

# The Diploma

## Sport and Active Leisure

This Core Advice has been produced by the Sport and Active Leisure Diploma Development Partnership.

### CORE ADVICE

- The Diploma in Sport and Active Leisure is a qualification which will give young people an insight into work and provide the skills, knowledge and understanding they need for Further or Higher Education, or for employment. These skills and insights will prove valuable whichever sector of employment they choose, ultimately, to go into.
- A young person with a Diploma in Sport and Active Leisure will have reached the required standards in maths, English, IT, personal development skills, as well as the required sector-related subjects.
- The Diploma in Sport and Active Leisure provides a fully-rounded education that combines classroom study with learning by doing in a practical environment. Diploma students focus on subjects and skills relating to work in the sport and active leisure sector and experience a range of different learning styles in different environments.
- The Diploma in Sport and Active Leisure has been developed in partnership with employers across the range of industry sectors included in the Sport and Active Leisure Diploma footprint. Higher education institutions have also been consulted. The Diploma has been designed to give young people the skills and understanding that employers regard as crucial for success in the modern workplace and to enable them to progress to university if they so wish. Employers in the Sport and Active Leisure sector and universities welcome this new style of work-relevant learning.
- The Diploma in Sport and Active Leisure is designed to challenge and inspire young people. It will give them vital life skills and develop their readiness for the workplace. Students have an opportunity to experience different areas of work and broaden their career options. This is done through a delivery mechanism which focuses on 'applied learning' i.e. learning that is delivered in a work related context. This is complementary to the mandatory minimum 10 days of work experience at each level.
- There are three levels to the Diploma in Sport and Active Leisure – Foundation, Higher and Advanced – to suit every level of ability. An Advanced Diploma is equivalent to three and a half A levels.
- The Diploma in Sport and Active Leisure is flexible. It allows young people to pursue their individual interests and career objectives and it can lead on to Further and Higher Education, as well as a long-term career.

## SPECIFIC GUIDANCE

### B1 DIPLOMA COMPONENTS

#### **B1.1 Understanding the specific needs and breadth of the Diploma line and how the delivery model will address this**

You should show here how you will support delivery of the new Diploma and how your current approach will need to change or develop to take account of new or different features of the Diploma, including in respect of Principal, Generic and Additional/Specialist Learning. You should take this opportunity to describe any features of your proposal which you think are particularly strong or innovative in terms of content or approaches to teaching and learning. You should also describe how you will provide information, advice and guidance on the career routes and opportunities available, and how you intend to keep abreast of developments within the relevant employment sector(s). You should refer to the Diploma-specific guidance produced by the relevant Diploma Development Partnership to inform your reply.

The Diploma in Sport and Active Leisure is made up of Principal Learning, Generic Learning and Additional and/or Specialist Learning. The generic learning includes a requirement for learners at all levels to undertake a project. Full details can be found at [www.skillsactive.com/14-19](http://www.skillsactive.com/14-19)

The occupational sectors included within the scope of the Diploma in Sport and Active Leisure are:

- Active leisure, which can include areas such as sports coaching, fitness coaching, the outdoors and playwork
- Youth work
- Events stewarding
- Grounds maintenance e.g. greenkeepers
- Construction of sports stadia

The strongest applications will provide evidence of a consortium's capacity to deliver the Principal and Specialist areas of applied learning across all employment sectors covered by the Diploma in Sport and Active Leisure and at all levels (Foundation, Higher and Advanced).

Evidence must include:

- experience/expertise from all sectors of the Diploma in Sport and Active Leisure across the consortium. This can include specialist employer input where appropriate
- clear and robust partnerships within the consortium
- innovative approaches to applied learning and the capacity to deliver a programme which ensures current and up-to-date knowledge of the sectors and provides real choice for the learner
- how the consortium will support deliverers through a programme of individual and departmental training and development.

Consortia must provide information on how they will make available sector

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specific information, guidance and support, covering the career routes and opportunities available within and related to the sector

Consortia must demonstrate a clear understanding of the ways in which the Diploma differs from other qualifications, both vocational and academic, and how plans for delivery of the Diploma in Sport and Active Leisure differs from current delivery of existing qualifications - highlight any current innovative practice which will support Diploma delivery

The best applications will provide details of a time-framed action plan illustrating how current practice will be amended and new approaches developed to support successful delivery of the Diploma

### **B1.2 Record of previous delivery in the subject areas of the Diploma line**

Building on your consortium-level answer to A1.1 of the Application template, this question seeks information relating to specific Diploma delivery. Detail on outcomes is most persuasive here. You should show learner success and progression rates in provision which is in, or close to, the specialist area of the Diploma line. You should also mention any evidence which shows that the provision has catered for all levels of prior attainment and need, and evidence of particular strength of institutions involved (e.g. CoVE or specialist status).

