in Sport, Edexcel
- John Deane, Head of Department, Sport & Exercise Sciences, University of Gloucestershire
- David Stead, Director of Undergraduate Studies, School of Sport & Exercise Sciences, Loughborough University

Dr Jennifer Tuson acted as the facilitator for the work of the Group, ensuring that the Group worked systematically through the procedures.

Helen Wakefield, Tariff and Support Officer at UCAS, guided and supported the work, as well as acting as secretary to the meeting.

The whole process was overseen and quality assured by Dr Geoff Hayward, an independent Higher Education based consultant.

SECTION 2: OVERVIEW OF THE AWARD SEEKING ADMISSION TO THE UCAS TARIFF – LEVEL 3 AWARD IN HIGHER SPORT LEADERSHIP (HSLA)

1. Aims and purpose of the qualification

The Level 3 Award in Higher Sports Leadership is designed to:

progress the leadership skills of candidates based on the foundation obtained in the Community Sports Leadership Award, so that on completion of the qualification candidates are fully competent to lead safe, purposeful, inclusive activity for the community unsupervised

prepare candidates for the workplace where leading sports/physical activity is required and leadership skills are essential or to provide a step into higher qualifications, leading to a professional qualification to work in the world of sport, physical education, activity and leisure & recreation.

Successful candidates will have developed:

- Planning and preparation skills which will enable them to prepare a session plan for a group within the community and develop & adapt the activities accordingly.
- Leadership skills which will enable them to lead activities safely, providing fun and purposeful, inclusive learning and an environment which is motivational for others. They will be able to lead independently and will have worked as part of team having run an event for a community group.
- Skills to evaluate their own ability to lead others as well as the skills needed to evaluate others' leadership abilities which will serve to enhance their development as a sports leader.

Structure

The award has been written as a practically based sports leadership qualification in which practical methods of learning should be adopted where possible.

The specification is comprised of nine units of work, with eight units needing to be successfully completed by the candidate in order to achieve the Level 3 qualification.

The option to drop a unit is offered out of units 3, 4 or 5. Consequently candidates must complete two out of these three units.

The order in which the units are completed does not necessarily need to be done in numerical order – apart from Unit 1, the introduction to the award always comes first.

2. History of the qualification

The Sports Leader Awards were created in 1981 through the British Sports Trust, the then charitable arm of the Central Council of Physical Recreation (CCPR). Since then the Trust has been re-branded as Sports Leaders UK and is now an independent charitable organisation.

Following the success of the first Sports leader award i.e. the Award in Community Sports Leadership, (CSLA), there was a demand from qualified sports leaders to further their leadership training by working with specific community groups. In 1988 the Hanson Leadership Award was launched, which equipped sports leaders with skills and experiences to take greater responsibility in leading sport for a variety of community groups. Following extensive consultation with a wide range of national sports agencies, National Governing Bodies of sport, higher education institutions and the leisure industry, the HSLA is now recognised nationally as a Level 3 qualification on the National Qualifications Framework (NQF) and has proved to be an excellent stepping stone for further training and employment in sports development, coaching, teaching and working within the leisure industry.

3. Entry requirements for the qualification (including literacy standards)

Pre-requisite = The Level 1 (soon to be 2) Award in Community Sports Leadership (this demonstrates previous leadership experience and initiative to volunteer in the community).

4. Age of candidates

Minimum age = 17 years to start the qualification

Minimum age to graduate = 18 years

5. Guided Learning Hours

The Guided Learning Hours for this qualification = 90 hours. Candidates also have to complete a minimum of 30 leadership experience hours with different community groups. Total learning time = 120 hours.

6. Content and structure of the qualification

Learning Outcomes (numbered) and Assessment Criteria (letters)

Unit 1 – Introduction to the Higher Sports Leadership Award

Candidates should gain an understanding of the syllabus, philosophy, administration and expectations of the award.

On completion of this unit candidates will be able to:

- 1. Describe a course syllabus**
 - a) fully explain the syllabus of the higher sports leaders award
 - b) explain which community groups their course syllabus will work with
- 2. Describe how the HSLA fits into the sports leaders award scheme**
 - a) explain the background to the sports leaders award scheme
- 3. Define the expectations of a higher sports leader as perceived by the :**
 - **Course Tutor**
 - **Supervisor**
 - **Participant in the group being led**
 - **Sports Leaders UK**
 - **Sports Leader**
 - a) explain the responsibilities of the higher sports leader including 'duty of care'
 - b) understand and explain the expectations of the people as listed in learning outcome 3
- 4. List the responsibilities of a HSL**
 - a) understand and explain what responsibilities must underpin the role as a higher sports leader
- 5. Produce the negotiated contract**
 - a) identify and evaluate the skills, values & knowledge required of a higher sports leader
- 6. Describe assessment and verification procedures for them as individuals and for the whole course**
 - a) understand their course programme including assessment and verification procedures
- 7. Understand how the HSLA might assist in future employment, education or placements.**
 - a) investigate opportunities and pathways available to a higher sports leader

Approximate time allocation to this unit = 2 hours

Unit 2 - Sports Leadership in the Community

Candidates should further develop their leadership skills, investigate leadership styles and identify their individual leadership strengths.

Candidates should gain a broad understanding of community sport issues, the benefits of participation in sport and how they can encourage community participation in sport.

On completion of this unit candidates will be able to:

- 1. Define what leadership is and the attributes of a successful leader**
 - a) define, demonstrate and evaluate sports leadership skills
- 2. Demonstrate communication, motivational and organisational skills**
 - a) apply the appropriate leadership skills in a variety of settings
- 3. Demonstrate safety awareness and carry out risk assessment**
 - a) explain the safety requirements of running a sports session
 - b) carry out a risk assessment
- 4. Recognise different sports leadership styles and apply them appropriately to differing and diverse situations**
 - a) demonstrate a range of leadership styles in different settings
- 5. Evaluate their individual strengths and weaknesses as a sports leader**
 - a) analyse and identify their individual strengths and weaknesses
- 6. Work effectively as a member of a team and as an individual**
 - a) apply the right skills when working as a member of a team or an individual
- 7. Plan, deliver and evaluate sports / activity sessions**
 - a) demonstrate the ability to plan, deliver and evaluate different activities
- 8. Plan a sports activity programme**
 - a) design and present a plan for a sports activity
- 9. Present a project proposal to the group**
 - a) present with clear explanation a project proposal using a variety of methods
- 10. Define community sport**
 - a) explain the concept of community sport.
- 11. Describe the benefits associated with participation in sport**
 - a) investigate examples of community sport and describe its benefits
- 12. Recognise barriers and motivations for participating in sport**
 - a) identify and explain barriers and motivations for participation
- 13. Analyse attitudes to sports participation**
 - a) explain the differences in attitudes to sports participation
- 14. Define sports development and recognise agencies involved**
 - a) list the different agencies and their roles in sports development
- 15. Identify skills involved with sports development**
 - a) explore the role of a sports development officer and what is involved.
- 16. List a number of sports development programme initiatives**
 - a) identify local initiatives that are taking place through the local sports development unit
- 17. Recognise the importance of working in partnership and networking in successful sports development**
 - a) investigate how sports development works together with other agencies
- 18. Endorse sport equity and refer to current legislation**
 - a) Understand the need for equity in sport and give examples
- 19. Complete a minimum of 10 hours leadership experience**

Approximate time allocation to this unit = 24 GLH and 10 hours of leadership experience with a community group of the candidate's choice = total 34 hrs.

Unit 3 - Principles and practice for Children in Sport

Candidates should acquire an understanding of children's sporting needs and aptitudes and be able to develop their ability and confidence to organise and lead sports sessions for children aged from 4 – 11 years.

On completion of this unit candidates will be able to:

- 1. Have an understanding of children's physical development**
 - a) describe how :
 - children grow
 - exercise affects children
 - children learn
 - children interact with others
- 2. Have an understanding of the importance of physical activity for children**
 - a) explain :
 - why children take part in sport
 - how children benefit from physical activity
- 3. Be able to organise and lead fun and appropriate physical activities for children**
 - a) select appropriate activities for a range of abilities
 - b) demonstrate appropriate planning and well organized sessions
- 4. Be able to include all children in the activity**
 - a) select a range of techniques and delivery styles to include all children
 - b) identify appropriate challenges for children
- 5. Recognise the safety issues of working with children**
 - a) describe and demonstrate safety issues when working with children
- 6. Be familiar with a range of child-friendly equipment**
 - a) recognise equipment appropriate for children
 - b) identify the benefits of using a variety of equipment
- 7. Be able to adapt sports accordingly**
 - a) demonstrate their ability to adapt activities
 - b) encourage children to adapt games for themselves
- 8. Understand the legal and ethical responsibilities when working with children**
 - a) give an overview of their legal and ethical responsibilities when working with children.
 - b) Explain their 'duty of care'
 - c) Outline good practice when working with children
- 9. Complete a minimum of 10 hours of leadership experience with children aged between 4-11years**

Approximate time allocation for this unit = 12 GLH and 10 hours of leadership experience with children = total 22 hours

Unit 4 - Principles & practice for Older People in Sport

Candidates should acquire an understanding of older people's sporting needs and aptitudes and develop their ability and confidence to organise and lead a variety of sports sessions / activities for people over the age of 50 years.

