

# **Pearson BTEC Level 3 Certificate in Understanding Sports Performance**

## **Specification**

BTEC Specialist qualification

First teaching July 2014

Issue 2: June 2016

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously entitled:

Pearson BTEC Level 3 Certificate in Understanding Sports Performance (QCF)

The QN remains the same.

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*All information in this specification is correct at time of publication.*

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## Summary of Pearson BTEC Level 3 Certificate in Understanding Sports Performance specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Certificate in Understanding Excellence in Sports Performance
Qualification Number (QN)	601/3793/9
Accreditation start date	01/07/2014
Approved age ranges	16–18 19+
Credit value	29
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	290
Guided learning hours	220
Grading information	The qualification and units are at pass grade.
Entry requirements	<p>No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.</p> <p>Learners joining this qualification are required to be 16 years of age.</p> <p>Learners must be enrolled on an Apprenticeship in Achieving Sports Excellence (AASE) programme.</p> <p>However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and Recruitment</i>).</p>
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

## Qualification Number and qualification title

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website at: [www.edexcel.com/iwantto/Pages/uk-information-manual](http://www.edexcel.com/iwantto/Pages/uk-information-manual)

## Qualification objective

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The Pearson BTEC Level 3 Certificate in Understanding Excellence in Sports Performance is for learners who have the potential to achieve excellence in their sport and are seeking, as their main career goal, to perform at the highest level, as a full time, funded, professional or semi-professional athlete.

It gives learners the opportunity to:

- develop knowledge related to elite sports training environments, specifically the training environment of their chosen sport
- develop skills in achieving excellence in the sport that they are seeking as their main career goal
- learn about how to perform at the highest level in their chosen sport
- achieve a nationally recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

## Apprenticeships

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SkillsActive is the Sector Skills Council for Active Leisure, Learning and Well-being.

SkillsActive approves the Pearson BTEC Level 3 Certificate in Understanding Excellence in Sports Performance as a knowledge component for Advanced Apprenticeship in Sporting Excellence.

## Relationship with previous qualifications

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This qualification is a direct replacement for the Edexcel BTEC Level 3 Certificate in Understanding Sports Performance, which has now expired. Information about how the new and old units relate to each other is given in *Annexe B*.

## Progression opportunities through Pearson qualifications

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Learners who have achieved the Pearson BTEC Level 3 Certificate in Understanding Excellence in Sports Performance can progress to an Apprenticeship in Achieving Sport Excellence (AASE) Programme.

## **Industry support and recognition**

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SkillsActive, the SSC, supports this qualification.

## **Relationship with National Occupational Standards**

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This qualification relates to SkillsActive's 2012 National Occupational Standards (NOS) for Achieving Excellence in Sports Performance. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

### 3 Qualification structure

#### Pearson BTEC Level 3 Certificate in Understanding Sports Performance

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Number of credits that must be achieved	29
GLH	220

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/506/1068	Understanding How to Develop Own Career in Sport	2	2	15
2	M/506/0973	Understanding Health and Safety at Training and Competition Venues	2	3	20
3	H/506/2834	Understanding Technical Skills to Achieve Excellence in Sport	3	4	30
4	H/506/1084	Understanding Tactical Skills to Achieve Excellence in Sport	3	4	30
5	Y/506/1079	Understanding Physical Capability to Achieve Excellence in Sport	3	4	30
6	L/506/4500	Understanding Nutrition to Achieve Excellence in Sport	3	2	20
7	H/506/4499	Understanding Psychological Skills and Attitudes in Relation to Excellence in Sport	3	4	30
8	M/506/1069	Understanding Lifestyle to Achieve Excellence in Sport	3	2	15
9	H/506/0940	Understanding Communication and Teamwork to Achieve Excellence in Sport	3	4	30

## 4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

<b>Units</b>	<b>Assessment method</b>
All units	Centre-devised assessment

### **Centre-devised assessment (internal assessment)**

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at, [www.qualifications.pearson.com](http://www.qualifications.pearson.com)

## 6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

### General resource requirements

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- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 7 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

### Approvals agreement

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All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualification in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):  
an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:  
an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems. Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

## 9 Programme delivery

The Pearson BTEC Level 3 Certificate in Understanding Sports Performance provides young elite athletes with the understanding of elite sports training environments, specifically the training environment of their chosen sport.

