



**BTEC**

**Pearson BTEC Level 4 HNC  
Diploma in Sport  
Leisure Management (QCF)**



Cert No.: EDU-2-2100  
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# Pearson BTEC Level 4 HNC Diploma in Sport (Leisure Management) (QCF)

## DESCRIPTION

Sports and exercise scientists help athletes and sports people improve their performance and general health. They use scientific knowledge on how the human body works, moves and how people think about physical activity to help people get better at what they do.

This qualification will equip participants with important knowledge and skills in the areas of facilities, event and personal management, administration, marketing, public relation, as well as essential knowledge of activities in the sports related industry..

This course is the equivalent to the 1st year of a University Degree and is designed for students who wish to gain sports qualification to further their career aspirations in the sports and leisure industries, or prepare them for further training or higher education.

## ACCREDITATION

This course has been accredited by Pearson, Edexcel, based in UK.

In the UK, Edexcel qualifications are suitable for a wide range of learners aged from 14 to 19. International schools can also offer the Edexcel Primary and Lower Secondary Curricula, so learners range from 8 to 19 years old.

## What is Edexcel / BTEC?

Edexcel is a qualification brand for academic and generation qualifications from Pearson. Designed to advance learners' skills while developing knowledge, Edexcel's qualifications help learners either progress to higher education or go directly into employment. They are grounded in the quality and traditions of the British education system made relevant for today's UK and international learners.

BTEC stands for 'Business and Technology Education Council', named after the body which first governed the qualifications (it's now Edexcel). BTECs are gaining popularity as an alternative to A-Levels, but they actually cover a whole range of academic levels. BTECs at levels 1 and 2 are equivalent to GCSEs, level 3 to A-Levels, and levels 4 -7 hold the same status of achievement as a degree.

One of the main differences between BTECs and A-Levels is the way both are assessed. A-Levels mainly involve two years of study geared towards a few big tests at the end, whereas BTECs are continually assessed via coursework and practical projects. You might only just be hearing about BTECs now, but they're not a new qualification – they've actually been around since 1984.

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### COURSE DURATION

The delivery for the Pearson BTEC Level 4 HNC Diploma in Sport (Leisure Management) (QCF) is 9 months, full time, and 18 months, part time.

Course Title: <b>(FULL-TIME)</b>	Pearson BTEC Level 4 HNC Diploma in Sport (Leisure Management)
Total No. of Months:	9
Total No. of Days Per Week:	5
Total No. of Hours Per Day:	3 - 6
<u>Total Contact Hours (FULL-TIME)</u>	540

Course Title: <b>(Part-TIME)</b>	Pearson BTEC Level 4 HNC Diploma in Sport (Leisure Management)
Total No. of Months:	18
Total No. of Days Per Week:	3
Total No. of Hours Per Day:	3
<u>Total Contact Hours (PART-TIME)</u>	540

### **Mentorship / Industrial Attachment:**

Depending on the choice of modules, all students will also have the opportunity to undertake at least 200 contact hours of mentorship / industrial attachment programme with a mentor of their choice.

### **NOTE:**

The number of hours listed above are subject to change. Students will be eligible for the certification so long as they fulfil the requisite number of hours, and successfully complete all the assessments as required of them.



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### ENTRY REQUIREMENTS

**Minimum Age** : 16

**Minimum Academic Qualification** : 1 GCE A level Pass at E and above; or

Recognized Polytechnic diploma from Nanyang Polytechnic, Ngee Ann Polytechnic, Republic Polytechnic, Singapore Polytechnic or Temasek Polytechnic; or

Relevant certification issued by the United States Sports Academy; or

Australian Qualification Framework Certificate III

**English Language Proficiency** : GCE "O" Level Pass in English at Grade C6 and above; or IELTS 5.5 and above.

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### COURSE STRUCTURE

The structure of this programme is as follows:

Unit Number	Unit Name	Unit Level	Unit Credit
9	Principles of Sport Coaching	5	15
13	The Sport and Leisure Industry	4	15
14	Marketing Principles	4	15
15	Operating and Managing a Sport and Leisure Facility	4	15
17	Customer Service	4	15
21	Physical Activity, Lifestyle and Well-being	4	15
22	Instructing Physical Activity and Exercise	3	10
25	Work-Based Experience	5	15
38	Law and Sport and Leisure Operations	4	15
47	Employment Law	5	15

#### **Note:**

The Pearson BTEC Level 4 HNC in Sport (Leisure Management) (QCF) is a qualification with a minimum of 120 credits of which 60 are mandatory core. The Core Modules are highlighted in Grey above.

For the duration of the full-time program, students will attend a full-day course, comprising 3 hours of classroom lectures and tutorials, between Mondays – Fridays.

For the part-time program, students will attend lessons twice a week comprising of 3 hours of classroom lectures and tutorials. Classes will typically be held on weekday nights, and on weekends.

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## UNIT DESCRIPTIONS

### **Unit 9 – Principles of Sport Coaching**

**Level 5**

#### **Aims:**

The unit provides learners with theories of sports coaching and the methods used to support the development of performances.