- 1. Understand the demographics of the ageing population and the diversity of fitness levels within the older population**
 - a) explain the population span of a community and understand that age and fitness levels do not necessarily simultaneously decline
- 2. Define 'old age'**
 - a) demonstrate a broader understanding of the definitions and terminology associated with older people
- 3. Endorse the need to provide a variety of activities in varying intensity levels**
 - a) identify the potential range of activities which can be undertaken by an older person
- 4. Promote a positive image of older people**
 - a) identify and appreciate achievements of older people and
- 5. Understand the ageing process and the health benefits attributed to physically active people**
 - a) have a broad understanding of the ageing process – physiologically, psychologically and socially
- 6. Understand the common attitudes and perceived benefits associated with older people participating in sport and physical activity**
 - a) recognize the potential health benefits as a result of people participating in physical activity both for the individual and society as a whole
 - b) define key beliefs and perceived benefits and concerns relating to physical activity
- 7. Adopt appropriate leadership and communication skills to motivate older people**
 - a) apply an empathic approach to older people and the adoption of effective communication skills
 - b) motivate older people appropriately and set realistic goals
- 8. Prepare, plan, deliver and evaluate safe, effective and appropriate physical activity sessions for older people**
 - a) demonstrate the ability to plan and lead suitable activities for older people, making adaptations where appropriate
 - b) display an understanding of the principles of warm up and cool down for older people
 - c) prepare safe and enjoyable sessions, seeking guidance where necessary in terms of activity implications
- 9. Apply all underlying principles acquired through this unit to provide and promote activity sessions for older people**
 - a) deliver and analyse an activity session
 - b) suggest promotional opportunities for activity sessions for older people
- 10. Complete a minimum of 10 hours of leadership experience with older people**

Approximate time allocation for this unit = 12 GLH and 10 hours of leadership experience with older people = total 22 hours

Unit 5 – Principles & Practice for Disabled People

Candidates should acquire an understanding of disabled people's sporting needs and aptitudes and to develop their ability and confidence to organise and lead a variety of sports sessions for disabled people. Candidates should also recognise their responsibility to ensure that all their sports sessions are accessible to all.

On completion of this unit candidates will be able to:

- 1. Understand the principles of the social model of disability and know how to employ them**
 - a) describe the principles of the social model and the medical models of disability
- 2. Recognise and avoid the use of discriminatory attitudes and practices**
 - a) examine fully what is meant by the term 'disabled people'
 - b) show an awareness and understanding of discriminatory practice and attitudes and how to guard against it
- 3. Include disabled people in mainstream sport**
 - a) understand why disabled people participate in sport
 - b) explain the physical components that constitute a sports activity
 - c) perform a sports skill in a number of ways
- 4. List modified sports and award schemes**
 - a) research different sports and award schemes for specific modified sports for disabled
 - b) understand classification systems in sport and the reasons why they exist
- 5. Demonstrate techniques for adapting sports activities**
 - a) apply appropriate observation and evaluation skills in the process of adaptation
 - b) show a number of ways that that activities can be adapted
- 6. Lead a number of sports specifically developed for participation by disabled people**
 - a) demonstrate the ability to lead a variety of activities and sports e.g. boccia, table cricket etc
- 7. Plan, prepare and deliver sports sessions that include disabled people**
 - a) demonstrate the ability to deliver an activity that is adapted to include people with a range of abilities
- 8. Link disabled people into sporting opportunities**
 - b) list factors that ensure the inclusion of disabled people in all sporting activities
- 9. List agencies who represent disabled people in sport**
 - a) identify the structure of disability sport : the organisations involved and their roles and remits
 - b) outline the different development initiatives that governing bodies of sport have adopted to encourage the inclusion of disabled people
- 10. Complete a minimum of 10 hours of leadership experience with disabled people**

Approximate time allocation for this unit = 12 GLH and 10 hours of leadership experience with disabled people = total 22 hours

Unit 6 – Understanding Fitness & Health in sport.

Candidates should gain a broad understanding of the components of fitness for sport and for a healthy lifestyle.

On completion of this unit candidates will be able to:

- 1. Endorse the importance of physical fitness and the contribution it plays to a healthy lifestyle**
 - a) describe the general trend of the health of the nation and research national campaigns that encourage fitness as a part of a healthy lifestyle for all community groups
- 2. Define ‘total’ and ‘physical’ fitness and understand the inter-relationship between health and exercise**
 - b) define the 5 components of fitness and explain their effects on a person
- 3. Explain the basic principles of anatomy and physiology in response to the five components of fitness**
 - a) examine fully the functions of the skeletal and muscular systems and their contributions to the development of a healthy body
 - b) investigate the cardiovascular system and apply that knowledge to the understanding coronary heart disease
 - c) outline good practice for stretching
 - d) explain the role of the two main energy systems in relation to the training zones
- 4. Understand and apply the principles of the structure of an activity session including a warm up and cool down**
 - a) demonstrate the importance of a structure of a session by implementing good practice in warm ups and cool downs
- 5. Understand nutritional requirements and ‘energy balance’**
 - a) explain the nutritional requirements of a healthy body and the need for energy balance
 - b) describe fully the relationship between a balanced food intake and different food groups
- 6. Understand the role of safety in fitness, including screening to ensure safe and effective performance**
 - a) explain the importance of working in and maintaining a healthy and safe environment, including the need for a screening process
 - b) analyse movement in relation to safe and effective exercise by observing and monitoring participants.
- 7. Demonstrate the application of the FITT principles to plan, deliver and adapt a basic fitness session to meet the needs of a chosen community group.**
 - a) apply the FITT principles when planning activity sessions
 - b) demonstrate the principles of adaptation that can be applied to a general fitness session
 - c) outline and adjust as required an activity for a specific community group

Unit 7 – Dealing with first aid and emergency situations in sport

On completion of this unit, candidates will have gained a Health & Safety Executive certificated First Aid qualification and will demonstrate that he/ she is competent to be able to:

- 1.** Act safely, promptly and effectively when an emergency occurs
- 2.** Administer cardio-pulmonary resuscitation (CPR) promptly and effectively

3. Administer first aid safely, promptly and effectively to a casualty who is unconscious
4. Administer first aid safely, promptly and effectively to a casualty who is wounded or bleeding
5. Administer first aid safely, promptly and effectively to a casualty who:
 - has been burned
 - is suffering from an injury to bones, muscles or joints
 - is suffering from shock
 - may be poisoned
 - has been overcome by gas or fumes
 - is suffering the effects of heat or cold
6. Transport a casualty safely as required by circumstances of the 'work' place
7. Recognise common major illnesses and take appropriate action
8. Recognise minor illnesses and take appropriate action
9. Report accidents in the appropriate required format

Candidates will also demonstrate knowledge and understanding of:

10. The importance of personal hygiene in first aid procedures
11. The legal framework for first aid provision in the work place
12. The maintenance and appropriate use of first aid equipment
13. The role of the first aider in emergency procedures.

Unit 8 – Demonstration of Higher Sports Leadership Skills

On completion of this unit, sports leaders will have:

1. Achieved a national governing body award, meeting the criteria set by the relevant national governing body
2. Attained a coaching, leading of officiating award of their choice – in which they have been assessed.

Unit 9 – Organising and running a Sports Event

On completion of this unit candidates will be able to:

Candidates must understand the various aspects involved in organising and running a sports event and to apply this to running a sports event for a community group.

1. **List various types of sports events**
 - a) work together and identify different events that can be organised
2. **Establish and participate in an event committee**
 - a) create efficient working groups that communicate effectively
3. **Prepare an event check – list**
4. **Prepare an event planner and flow chart**
5. **Select an appropriate venue and resources**
6. **Prepare a budget**
 - a) Show an understanding of budgets required to run an event
 - b) produce an incomings and outgoings sheet
7. **Identify means of accessing income to cover costs**
8. **Design, produce and circulate publicity materials**
9. **Recognise key tasks for the day of the event**

- a) produce a chart that identifies key tasks and who has the responsibility for that task

10. Organise an event

- a) work together to plan, deliver and evaluate an event for a community group

11. Evaluate the success of the event

- a) summarize their understanding of event organization
- b) review the event plan
- c) evaluate their team work as event organizers

7. Assessment – procedures, methods and levels

Assessment Procedures

Internal Assessors (known as Tutor/Assessors) must be accredited by a Sports Leaders UK External Verifier before they are allowed to deliver this qualification. The accreditation process will include an analysis of the method of delivery, assessment methods chosen by the internal assessor, and procedures for recording assessment decisions and comments on each candidate's progress.

Candidates undertaking the HSLA are assessed continuously throughout the delivery of the qualification by one or more internal assessors, mainly through practical tasks and activities. Candidates must be able to demonstrate knowledge and skills as required by the learning outcomes of each unit in order for the internal assessor to authorise completion of the qualification syllabus. The internal assessor will sign the candidate's Record of Achievement (provided by Sports Leaders UK) to confirm that each unit has been completed. Assessment Criteria supports the internal assessors to ensure that their assessment decisions are fair, valid and reliable by defining what the candidates must be able to achieve.

A sample of HSL candidates (20% of the course cohort or a minimum of 3 candidates) will be monitored by an Internal Verifier to ensure that all candidates are treated fairly and assessed appropriately by the internal assessors. The internal verifier will check that appropriate assessment methods were used, review the recording of the assessments and ensure that all decisions are made with reference to the HSL assessment criteria.