This qualification can meet the needs of those elite young athletes who have the potential to achieve excellence in their sport and are seeking, as their main career goal, to perform at the highest level, as a full time, funded, professional or semi-professional athletes.

Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme
- Where legislation is taught, centres must ensure that it is current and up to date
- provide learners with opportunities to develop their skills and knowledge using leisure facilities and equipment which broadly reflect current industry good practice
- make available support systems and materials that will enable learners to achieve the qualification
- use occupationally competent tutors, assessors and internal verifiers
- assess, deliver and quality assure the qualification following the requirements of this document, including any additional information attached to any unit, and
- have a partnership in place with a National Governing Bodies (NGB) engaged in the AASE programme to deliver this qualification.

## 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

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

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

## 12 Units

Units have the following sections.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

### Credit value

When a learner achieves a unit, they gain the specified number of credits.

### Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

### Unit aim

This gives a summary of what the unit aims to do.

### Assessment requirements/guidance

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

### Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

# **Unit 1: Understanding How to Develop Own Career in Sport**

**Unit reference number: K/506/1068**

**Level: 2**

**Credit value: 2**

**Guided learning hours: 15**

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## **Unit aim**

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the development and implementation of a career plan and includes:

- career planning
- implementing and developing a career plan
- planning and managing finances.

## **Assessment requirements/guidance**

There are no specific assessment requirements for this unit. Please refer to the SkillsActive Assessment Strategy in *Annexe A* for further guidance.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand how an elite athlete plans their sporting career	1.1	Explain the roles and responsibilities of an elite athlete in relation to their sport
		1.2	Describe the realities of an athlete performing at the highest level in their sport
		1.3	Explain why it is important to have a plan that covers both a career as an elite athlete, and alternative careers
		1.4	Explain how an elite athlete assesses own career potential and the range of people who can help them do this
		1.5	Describe how to identify career goals and routes to achieve these goals – both as an elite athlete and in an alternative career
		1.6	Explain how an elite athlete makes sure their career goals and routes are realistic and achievable and how to do so
2	Understand how an elite athlete implements and develops a career plan	2.1	Identify the types of organisations and people who can help an elite athlete to follow through and develop their career plan
		2.2	Identify the types of training, skills and knowledge and qualifications that an elite athlete will need to follow their career plan
		2.3	Explain why it is important for an elite athlete to review and update their career plan at regular intervals and how to do so
3	Understand how an elite athlete plans own finances	3.1	Explain why it is important for an elite athlete to manage their finances responsibly
		3.2	Describe how to find and use sources of financial advice
		3.3	Explain how to develop own financial goals short, medium and long term

Learning outcomes		Assessment criteria	
4	Understand how an elite athlete manages own finances	4.1	Explain why it is important to seek advice from financial advisers when there are problems with a financial plan
		4.2	Describe the financial records that an elite athlete should keep and how to keep them up to date
		4.3	Explain why it is important to review a financial plan and how to do so

## **Unit 2: Understanding Health and Safety at Training and Competition Venues**

**Unit reference number: M/506/0973**

**Level: 2**

**Credit value: 3**

**Guided learning hours: 20**

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### **Unit aim**

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers knowledge of health and safety and includes:

- working in a healthy and safe way
- following emergency procedures.

