

BTEC Short Courses

SBA – LEARNER INSTRUCTIONS

Edexcel Level 2 BTEC Certificate

Sport and Leisure

Unit 4: Planning Activities in Sport

Issued June 2004

For use during the remainder of the duration of operation
of the specification issued for September 2002

edexcel 

INSTRUCTIONS FOR LEARNERS COMPLETING SBAs

1. The Scenario Based Assessment (SBA) is a compulsory part of your qualification. If you do not complete the SBA you will not receive your certificate.
2. Your tutor(s) will tell you how long you have to complete the SBA and the access you may have to resources.
3. Read the SBA carefully and make sure that you understand what work you should hand in and what is required of you. If you are uncertain, discuss it with your tutor(s).
4. The SBA requires you to work by yourself and to produce original work. You should not share your work with any other learners. For example, if you produce an illustration or diagram electronically, you should not give it to another learner. Similarly, you should not accept and use such information from others. You are required to sign that the work submitted is your own.
5. If you work in a group at any stage, you must present your own responses to each task for assessment.
6. Information taken from sources for research, e.g. Internet and textbooks, must be identified and not presented as your own work. You should list the sources used.
7. Some tasks may require Observation Records/Witness Statements. Your tutor(s) will organise for these to be completed and you must attach these to your submitted work.
8. In presenting your final work, you should not include draft work or reference materials such as handouts, notes and leaflets, unless the tasks specifically ask you to do so.
9. Presentation of your work:
 - Check that you have completed all tasks.
 - Label work with the appropriate task/sub-task number.
 - Present tasks in the correct order.
 - Label each page with your name and page number.
 - Submit all electronic materials in paper format.
 - Clearly label video or audio tapes submitted as part of your assignment.
 - All papers should be securely bound.
 - The completed SBA should NOT be presented in plastic envelopes, a box file or a lever arch file.

YOUR ASSESSMENT ACTIVITIES

Scenario

You have recently been employed as a Community Sports Officer in the local Sports Development Team. You report to the Sports Development Officer. It is a new post that has been created with funding through the New Opportunities Fund. You are given work on a project looking at how to ensure that people of all ages can participate in sport and leisure activities.

Task 1: Information on local opportunities in sport and leisure

Part of the Sports Development Officer's (SDO) role is to look at widening the range of sport and leisure opportunities within the community. To help with this the SDO has asked you to investigate the sport and leisure opportunities that are available within the community for **two different age groups**.

Memo

To: Community Sports Officer
From: Sports Development Officer

I would like you to undertake the following tasks and report back to me on your findings:

- a Compile a file of information on local opportunities for sport and leisure giving a list of facilities, clubs and sports provision for the following two age groups – 5-8 year olds and 13-15 year olds. Please mark each location on a map.
- b Provide a description of how these opportunities support the needs of the two age groups.
- c Comment on how suitable the opportunities are for each age group in relation to their different needs.
- d Present recommendations on the type of activities that could improve opportunities and participation levels for these two age groups in the future.

This provides evidence for P1, M1, D1

Task 2: Responsibilities in planning sports activities

The local Sports Development Team would like you to organise an event or selection of activities for one of these age groups to encourage participation. As the person in charge of planning the event/activities you have to plan responsibly. Provide a checklist that shows how to plan to take account of:

- a the moral responsibilities.
- b the main requirements of legislation in relation to an event of this type.

This provides evidence for P2

Task 3: Planning the event/activities

The Sports Development Officer asks you to prepare a lesson plan and to provide a short covering memo explaining how the plan would be delivered. You would like to prepare the plan by yourself using your experience. However, you know that you can seek support in devising the plan if necessary. You should put together:

- a a lesson plan including:
 - details of the activities planned.
 - aims and objectives of the event/activities.
 - the resources and equipment required.
 - contingency measures that are relevant to the event/activities.
- b notes that explain your plan showing that you can deliver the lesson effectively and safely and deal with contingencies that may arise.
- c an overall summation of your plan that deals with:
 - how it will meet the needs of participants.
 - how it will improve participation in sport by this age group.
 - its overall soundness including the substitution of alternative resources if required by the identified contingencies.

This provides evidence for P3, M2, D2

(Note: M2 requires that you prepare your plan independently. You should discuss with your tutor before you complete this task what help you may seek in preparing your plan).

Task 4: Delivering and evaluating the event/activities

The Sports Development Officer, as the senior person, will take ultimate responsibility on the day(s) of the event/activity, but as part of your development would like you to show initiative and leadership in the delivery of the event/activities.

- a Before the day - prepare a set of evaluation criteria to judge your performance and the performance of participants.
- b During the day - use a log book to record what you do during the event/activities so that you can provide an overall summary of your contribution.
- c After the day provide a summary report to:
 - describe your contribution to the event using the log book.
 - explain why you contributed in the way that you did.
 - evaluate how you have used the log book and suggest how you would use one in the future.
 - use the prepared evaluation criteria to comment on your performance and that of the participants.
 - provide recommendations for how you would improve your own performance in future activities and how participants could undertake activities in the future.

This provides evidence for P4, P5, M3, M4, D3, D4

(Note: M3 and M4 require you to work independently. You should discuss with your tutor before you complete this task what amount of help you may be given).

ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing and grading this SBA are repeated below. You should refer to the full unit specification for information on unit content.

Assessment Evidence Unit

Unit 4: Planning Activities in Sport		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> describe the different sport and leisure opportunities that support the needs of two different age groups describe the legal and moral responsibilities that are associated with planning sports activities produce a lesson plan that identifies aims, objectives, sports activities, resources, equipment, timings, and possible contingency measures with teacher support maintain a diary or log book showing participation in a programme of sports activities with teacher support select and use evaluation criteria to measure own performance and that of participants with teacher support. 	<ul style="list-style-type: none"> compare the sport and leisure opportunities that are available for two different age groups commenting on their suitability independently produce a lesson plan that explains and justifies the aims, objectives, sports activities, resources, equipment, timings, and contingency measures independently maintain a diary or log book justifying entries and content use evaluation criteria commenting on own performance and that of participants. 	<ul style="list-style-type: none"> critically evaluate the sport and leisure opportunities that support the needs of two different age groups providing recommendations for future activities critically examine the lesson plan recommending alternative resources, activities and equipment that meet the contingency measures critically examine the use and contents of the log book or diary drawing valid conclusions and suggesting alternatives as appropriate critically evaluate own performance and that of participants providing recommendations for further developments and activities.