HSL candidates must collect evidence of their learning in a Record of Achievement and many also keep additional evidence in a separate course file, which is optional. The record of achievement demands a variety of evidence from the candidates including a self report on their progress, certificates of achievement and a detailed log of the required 30 hours of leadership experience.

An Independent Witness (alternative approved method of external assessment) will sign the candidate's Record of Achievement to verify that they have completed the 30 hours of leadership experience and demonstrated the skills of a Higher Sports Leader. This person is external to the delivery and assessment of the HSL qualification.

Assessment Methods

The most commonly used assessment methods are observation and verbal questioning, which are recorded by the internal assessor on their internal assessment plan. Sports Leaders UK provides training on suitable assessment methods and appropriate levels of decision making as part of our Tutor Training Programme. It is a requirement for a minimum of one person from every centre delivering this qualification to have attended a training day, at least once every three years.

Assessment Levels do not apply to this qualification.

8. Grading

There is no grading for this qualification only a 'pass'. This is measured by the candidate achieving the Learning Outcomes as set out in the syllabus.

9. QA systems and code of practice

External Verifier Training

A team of nearly 30 External Verifiers (EVs) work for Sports Leaders UK to ensure that standards are consistently maintained across centres and over time as required by the regulatory authorities of the National Qualifications Framework (NQF). The United Kingdom is split into regions so that external verifiers cover a geographical area and a separate Verifier supports overseas centres, although none of them delivers the HSL at present. All EVs bi-annually attend a training conference with the Quality Assurance Manager to ensure standards are maintained and to provide training and updates as necessary. EVs are supported in their role with resources such as exemplar materials, course outlines, template assessment plans and assessment criteria, to be able to offer appropriate and reliable advice to centres. An internal audit is conducted annually, whereby each EV is shadowed on at least two quality assurance visits and provided with feedback on their performance and decisions. All EVs must declare an interest in any centres that they have an involvement with, so that another EV can provide impartial guidance and performance review.

Lead External Verifiers

Lead External Verifiers (LEV's) each support a team of three or four people in their geographical zone. They will attend bi-annual LEV conferences in addition to the two training conferences for all EVs, to provide feedback and link into internal audits that are conducted annually. Lead EVs also take part in a monthly teleconference with the Quality Assurance Manager to keep updated and report any feedback from centres. By regularly reviewing and monitoring staff performance Sports Leaders UK are able to ensure that a consistent level of service and support is provided to all centres delivering Sports Leaders UK qualifications.

Sampled External Verification Visits

Centres delivering the HSLA will be externally verified as part of a performance review visit that will analyse the centres' past and current performance to identify action plans and recommendations in line with agreed standards. Every centre will receive a performance review visit at least once every three years and if necessary additional visits will be arranged to ensure standards are achieved consistently. Any non-compliances will be reported to QCA on behalf of the regulators of the NQF.

Results and Certification

External Verifiers must provide a written report to Sports Leaders UK following the performance review visit, detailing any action plans, sanctions or additional visits as necessary. The report will also provide a statement on whether the centre has satisfactorily met standards and can therefore apply for candidate certificates. When the centre has completed delivering the course they must submit the certification page from the record of achievement showing the internal assessor's and independent witness's signature to verify that they have achieved the standards required by the qualification syllabus.

CRB Checks

CRB checks are registered with The Media Group, a company appointed by Sports Leaders UK. This will be compulsory for future EV recruitment.

Quality Assurance Group

The Quality Assurance Group consists of the Head of Department for Quality Assurance, Quality Assurance Manager, a Senior Tutor Trainer and Awards Administration Manager. The group meets at least once a month to agree policies, identify future developments, consider scenarios and centres that may be a high risk and deal with any issues regarding quality assurance.

Award Lead Officers

Award specific training is conducted by the relevant Award Lead Officer to ensure that all EVs are confident and knowledgeable to externally verify each qualification. Any amendments to the qualification syllabus or resources must be approved by the Award Lead Officer and Quality Assurance Group.

SECTION 3: OVERVIEW OF THE BENCHMARK AWARD - BTEC NATIONALS IN SPORT

1. Aims and purpose of the qualification

BTEC Nationals are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment. The qualifications also provide career development opportunities for those already in work. Consequently they can provide a course of study for full-time or part-time learners in schools, colleges and training centres.

The family of BTEC Nationals includes Awards (usually 6 units), Certificates (12 units) and Diplomas (18 units) which offer opportunities for nested provision and flexibility of delivery.

BTEC Nationals are designed to relate to the National Occupational Standards for the sector, where these are appropriate, and are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). Some BTEC Nationals form the Technical Certificate component of Apprenticeships and all attract UCAS points that equate to similar-sized general qualifications.

On successful completion of a BTEC National qualification, learners can progress into or within employment and/or continue their study in the same vocational area.

2. History of the qualification

Year on year the sport sector outperforms the rest of the UK economy; this has been the case since the end of the economic recession of the late 1990s, and researchers predict will continue to be the case for years to come, long after the London Summer Olympics, and Paralympics, of 2012 have been and gone.

The annual contribution of the sport sector to the UK economy is over £8 billion. This sector has more than 36,000 employers creating work for more than 600,000 full-time and part-time employees, and 5 million plus volunteers. A significant proportion of the total volunteer workforce is volunteering in sport, with most of them involved in coaching or activity leadership.

Despite the prevalence of this sector, a third of the workforce in the sector have either no formal qualifications or are only qualified at level 1. In addition, feedback from employers suggests that skills shortages are responsible for a large proportion of the vacancies in this sector. These factors highlight the importance of formally recognised Level 3 qualifications in this sector, such as the BTEC Nationals in Sport. Recent years have seen bold attempts to regulate the sport sector and the employees and volunteers who work within it. This has included the UK Coaching Certificate (UKCC), an endorsement of coaching qualifications aligned to a nationally agreed framework, and the Register of Exercise Professionals (REPs), a process of self-regulation recognising industry-based qualifications, practical competency, and requiring fitness professionals to work within a Code of Ethical Practice.

The BTEC Nationals in Sport provide an introduction to the sector for learners looking to build a career in sport, within one of its occupational areas. These areas include careers in exercise and fitness, coaching, sports development and the outdoors.

The specification has been structured to allow learners maximum flexibility in selecting specialist units, so that particular interests and career aspirations within sport can be reflected in the choice of unit combinations.

The BTEC National Awards in Sport will give learners a solid foundation in the sector enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals.

The BTEC National Certificates and Diplomas in Sport allow learners to select specialist units that reflect their aspirations, and the diverse nature of the sector.

3. Entry requirements for the qualification (including literacy standards)

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC First qualification in sport or a related vocational area
- an Intermediate GNVQ in an appropriate vocational area
- a GCSE equivalent to four passes at grade C

4. Age of candidates

Most BTEC National qualifications are accredited on the NQF for learners aged 16 years and over. Learners aged 15 and under cannot be registered for a BTEC National qualification.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

5. Guided Learning Hours

In BTEC Nationals each unit is 30, 60, 90 or 120 guided learning hours (GLH). The GLH includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study.

- BTEC National Award hours = 360
- BTEC National Certificate hours = 720
- BTEC National Diploma hours = 1080

6. Content and structure of the qualification

Edexcel Level 3 BTEC National Award in Sport

The Edexcel Level 3 BTEC National Award in Sport consists of three core units **plus** three specialist units that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

Each of the following units is at Level 3 and is allocated 60 GLH.

Core units — all three units must be taken

- 1 The Body in Action
- 2 Health and Safety in Sport
- 3 Training and Fitness for Sport

Specialist units — three units must be taken

- 4 Sports Coaching **
 - 5 Sports Development
 - 6 Fitness Testing for Sport and Exercise
 - 7 Practical Team Sports *
 - 8 Practical Individual Sports *
 - 9 Outdoor and Adventurous Activities *
 - 11 Sport and Society
 - 12 Leadership in Sport **
 - 13 Exercise, Health and Lifestyle
 - 23 Working with Children in Sport
 - 25 Work-based Experience in Sport
 - 28 Principles and Practices in Outdoor Adventure
- * Learners may select only one of these three units
 ** Learners may select only one of these two units

Edexcel Level 3 BTEC National Certificate in Sport (Performance and Excellence)

The Edexcel Level 3 BTEC National Certificate in Sport (Performance and Excellence) consists of eight core units **plus** four specialist units that provide for a combined total of 720 guided learning hours (GLH) for the completed qualification.

Core units — all eight units must be taken GLH Level

- 1 The Body in Action
- 2 Health and Safety in Sport
- 3 Training and Fitness for Sport
- 6 Fitness Testing for Sport and Exercise
- 10 Sports Nutrition
- 16 Psychology for Sports Performance
- 26 Technical and Tactical Skills in Sport
- 27 The Athlete's Lifestyle

Specialist units — four units must be taken

- 4 Sports Coaching
- 11 Sport and Society
- 17 Sports Injuries
- 18 Analysis of Sports Performance
- 20 Sport and Exercise Massage
- 21 Rules, Regulations and Officiating in Sport
- 25 Work-based Experience in Sport

Edexcel Level 3 BTEC National Diploma in Sport (Development, Coaching and Fitness)

The Edexcel Level 3 BTEC National Diploma in Sport (Development, Coaching and Fitness) consists of seven core units **plus** 11 specialist units that provide for a combined total of 1080 guided learning hours (GLH) for the completed qualification.