The Diploma in Sport and Active Leisure content and coverage is new and is not a modification of existing provision.

It is recognised that delivery, knowledge, resources and expertise in consortia are likely to be more established and stronger in some of the occupational areas covered in the Diploma than in others. Therefore, evidence of previous delivery across all the sectors covered by the Diploma is not expected. However, consortia must demonstrate robust, credible and comprehensive plans to identify and address gaps, strengths and weaknesses.

Consortia must also indicate how they will recognise the differences between existing provision and content for the Diploma in Sport and Active Leisure and how experience of current qualifications can be used to inform the delivery of the Diploma e.g. you may have established good links with local employers. How will you enhance and build on these relationships to support Diploma delivery?

### **B1.3 Clear allocation of programme delivery roles to the various partner institutions within an integrated programme**

In answer to this question, you need to show both that responsibility for elements of the programme is clearly allocated to institutions which are competent to deliver and how the elements will be integrated in the learners' experience. Identify lead institutions for the Diploma line where applicable. Make particular mention of any unifying elements of the programme, such as the use of work-related projects. Relevant links between departments within individual institutions should also be made. The use of diagrams may be helpful to show partner roles.

Consortia must:

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- indicate the allocation of roles, responsibilities and accountabilities, including for leadership, within their partnership. It must be clear which institutions/partners will be responsible for the delivery of the Principal Learning and any Additional/Specialist Learning. It is not expected that any one school or college will be able to deliver the full Diploma package so the consortium must indicate how they plan to deliver across the full breadth of the Diploma in an integrated and holistic way
- clarify which partner is responsible for the delivery and assessment of each of the units of the Principal Learning within the Diploma in Sport and Active Leisure. It is likely that for some of the units, more than one partner will have the capacity and capability to deliver high quality applied learning opportunities. For other units, it may be that only one member of the consortium has the relevant staff expertise and the appropriate resources to deliver the appropriate learning opportunities
- indicate how appropriate applied learning opportunities will be delivered at all three levels, or alternatively set out their plans for building the capacity to do this across the breadth and depth of the Diploma. This is critical to the successful delivery of the Diploma and consortia must indicate that they understand what is meant by applied learning and how they plan to ensure that it is the major delivery approach for Diplomas
- demonstrate the capacity to offer a suitable range of Additional or Specialist Learning.

### **B1.4 Appropriate arrangements for the numbers of learners projected for the Diploma line and their progression into relevant employment or HE**

You need to show that there has been a detailed analysis of learner needs against the resources available and that access arrangements enable the programme to be delivered efficiently [nb: more detail on access to specialist facilities should be set out in the Facilities section]. You should explain what staff skills and qualifications will be needed to deliver the Diploma line and in what numbers. Your estimates need to take account of the effect of progression on demand for learning resources and support. Building on the evidence provided about consortium arrangements in answer to A1.2 of the Application template, you should describe any arrangements for ensuring appropriate learner progression routes linked to the specific Diploma line, including plans to work with employers, HE Institutions and Lifelong Learning Networks.

Consortia must:

- demonstrate opportunities for learners to progress through the three levels of the Diploma in Sport and Active Leisure as well as any arrangements (existing or planned) for progression into other relevant learning opportunities e.g. apprenticeships, local employment or Higher Education. It should be borne in mind that the Diploma is aimed at learners of all abilities and backgrounds and consortia must indicate how they will meet the learning needs of gifted and talented students. Consortia must also show their understanding of the breath of the Diploma and that it is not designed solely for elite athletes but must enthuse learners who may be

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interested in other career options such as management, sports therapy, playwork or security

- indicate how the Diploma in Sport and Active Leisure has been/will be promoted to different groups of stakeholders including learners and their parents/carers
- show how all learners will be supported and given appropriate information, advice and guidance on progression opportunities, particularly at key decision points.

The strongest applications will show how stereotypes are being challenged and broken down, thereby ensuring that young people have opportunities to access information about the range of employment, education, training and development opportunities across the sectors, regardless of gender, religion, culture, ethnicity or disability. High quality information, advice and guidance is of importance and the information, advice and guidance provided should stress the opportunities for progression to a full range of qualifications, for example vocational or undergraduate, if that information has not been included in Section A2 of this application form.

It is important to note that Diplomas should provide progression into full time undergraduate programmes and although Foundation Degrees may be appropriate for some students, it should not be assumed that this is the only route into HE.

