



WJEC Level 1/Level 2 VCSE Sport and Leisure

Draft Specification

For teaching from September 2027
First Award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

Qualification title	WJEC Level 1/ Level 2 VCSE Sport and Leisure
Qualification objective	To equip learners with sector-specific knowledge and practical skills that prepare them for further study or apprenticeships, while fostering personal development and engagement through applied learning.
WJEC Qualification Code	
QiW Number	
Age groups approved for	14-16, 16-19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [VCSE Qualification Approval Criteria](#) which set out requirements for VCSE qualifications approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

Engaging, practical, and built for progression

Our Vocational Certificate of Secondary Education (VCSE) qualifications are designed to inspire and support learners aged 14–16, offering a two-year programme that is accessible, engaging, and rooted in real-world learning. With a strong emphasis on practical activities and hands-on experience, these qualifications help learners build confidence, develop essential skills, and achieve meaningful success.

VCSEs are unitised, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progress, reduces assessment pressure, and enables learners to demonstrate achievement throughout the course. For our VCSEs, external assessments are designed to assess foundational knowledge and can be completed near the start of the course, giving learners more time to focus on developing higher-level skills. This structure adds rigour and credibility to the qualification while helping to reduce teacher workload.

The compensatory nature of our VCSEs recognises learners' strengths across different units. High achievement in one area can offset lower performance in another, promoting a more inclusive and supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, WJEC VCSEs provide a solid foundation for progression to further study at Levels 1 to 3. Whether learners continue in the subject or not, they will gain valuable knowledge, practical skills, and a sense of accomplishment that prepares them for life, learning, and work.

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Summary of assessment

Unit 1: Introduction to the sport and leisure sector
External assessment (sector test): 1 hour
20% of qualification
50 marks

Set and marked by WJEC
Available in two formats: paper or onscreen
Multiple choice, objective test and short answer questions, with some based around applied situations.

Unit 2: Promoting Health and Wellbeing through Sport and leisure
Non examination assessment: 5 hours
20% of qualification
50 marks

Set and marked by WJEC.
The assessment brief will be available on the WJEC Portal during September from the first year of study. The brief will be changed every year (two series).

An option of either:
Unit 3: Developing Personal Performance in Sport and leisure (optional)
Non-examination Assessment: 7 hours
60% of qualification
90 marks

Set by WJEC, marked by Centres and externally moderated by WJEC.
The assessment brief will be available on the WJEC Portal and will remain the same for the lifetime of the specification.

OR:
Unit 4: Leadership and Coaching in Sport and Leisure (optional)
Non-examination Assessment: 7 hours
60% of qualification
90 marks

Set by WJEC, marked by Centres and externally moderated by WJEC.
The assessment brief will be available on the WJEC Portal and will remain the same for the lifetime of the specification.

This is a unitised qualification.

The qualification comprises **three** units.

Unit 1 and Unit 2 are **mandatory**; they underpin the qualification and **should** be taught first.

Centres/Learners may then choose **either** Unit 3 **or** Unit 4.

Units 1 and 2 will be available for the first time in January 2028 and every summer series and January series thereafter.

Units 3 and 4 will be available from January 2029 and every summer and January series thereafter.

The first award of the qualification will be 2029.

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1. Introduction

1.1. Purpose and aims

WJEC Vocational Certificates of Secondary Education (VCSEs) are designed to meet the needs of learners aged 14 to 16, providing relevant and meaningful learning experiences that reflect their stage of development. The qualifications are firmly rooted in the context of Wales and the Welsh economy, ensuring that learners engage with content that is locally authentic and nationally significant.

They offer engaging and accessible content and assessment that supports the development of practical skills, knowledge, and understanding. By aligning with the Curriculum for Wales, these qualifications contribute to the realisation of its four purposes and principles of progression, helping learners become ambitious, capable, and ready to learn throughout life.

In addition, VCSE qualifications support learners in developing an awareness of employment opportunities and pathways to post-16 study, including vocational courses that lead to occupational competence. This ensures that learners are well-prepared for their next steps, whether in education, training, or the world of work.

WJEC VCSEs:

- provide a broad basis for progression to post-16 study, including vocational study at Level 1 to 3 as appropriate
- allow learners to develop a range of knowledge, understanding and skills, with an emphasis on practical skills
- provide opportunities for learners to be assessed in relevant, engaging and meaningful ways, using technology where appropriate
- provide opportunities, where appropriate, for learners to develop:
 - the cross-curricular skills of literacy, numeracy and digital competence as set out in the Curriculum for Wales
 - the integral skills set out in the Curriculum for Wales
 - an understanding of sustainability in the world of work
- provides opportunities, where appropriate, for learners to engage with relevant aspects of the cross-cutting themes of:
 - local, national and international contexts
 - diversity
 - human rights
 - relationships and sexuality education (RSE)
- are aligned with Levels 1 and 2 of the Credit and Qualification Framework for Wales (CQFW).

The VCSE in Sport and leisure aims to:

- promote understanding of the sport and leisure sector, including the roles of local clubs, leisure providers, community organisations and governing bodies in supporting participation, health and wellbeing
- develop the use and application of practical, leadership and organisational skills, including planning, delivering and reviewing activity sessions in sport and leisure contexts
- foster transferable employability skills such as planning, organisation, communication, teamwork and problem-solving through applied sporting and leisure activities
- promote awareness of sport and leisure organisations and their contribution to communities and the Welsh economy, including employment, volunteering and community engagement
- prepare learners for progression into further study, apprenticeships, volunteering or employment within sport and leisure-related pathways.

1.2. Curriculum for Wales

This VCSE in Sport and leisure qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#), along with the [statements of what matters](#) in the Area of Learning and Experience for Health and Wellbeing.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted in section 2.3; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The VCSE Sport and leisure qualification supports the Curriculum for Wales by:

- supporting the Health and Wellbeing statements of what matters¹ by giving learners the opportunity to:
 - develop physical competence, confidence and motivation through active participation in sport and leisure activities
 - understand how physical activity contributes to lifelong health, fitness and mental wellbeing
 - build positive relationships, teamwork and leadership skills through inclusive and cooperative activities
 - take responsibility for their own health, safety and wellbeing, and that of others, within practical settings
 - reflect on their own performance and behaviours to support personal development and wellbeing.
- supporting the Health and Wellbeing principles of progression² by encouraging learners to:
 - develop skills, knowledge and understanding over time through increasingly complex planning, delivery and evaluation of sport and leisure activities
 - build confidence and independence by applying learning in a range of practical and leadership contexts
 - reflect on their own performance to identify strengths, areas for improvement and next steps in learning
 - transfer and apply learning across different activities, roles and settings to support continued personal development.

1.3. Prior learning and progression

Although there is no specific requirement for prior learning, this qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3 – 14. Learners may have completed a Work-Related Foundation Qualification (WRFQ) in the subject prior to starting this course, which can further support their readiness and progression.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life,

¹ [Health and Wellbeing: statement of what matters - Hwb](#)

² [Health and Wellbeing: principles of progression - Hwb](#)

learning and work. It provides a suitable basis for progression to further study at levels 1 to 3, such as Applied Qualifications in Sport at Level 3 and to apprenticeships in the sport and leisure sector, such as Exercise and Fitness Apprenticeship, Playwork Apprenticeship or Sports Coaching apprenticeships at Level. In addition, the qualification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4.Guided Learning Hours (GLH) and Total Qualification Time (TQT)

VCSE Sport and Leisure has been designed to be delivered within 120 – 140 guided learning hours. The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit and its weighting within the qualification provides an indication of the anticipated percentage of GLH that may be required for each unit.