Core units — seven units must be taken GLH Level

- 1 The Body in Action
- 2 Health and Safety in Sport
- 3 Training and Fitness for Sport
- 4 Sports Coaching
- 5 Sports Development
- 6 Fitness Testing for Sport and Exercise
- 7 Practical Team Sports*
- 8 Practical Individual Sports*

Specialist units — eleven units must be taken

- 7 Practical Team Sports*
- 8 Practical Individual Sports*
- 9 Outdoor and Adventurous Activities
- 10 Sports Nutrition
- 11 Sport and Society

- 12 Leadership in Sport
- 13 Exercise, Health and Lifestyle
- 14 Instructing Physical Activity and Exercise
- 15 Exercise for Specific Groups
- 16 Psychology for Sports Performance
- 17 Sports Injuries
- 18 Analysis of Sports Performance
- 19 Talent Identification and Development in Sport
- 20 Sport and Exercise Massage
- 21 Rules, Regulations and Officiating in Sport
- 22 Organising Sports Events
- 23 Working with Children in Sport
- 24 Sport as a Business
- 25 Work-based Experience in Sport

* Learners **must** select one of these units (Unit 7 or Unit 8) as a core unit, and **may** select the other as a specialist unit

7. Assessment – procedures, methods and levels

Edexcel does not define the mode of study for BTEC Nationals. Centres are free to offer the qualifications using any mode of delivery that meets their learners' needs.

This may be through traditional classroom teaching, open learning, distance learning or a combination of the three. Whichever mode of delivery used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC National qualifications. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Assignments constructed by centres should be reliable and fit for purpose, and should build on the application of the grading criteria. Centres should use a variety of

assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments. Centres are encouraged to emphasise the practical application of the grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to learners' achievement and their importance cannot be over-emphasised.

8. Grading

All of the criteria listed in the grading grid for each unit must be covered by one assignment, or by a series of assignments. It is advisable that criteria are clearly indicated on each assignment to provide a clear focus for learners and to assist with internal verification and standardisation processes. This will also help to ensure that feedback is specific to the criteria. Tasks and activities should enable learners to produce evidence that relates directly to the specified criteria. When reading the grading grids and designing assignments, centres should note that for learners to achieve a merit/distinction grade they will be required to provide evidence that is qualitative, not quantitative, in its nature.

All assessment for BTEC Nationals is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified criteria which are to be used for grading. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit criteria

Awarding a qualification grade

The qualification grade will be calculated through the aggregation of points achieved through the successful achievement of individual units. The number of points available will be dependent on the unit grade achieved and the size of the unit as determined by the stipulated guided learning hours.

For the calculation of a qualification grade for a BTEC National a learner must:

- complete all designated units
- achieve a minimum points score of
 - 36 points for a National Award
 - 72 points for a National Certificate
 - 108 points for a National Diploma
- achieve a pass (or above) grade for units with a combined total of

- 300 guided learning hours for a National Award
- 600 guided learning hours for a National Certificate
- 900 guided learning hours for a National Diploma.

9. QA systems and code of practice

Internal verification

Centres are required to have processes in place that review each assessor's decisions. This ensures that they are correctly interpreting and applying the standards set out in the specifications. The system used to do this is a matter for individual centres and Edexcel fully supports the use of the centre's own quality assurance systems where they ensure robust internal standardisation.

Centres should refer to the BTEC NQF Level 2/3 (including Short Courses at Levels 1–3) Handbook (updated annually). This information can also be found on our website www.edexcel.org.uk then click on 'Services for Centres' and then 'FE Colleges & Schools'.

External verification

Edexcel will sample assessors' decisions using sector-specialist external verifiers. For BTEC Nationals this process will follow the National Standards Sampling (NSS) protocol.

Learners' work **must** be internally assessed. Additionally, at least 50 per cent of submitted work **must** be internally verified.

Centres should refer to the BTEC NQF Level 2/3 (including Short Courses at Levels 1–3) Handbook (updated annually).

SECTION 4: THE WORK OF THE EXPERT GROUP

4.1 Prior to the meeting

Prior to this meeting some preliminary work was carried out. This included a detailed mapping of the HSLA against the BTEC Nationals in Sport, reports from HE representatives highlighting similarities and differences between the two qualifications, and comparative studies from a representative from each Awarding Body. Pre-meeting papers were distributed, requiring members of the group to compare aims, content, study hours, relative size and assessment models of the HSLA and that of the BTEC Nationals. Geoff Hayward and Jenny Tuson visited a college delivering the HSLA and observed candidates working with a group of primary school pupils and with a group of young people with disabilities. A video recording was made of these sessions.

4.2 Comparison of aims

The aims of the two qualifications appeared to be the same, on paper. Centres often offered both qualifications because it was felt that employers wanted young people with the HSLA; the wider key skills and experience gained in the HSLA were valuable to employers. The HSLA emphasis was on leading and practical work with people, whereas the BTEC was more of an academic, theoretical qualification which was intended as a step to something else.

Given that the purpose of the current exercise was to judge the HSLA's utility for progression to higher education, the HE representatives were asked specifically about the value added by the HSLA. This was agreed to be in the personal attributes and values encouraged by the HSLA, over and above those developed in the BTEC.

Leadership skills, communication skills, management of selves and others, and organisation encapsulated the value added provided by the HSLA.

Page 3 of the HSLA Tutor notes states:

“In addition to the candidates being assessed on the learning outcomes of the course, they will also be assessed in their achievements in working with others and how they work to a set of values these are as follows:

<i>Attitude</i>	<i>Reliability</i>	<i>Enthusiasm</i>
<i>Confidence</i>	<i>Responsibility</i>	<i>Effort</i>
<i>Commitment</i>	<i>Maturity</i>	<i>Initiative</i>
<i>Tolerance</i>	<i>Respect</i>	<i>Self control”</i>

The HE representatives agreed that these skills and values were important to HE – confidence and communication were cited as specific examples where A level and BTEC students were sometimes lacking.

It was clear that the HSLA did have a distinctive contribution to make, developing and evidencing skills that higher education institutions valued. The HSLA was not simply a qualification about preparing young people for work but also had utility for the purposes of progression to higher education.

It was noted that Liverpool John Moores wanted to offer HSLA alongside its courses to help in the development of its students. Other institutions also recognised its added value, e.g. at Loughborough College BTEC National students had the opportunity to take the HSLA. However, it tended to be the more committed and higher achieving candidates who took up the opportunity.

4.3 Determining size – comparison of guided learning hours

Study time for the HSLA was 120 hours – 90 hours for the award plus an additional 30 leadership experience hours with different community groups. This compared to 360 for the 6-unit BTEC National Award. On guided learning hours alone, HSLA therefore came out at a third of the size of the BTEC National Award.

The guided learning hours for the HSLA were unpacked across the units as follows:

Unit	Title	Hours
1	Introduction to Higher Sports Leadership	2
2	Sports Leadership in the Community	24 + 10 leadership experience

3	Principles and Practice for Children in Sport	12 + 10 leadership experience
4	Principles and Practice for Older People in Sport	12 + 10 leadership experience
5	Principles and Practice for People with a Disability in Sport	12 + 10 leadership experience
6	Understanding Fitness and Health in Sport	10
7	Dealing with First Aid and Emergency Situations	Usually 8*
8	Demonstration of Higher Sports Leadership Skills	6
9	Organising and Running a Sports Event	16

* Dependant upon the provider

It was noted that the 30 hours leadership experience with community groups were integral to the HSLA learning programme and were supervised by tutors, giving 120 guided learning hours (GLH). This compared with two BTEC units, each allocated 60 GLH. In the BTEC, the 60 GLH per unit included time for guidance on assignments and the number of hours given to delivery could vary considerably from 45 to 60 hours.

The amount of content covered by the HSLA seemed to be very big, compared to that in the BTEC, given the time allocation and it was queried whether or not all of the activities of the HSLA were achievable within the GLH suggested for each unit. It was noted that the syllabus was there to guide tutors who chose the most appropriate activities to achieve the learning outcomes. It was felt that the guided learning hours did not appear to be a fair comparison of the two qualifications and the Group concluded that, based purely on an arithmetic exercise, the HSLA was the size of two BTEC units, but perhaps two big ones.

4.4 Determining size – breadth and depth of content coverage

As another comparison of size, the Group looked at the mapping exercise undertaken across the HSLA and the BTEC Nationals in Sport. It was noted that the exercise was not straightforward because of the large number of units within the BTEC National that the HSLA overlapped. It was recognised that both qualifications were grounded in the National Occupational Standards.

The Group looked at each HSLA unit individually to determine the extent of coverage within the BTEC. The mapping shown in Appendix 1 was used as a starting point.

Unit 1 – Introduction to Higher Sports Leadership

- Role and responsibilities were considered to be the important aspects of this unit and would be covered in one BTEC session (1.5 hours). BTEC students would not look at the background to the award but would address Career Opportunities in a small section of BTEC Unit 39 (The Athlete's Lifestyle)
- HSLA candidates would be aware of the big picture and what their responsibilities were towards others throughout the course – they had to sign up to the values that underpinned the award.

The Group concluded: 2 hours of HSLA seemed to align with 2 hours of BTEC time for HSLA Unit 1.