### **B1.5 Ensuring that staff have the specific knowledge and training required to deliver this specific diploma line**

You need to show how the outcome of your audit of staff skills has been taken into account specifically in the planning for this Diploma line. You need to provide information on how you will cover the full range of diploma requirements (including opportunities for developing functional skills), current industry/sector experience and how future needs will be met, and how you will cover any gaps identified (e.g. through training, industrial placements, recruitment).

There must be clear evidence that the consortium has reviewed the experience and background of the staff who will be delivering the Diploma in Sport and Active Leisure and an appropriate mix has been identified. Where some specialist knowledge is required e.g. for teaching the business components of the Diploma content, staff from an appropriate department could be used. The background and experience of those staff that have been identified for delivering the Diploma in Sport and Active leisure has been mapped against the skills requirement for Diploma delivery. Gaps in the experience of existing staff members have been identified and there are clear plans in place for how these will be addressed in the 18 months between gateway approval and first teaching in September 2010.

It is important that staff are encouraged to keep their knowledge and skills up to date in terms of the needs of the employment sectors. There must be clear plans in place for staff continuing professional development (CPD). This could include:

- opportunities for work shadowing in one or more of the sectors included in

the Diploma in Sport and Active Leisure remit

- identifying employer/staff mentors
- cross-consortium staff development days delivered by industry experts and/or HE colleagues.

Where gaps in skills and experience in terms of an understanding of applied learning techniques have been identified, there is a clear action plan indicating how these gaps will be addressed.

## **B2 FACILITIES**

### **B2.1 Ensuring access to high quality applied and practical teaching and learning, simulating conditions in the workplace where appropriate**

You need to detail here the specialist facilities that are needed, in particular for applied learning, and show that they will be in place and available for Diploma teaching. If their availability is based upon a capital project, state whether this is essential for delivery, or desirable. You should describe how the investment will be funded (e.g. BSF or local devolved funding), confirm LA/LSC support, and provide assurances that the facilities will be completed on time. You should make particular mention of any developments which use employers' premises or which offer other opportunities for linking Diploma learning with the world of work. Please also comment on how you will ensure that facilities are up-graded appropriately over time.

Consortia must indicate relevant existing and planned facilities. It is understood that the exact nature and range of facilities available will be unique to each consortium and will depend on factors such as consortium size or geographical considerations. However, consortia could identify existing and planned facilities/resources that support high quality applied teaching and learning and must indicate how they will ensure equal access to those facilities/resources for *all* learners within the consortium.

It should be noted that a minimum of 50% of the Principal Learning of the Diploma in Sport and Active Leisure should be delivered in an applied context. Facilities and resources might be real/actual, virtual and/or simulated. They may be school-based, mobile or may be accessed by visits to employers and/or local HE providers, for example. The evidence must indicate equal access for all learners to facilities and resources across the breadth and depth of the Diploma in Sport and Active Leisure.

Consortia must:

- describe all facilities and equipment across the partnership in relation to where each unit and component of the Diploma will be delivered
- audit current facilities against the Diploma requirements, identifying any gaps
- describe any action plans for resolving gaps
- describe any plans for building, including time scales and sources of funding including how they will ensure updating of equipment, resources and facilities.

## **B2.2 Allocation of clear responsibility for managing specialist facilities and ensuring access for the whole consortium**

You should take this opportunity to describe any arrangements for facilities provision and management which you think to be innovative in the provision of applied learning, particularly where there is an opportunity to develop new assets. Where there are large numbers of learners projected it is important to demonstrate that specialist facilities can be made available to all learners. In line with existing SEN and disability legislation, there should be clear arrangements for access for these learners.

Consortia must indicate any existing arrangements for the management of, and access to, facilities and resources across the partnership and existing, or future, plans in this regard which are specific to the Diploma in Sport and Active Leisure.

In some consortia, one member may for example be a specialist sports academy and have access to high quality sports and leisure facilities. Consortia will need to indicate how such facilities will be made available to all diploma students on an equal basis including those with special needs.

The strongest applications will:

- include a clear description of allocation of responsibilities for managing specialist facilities, with names/role titles and status of holders/roles in consortium structure if known
- provide examples of access agreements for facilities and equipment provided
- provide examples of any existing arrangements for shared access to equipment and facilities
- show how the specialist facilities support the delivery of the curriculum across the partnership and how this is made available to all learners, including those with special needs
- include information on planned access and sharing of facilities based with employers or HEIs
- demonstrate that facilities are in line with existing SEN and disability legislation.