	Weighting	GLH
Unit 1	20 %	24 hours
Unit 2	20 %	24 hours
Unit 3 / 4	60 %	72 hours
Totals	100%	120 hours

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH and additional time spent in preparation, study and some formative assessment activities.

The TQT for this qualification has been calculated as 140-160 hours. This includes:

- 120-140 hours of guided learning and/or supervised assessment
- 20 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

1.5. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6. Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the

sport and leisure sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

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2. Units

2.1. Unit format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction to complete the unit. This includes classroom teaching, practical activities, and supervised study.
Contribution to qualification grade	Indicates the contribution this unit makes to the overall grade of the qualification.
Overview of unit	Provides a concise summary of the unit's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered, and how the unit supports progression in the vocational area.
Topics	Lists the topics learners will study as part of the unit.
Summary of assessment	Summarises the assessment methods for the unit.
Resources required for assessment	Details the materials, equipment, facilities, and staffing needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Links to other WJEC units and qualifications	Identifies connections with other units or qualifications offered by WJEC, including progression routes and/or opportunities for integrated delivery.
Content	Outlines the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.
Opportunities for integrating learning experiences relating to the world of work	Highlights learning experiences which may be generated by delivery of the unit. More information is provided in the Guidance for Teaching. Experiences will not be directly assessed.

2.2. How to read the amplification

The amplification provided in the right-hand column uses the following four stems to indicate the expected depth of learning.

'Learners should be aware of' is used when learners only need a general awareness of the specified content, without detailed understanding. Teachers should refer to Guidance for Teaching documents for more detailed guidance on the depth and of coverage.

'Learners should know' is used when learners are required to demonstrate basic knowledge and understanding of content.

'Learners should understand' signifies that learners must show a deeper level of knowledge and understanding, including the ability to apply knowledge to familiar or unfamiliar contexts, and/or to analyse and evaluate information for a given purpose.

'Learners should be able to' is used when learners are expected to use their knowledge and understanding in practical situations or demonstrate application of practical skills and techniques.

2.3. Content

Content is provided for each topic, outlining the knowledge, understanding, and skills that learners need to be taught.

All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

Unit 1 Introduction to the sport and leisure sector

GLH	24
Contribution to qualification grade	20%
Overview of unit	<p>In this unit, learners will develop knowledge and understanding of the sport and leisure sector, including its structure, key organisations, and areas of activity. Learners will explore the definitions of sport and leisure, and understand how the different sectors work together to support participation, wellbeing, and inclusion.</p> <p>The unit introduces learners to the roles and responsibilities of organisations across the public, private and voluntary sectors, and explores the wide range of employment opportunities and career pathways available. Learners will also develop an understanding of the skills required to work effectively in sport and leisure roles.</p> <p>Finally, learners will examine the importance of the sector in Wales, including its contribution to individual health and wellbeing, community development, and the Welsh economy.</p> <p>This unit supports the development of transferable skills and provides a foundation for progression to further learning or employment within the sport and leisure sector.</p>
Topics	<p>This unit will focus on:</p> <ul style="list-style-type: none"> 1.1 Understanding the Sport and leisure Sector 1.2 Roles and Responsibilities of Sector Organisations 1.3 Employment and Careers in the Sport and leisure Sector 1.4 Importance of the Sport and leisure Sector in Wales
Summary of assessment	<p>External assessment (sector test): 1 hour Set and marked by WJEC Available in two formats: paper or onscreen 20% of qualification 50 marks</p>
Resources required for assessment	<p>There are no specific requirements for assessment. Centres entering learners for on-screen assessment should refer to the WJEC website for information on any system requirements: https://www.wjec.co.uk/home/administration/e-assessment/</p>
Links to other WJEC units and qualifications	<p>The following Skills for Work units could complement the delivery of this unit:</p> <ul style="list-style-type: none"> • Exploring Career Pathways • Working in Wales • Customer Service. <p>The following Skills for Life units could complement the delivery of this unit:</p> <ul style="list-style-type: none"> • Exercise For All • Healthy Lifestyle

	<ul style="list-style-type: none"> • Teamwork • Mental Health and Wellbeing • Equality, Diversity and Inclusion.
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Content

1.1 Understanding the Sport and Leisure Sector

In this topic learners will gain knowledge and understanding in the following areas:

1.1.1 The definitions of sport and leisure

1.1.2 Provision that support the sport and leisure sector

1.1.3 How the sport and leisure sectors work together to support participation, enjoyment and wellbeing

Section	Amplification
1.1.1 The definitions of sport and leisure	<p>Learners should understand the definitions of sport and leisure, and examples of activities within each.</p> <ul style="list-style-type: none"> • Sport: organised, competitive physical activity requiring skill and commitment, often governed by rules and regulations (for example, football, athletics) but can be enjoyed recreationally. • Leisure: the free time available to individuals when they are not working or performing essential daily tasks, and how they choose to spend it (activities could be sport or recreational).
1.1.2 Provision that supports the sport and leisure sector	<p>Learners should know the different types of provision that supports the sport and leisure sector.</p> <p>Sport:</p> <ul style="list-style-type: none"> • professional and elite sport • local community and grassroots sport • sports facilities • sports coaching and development. <p>Leisure:</p> <ul style="list-style-type: none"> • fitness and wellbeing • commercial leisure • hospitality and tourism • leisure centres and public sector provision.
1.1.3 How the sport and leisure sectors work together to support participation, enjoyment and wellbeing	<p>Learners should understand how the sport and leisure sectors work together to support participation, enjoyment and wellbeing.</p> <ul style="list-style-type: none"> • Leisure time offers opportunities to take part in a wide range of sporting and recreational activities,

	<p>which could be for competitive reasons or for fun and enjoyment.</p> <ul style="list-style-type: none"> • Sport includes both recreational participation and competitive opportunities, allowing people to take part for enjoyment, fitness, social interaction or performance. • Sport and leisure organisations work collaboratively by sharing facilities, funding and programmes to provide accessible opportunities for people to engage in activities.
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1.2 Roles and Responsibilities of Sector Organisations

In this topic learners will gain knowledge and understanding in the following area:

1.2.1 The roles and responsibilities of organisations within the sport and leisure sector

Section	Amplification
<p>1.2.1 The roles and responsibilities of organisations within the Sport and leisure sector</p>	<p>Learners should understand the roles and responsibilities of major organisations within the sport and leisure sector and that some responsibilities may overlap.</p> <p>National organisations (for example: Sport Wales; UK Sport):</p> <ul style="list-style-type: none"> • increasing participation in sport and physical activity • providing funding and grants • supporting talent pathways • promoting equality, diversity and inclusion • ensuring safe and fair participation • bringing major sporting events to the UK. <p>National Governing Bodies (for example: Football Association Wales; Wales Netball):</p> <ul style="list-style-type: none"> • setting rules, regulations and safeguarding standards • organising national competitions and leagues • providing coaching qualifications and officiating pathways • supporting clubs and coaches • talent identification and performance development • promoting participation within their sport. <p>Public sector organisations (for example: Local Authorities):</p> <ul style="list-style-type: none"> • providing accessible and affordable facilities for the public • maintaining parks, open spaces and recreation areas • ensuring health and safety standards • run school-holiday programmes and youth activities promoting participation