Unit 2 – Sports Leadership in the Community

- The main links were with Units 24 and 26 in the BTEC (Leadership – Land-based Outdoor Skills, Leadership – Water-based Outdoor Skills). Although there was also a strong link with Unit 13 (Principles of Coaching), the skills were covered in Units 24/26 and Unit 13 was not allowed to be combined with Units 24/26. Similarly, BTEC Units 4, 28 (Health & Safety in Sport, Alternative Pursuits) were discounted as covered by Units 24/26; and BTEC Unit 6 (Psychology for Sport Performance) was felt to be not comparable. Hence the comparison focussed on BTEC Units 24/26.
- The main difference was felt to be in the level of what was taught, not the breadth of content, and the assignment requirements. HSLA required a pass level and BTEC included opportunities to develop skills to Merit and Distinction levels. BTEC also required three written assignments.
- The HSLA provided most of the evidence needed for a BTEC Pass but if the candidate wanted to go achieve Merit or Distinction more work was required.
- Additionality in the BTEC was in the teaching and development of higher order skills. Where the content appeared to be the same the BTEC required a greater depth of engagement. For example, the BTEC required a lot more written explanation of the plan.
- Additionality in the HSLA was in sharing common values and in equity in sport and legislation, covered by BTEC Unit 3 (Ethics and Values in Sport), in about the same amount of time, one session.
- Hence, equivalence in hours was felt to be fair. With regard to breadth of content HSLA Unit 2 seemed to be about two thirds of a BTEC unit. It was suggested that the teamwork, goal/target setting, and social learning aspects of the HSLA unit were not reflected in the BTEC and so two thirds could be a bit low.

The Group concluded: the size of HSLA Unit 2 was in the range of two thirds of the size of a BTEC unit, plus an additional but tiny extra component.

Unit 3 – Principles and Practice for Children in Sport

- This HSLA unit was felt to overlap with four BTEC units – 15, 13, 22 and 24 – but mainly BTEC Unit 15 – Working with Children. Learning outcomes 3 and 4 (planning and leading a sports activity) were covered by the HSLA, and on several occasions in that award but only once in the BTEC. Learning outcome 2 (legal and welfare requirements) and about half of learning outcome 1 (needs of children) were not covered.

The Group concluded: the size of HSLA Unit 3 was around five eighths of the size of a BTEC unit.

It was proposed that Units 3, 4 and 5 of the HSLA should be treated as being equivalent. Units 4 and 5 were not matched well in the BTEC and HSLA candidates had to do two of these three units. The most popular combination was Unit 3 (Principles and practice for children in sport) and Unit 5 (Principles and practice for people with a disability in sport). Unit 4 (Principles and practice for older people in sport) was taken by rather fewer candidates.

Therefore it was agreed to apply the outcome for HSLA Unit 3 to Units 4 and 5.

The Group concluded: the size of HSLA Unit 4 was around five eighths of the size of a BTEC unit.

The Group concluded: the size of HSLA Unit 5 was around five eighths of the size of a BTEC unit.

Unit 6 HSLA – Understanding Fitness and Health in Sport

- This HSLA 10 hour unit overlapped with a large number of units in the BTEC. It was agreed that Unit 8 (Nutrition for Weight Management) of the BTEC could be omitted from consideration as this was covered in BTEC Unit 7 (Nutrition for Sport Performance) and that the key BTEC units to consider were therefore Units 5, 7, 10 and 11 (The Body in Action, Nutrition for Sport Performance, Fitness Testing, Training and Fitness).
- This HSLA unit was largely delivered theoretically; there was scope for accreditation of prior learning because of candidates doing BTEC or A level PE having considerable prior knowledge.
- The unit is assessed through tasks and worksheets, and candidates need to demonstrate understanding by giving presentations or planning a fitness session.
- About one sixth (ten hours) of Unit 11, one twelfth (five hours for fitness tests and screening) of Unit 10, about one fifteenth (four hours for healthy diet and nutritional requirements) of Unit 7, and about one quarter (15 hours for half of learning

outcomes 1 and 3 – skeletal and muscular systems and cardiovascular and respiratory systems) of Unit 5 were agreed to be covered by the HSLA.

The Group concluded: the size of HSLA Unit 6 was just over half the size of a BTEC unit.

Unit 7 – Dealing with First Aid and Emergency Situations in Sport

It was felt that this unit, which was usually assessed by APEL, did not map to the BTEC and so should be taken at face value of eight hours plus some additional time for covering the legislative component.

The Group concluded: the size of HSLA Unit 7 was one sixth the size of a BTEC unit.

Unit 8 – Demonstration of Higher Sports Leadership Skills

- It was noted that the majority of HSLA candidates chose the coaching option here and that this unit could be mapped against BTEC Unit 13 – Principles of coaching. Most of learning outcome 3 – planning and leading, and some of learning outcome 2 – techniques, were covered, about one third of the BTEC unit.
- If the candidate took the officiating option (mapped with Unit 20 – Practical sports study (Team) – then the equivalence in size was about the same, around one third. It was noted that guided learning hours were misleading here and that it was better to depend on the content match.

The Group concluded: the size of HSLA Unit 8 was around a third of the size of a BTEC unit.

Unit 9 – Organising and Running a Sports Event

- During the visit to a college the week before, tutors had indicated that evidence from HSLA Unit 9 was usually sufficient for passing BTEC Unit 30 (Organising events); if candidates wanted to achieve Merit or Distinction here then they would need to do further work - mainly in research and evaluation.
- The BTEC required four different events, the HSLA required one event to be planned and delivered but candidates would likely have discussed a number of different possible events. Both sets of candidates conduct a feasibility study.
- An equivalence of around 40 hours was agreed, with BTEC Unit 30 learning outcomes 2 and 3 (investigating procedures and running events) covered in full and learning outcomes 1 and 4 (exploring a range of events and evaluating and modifying events) covered in part.

The Group concluded: the size of HSLA Unit 9 was around two thirds of the size of a BTEC unit.

Content coverage was therefore agreed as:

HSLA Unit	BTEC Unit(s)	Coverage
1		0.03
2	24/26 (1, 16, 32, 3)	0.66
3	15 (13, 22, 24)	0.63
4		0.63
5		0.63
6	5, 7, 10, 11	0.56
7		0.17
8	13	0.33
9	30	0.66

Total – HSLA = 3.67 BTEC Units

The above discussion and conclusions were based on the breadth of content coverage only; the depth was considered later when estimating demand.

4.5 Estimating relative demand - comparing Assessment Models

The Expert Group viewed video evidence of HSLA candidates from the college visited the previous week, being assessed in Units 3 and 5 (Principles and practice for children, Principles and practice for people with a disability in sport).

The Group was then asked to compare assessment criteria across the two awards (assessment criteria for HSLA and grading criteria for BTEC).

Unit 2 – Sports Leadership in the Community

- There were 19 assessment criteria for HSLA using similar verbs to those in BTEC Unit 24/26 but considerably more depth was required in BTEC. The two sets of criteria were felt to be similar with the main differences being in those associated with analysis and evaluation.
- Although the HSLA required the assessment of knowledge this was mainly through practical assessment. The BTEC required more written evidence and thus a greater depth of knowledge could be assessed.
- It was felt that HSLA candidates would demonstrate all the Pass criteria in the BTEC Unit 24/26.
- It was felt that HSLA candidates would demonstrate the first Merit criterion in the BTEC Unit 24/26 (independently produce an appropriate lesson plan); part of the

second (deliver, with limited teacher support, an effective land/water-based activity, selecting and justifying leadership styles adopted for the activity) with HSLA candidate evidence unlikely to be sufficient in justifying; and some of the third one (review participants' performance, explaining future development needs).

- It was felt that the Merit criteria required a greater sense of responsibility from the BTEC candidates. It was repeated that the longer time allocated for the BTEC to cover the seemingly similar content to the HSLA was required for the greater depth demanded by the assessment criteria for Merit and Distinction. The BTEC examiner reported that she would not award a Merit grade to a BTEC candidate for the assessment criteria required to pass the HSLA.
- In order to cover the depth required for the first Distinction criterion (analyse the lesson plan, making further amendments and changes), candidates would be required to produce a piece of written work or carry out a recorded professional discussion with their tutor. This was not done, generally, in the HSLA. HSLA candidates would demonstrate the second Distinction criterion (deliver, with limited teacher support, an effective land/water-based activity, adapting leadership styles to meet individual and group needs).
- It was agreed that the HSLA seemed to cover (more than adequately) the practical component of the BTEC. There was no suggestion that HSLA candidates were not capable of meeting the Merit and Distinction criteria of the BTEC but that the HSLA did not require them to do so. BTEC candidates have to undertake a very substantial amount of writing that HSLA candidates do not, and this is something that is highly valued by higher education, together with the process undertaken. The time and structure of the BTEC Nationals enabled the candidate to be more reflective and although this might happen in the HSLA, there was no guarantee.

The Group concluded: the demand of HSLA Unit 2 suggested that it would meet that pass criteria for BTEC Unit 24/26 plus the practical delivery parts of the Merit and Distinction criteria.

- In terms of supporting progression to higher education, the Group considered the weight placed on the practical element in relation to the other elements of the BTEC. It was agreed that this depended on the nature of the programme to which candidates applied.
- It was suggested that the practical element certainly had some value for progression to higher education. Generic skills were very useful even if for no other reason than they help candidates settle into university life and the practical skills were, of course, useful for practically-based courses. This suggested that the Group should put some weight on the extra bits over and above the Pass. In first year of higher education,

ability to settle, engage and get into the course are very important but critical evaluation and other academic skills are also needed.