## **B3 EMPLOYER ENGAGEMENT**

### **B3.1 Engagement with industry and other sectors**

You should describe any special features of employment in the locality which connect to the content of the Diploma, preferably supported by sector skills needs analyses. You should also mention any employer partnering which will enable staff to keep up-to-date with industry/other sector developments.

Consortia must indicate how they have engaged or plan to engage with relevant employers. The strongest applications will demonstrate *established and effective* links with employers and other key stakeholders, for example, local authority leisure departments, local sport and leisure clubs or golf clubs. It should not be forgotten that a school may, through its extended school

agenda, contract with providers of out of school clubs or holiday clubs. There may also be a youth club associated with the school. These may provide useful links with local employers of playworkers and youthworkers. Relevant employers may be from the public, private or third sector.

You must describe how the consortium will:

- build on existing mechanisms for engaging and sustaining employer links across the range of employment sectors covered in the Diploma in Sport and Active Leisure
- provide an analysis of any gaps in the existing links with employers and industries and clear action plans of how such links will be established
- provide evidence of the range of employers and opportunities
- where consortia are working with their Education Business Partnership (EBP), the submission must clarify how the EBP will target employers that are specific to the Diploma in Sport and Active Leisure
- ensure you have sufficient numbers of employer contacts prior to delivery to meet the needs of the projected number of learners
- show how your employer involvement will add value to the learning experience
- how engagement with employers will enable staff to keep up-to-date with industry/other sector developments.

### **B3.2 Employer involvement in planning, delivery and evaluation of the Diploma line**

The Diploma programme is employer-led at national and local levels. It is therefore important to show that employers and their representative organisations have had a substantial involvement in Diploma development and planning and that you have reliable commitments to continue the engagement in practical delivery, including provision of learning resources, visits and mentoring. You should describe how the employers will support delivery of the content of the Diploma. You should also take this opportunity to describe any features of your proposal which you think are particularly strong or innovative, for example in terms of how it reflects the range of employers in the industry/other sector and in the local community.

**Please note** that a full list of employers engaged in each Diploma line is required as part of the consortium's management information (MI) submission. There is no need to repeat that list in the application form. You should, however, illustrate your response to B3.2 by referring to some specific examples.

The exact nature of employer involvement in the planning, delivery and evaluation of the Diploma in Sport and Active Leisure is likely to differ between consortia. The following examples provide an indication of how this might work but are intended for illustration only. Consortia must be able to demonstrate the capacity to provide expert employer input relevant to all Principal Learning and the Additional/Specialist learning as appropriate.

Evidence could include:

- employer involvement at strategic level for example as a member of the Consortium Management Group
- employer involvement in planning and delivering work-related projects and/or individual and group assignments
- employer mentors for learners, including e-mentoring
- learner/teacher visits to workplaces and other appropriate sites
- provision of work experience placements for students
- effective use of a range of guest speakers
- employer involvement in the design of teaching and learning materials for applied learning opportunities.

Consortia must include evidence/realistic plans for the monitoring, and the evaluation, of the effectiveness of the links made with employers and the ways that this could lead to continuous enhancement and improvement.

### **B3.3 Offering realistic learning environments and high quality applied learning**

Showing how learning can be applied is as important as showing how it can be acquired. You should explain how you will ensure that there is a feedback loop between classroom learning and practical application in work experience and how employers will be helped to make a contribution to this.

Consortia must include evidence of the current and expected involvement of employers and other key stakeholders in the planning, delivery and evaluation of any real, virtual or simulated learning environments, facilities, exercises and/or resources. It is highly recommended that the minimum of 10 days work experience takes place within the Sport and Active Leisure sector. However, where there are **valid** reasons which make this impossible, work experience placements outside the sector would be acceptable. Where this is the case, the work experience should be structured to ensure that the learners are receiving a stimulating learning experience that will enable them to develop and enhance their personal learning and thinking skills.

Consortia must demonstrate the support that they are able to provide and the links that they have with local employers. It is important that work placements undertaken by young people are meaningful, of high quality and allow learners to develop their Personal, Learning and Thinking Skills in an actual workplace setting, and to apply these in the context of the Diploma in Sport and Active Leisure. Research with employers in the Sport and Active Leisure Sector and with HE has indicated that these generic transferable skills are greatly valued as an indication that students are able to demonstrate the behaviours and qualities expected in employment.

Please provide evidence of:

- strategies showing how the consortium, local employers and other stakeholders will unify the learning gained in work placements and that gained in school or college
- how employers will contribute to feedback to the learner on their

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application of learning and their personal skills development in work experience

- opportunities for learners to work on projects in an applied environment and how feedback from employers and others will contribute to assessment
- how work experience is fully integrated into, and supports, the Diploma curriculum.