#### **Abstract:**

This unit will provide learners with the core principles behind coaching support for athletes. The unit will develop learners' knowledge of mentoring and developing sports performers from a wide range of sports.

In this unit learners will investigate different teaching, learning and coaching styles, the impact of each style on current coaching practice and ways they can be used to monitor and enhance athletic performance and success for a range of participants. Learners will also examine the methods used by sports coaches to assess and manage the needs of sports performers.

### **Unit 13 – The Sport and Leisure Industry**

**Level 4**

#### **Aims:**

This unit gives learners an understanding of the sport and leisure industry, the environment in which it operates and its range, growth and development.

#### **Abstract:**

In this unit learners will examine the expansion and influence of the sport and leisure industry over the last ten years, as well as the relationships between the different partners within the industry.

Learners will gain an understanding of the meaning of sport and leisure, participation trends and explanations for differences in participation. They will consider the structure of the leisure industry including the private, public and voluntary sectors. Learners will also consider the impact of time distribution on sports participation, the economics of professional team sports and measurement of performance.

### **Unit 14 – Marketing Principles**

**Level 4**

#### **Aims:**

This unit aims to provide learners with understanding and skills relating to the fundamental concepts and principles that underpin the marketing process.



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### **Abstract:**

This is a broad-based unit which provides the learners with the opportunity to learn to use the key principles of marketing.

Firstly the unit looks at the definitions of marketing, and what is meant by a marketing orientation and the marketing process. Next the learners consider the use of environmental analysis in marketing and undertake their own analyses at both macro and micro levels. They also investigate the importance of segmentation of the market and how this leads to the identification and full specification of target groups. Then they consider buyer behaviour and positioning.

The unit then looks at the main elements of both the original and the extended marketing mix. This includes an introduction to the concept of the product life cycle, new product development, pricing strategies, distribution options and the promotion mix. Finally the unit allows learners to develop their own marketing mixes to meet the needs of different target groups. This is extended to include consideration of the differences when marketing services as opposed to goods. A range of other contexts is examined including the marketing to businesses instead of consumers and the development of international markets.

### **Unit 17 – Customer Service**

**Level 4**

#### **Aims:**

This unit enables learners to gain understanding of customer service policies and the purpose of promoting a customer-focused culture and to gain skills to provide customer service.

#### **Abstract:**

The aim of this unit is to introduce learners to the principles and objectives of customer service with a focus on business and services operations, such as sports and leisure and hospitality. The unit will develop an understanding of the nature of a customer service culture and quality service in the business and services management environment. It will provide an appreciation of the importance of information gathered from customers and its relevance to improved delivery of services.

Learners must ensure that their evidence relates to the sport and active leisure industry.

### **Unit 21 – Physical Activity, Lifestyle and Well-being**

**Level 4**

#### **Aims:**

The aim of this unit is to give learners the skills, knowledge and understanding to assist individuals with positive lifestyle changes in order to improve personal health.

#### **Abstract:**

An understanding of the effects lifestyle can have upon health and how to improve the lifestyle of an individual is important to individuals working in the sport and fitness sector. This unit is particularly relevant for individuals wanting to work in health promotion and exercise and fitness instruction.

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The unit covers exercise, diet, stress, smoking and alcohol consumption and the ways that these factors can affect the quality of life of an individual. In this unit, learners will examine the relationship between lifestyle and health and look at current recommended dietary guidelines as well as methods of weight management. Learners will also explore strategies to manage stress, reduce alcohol consumption and stop smoking, analysing their success and effect on the 'health of the nation'. This unit provides opportunities for learners to plan, cost and manage a lifestyle improvement programme for a selected individual.

### Unit 22 – Instructing Physical Activity and Exercise

Level 3

#### Aims:

The aim of this unit is for learners to be able to design, plan, deliver and review exercise sessions which meet the needs of different client groups.

#### Abstract:

The number of people attending gyms and exercise sessions has increased significantly over the last decade as people seek to get themselves fit, lose weight, improve their health or reduce the effects of the ageing process. Each client will have different needs and it is the job of the instructor to meet their needs by providing them with safe and effective exercise programmes and sessions.

Instructors will require a good understanding of the health-related components of fitness and how the body adapts to training within different client groups. They will require knowledge of health screening methods and risk assessments to ensure the safe and effective delivery of the exercise sessions. Each exercise session will require some form of warm-up and cool down activity and this unit will provide the underpinning knowledge so learners have the opportunity to develop their own ideas in-line with the latest research.

### Unit 25 – Work Based Experience

Level 5

#### Aims:

This unit aims to enable learners to experience the scope and depth of learning which may take place in a work-based context by planning, monitoring and evaluating the work experience.

#### Abstract:

A significant amount of learning can be achieved by carrying out practical activities in a workplace. Learning may be enhanced by taking a more formal approach to work-based activities – by planning, carrying out the activities and reflecting on the benefits of the activities to the business and to the learner.

This unit is designed to allow flexibility of study for part-time and full-time learners. It is expected that learners are supervised in the workplace in addition to their academic supervisor.