	<ul style="list-style-type: none">• work with public health bodies to promote wellbeing (GP referral schemes). <p>Private sector organisations (for example: Commercial Sports clubs; Private gyms):</p> <ul style="list-style-type: none">• provide high-quality, specialised services and facilities• maintain modern, safe and customer-focused environments• creating jobs• show innovation with new activities• contribute to the local economy through business growth. <p>Voluntary/community organisations (for example: Parkrun; Youth Clubs):</p> <ul style="list-style-type: none">• deliver grassroots opportunities• provide low-cost or free activities• promote social inclusion• recruit and supporting volunteers• fundraise to maintain community facilities and programmes. <p>Schools/Colleges:</p> <ul style="list-style-type: none">• deliver P.E and extracurricular activities• provide facilities for community use• encourage healthy lifestyles among young people• identify and support talented pupils• work with clubs to offer pathways.
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1.3 Employment and Careers in the Sport and leisure Sector

In this topic learners will gain knowledge and understanding in the following areas:

1.3.1 Employment roles within the sport and leisure sector

1.3.2 Career Pathways within the sport and leisure sector

1.3.3 The skills required when working in the sport and leisure sector, and how they apply to various roles

Section	Amplification
<p>1.3.1 Employment roles within the sport and leisure sector</p>	<p>Learners should understand that the sport and leisure sector offers a wide range of employment opportunities.</p> <p>Sport-Related Roles, for example:</p> <ul style="list-style-type: none"> • Sports Coach • Strength and Conditioning Coach • Talent Identification Officer • Personal Trainer • Sports Development Officer • Elite Athlete • Performance Analyst • Referee/Official • Team Manager. <p>Leisure Roles, for example:</p> <ul style="list-style-type: none"> • Leisure Centre Assistant • Fitness Instructor • Lifeguard • Group Exercise Instructor • Swimming Teacher • Facility Manager. <p>Support roles (across all sectors) for example:</p> <ul style="list-style-type: none"> • Facility Manager • Marketing Assistant • Sports/Leisure Administrator • Finance Officer • Human Resource Assistant • Health and Safety Assistant • Volunteer.

<p>1.3.2 Career Pathways within the sport and leisure sector</p>	<p>Learners should know a variety of career pathways and opportunities for progression within the sport and leisure sector, including:</p> <ul style="list-style-type: none">• school and college vocational courses• apprenticeships• work experience• volunteering• seasonal work (for example, playschemes; summer camps)• entry level roles.
<p>1.3.3 The skills required when working in the sport and leisure sector, and how they apply to various roles</p>	<p>Learners should understand the range of practical, personal, and professional skills needed by those working in the sport and leisure sector.</p> <p>Communication:</p> <ul style="list-style-type: none">• being able to speak clearly and confidently• listening to customers and colleagues• giving instructions• use of digital technology to communicate. <p>Examples of use in roles:</p> <ul style="list-style-type: none">• Sports Coaches - giving teaching points• Leisure Centre Assistants - greeting customers• Event Coordinators - giving staff briefings. <p>Teamwork:</p> <ul style="list-style-type: none">• working cooperatively with colleagues• supporting others• sharing tasks and responsibilities <p>Examples of use in roles:</p> <ul style="list-style-type: none">• Lifeguards - working as part of a safety team• Fitness instructors - helping each other deliver group classes• Outdoor activity instructors - managing activities together. <p>Leadership:</p> <ul style="list-style-type: none">• taking responsibility for groups or sessions• making decisions quickly and safely• motivating and supporting others. <p>Examples of use in roles:</p> <ul style="list-style-type: none">• Sports coaches - leading sessions• Outdoor activity instructors - guiding groups on activities• Team managers - organising players and staff. <p>Organisation:</p> <ul style="list-style-type: none">• planning sessions/events• managing time effectively• keeping records.

Examples of use in roles:

- Sports development officers - planning programmes
- Event coordinators - organising schedules
- Facility managers - organising staff rotas.

Problem-Solving:

- responding to challenges
- adjusting sessions if equipment or weather changes
- handling customer complaints calmly
- solving timetable clashes between different groups or classes
- adapting sessions for participants with different skill levels or needs.

Examples of use in roles:

- Coaches - adapting activities
- Facility managers - resolving issues
- Health and safety officers - responding quickly to accidents or emergencies while keeping everyone safe.

Technical Skills (Role-Specific):

- running fitness tests
- using sports analysis software
- setting up equipment safely
- teaching sport-specific techniques.

Examples of use in roles:

- Sports analysts - video and data tools
- Fitness instructors - using gym equipment
- Coaches - demonstrating techniques.

1.4 Importance of the Sport and leisure Sector in Wales

In this topic learners will gain knowledge and understanding in the following area:

1.4.1 The importance of the sector to communities, individuals and to the Welsh economy

Section	Amplification
<p>1.4.1 The importance of the sector to communities, individuals and to the Welsh economy</p>	<p>Learners should understand the importance of the sport and leisure sector to communities, individuals and to the Welsh economy.</p> <p>Individuals The sector supports:</p> <ul style="list-style-type: none"> • physical health – improving fitness and reducing risk of illness • mental wellbeing – reducing stress and improving mood • social development – building confidence, teamwork and communication • skill development – leadership, discipline and other life skills. <p><i>Example:</i> Local clubs, gyms and walking groups aim to support and encourage physical health, mental wellbeing and social skills.</p> <p>Communities The sector contributes to:</p> <ul style="list-style-type: none"> • social inclusion – bringing people from diverse backgrounds together • community identity – creating pride through clubs, events and shared spaces • crime reduction – offering positive activities for young people • volunteering – strengthening community involvement and responsibility. <p><i>Example:</i> National organisations such as Sport Wales' offer initiatives with an aim to increase participation and community cohesion.</p> <p>Welsh Economy The sector benefits the economy through:</p> <ul style="list-style-type: none"> • employment – roles in coaching, events, management and facility operations • tourism – major events attracting visitors and business income • infrastructure investment – developing facilities that support local economies • reduced NHS costs – healthier populations lowering long-term healthcare spending. <p><i>Example:</i> Large sporting events can boost tourism and create jobs in hospitality and event management.</p>

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- interact with guest speakers from the sport and leisure sector to gain first-hand insight into real-world practices, roles and expectations
- ask questions and discuss current trends, challenges and innovations within sport and leisure with industry professionals
- develop communication and networking skills by engaging with coaches, instructors, facility managers and other sport and leisure staff
- visit sport and leisure facilities to gain first-hand experience of participation, provision and customer experience
- gain inspiration and motivation from hearing personal career journeys and success stories.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 2 Promoting Health and Wellbeing through Sport and leisure

GLH	24
Contribution to qualification grade	20%
Overview of unit	<p>In this unit, learners will develop knowledge and understanding of health, fitness and wellbeing, and the factors that influence participation in sport and leisure activities. Learners will explore the physical, mental and social benefits of activity, understand barriers to participation, and evaluate strategies to promote inclusive engagement.</p> <p>The unit focuses on the interconnection between health, fitness and wellbeing, the risks of a sedentary lifestyle, and the role of the public, private and voluntary sectors in supporting participation. Learners will develop the ability to plan, promote and evaluate initiatives that encourage participation, supporting safe, accessible, and enjoyable experiences for diverse communities.</p> <p>This unit supports the development of transferable skills such as communication, critical thinking, organisation, and evaluation, and provides opportunities for progression to further learning, apprenticeships, and employment within the sport and leisure sector.</p>
Topics	<p>This unit will focus on:</p> <ul style="list-style-type: none"> 2.1 Understanding health, fitness and wellbeing 2.2 Understanding barriers to participation 2.3 Increasing participation and promoting health, fitness and wellbeing
Summary of assessment	<p>Non-examination assessment: 5 hours Marked by WJEC 20% of qualification 50 marks</p>
Resources required for assessment	<p>There are no specific requirements for assessment.</p>
Links to other WJEC units and qualifications	<p>The following Skills for Life units could complement the delivery of this unit:</p> <ul style="list-style-type: none"> • Exercise For All • Healthy Lifestyle • Teamwork • Mental Health and Wellbeing • Equality, Diversity and Inclusion.