The Group agreed the hypothesis that the demand of HSLA was comparable to a pass for BTEC plus the practical delivery parts of the Merit and Distinction criteria which had value for progression to higher education.

The Group agreed to test this by looking at two other units.

Unit 9 – Organising and Running a Sports Event

- An important difference between this HSLA unit and BTEC Unit 30 was felt to be the extent to which candidates worked individually and as a group. In the HSLA the group of candidates shared the planning and conduct of the event, with each candidate having a specific individual responsibility; in the BTEC, the candidates discussed the planning but had to produce individual assignments for planning and evaluation although the group ran the event.
- This HSLA unit is less practical than Unit 2 and there is rather less opportunity for the HSLA candidate to meet the requirements of the BTEC, particularly with regard to individual planning and evaluation. Although the six Pass criteria could well be met by a HSLA candidate it would be unlikely that the candidate would have the opportunity to do so. The fourth Merit criterion, a practical one (independently contribute to the safe and effective organisation of an event or activity) would be met but not necessarily all of the Pass criteria, and none of the Distinction criteria.

The above hypothesis was therefore not upheld as it appeared that the demand of the HSLA depended on the unit - specifically the practicality of the unit - as to what extent the BTEC criteria were met. The Group agreed that the demand of Unit 9 was like a BTEC pass (most but not all of the Pass criteria and some Merit).

Unit 3 Principles and Practice for Children in Sport

- In comparison with BTEC Unit 15 (Working with Children), HSLA candidates would have far more opportunities for achieving practical skills than in the BTEC.
- It was agreed that the first three Pass criteria would likely be met by HSLA evidence (describing legal and welfare requirements, identifying needs of different groups, preparing lesson plan) and parts of the remaining three Pass criteria. The main lack, if any, here was to do with the amount of written evidence produced, rather than the skills that were being demonstrated. Hence it was further suggested that HSLA candidate evidence would meet all of the BTEC Unit 15 Pass criteria to some extent.
- The progression from Pass to Merit and Distinction appeared to be about the degree of individuality. HSLA candidates have to do ten hours of leadership – including preparing lesson plans individually and monitoring children’s performance – and thus would meet some parts of the second and third Merit criteria.

The Group confirmed the hypothesis that the demand of HSLA was comparable to a pass for BTEC plus the practical delivery parts of the Merit and Distinction criteria for those units that were generally practically-based (Units 2, 3, 4 and 5 Pass plus a bit).

For those units that were more conceptual, the demand of the HSLA was more like a Pass.

The Group then considered, briefly, Unit 6 (Understanding Fitness and Health in Sport) which was entirely conceptual and agreed that HSLA candidate evidence would meet, where the content overlapped, the BTEC Pass criteria in Units 5 and 11, thus confirming that the demand of the HSLA Unit 6 was like a Pass in the BTEC.

4.6 Estimating relative demand - Comparison of candidate evidence

- The Group looked at candidate evidence from the HSLA and compared it to the BTEC grading criteria. The tutor files which include the tutor observation notes and feedback to candidates were not available. The Group was reminded that the HSLA was a regulated qualification, and the internal and external verification procedures were again described.
- It was felt that the candidate evidence presented did meet some of the relevant BTEC Pass criteria but that not all the evidence was available. For example, in HSLA Unit 3 (Principles and practice for children in sport) the candidate evidence presented met half of the Pass criteria for BTEC Unit 15 (Working with children) to do with identifying needs, planning a lesson, and using evaluation criteria. The evidence for the other three Pass criteria (to do with describing the legal and welfare requirements, leading an activity, and reviewing performance) would be in the tutor file. In addition, it was felt that the evidence also met the BTEC Unit 15 second Merit criterion (to do with preparing a lesson plan) in part.
- In addition, the video had shown candidates meeting the BTEC Pass criteria relevant to HSLA Units 2, 3 and 5
- There was no evidence that contradicted the hypothesis that the demand of HSLA Unit 3 (a practical unit) was like a Pass in a BTEC unit plus a small additional component. The size of the extra component varied between units and depended on the fraction of the Merit and Distinction criteria that HSLA candidate evidence would meet, as described in Section 4.5 above.

Summary

On the basis of looking at the content mapping, the assessment criteria and some candidate evidence, the Group came up with the following profile:

HSLA Unit	BTEC Unit(s)	Coverage	Demand
1		0.03	
2	24/26 (1, 16, 32, 3)	0.66	Pass + bit (½ M ¼ D)
3	15 (13, 22, 24) (LO 3, 4)	0.63	Pass + bit (1/5M)
4		0.63	Pass + bit (1/5M)
5		0.63	Pass + bit (1/5M)
6	5, 7, 10, 11	0.56	Like a Pass
7		0.17	
8	13 (LO 3)	0.33	
9	30 (LO 2, 3)	0.66	Like a Pass

4.7 Recommendations for Awarding UCAS Tariff Points

The Group then brought together the two profiles – size and demand.

- BTEC National Award (6-units) attracts 40 UCAS Tariff points for a Pass, 80 for a Merit and 120 for a Distinction.
- Therefore, an individual BTEC unit would contribute 6.66 to the overall National Award Tariff at a Pass, 13.33 at Merit and 20 at Distinction.
- Based on the above agreement on the size and demand of the HSLA units, the UCAS Tariff would be for a candidate taking optional units 3 and 5:

HSLA Unit	Volume	Demand	Total
Unit 1	0.03	6.7	0.20
Unit 2	0.66	11.0	7.26
Unit 3	0.63	8.0	5.04
Unit 5	0.63	8.0	5.04
Unit 6	0.56	6.7	3.75
Unit 7	0.17	6.7	1.14
Unit 8	0.33	6.7	2.21
Unit 9	0.66	6.7	4.42
Total	3.67		29.07

The Group considered this outcome and felt it represented fairly what had been discussed during the meeting. Dr Hayward noted that he had mapped the HSLA, roughly, against Key Skills and suggested that the HSLA would meet half of the Communication, Working with others and Improving own learning at Level 2 or Level 3. This was not intended as a firm recommendation but was noted as confirmation of the

result above. Another qualification with similar assessment approaches (the BHS awards) attracted 35 UTPs but was aligned with BTEC Distinction grading criteria where content overlapped.

Summary

Using the most objective methodology possible, the Expert Group agreed a recommendation of 30 UCAS Tariff points.

APPENDIX 1
Mapping exercise

Higher Sports Leader Award and BTEC Nationals in Sport
Rough mapping

Higher Sports Leader Award	BTEC Nationals in Sport
120 hours (90 glh and 30 leadership experience)	360 for Award with 6 units
Unit 01 - Introduction to Higher Sports Leadership 2	
Unit 02 - Sports leadership in the community 24+10	
Unit 03 - Principles and practice for children in sport* 12+10	
Unit 04 - Principles and practice for older people in sport* 12+10	
Unit 05 - Principles and practice for people with a disability in sport* 12+10	
Unit 06 - Understanding fitness and health in sport 10	
Unit 07 - Dealing with first aid and emergency situations in sport 8	
Unit 08 - Demonstration of higher sports leadership skills 6	
Unit 09 - Organising and running a sports event 16	
• two out three	
Unit 01 - Introduction to Higher Sports Leadership 2 hrs	Unit 34 Voluntary Clubs 60 hrs
Role & responsibilities of the sports leader – in loco parentis	Roles and responsibilities of key personnel involved in voluntary sector sports clubs
Expectations of various stakeholders inc voluntary clubs	
The HSLA background and involvement	Unit 13 Principles of coaching 60 hrs
	Responsibilities of the coach
	Unit 22 Principles of outdoor education 60 hrs
	Range of education awards