### Unit 38 – Law and Sport and Leisure Operations

Level 4



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### **Aims:**

The aim of this unit is to engage learners in the planning, delivery, observation, analysis and evaluation of sports coaching, with an emphasis on current coaching methods and practices.

### **Abstract:**

Every sports coach wants to maximise the potential of those they are coaching, enabling them to achieve levels of performance that might not have been possible without a coach.

This unit encourages the learner to develop their own skills and knowledge in the coaching process. Learners will reflect on their coaching practices and compare coaching methods of others and of current published information. The unit helps learners to develop an awareness of the influence of sciences in sport and encourages a methodical approach to tracking and quantifying success in themselves, their peers and mentors. In a mostly practical environment, learners will study the planning, delivery and evaluation of sports coaching. They are encouraged to explore further opportunities in the area of coaching both on a voluntary basis and with formalised national governing body qualifications.

### **Unit 47 – Employment Law**

**Level 5**

### **Aims:**

The aim of this unit is to provide the learner with an understanding of the law on employment, and the skills to apply those legal provisions which are concerned with the employment relationship and individual employment rights.

### **Abstract:**

In this unit learners will develop the understanding and skills required to analyse the law relating to employment relationships and individual employment rights. Both UK and European sources of employment law are examined, along with the institutions and systems concerned with law enforcement. Learners will develop an understanding of the nature and scope of the employment relationship in its legal and business context. There will be a particular focus on the creation, content, application and termination of employment contracts.

The unit also considers the impact on the employment relationship of the developing law in the areas of discrimination, human rights and data protection.

### **Mentorship / Industrial Attachment**

All students who choose to undertake the work-based experience module (Unit 25) will be required to undertake a mentorship / industrial attachment with a mentor of his/her choice within the industry.

This mentorship / industrial attachment is the practical part of the programme, involving 200 hours of lectures and practical sessions under the supervision and guidance of an approved trainer in the sports related industry. Students are also required to submit a 5000 words project report for assessment.

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### **DELIVERY METHODS**

The course will be delivered using one or more of the following methods:

- Classroom;
- Theory; or
- Practical.

### **ASSESSMENT METHODS**

Assessment methods can include one or more of the following:

- Questions and answers;
- Panel of workplace presenters/personal trainers;
- Simulation;
- Role plays;
- Written and/or oral examinations;
- Projects and case studies;
- Observation;
- Third party report; or
- Practical demonstration and assessment.

### **RECOGNITION OF PRIOR LEARNING**

Recognition of Prior Learning (RPL) is a process where a candidate may be granted credit or partial credit towards a qualification in recognition of skills and knowledge gained through work experience and/ or formal training. For additional information relating to RPL for this course, please contact our admissions team.

### **CREDIT TRANSFER**

The organisation recognises qualifications issued by the Australian Qualification framework, the United Sports Academy, and statements of attainment which are issued by any other Registered Training Organisation.

Students may be entitled to a credit transfer in the following circumstances:

- Completed units of competency from a relevant National Training Package.
- Approved units of competency from a National Training Product.
- Successful RPL application.

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### QUALIFICATION FEE (LOCAL Students)

FEES STRUCTURE		
Fees Breakdown	Total Payable (S\$) (with GST)	
Application Fee (Non-Refundable)	190.50	
<b>Course fee</b>	<b>6,800.00</b>	
Course material fee	270.00	
Examination fee	1,430.00	
<b>TOTAL FEES PAYABLE</b>	<b>8,500.00</b>	
NO. OF INSTALMENTS	Full Time:	4
	Part Time:	8
INSTALMENT AMOUNT	Full Time:	\$ 2,125.00
	Part Time: (8 Instalments)	\$ 1,062.50

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### QUALIFICATION FEE (INTERNATIONAL Students)

FEES STRUCTURE		
Fees Breakdown	Total Payable (S\$) (with GST)	
Application Fee (Non-Refundable)	345.50	
Medical Insurance Fee	96.30	
Fees for Banker's Guarantee (Non-Refundable)	To be determined	
<b>Course fee</b>	<b>8,160.00</b>	
<b>Course material fee</b>	<b>324.00</b>	
<b>Examination fee</b>	<b>1,716.00</b>	
<b>TOTAL FEES PAYABLE</b>	<b>10,200.00</b>	
<b>NO. OF INSTALMENTS</b>	Full Time:	2
<b>INSTALMENT AMOUNT</b>	Full Time:	\$ 5,100.00

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### MISCELLANEOUS FEE (Applicable for both LOCAL and INTERNATIONAL Students)

<b>MISCELLANEOUS FEES</b>	
<b>Purpose of Fee</b>	<b>Amount (with GST S\$)</b>
Deferment Fee (if applicable)	<b>235.40</b>
Re-Assessment per unit	<b>214.00</b>
Re-Module per unit	<b>856.00</b>
Penalty for late payment (each week of late payment)	<b>10.70</b>
Printing cost per Sheet	<b>0.20</b>
Replacement of student ID	<b>21.40</b>
Medical Insurance (if applicable)	<b>96.30</b>
ISA T-shirt	<b>30.00</b>

Note: Miscellaneous Fees refer to any optional fees which the students pay only when applicable.