Content

2.1 Understanding health, fitness and wellbeing

In this topic learners will gain knowledge and understanding in the following areas:

- 2.1.1 Defining health, fitness and wellbeing and understanding how each impacts the others
- 2.1.2 How sport and leisure activities support health, fitness and wellbeing
- 2.1.3 How life stages influence an individual's health, fitness and wellbeing
- 2.1.4 Risks of a sedentary or socially isolated lifestyle for individuals, communities and the Welsh/UK economy

Section	Amplification
<p>2.1.1 Defining health, fitness and wellbeing and understanding how each impacts the others</p>	<p>Learners should know the following definitions:</p> <ul style="list-style-type: none"> • health: a complete physical, mental and social wellbeing, not only the absence of illness or infirmity. It refers to all aspects of life and lifestyle • fitness: the ability to meet the demands of the environment. Whether a person is fit or not therefore depends on how physically demanding their life is • wellbeing: a state of being happy, healthy and comfortable with your life and what you do. It also refers to all aspects of life. <p>Learners should understand how health, fitness and wellbeing are interconnected:</p> <ul style="list-style-type: none"> • improvements in one area can have a positive effect on the others • challenges in one area can create shortcomings across all three. For example: poor health can limit a person's ability to achieve or maintain fitness. Similarly, regular exercise can boost wellbeing by releasing endorphins, reducing stress and anxiety.
<p>2.1.2 How sport and leisure activities support health, fitness and wellbeing</p>	<p>Learners should understand the physical, mental and social benefits of taking part in sport and leisure activities, including:</p> <p>Physical Benefits:</p> <ul style="list-style-type: none"> • increased muscular endurance, muscular strength and posture • increased mobility and range of movement • decreased risk of injury or illness • decreased risk of a range of health conditions (for example: stroke, Type 2 diabetes, coronary/heart disease, obesity) • increased cardiovascular health (for example: lower resting heart rate, lower blood pressure, lower breathing rate, larger lung capacity) • improved body composition • increased level of immunity to prevent illness. <p>Mental Benefits:</p>

	<ul style="list-style-type: none"> • increased level of concentration, self-confidence and self-esteem, personal mood, resilience and commitment • increased release of positive chemicals in the brain (for example: serotonin and endorphins) • improved quality and duration of sleep • improved work/life balance • decreased level of stress, depression and mental fatigue. <p>Social Benefits:</p> <ul style="list-style-type: none"> • improved social skills (for example: communication, interpersonal skills, empathy, team work, co-operation and decision making) • increased interaction with people from outside immediate group of social contacts • decreased loneliness and social isolation • improved time management.
<p>2.1.3 How life stages influence an individual's health, fitness and wellbeing</p>	<p>Learners should understand how a person's stage of life, can influence their health, fitness and wellbeing, and how this affects participation in sport and leisure.</p> <p>Stages of Life:</p> <p>Early childhood (0–11)</p> <ul style="list-style-type: none"> • rapid physical development and emerging movement skills • learning through play • forming social relationships • reliance on adults to access activities. <p>Young people (12–17)</p> <ul style="list-style-type: none"> • significant physical, emotional and social changes • increased influence of peer groups • growing independence • greater awareness of body image and sense of belonging. <p>Working-age adults (18–64)</p> <ul style="list-style-type: none"> • balancing priorities • disposable income • reduced free time. <p>Older adults (65+)</p> <ul style="list-style-type: none"> • changes in mobility, fitness levels and physical confidence • greater need for social contact • greater need for accessible or adapted activities.

2.1.4

Risks of leading a sedentary or socially isolated lifestyle for individuals, communities and the Welsh/UK economy

Learners should understand the risks of leading a sedentary or socially isolated lifestyle for individuals, communities and the Welsh/UK economy, including:

Individuals:

- development of chronic health conditions, for example:
 - hypertension
 - coronary heart disease
 - stroke
 - diabetes
 - obesity
- loss of muscular strength and endurance
- loss of mobility
- increased risk of mental health conditions
- loneliness.

Community:

- reduced level of social interaction
- reduced sense of community and belonging
- loss of traditions and culture
- reduced use of local facilities and amenities.

Welsh/UK Economy:

- increased population with long term health conditions – more costs and pressure on NHS and social services
- longer hospital waiting times
- less economic activity.

2.2 Understanding barriers to participation

In this topic learners will gain knowledge and understanding in the following areas:

2.2.1 The barriers that exist to access sport and leisure activities

2.2.2 How the public, private and voluntary sectors overcome barriers to participation

Section	Amplification
<p>2.2.1 The barriers that exist to access sport and leisure activities</p>	<p>Learners should understand the reasons why barriers to accessing sport and leisure activities exist.</p> <p>Systemic Barriers These barriers arise from wider structures, policies, and systems at local or national level, including:</p> <ul style="list-style-type: none"> • budget cuts • infrastructure • availability of facilities • policies. <p>Cultural Barriers These barriers stem from cultural expectations, social norms, or religious practices that influence the types of activities individuals and communities feel able or comfortable to take part in, including:</p> <ul style="list-style-type: none"> • cultural expectations and traditions • clothing and attire requirements • gender norms • language barriers • fear of discrimination • lack of cultural role models. <p>Organisational Barriers These barriers arise from the way organisations plan, schedule, and deliver their programmes. Without careful consideration, these decisions can unintentionally exclude certain individuals or communities, including:</p> <ul style="list-style-type: none"> • cost and availability • meeting individual or community needs.
<p>2.2.2 How the public, private and voluntary sectors overcome barriers to participation</p>	<p>Learners should know the difference between public, private and voluntary sectors.</p> <p>Public Sector - organisations owned and funded by the government or local authorities, operating on a non-profit basis with the aim of supporting people and communities. These include:</p> <ul style="list-style-type: none"> • local authority leisure centres • council-run swimming pools • public parks and outdoor gyms • school sports facilities (when run by the local authority). <p>Private Sector - providers are profit-driven, including gyms, health clubs, spas, and private sports clubs. These include:</p> <ul style="list-style-type: none"> • commercial gyms

- private health clubs and fitness studios
- spas and wellness centres
- professional sports clubs.

Voluntary Sector - organisations that are not-for-profit, often charity-based, and focus on community support, inclusion, and social value.

These include:

- community sports clubs
- youth sport organisations (for example: local football or netball clubs)
- charities promoting health and wellbeing (for example: *Mind*, *Sported*)
- disability sport organisations (for example: *WheelPower*, *Special Olympics GB*)
- community walking or fitness groups.

Learners should understand how these sectors overcome barriers to participation in sport and leisure.