<p>Unit 02 - Sports leadership in the community 24+10 hrs</p> <ul style="list-style-type: none"> Technical & interpersonal skills Sports Leadership styles Decision making & prioritisation Effective supervision of participants Delegation Sports development & promotion Role & responsibilities of sports leaders including legal responsibilities Safe working practices Communication & listening skills Planning & delivering an activity Motivation skills Feedback & further development Evaluation & review Social inclusion Decision making.& prioritisation Demonstration skills Warm up & concluding an activity/session Teaching & coaching points Checking and storing equipment 	<p>Unit 24 Leadership – Land-based outdoor skills 60 hrs</p> <p>Unit 26 Leadership – Water based outdoor skills</p> <ul style="list-style-type: none"> Technical and inter-personal skills of the sports leader Leadership styles Effective supervision of participants Planning and delivery of an activity Delegation Promotion of sport/activity Roles & responsibilities of sports leaders including legal responsibilities Safe working practices Effective communication skills Planning & delivering a session/activity Motivation skills Produce a personal plan to develop further skills and techniques. Feedback & further development Evaluation & review planning and delivery of the activity Social inclusion Decision making.& prioritisation Demonstration skills Warm up & concluding an activity/session Teaching & coaching points Checking and storing equipment <p>Unit 13 Principles of coaching 60 hrs</p> <ul style="list-style-type: none"> Roles, skills, techniques and responsibilities of the coach Safe working practice Technical skills & knowledge inc tactics, rules, legal obligations, insurance Ethical values Use of equipment Communication skills Planning and delivering an effective session Effective demonstration, session management Coaching styles Feedback Evaluation
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<p>Adapting sports for children Small sided games Legal & ethical responsibilities when working with children Mini-game versions of sports</p>	<p>Unit 13 Principles of coaching 60 hrs Roles, skills, techniques and responsibilities of the coach inc. child protection Planning and delivering an effective session inc warm ups/cool downs Safe working practice Use of equipment Developing techniques Effective demonstration, session management Individual and team work Adaptation Legal & ethical considerations</p> <p>Unit 22 Principles of outdoor education 60 hrs Inclusion of all in activity Working with children Safe working practices</p>
<p>Unit 04 - Principles and practice for older people in sport* 12+10 hrs Diversity of fitness levels in the older population Provision of sport for older people How to provide a range of activities in varying intensity Promoting a positive image of older people The aging process & how this impacts on physical capacity for sport Health benefits of physical activity Common attitudes & perceptions towards older participants, inc barriers Leadership & communication skills to motivate older people Planning & delivering a safe and effective session for older people Adapting sports/activities Evaluation & review</p>	<p>Unit 21: Special Populations 60 hrs Health benefits of exercise for special populations (includes older people) Provision of sport for older people The aging process & how this impacts on physical capacity for sport Planning & delivering a safe and effective session for older people Adapting sports/activities Evaluation & review</p> <p>Unit 16 Sports Development 60 hrs Provision of sport for older people Barriers to participation Social inclusion Adapting sports/activities</p> <p>Unit 24 Leadership – land based skills 60 hrs Leadership & communication skills to motivate participants inc older people Planning & delivering a safe and effective session for older people Evaluation & review</p> <p>Unit 34 Voluntary Clubs 60 hrs Provision of sport for older people</p>

		Barriers to participation Social inclusion
<p>Unit 05 - Principles and practice for people with a disability in sport* 12+10 hrs</p> <p>Understanding disability – social/medical definitions Avoiding discriminatory attitudes & practice Provision of sports & award schemes & sports agencies for disabled people Inclusion of disabled people in mainstream sports Adapting sports activities Safe working practices Plan, promote and deliver sports session for disabled people Adapting communication Promote further development of disabled people</p>		<p>Unit 21: Special Populations 60 hrs Health benefits of exercise for special populations (includes disabled people) Provision of sport for disabled people Plan and deliver sports session for disabled people Adapting sports activities Health & safety considerations Adapting communication</p> <p>Unit 16 Sports Development 60 hrs Provision of sports & award schemes & sports agencies for disabled people Inclusion of disabled people in mainstream sports Barriers to participation Social inclusion Adapting sports/activities</p> <p>Unit 24 Leadership – land based outdoor activity skills 60 hrs Leadership & communication skills to motivate participants inc disabled people Planning & delivering a safe and effective activity for disabled people Evaluation & review</p> <p>Unit 22 Principles of outdoor education 60 hrs Inclusion of all in activity Working with disabled groups Safe working practices</p>
<p>Unit 06 - Understanding fitness and health in sport 10 hrs</p> <p>Importance of physical fitness & healthy lifestyle Relationship between health & exercise Factors effecting fitness Anatomy & physiology - functions of skeleton, movement, muscle The five components of fitness – cardiovascular, muscular strength, muscular</p>		<p>Unit 5 The Body in Action 60 hrs Structure of the skeletal and muscular systems & their role in sports movement Structure and function of the cardiovascular and respiratory systems</p> <p>Unit 7 Nutrition for sport performance 60 hrs Nutrition & sports performance Energy balance</p>

<p>endurance, flexibility, motor fitness Types of fitness training Principles & structure of an activity session, inc warm up/cool down Nutritional requirements Energy balance Energy systems Safe working practices in fitness, inc health screening Application of FITT to plan, deliver & adapt a basic fitness session</p>	<p>Unit 8 Nutrition for weight management 60 hrs Importance of physical fitness & healthy lifestyle Nutritional requirements & energy balance</p> <p>Unit 10 Fitness Testing 60 hrs Components of health-related fitness: Factors effecting fitness Health screening Fitness tests for the five components of fitness</p> <p>Unit 11 Training and fitness 60 hrs Fitness training FITT Impact of fitness training on health Safe working practice Structure of training sessions, inc warm ups & cool downs</p> <p>Unit 13 Principles of coaching 60 hrs Principles & structure of an activity session, inc warm up/cool down</p> <p>Unit 31 Innovation for sport 60 hrs Sports performance Fitness & conditioning Nutritional supplements</p> <p>Unit 32 Skill learning for performance 60 hrs Sports performance Motor fitness</p> <p>Unit 39 The Athlete’s lifestyle 60 hrs Importance of physical fitness & healthy lifestyle Relationship between health & exercise Impact of lifestyle inc nutrition on sports performance</p>
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<p>Unit 07 - Dealing with first aid and emergency situations in sport 8 hrs</p> <p>Responding promptly & effectively to emergencies Administering CPR Administering first aid to an unconscious casualty Administering first aid to a casualty who is wounded/bleeding Administering first aid to burns, scalds, injuries to bones/joints/muscles Administering first aid to someone suffering from shock, poisoning, fumes, heat/cold Transporting casualties safely Recognising major & minor illnesses and taking appropriate action Reporting accidents (HSE First Aid Certificate) Legal framework for first aid provision Maintenance & use of first aid equipment Role of first aider in emergency procedures</p>	<p>Unit 12 Sports injuries 60 hrs</p> <p>First aid: emergency and immediate treatment, priorities of first aid, resuscitation, shock, bleeding, unconscious casualty, fractures Recognising minor injuries e.g. bruising, swelling Appropriate treatment for a range of injuries Summon qualified assistance Reporting accidents</p> <p>Unit 13 Principles of coaching 60 hrs</p> <p>Safe working practices in line with Governing Body requirements First aid and emergency response</p> <p>Unit 23 Land based outdoor skills 60 hrs Unit 24 – Leadership land based skills 60 hrs</p> <p>Recognition of hazards - falls and falling objects, friction burns, cold, heat, dehydration, strain and trauma injuries Emergency plans and procedures Emergency situations, summoning appropriate help and assistance Emergency first aid and rescue callout procedures</p> <p>Unit 25 Water based skills 60 hrs Unit 26 Leadership water based skills 60 hrs</p> <p>Recognition of hazards - falls and falling objects, friction burns, cold, heat, dehydration, strain and trauma injuries Emergency plans and procedures Emergency situations, summoning appropriate help and assistance Emergency first aid and rescue callout procedures</p> <p>Unit 27 Expedition skills 60 hrs</p> <p>Safe working practice inc first aid, risk assessment and emergency response</p>
<p>Unit 08 - Demonstration of higher sports leadership skills 6 hrs</p> <p>National Governing Body Award in coaching, leading or <u>officiating</u></p>	<p>Unit 13 Principles of coaching 60 hrs</p> <p>Roles, skills, techniques and responsibilities of the coach Safe working practice including first aid Technical skills & knowledge inc tactics, rules, legal obligations, insurance Ethical values Use of equipment</p>

	<p>Communication skills Planning and delivering an effective session Effective demonstration, session management Coaching styles Feedback Evaluation</p> <p>Unit 20 Practical sports study (team) 60 hrs Apply the rules, regulations and scoring systems Officiating</p> <p>Unit 24 Leadership – Land based outdoor skills 60 hrs Unit 26 Leadership -Water based outdoor skills 60 hrs Leadership & communication skills to motivate participants Planning & delivering a safe and effective activity Safe working practice including first aid & emergency response Technical skills & knowledge inc tactics, rules, legal obligations, insurance Use of equipment Communication skills Evaluation & review</p> <p>Unit 27 Expedition skills 60 hrs Leadership & management of groups Safe working practice inc first aid, risk assessment and emergency response Use of equipment</p>
<p>Unit 09 - Organising and running a sports event 16 hrs Awareness of a range of events Establishing an event committee Preparing event check lists, planners and flow charts Selecting a venue & resources Preparing a budget Identifying income to cover costs Designing, producing & circulating publicity materials Organising the event, including allocating key tasks Preparing for contingencies, health and safety Evaluation</p>	<p>Unit 30 Organising events 60 hrs Awareness of a range of events Establishing an event committee/project team Preparing a feasibility study Selecting a venue & identifying resources Preparing a budget Identifying income to cover costs Preparing publicity materials Organising the event, including allocating key tasks Preparing for contingencies, risk assessment Evaluation</p>

	<p>Unit 34 Voluntary Clubs Event committees Funding activities Managing health and safety</p>	<p>60 hrs</p>
	<p>Unit 38 Business in sport Budget planning Identifying income and costs</p>	<p>60 hrs</p>

APPENDIX 2

The curriculum vitae of the members of the expert group

Pavla Bloor	HSLA Lead Officer, Sports Leaders UK
John Deane	Head of Department, Sport & Exercise Sciences, University of Gloucestershire
Roz Hopwood	HSLA Quality Assurance Manager, Sports Leaders UK
David Stead	Director of Undergraduate Studies, School of Sport & Exercise Sciences, Loughborough University
Helen Van Aardt	External Verifier for BTEC Nationals in Sport, Edexcel

Name: Pavla Bloor

Education History

- 1989 – 1991 B.Sc. (Hons) Sports Studies & Biology
St. Mary's College, London.
- 1991 - 1992 P.G.C.E. Physical Education & Science,
St. Luke's School of Education, Exeter University.
- 2000 Diploma in Sports Psychology – Newcastle College
- 2004 -2006 M.Sc. Physical Education, Loughborough University.