Transport:

- free or discounted parking
- accessible transport provision
- reduced fares on public transport.

Costs:

- discounted session pricing
- free activity sessions
- promotional campaigns targeting specific groups
- funding for facilities.

Facilities and Resources:

- equipment to hire
- free use of public facilities
- paid use of private facilities
- employment of specialist staff
- extended opening hours.

Promoting Inclusivity:

- adaptive equipment
- sessions for specific groups
- staff training in disability awareness, cultural diversity, and inclusion
- promotion of cultural diversity and role models at local, national and international levels
- promotion of role models from local, national and international contexts
- advice and signposting to health, fitness, and wellbeing activities.

2.3 Increasing participation and promoting health, fitness and wellbeing

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.3.1 Strategies that could be used to increase participation in sport and leisure activities

2.3.2 Evaluating the effectiveness of strategies to increase levels of inclusion in physical activity and leisure to promote health, fitness and wellbeing

Section	Amplification
<p>2.3.1 Strategies that could be used to increase participation in sport and leisure activities</p>	<p>Learners should understand the strategies and initiatives that could be used to encourage increased participation in sport and leisure activities, for example:</p> <ul style="list-style-type: none"> • peer-led initiatives, including buddy systems and activity ambassadors • organisation of inclusive events and competitions • increasing availability of transport • increased number of activity sessions offered • activity days targeting diverse groups • campaigning to promote the benefit of sport and leisure activities • collaboration with community clubs and volunteers • gathering views of participants via surveys or questionnaires • using technology to encourage participation through social media.
<p>2.3.2 Evaluating the effectiveness of strategies to increase levels of inclusion in physical activity and leisure leisure to promote health, fitness and wellbeing</p>	<p>Learners should understand different types of data, methods for collecting data, and ways to present data.</p> <p>Types of Data:</p> <ul style="list-style-type: none"> • qualitative: descriptive data that explains opinions, feelings, or experiences • quantitative: numerical data that can be measured and counted • subjective: based on personal views or experiences • objective: based on factual and measurable evidence. <p>Data Collection Methods:</p> <ul style="list-style-type: none"> • questionnaires or surveys • interviews • health tests or screening • diaries or activity logs • wearable digital technology (such as smart watches) • cumulative statistics (for example, participation rates, attendance figures). <p>Data Presentation Methods:</p> <ul style="list-style-type: none"> • graphs (bar charts, line graphs, pie charts) • tables • written/textual summaries • pictograms or visual illustrations.

	Learners should be able to evaluate and interpret data to assess the effectiveness of strategies, programmes, and interventions.
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Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- interact with guest speakers from the sport and leisure sector to gain first-hand insight into real-world practices, roles and expectations
- ask questions and discuss lived experiences, case studies, or community-based challenges within sport and leisure with industry professionals
- develop communication and networking skills by engaging with coaches, instructors, facility managers and other sport and leisure staff
- visit sport and leisure facilities to gain first-hand experience of participation, provision and customer experience
- plan and carry out a sport or leisure activity or event, applying organisational, practical and teamwork skills.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 3 Developing Personal Performance in Sport and leisure (optional)

GLH	72
Contribution to qualification grade	60%
Overview of unit	<p>In this unit, learners will develop knowledge, understanding, and skills related to performance in sport and leisure activities. Learners will explore the physiological, psychological, technical, tactical, and lifestyle factors that influence performance and participation. They will also learn how to measure, analyse, and evaluate performance to identify strengths, weaknesses, and areas for improvement.</p> <p>The unit focuses on applying practical strategies, principles of training, and goal-setting techniques to enhance performance and engagement. Learners will gain experience in planning, delivering, and reviewing training or activity programmes, recording progress, and using data to inform improvements.</p> <p>This unit supports the development of transferable skills such as critical thinking, analysis, organisation, communication, and self-reflection, and provides opportunities for progression to further learning, apprenticeships, and employment within the sport and leisure sector.</p>
Topics	<p>This unit will focus on:</p> <ul style="list-style-type: none"> 3.1 Factors influencing performance in sport and leisure activities 3.2 Analysis of performance and/or participation in sport and leisure activities 3.3 Improving performance or engagement in sport and leisure activities 3.4 Evaluating progress in performance in sport and leisure activities
Summary of assessment	<p>Non-examination assessment</p> <p>7 hours of supervised assessment time for learners to complete the required tasks and produce evidence for assessment.</p> <p>The time taken to carry out the six-week training programme can be outside of the specified supervised assessment time, within self-directed study time.</p> <p>It should take between 6-12 hours to carry out.</p> <p>Marked by the centre and moderated by WJEC 90 marks</p>
Resources required for assessment	<ul style="list-style-type: none"> • IT access, including devices or systems for learners to document, store, and present their work digitally

	<ul style="list-style-type: none"> • A method of capturing visual evidence, such as a camera or mobile device, to document practical outcomes for assessment purposes. <p>The use of AI is not permitted.</p>
Links to other WJEC units and qualifications	<p>The following Skills for Life units could complement the delivery of this unit:</p> <ul style="list-style-type: none"> • Understanding self and others. <p>The following Skills for Work units could complement the delivery of this unit:</p> <ul style="list-style-type: none"> • Overcoming Barriers • Personal Development Planning • Building a Growth Mindset.

Content

3.1 Factors influencing performance in sport and leisure activities

In this topic, learners will develop knowledge, understanding, and skills in the following areas that affect performance:

- 3.1.1 Physiological factors influencing ability to perform
- 3.1.2 Psychological factors influencing ability to perform
- 3.1.3 Technical and tactical factors influencing ability to perform
- 3.1.4 Lifestyle factors influencing ability to perform

Section	Amplification
3.1.1 Physiological factors influencing ability to perform	<p>Learners should understand how physiological factors influence performance, including:</p> <ul style="list-style-type: none"> • body composition: <ul style="list-style-type: none"> • body types (Mesomorph, ectomorph, endomorph), body weight • body fat • muscle • components of health and fitness: <ul style="list-style-type: none"> • cardio-vascular endurance • muscular endurance • flexibility • muscular strength • agility • balance • co-ordination • reaction time • power • speed.
3.1.2 Psychological factors influencing ability to perform	<p>Learners should understand how psychological factors influence performance including:</p> <ul style="list-style-type: none"> • motivation – definition and types (intrinsic and extrinsic)

	<ul style="list-style-type: none"> • anxiety – the causes and symptoms of: <ul style="list-style-type: none"> • somatic anxiety (physical effects) • cognitive anxiety (mental effects).
<p>3.1.3 Technical and tactical factors influencing ability to perform</p>	<p>Learners should understand how technical factors influence performance, including:</p> <ul style="list-style-type: none"> • technique – including definition and benefits of improving technique for performers • strategies/game plans – including definition and factors that affect decisions regarding strategies/game • tactics – individual and team - including definition, examples of tactics that can be used to facilitate a strategy/game plan in team or individual sports or activities.
<p>3.1.4 Lifestyle factors influencing ability to perform</p>	<p>Learners should understand the following lifestyle factors and how they influence performance:</p> <ul style="list-style-type: none"> • diet, nutrition and hydration, components of a balanced diet • preparation and recovery • sleep patterns • alcohol, smoking, illegal drug taking • physical activity • health and fitness.

3.2 Analysis of performance and/or participation in sport and leisure activities

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.2.1 Measuring factors influencing performance and/or participation

3.2.2 Analysis of performance and/or participation data

Section	Amplification
<p>3.2.1 Measuring factors influencing performance and/or participation</p>	<p>Learners should be able to identify, and carry out, the appropriate test or monitoring tools to measure physiological, psychological, technical and tactical and lifestyle factors.</p> <p>Physiological factors:</p> <ul style="list-style-type: none"> • fitness tests to measure cardio-vascular endurance, muscular endurance, flexibility, muscular strength, agility, balance, co-ordination, reaction time, power and speed. <p>Psychological factors:</p> <ul style="list-style-type: none"> • visual or video observations to assess levels of motivation before and during performance • interviews with performers to assess levels of motivation and anxiety before and during activities • diary completed by performer before and after activity regarding levels of anxiety and motivation • questionnaires to measure anxiety.

	<p>Technical and tactical factors:</p> <ul style="list-style-type: none"> • visual or video observations to assess level of techniques of performance • interviews with performers prior to performance to assess knowledge and understanding of strategies/game plans in place and tactics that will be used to facilitate strategy/game plans • visual or video observations to identify and assess tactics used during performance • interviews with performers performance to assess level of success of strategy/game plan and tactics employed during activity. <p>Lifestyle Factors:</p> <ul style="list-style-type: none"> • health tests/screening to measure body composition, blood pressure and heart rate • lifestyle questionnaire • calorie intake, energy balance, nutrition and hydration.
<p>3.2.2 Analysis of performance and/or participation data</p>	<p>Learners should be able to analyse performance and data, including:</p> <ul style="list-style-type: none"> • qualitative and quantitative data • subjective and objective measures, including identifying strengths and weaknesses • normative range tables and benchmarking against expected standards • reliability and validity of the data collected • video analysis techniques • notational analysis methods.

3.3 Improving performance or engagement in sport and leisure activities

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.3.1 Strategies to improve performance

3.3.2 Principles of training

3.3.3 Goal setting

Section	Amplification
<p>3.3.1 Strategies to improve performance</p>	<p>Learners should understand strategies to improve performance, including:</p> <ul style="list-style-type: none"> • training programme – selection of appropriate training methods - continuous and interval (fartlek, circuit, weight training, plyometrics) • imagery/mental rehearsal • self-talk • feedback – intrinsic and extrinsic • types of practice (whole, part, fixed and variable) • nutrition plan – including specific or special diets (carbohydrate loading or high protein) • recovery methods – cool down, ice baths, massage.

<p>3.3.2 Principles of training</p>	<p>Learners should understand the principles of training and how they should be applied to different training programmes including:</p> <ul style="list-style-type: none"> • specificity • overload (intensity, frequency, duration) • progression • variance (to stop plateauing and tedium).
<p>3.3.3 Goal setting</p>	<p>Learners should understand the reasons why setting short-term targets and long-term goals are of benefit to a performer, including:</p> <ul style="list-style-type: none"> • benefits of setting goals on health, wellbeing and performance: <ul style="list-style-type: none"> • adherence • greater concentration on activity by the performer • greater effort made by the performer • improved focus during activity for the performer • improved motivation for the performer • target setting objectives: specific, measurable, agreed/achievable, realistic and time phased (SMART).

3.4 Evaluating progress in performance in sport and leisure activities

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.4.1 Methods of recording performance

3.4.2 Evaluating training programmes

3.4.3 Development planning

Section	Amplification
<p>3.4.1 Methods of recording performance</p>	<p>Learners should understand methods of collecting and recording performance and/or participation data while completing training or activity programmes, including:</p> <ul style="list-style-type: none"> • training diary • recorded feedback • participation log • progress towards short-term targets and long-term goals • pre and post training/activity questionnaires • sleep diary • food diary • health test results • fitness test results.
<p>3.4.2 Evaluating training programmes</p>	<p>Learners should be able to evaluate training programmes by:</p> <ul style="list-style-type: none"> • using a range of information and data sources to inform their evaluation, such as personal reflection,

	<p>and feedback from a coach, activity leader or other performers</p> <ul style="list-style-type: none"> • using both qualitative and quantitative data to support the review • assessing the extent to which short-term targets and long-term goals have been achieved • identifying the strengths and weaknesses of the training programme.
<p>3.4.3 Development planning</p>	<p>Learners should be able to improve future performance by:</p> <ul style="list-style-type: none"> • setting short-term targets and long-term goals that focus on identified areas for improvement • selecting and applying appropriate methods of improvement.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- interact with guest speakers from the sport and leisure sector to gain first-hand insight into performance development and real-world practice within sport and leisure
- ask questions and discuss physiological, psychological, technical, tactical and lifestyle influences within sport and leisure with industry professionals
- develop communication and networking skills by engaging with coaches, instructors, facility managers and other sport and leisure staff
- visit sport and leisure facilities to gain first-hand experience of performance, progression and review
- plan and carry out a sport or leisure activity or event, applying organisational, practical and teamwork skills.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 4 Leadership and Coaching in Sport and leisure (optional)

GLH	72 hours
Contribution to qualification grade	60%
Overview of unit	<p>In this unit, learners will develop knowledge and understanding of leadership and participation within sport and leisure contexts. Learners will plan, deliver and review activity sessions for a selected group, applying appropriate practical, organisational and communication skills.</p> <p>The unit focuses on inclusive practice, health and safety, safeguarding and effective leadership. Learners will develop the ability to meet participants' needs and promote safe, enjoyable and engaging participation.</p> <p>This unit supports the development of transferable skills and provides opportunities for progression to further learning, apprenticeships and employment within the sport and leisure sector.</p>
Topics	<p>4.1 Skills, responsibilities and qualities required by an effective leader or coach</p> <p>4.2 Planning in leadership and coaching</p> <p>4.3 Effective leadership or coaching practice</p> <p>4.4 Reflecting on Leadership and Coaching</p>
Summary of assessment	<p>Non-examination assessment</p> <p>7 hours of supervised assessment time for learners to complete the required tasks and produce evidence for assessment.</p> <p>Marked by the centre and moderated by WJEC</p> <p>90 marks</p>
Resources required for assessment	<ul style="list-style-type: none"> IT access, including devices or systems for learners to document, store, and present their work digitally a method of capturing visual evidence, such as a camera or mobile device, to document practical outcomes for assessment purposes. <p>The use of AI is not permitted.</p>
Links to other WJEC units and qualifications	<p>The following Skills for Life units could complement the delivery of this unit:</p> <ul style="list-style-type: none"> Understanding self and others. <p>The following Skills for Work units could complement the delivery of this unit:</p> <ul style="list-style-type: none"> Overcoming Barriers Personal Development Planning.