Employment History

- 1992 – 1994 Barnet Education Authority , Teacher of
Physical Education.
- 1994 – 1996 Travelled & Taught in Australia
- 1996 Lecturer at Carmarthenshire College of Technology
& Art, BTEC Sports Science / “A” Level PE (part time)
- 1996-1998 Lecturer at Boston College
BTEC Sports Studies / “A” Level PE / BTEC Public Service courses &
International Recruitment Officer.
- 1998 – 2000 Head of PE, Sir William Robertson High School,
Lincoln.
- 2000 – Senior Training and Award Development Officer at
Sports Leaders UK .

JOHN DEANE

RECENT EMPLOYMENT HISTORY

current employer	Position	From	To
University of Gloucestershire, Oxstalls Campus, Oxstalls Lane, Gloucester	Associate Dean	Feb 04	Present
University College Worcester Henwick Grove Worcester WR2 6AJ	Curriculum Leader Sport and Leisure Programmes – Full-time	1 st September 1999	Present
	University College Worcester – Teaching Fellow	March 2003	Ongoing
	Director Undergraduate Modular Scheme	June 2003	Ongoing

previous employers	Position	From	To
Birmingham College of Food Tourism Creative Studies Summer Row Birmingham B2 1JB Higher Education	Course Leader Leisure Management Programmes (HND and BA)	15 th May 1995	18 th August 1999
Liverpool Leisure Services Millennium House Liverpool L1 3HX	Director Merseyside Youth Games	30 th April 1992	1 st May 1995
Stockport Leisure Services Town Hall Stockport SK1 3TR	Leisure and Sports Development Manager	20 th January 1988	15 th April 1992
UK Sports Association for People with Learning Disabilities	Regional Development Officer - Yorkshire area	15 th September 1986	20 th December 1988

EDUCATION AND QUALIFICATIONS

School/College	From	To	Subject	Grade/Level	Date
Trinity & All Saints College Leeds	1982	1986	Leisure Management	BA (Hons) 2 (ii)	1986
Manchester Polytechnic	1989	1991	Diploma in Management Studies – Leisure Management	DMS Pass	1991
Manchester Metropolitan University	1994	1995	Management	MA Pass	1995
Loughborough University	1998	2001	Sport and Leisure	MBA Pass	2001

**Quality Assurance
Manager**

British Sports Trust
(trading name is now
Sports Leaders UK)
Milton Keynes

2002 to date

- Responsibility for training, managing and monitoring a team of 20+ regional External Verifiers across the UK and manage the support of qualifications to overseas centres
- Manage the Awards Administration Team at the Milton Keynes head office
- Manage and protect the reputation of the awarding body with the four UK qualification regulators, Sector Skills Councils and auditors
- Advise on qualification developments and requirements, including public LSC funding, DfES performance ratings and UCAS points
- Contribute to the design, development and accreditation of new qualifications and awards to the National Qualifications Framework
- Chair the internal Quality Assurance Group for all policy decisions and procedures
- Work with partner organisations to accredit their programmes as recognised qualifications, e.g. Level 3 Certificate in Community Sports Work
- Deliver internal staff training programmes to ensure standards are monitored and maintained, including audits and self assessment reviews on staff performance
- Investigate and deal with non-compliances and appeals in order to protect integrity of qualifications
- Submit quantitative reports to external agencies on the qualification registrations

**South-East
Regional
Development
Officer**

British Sports Trust

2001 – 2002

- Regional representative for business development and quality assurance work
- Deliver tutor training to local training providers, including schools, colleges, prisons, community sports clubs, youth groups, etc.
- Visit training providers to advise and accredit their programmes for delivering qualifications
- Identify areas for growth and opportunities for development
- Create links with key partner organisations, including Sports Action Zones, national governing bodies of sport and regeneration projects

**Project Officer in
Yorkshire and
London**

- Researched target groups in the education and community sectors to devise appropriate training programmes to facilitate sports leadership
- Worked with specific target groups to deliver courses in Sports Leadership, e.g. Asian women's group, young people at risk,

- British Sports Trust
- 1998 - 2001
- disabled people, prisoners
 - Organised and delivered tutor training to provide a sustainable programme of sports leadership
 - Promoted volunteering in the local community and through major sports events, e.g. London Triathlon
 - Worked in partnership with organisations offering employment, e.g. Nikepark 2000
 - Organised and hosted celebration events on the projects' success, including recognition of project sponsors and stakeholders
 - Represented Sports Leaders UK on regional focus groups and coach development networks
 - Identified and assisted to secure future funding and partnership work e.g. Jack Petchey Foundation

Other Relevant Skills and Experience

- Currently completing a Diploma in Management Studies (DMS)
- Visited schools in Guyana (2005) and Cyprus (2004) to advise on the delivery of qualifications and audit quality assurance procedures
- Member of The Network for Accrediting Young People's Achievements (NfAYPA) that includes the Girlguiding UK, Princes Trust, UK Youth, ASDAN, etc.
- Computing – fully conversant with Microsoft office including PowerPoint and use of internet
- 3-day Project Management Training with Industrial Society (1999)
- Seminars attended include: Electronic Portfolio (2005), Multiple Choice Questioning (2004)

Education

Cheltenham and Gloucestershire College of Higher Education 1993 -1997	BSc (Hons) Leisure Management and Recreation Studies. Including one year placement at the Science Museum, London. Grade 2:1
Eastbourne College of Arts and Technology (ECAT) 1990-1992	BTEC National Diploma in Leisure Studies 7 distinctions, 7 merits
Cavendish School, Eastbourne 1985-1990	6 GCSEs grade C and above

DAVID STEAD

RECENT EMPLOYMENT HISTORY

current employer	Position	From	To
School of Sport and Exercise Sciences, Loughborough University, Loughborough, LE11 3TU	Director of Undergraduate Studies (FT) Director of Marketing, Publicity and International Liaison (FT)	1 st September 2004	Present

previous employers	Position	From	To
School of Sport and Exercise Sciences, Loughborough University, Loughborough, LE11 3TU	Lecturer in the Sociology of Sport (FT)	1 st October 1993	31 st August 2004
National Youth Agency, 29 Albion Street, Leicester LE1 6D	Youth Work Adviser/Coordinator (Organisational Development) (FT)	1 st April 1991	30 th September 1992
National Council for Voluntary Youth Services 23 Albion Street, Leicester LE1 6D	Deputy Director (FT)	1 st April 1980	31 st March 1991
Lincolnshire County Council Social Services Department, County Hall, Lincoln	Senior Administrative Officer (FT)	1 st April 1973	31 st August 1976
Lincoln City Council. City Hall, Lincoln	Auditor/Accountant	1 st January 1965	31 st March 1973

EDUCATION AND QUALIFICATIONS

Name of School/College	Dates From To	Subject	Grade/Level	Date
Sussex University	1976 1979	Social Administration	BA (Hons) 2 (i)	1979
Essex University	1979 1980	Social Services Planning	Postgraduate Diploma	1980
Loughborough University	1992 1993	Sport Science	MSc Pass	1993

Helen Van Aardt

EDUCATION AND QUALIFICATIONS:

1984 - 1986 Lutterworth Grammar School
9 "O" Levels grades A and B

1987 - 1989 Loughborough College
BTEC National Diploma in Leisure Studies

1989 - 1992 Loughborough University
BSc Hons PE and Sports Science First Class

1993 – 1994 Nottingham Trent University
PGCE: FE
TDLB D32, D33 and D34

EMPLOYMENT HISTORY:

1992 – 1994: Hinckley College
Part time lecturer Sport and Leisure

1993 – Present: Loughborough College
Part Time Lecturer Sport and Leisure
Course Leader GNVQ Leisure and Tourism
Course Leader BTEC National Diploma in Sports Science
Course Leader Central YMCA Qualifications Awards
Course Leader NVQ Sport and Recreation
Team Leader Sport, Exercise and Fitness
Sports Development and Centre of Vocational Excellence Manager
Curriculum Manager Sport, Exercise and Fitness

1996 – Present: Edexcel
Unit Writer – BTEC First, BTEC National, HND, Foundation Degree
Lead Writer – BTEC National
External Verifier – BTEC First, BTEC National
External Verifier - NVQ

APPENDIX 3
The evidence considered

EVIDENCE EXAMINED FOR THE LEVEL 3 HIGHER SPORTS LEADERSHIP AWARD

Tutor Resource Pack

This included:

- An introduction to the award
- Guidelines for external verification of courses
- Units of the course, including unit aims, duration, outline and learning outcomes

Tutor Notes

Learning Outcomes and Assessment Criteria

Record of Achievement

Assessment Criteria

Internal Assessment Plan and Verification Plan Guidance Notes

EVIDENCE EXAMINED FOR THE BTEC NATIONALS IN SPORT

Edexcel Specification for the Level 3 BTEC Nationals in Sport Issue 2 February 2005

This included:

- The unit structure of the award
- Unit content
- Guidance for Centres
- Assessment criteria and guidance
- Grading criteria/grade descriptions

CANDIDATE MATERIALS

A selection of candidate evidence in form of video evidence, portfolios and folders of work for each award was available. Those selected for the comparative grading exercises are detailed in Section 4 of the report.