Content

4.1 Skills, responsibilities and qualities required by an effective leader or coach

In this topic learners will gain knowledge, understanding and skills in the following areas:

4.1.1 The skills of an effective leader or coach

4.1.2 The responsibilities of an effective leader or coach

4.1.3 The qualities of an effective leader or coach

Section	Amplification
4.1.1 The skills of an effective leader or coach	<p>Learners should be able to demonstrate the skills required to be an effective leader or coach, including:</p> <ul style="list-style-type: none"> • adaptability • observational skills – what is working well, who is being successful, what needs to change, feedback • effective communication – verbal and non-verbal • ability to motivate, inspire and empower participants • activity specific knowledge and application • behaviour management • organisation – resources, participants, facilities, timing and planning.
4.1.2 The responsibilities of an effective leader or coach	<p>Learners should be able to demonstrate the responsibilities required to be an effective leader or coach including:</p> <ul style="list-style-type: none"> • health and safety - ensuring the environment, participants, activities, equipment, and participant clothing/footwear are safe and appropriate. • professional conduct - maintaining appropriate dress, language, timekeeping, and behaviour. • risk assessment - considering facilities, equipment, participants, and relevant rules, laws, or regulations. • safeguarding - promoting the health, wellbeing, safety, and welfare of participants. • duty of care - acting responsibly to protect participants at all times.
4.1.3 The qualities of an effective leader or coach	<p>Learners should be able to demonstrate the qualities required to be an effective leader or coach, including:</p> <ul style="list-style-type: none"> • motivating: keeps participants involved and interested • participant-centred: focuses on the needs, abilities, and goals of the group • reflective: considers what went well and what could be improved • nurturing: provides support and encouragement • inclusive: ensures everyone can take part meaningfully • passionate: shows enthusiasm and motivates others.

4.2 Planning in leadership and coaching

In this topic learners will gain knowledge, understanding and skills in the following areas:

4.2.1 Leadership styles

4.2.2 Meeting the needs of the participants in activity sessions

4.2.3 Planning activity sessions

Section	Amplification
<p>4.2.1 Leadership styles</p>	<p>Learners should understand the strengths and weaknesses of the leadership styles, including:</p> <ul style="list-style-type: none"> • Autocratic (Telling) • Democratic (Involving) • Laissez-faire (Delegating). <p>Learners should be able to select and apply which leadership style is most suitable for a given situation.</p>
<p>4.2.2 Meeting the needs of the participants in activity sessions</p>	<p>Learners should understand the needs of the participants when planning and carrying out activity sessions including:</p> <ul style="list-style-type: none"> • group dynamics including: <ul style="list-style-type: none"> • ability (stage of learning - cognitive, associative and autonomous) • age • gender • culture • religion • knowledge of previous sessions • consideration of appropriate activities including: <ul style="list-style-type: none"> • types of guidance (visual, verbal and manual/mechanical) • relevant stages of learning (cognitive, associative and autonomous).
<p>4.2.3 Planning Activity Sessions</p>	<p>Learners should be able to plan activity sessions, including:</p> <ul style="list-style-type: none"> • aims, objectives and learning outcomes • health and safety requirements, to include a risk assessment • identification of the needs of the participants • selection of appropriate activities, focusing on types of guidance (visual, verbal and manual/mechanical) and the relevant stages of learning (cognitive, associative and autonomous) • resources needed.

4.3 Effective leadership or coaching practice

In this topic learners will gain knowledge, understanding and skills in the following area:

4.3.1 Applying leadership or coaching skills

Section	Amplification
4.3.1 Applying leadership or coaching skills	<p>Learners should be able to demonstrate leadership or coaching skills, responsibilities and qualities including:</p> <ul style="list-style-type: none"> • health and safety - ensuring facilities, equipment, participant numbers, and space are safe and appropriate. • session objectives - delivering activities that meet the aims and objectives of the session plan. • participant needs - adapting activities, providing technical guidance • coaching points, and giving constructive feedback • inclusion and engagement - promoting participation and ensuring all participants are included.

4.4 Reflecting on Leadership and Coaching

In this topic learners will gain knowledge, understanding and skills in the following areas:

4.4.1 Evaluating activity sessions

4.4.2 Development planning

Section	Amplification
4.4.1 Evaluating activity sessions	<p>Learners should be able to review activity sessions, including:</p> <ul style="list-style-type: none"> • using different sources of feedback to inform the review, including: <ul style="list-style-type: none"> • assessor feedback • participant feedback • personal reflection • video footage • analysing qualitative and quantitative data to inform the review • evaluating the extent to which session aims and objectives were achieved • identifying the strengths and weaknesses of the activity sessions.
4.4.2 Development planning	<p>Learners should be able to improve their leadership or coaching performance by:</p> <ul style="list-style-type: none"> • using a development plan to target specific areas for improvement • applying methods to improve, for example: <ul style="list-style-type: none"> • gaining practical experience • completion of accredited courses • observing good practice • expanding subject knowledge.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- interact with guest speakers from the sport and leisure sector to gain first-hand insight into leadership roles, responsibilities and expectations within sport and leisure
- ask questions and discuss effective leadership, inclusive practice, health and safety and safeguarding with industry professionals
- develop communication and networking skills by engaging with coaches, instructors, facility managers and other sport and leisure staff
- visit sport and leisure facilities to Observe or assist with the delivery of activity sessions to gain first-hand experience of managing groups and promoting safe participation
- plan and carry out a sport or leisure activity or event, applying organisational, practical and teamwork skills.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

3. Assessment

The Assessment Pack will include all detailed information relating to assessment.

3.1. Assessment objectives and weightings

Below are the assessment objectives for this qualification. Learners must:

AO1

Demonstrate knowledge and understanding of sport and leisure

AO2

Apply knowledge and understanding of sport and leisure

AO3

Interpret and evaluate e.g. information/ideas/evidence in sport and leisure

AO4

Demonstrate and apply skills in sport and leisure contexts

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Unit 1	10%	10%	-	-	20%
Unit 2	-	5%	15%	-	20%
Unit 3 or Unit 4	-	-	10%	50%	60%
Overall weighting	10%	15%	25%	50%	100%

3.2. Assessment overview

Unit 1

This unit is assessed through an externally set and marked sector test available in the January and summer series. Learners are required to complete a short, one-hour sector test designed to assess underpinning knowledge and understanding (AO1 and AO2 only).

The test will be marked out of 50. Section A will assess AO1 (25 marks) and will include a range of objective question types, such as multiple choice, multiple response, fill-in-the-blank, drag-and-drop, hot spot questions. Section B will assess AO2 (25 marks) and will include a range of objective question types as well as short answer questions. Short stimulus scenarios may be provided as part of these questions.

The test must be taken under invigilated examination conditions in accordance with JCQ requirements (see <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>).

The first assessment will take place in January 2028. Centres may enter candidates for either a hard copy or an onscreen version of the test.

This test contributes 20% of the overall qualification grade and is externally set and marked by WJEC

Unit 2

This unit is assessed through an externally set and marked non-examination assessment. Learners are required to complete a series of tasks based on an externally set brief focused on increasing participation in sport and leisure. The brief will require learners to analyse participation data, identify barriers to engagement, and design and evaluate an initiative aimed at improving health, fitness and wellbeing for a specified target group. Learners will apply their knowledge of participation, inclusion, and promotion strategies within a sport or leisure context.

The assessment brief will be released through Portal during the first week of September for assessment in that academic year. The brief will change annually. Learners should not have access to the brief or tasks until the start of the assessment. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes to 20% of the overall qualification grade and will take 5 hours to complete. A further one hour should be scheduled for reading time. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learners' needs and the length of the tasks. The assessment will be marked out of 50 marks.

Unit 3 (optional)

This unit is assessed through an externally set non-examination assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief.

The brief will be released through Portal at the beginning of September in the year of first teaching and is not intended to change for the lifetime of the qualification. It is the centre's responsibility to ensure that they are using the current version of the assessment as published on Portal. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes 60% of the overall qualification grade and is designed to take approximately 7 hours to complete. Centres may deliver the assessment across multiple sessions, depending on learner needs and the length of the tasks. The assessment will be marked out of 90 marks.

Evidence submitted for external moderation must be submitted digitally, either as scanned handwritten responses or completed electronically.

Unit 4 (optional)

This unit is assessed through an externally set non-examination assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief.

The brief will be released through Portal at the beginning of September in the year of first teaching and is not intended to change for the lifetime of the qualification. It is the centre's responsibility to ensure that they are using the current version of the assessment as published on Portal. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes 60% of the overall qualification grade and is designed to take approximately 7 hours to complete. Centres may deliver the assessment across multiple sessions, depending on learner needs and the length of the tasks. The assessment will be marked out of 90 marks.

Evidence submitted for external moderation must be submitted digitally, either as scanned handwritten responses or completed electronically.

3.3. Managing non-examination assessment

Non-examination assessment is structured across three key stages: task setting, task taking, and task marking.

All non-examination assessment (NEA) must adhere to the principles set out in JCQ's Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications) and the [JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#). Please note that the JCQ guidance for GCE and GCSE Specifications is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

The completion of non-examination assessment is guided by two phases:

- the research phase
- the NEA phase.

Learners may be asked to conduct research as part of the research phase, information about research phase including research approach and referencing, can be found in the assessment pack.

During the NEA phase, information about the assessment conditions, categorised as high, medium and low can be found in the assessment pack. Information about resources, categorised as none, specified and permitted can also be found in the assessment pack.

Further information, including information on the use of AI can be found in WJEC Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Teachers and Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Candidates.

Other considerations when task taking, include:

- Time: Each assessment pack specifies the total time available; a suggested time per task is provided although candidates may allocate this time across tasks as appropriate.
- Supervision and authentication: The assessment pack specifies the supervision requirements. In most cases, learners will be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Task Marking

For centre-marked non-examination assessment, all marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (for example, presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4. Resubmission of non-examination assessments

Before final marks are submitted for moderation, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (see Section 4.4).

3.5. Malpractice

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for VCSE Sport and leisure.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

4. Technical information

4.1. Unit entries

This is a unitised qualification. Learners are entered for each unit separately.

Assessment opportunities will be available in the assessment period each year as specified below, until the end of the life of the specification.

Unit 1 and 2 will be available in January 2028 (and every June and January series thereafter).

Units 3 and 4 will be available for the first time in summer 2029 (and every January and June series thereafter).

Entry for individual units must be made by submitting the relevant unit shown below.

		Entry Codes	
		English medium	Welsh medium
Unit 1	Sector Test		
Unit 2	External non-examination assessment		
Unit 3	Non-examination assessment		
Unit 4	Non-examination assessment		

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt.

4.2. Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code		

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.3. Grading and reporting

VCSE qualifications and the units with them are reported on a six-point scale: Level 2 Distinction* (L2D*), Level 2 Distinction (L2D), Level 2 Merit (L2M), Level 2 Pass (L2P), Level 1 Merit (L1M), Level 1 Pass (L1P).

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

	Max.	L2D*	L2D	L2M	L2P	L1M	L1P
Unit 1	60	54	48	42	36	30	24
Unit 2	60	54	48	42	36	30	24
Unit 3	180	162	144	126	108	90	72
Unit 4	180	162	144	126	108	90	72

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

	Max.	L2D*	L2D	L2M	L2P	L1M	L1P
Qualification	300	270	240	210	180	150	120

Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

4.4. Resitting unit assessments

Candidates may resit each externally assessed (WJEC marked) unit assessments twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit each internally assessed (centre marked) unit assessment once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

If a candidate has been entered for an assessment but is marked absent (a), the absence does not count as an attempt.

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

4.5. Retaking the qualification

If a candidate enters an external (WJEC marked) unit assessment for a fourth time or an internal (centre marked) unit assessment for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at each WJEC marked assessment and up to two attempts at each centre marked non-examination assessment. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

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Appendix A: Opportunities for embedding elements of the Curriculum for Wales

The table below indicates where the qualification provides opportunities for embedding elements of the Curriculum for Wales. More detailed information is provided in the Guidance for Teaching: Unit Delivery Guides.

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Cross-cutting Themes				
Local, National and International Contexts	1.1.2, 1.2.1, 1.4.1	2.1.4, 2.2.2, 2.3.1	3.3.1, 3.3.2, 3.2.1	4.2.3, 4.4.1, 4.1.2
Sustainability	1.1.3, 1.2.1, 1.4.1	2.3.1, 2.2.2	3.3.1, 3.3.2, 3.4.3	4.2.3, 4.1.2
Relationships and Sexuality Education	1.2.1, 1.3.3, 1.4.1	2.2.1, 2.2.2	3.1.2, 3.1.4, 3.3.1	4.2.2, 4.1.2
Human Rights Education	1.2.1, 1.4.1, 1.1.3	2.2.1, 2.2.2	3.2, 3.3, 3.4.2	4.1.2, 4.2.2
Careers and Work-Related Experiences	1.3.1, 1.3.2, 1.3.3	2.3.1, 2.3.2	3.1, 3.4	All sections
Cross-curricular Skills - Literacy				
Listening	All sections		All sections	All sections
Reading	All sections		All sections	All sections
Speaking	All sections		All sections	All sections

Writing	All sections	All sections	All sections	All sections
Cross-curricular Skills - Numeracy				
Developing Mathematical Proficiency	1.4.1, 1.1.3	2.3.2, 2.1.4	3.2.1, 3.2.2, 3.4.1, 3.4.2, 3.4.3	4.4.1, 4.2.3
Understanding the number system helps us to represent and compare relationships between numbers and quantities	1.3.1, 1.4.1	2.1.4, 2.3.2	3.2.1, 3.2.2	4.4.1, 4.2.3, 4.3.1
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world				
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	1.1.3, 1.4.1, 1.3.2	2.3.2	3.2.2, 3.4.2	4.4.1, 4.2.3, 4.3.1
Digital Competence				
Citizenship	1.1.3, 1.2.1, 1.4.1	2.1.4, 2.2.1, 2.2.2, 2.3.1	3.1.2, 3.3.3, 3.4	4.1.2, 4.3.1
Interacting and Collaborating	1.3.3	2.2.2, 2.3.1	3.1.3, 3.3.1, 3.4.2	4.3.1, 4.2.2, 4.2.1
Producing	All sections	2.2.2, 2.3.2	3.3, 3.4.3, 3.2.2	4.2.3, 4.3.1, 4.4.2
Data and Computational Thinking	1.4.1, 1.1.3	2.3.2	3.2, 3.2.1, 3.4	4.4.1, 4.4.2


Integral Skills				
Creativity and Innovation	1.1.1, 1.1.2, 1.1.3, 1.4.1	2.3.1, 2.2.2	3.3, 3.4.3	4.2.3, 4.4.2
Critical Thinking and Problem Solving	1.1.3, 1.2.1, 1.4.1	2.1.4, 2.2.1, 2.2.2, 2.3.2	3.2, 3.4.2, 3.3.1	4.3.1, 4.4.1
Planning and Organisation	1.3.2	2.3.1, 2.3.2	3.3, 3.4.3, 3.2.1	4.2, 4.4.2
Personal Effectiveness	1.3.3, 1.4.1	2.1.1, 2.1.2, 2.1.3, 2.1.2, 2.2.1, 2.2.2	3.1.2, 3.3.3, 3.4	4.1, 4.4.2

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 Instagram - @WJECforstudents

Email: info@wjec.co.uk

Telephone: 029 2026 5000