### **Assessment requirements/guidance**

There are no specific assessment requirements for this unit. Please refer to the SkillsActive Assessment Strategy in *Annexe A* for further guidance.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand health and safety requirements for training and competition venues	1.1	Summarise the basic requirements of health and safety legislation as relevant to an elite athlete
		1.2	Explain why health and safety is important in training and competition
		1.3	Summarise guidelines and instructions for the use of equipment used in training and competition
		1.4	Name the person responsible for health and safety in training and competition venues
		1.5	Describe the health, safety and security checks relevant to own role
		1.6	Explain why it is important to follow safeguarding procedures for children and other groups
2	Understand how to maintain health and safety at training and competition venues	2.1	Identify the types of hazards that are likely to occur at training and competition venues
		2.2	Explain how to carry out basic risk assessments of the types of hazards that may occur
		2.3	Explain why it is important to report hazards and risks to the relevant person at training and competition venues
		2.4	Describe how to deal correctly with the types of hazards that may occur in own workplace
		2.5	Identify the documents relating to health and safety that may have to be completed
		2.6	Describe how to complete relevant health and safety documents

Learning outcomes		Assessment criteria	
3	Understand how to promote health and safety to other people during training and competition	3.1	Explain why an elite athlete should encourage their colleagues and others to behave in a safe manner
		3.2	Explain why it is important to make suggestions about improving health and safety and the procedures to follow
4	Know how to respond to emergencies	4.1	Explain how to deal with different emergencies before qualified assistance arrives
		4.2	Identify the on-site first aider and how to contact them
		4.3	Describe the procedures to follow to contact the emergency services
5	Understand how to support people who have been involved in an emergency	5.1	Give examples of how to protect other people from further harm in an emergency situation
		5.2	Describe how to respond to other people's emotional distress during an emergency
		5.3	Explain why it is important to provide comfort and reassurance to people involved in an emergency
6	Understand how to report incidents and emergencies	6.1	Identify own responsibilities for reporting incidents
		6.2	Describe the incident reporting procedures
		6.3	Give examples of the types of problems that may occur during emergency procedures
		6.4	Explain why any problems during emergency procedures should be reported

# Unit 3: Understanding Technical Skills to Achieve Excellence in Sport

**Unit reference number:** H/506/2834

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers an understanding of how athletes develop technical skills in their chosen sport and includes understanding how to:

- identify and agree a programme to improve technical skills
- implement a programme to improve technical skills
- apply and evaluate technical skills in competition.

## Assessment requirements/guidance

There are no specific assessment requirements for this unit. Please refer to the SkillsActive Assessment Strategy in *Annexe A* for further guidance.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the technical demands and skill requirements of an elite athlete's role in a sport	1.1	Identify sources of information on the technical demands and skills requirement of an elite athlete's role in a sport
		1.2	Summarise the technical skills appropriate to excellence in an elite athlete's role in a sport
		1.3	Describe the types of technical priorities that an elite athlete may have to concentrate on to achieve excellence in the role in their sport
2	Understand how an elite athlete works with coaching and other support staff to identify own technical needs	2.1	Describe the types of assessments that are used to analyse technical skills in a sport
		2.2	Explain how an elite athlete takes part in assessments to analyse technical skills in role(s) in a sport
		2.3	Explain how an elite athlete can help coaching and other staff to identify own technical needs
		2.4	Explain why it is important to contribute to the discussions and analysis of your own technical needs
3	Understand the importance of an elite athlete setting goals for own technical development	3.1	Explain the importance of technical goal setting in achieving excellence in sport
		3.2	Describe the types of technical goals that an elite athlete may need to set themselves
		3.3	Explain the main components of a technical development programme in a role and how these components help to achieve individual goals
		3.4	Explain the importance of an elite athlete understanding and agreeing the technical goals they need to achieve

Learning outcomes		Assessment criteria	
4	Understand how an elite athlete applies themselves to a technical development programme	4.1	Explain the importance of an elite athlete committing themselves to a technical development programme
		4.2	Describe the types of behaviour that show an athlete is contributing positively to a technical development programme
		4.3	Explain why it is important that an elite athlete gives coaching staff objective feedback on how well the technical programme is meeting their needs
		4.4	Describe the types of feedback an elite athlete should provide during a technical programme
		4.5	Summarise ways in which a technical programme can be improved to meet individual athlete needs
5	Understand how an elite athlete prepares and applies technical skills for competition	5.1	Explain how an elite athlete can make best use of their technical skills during competition
		5.2	Describe the types of technical pre-competition practices that can help an elite athlete prepare for competition
		5.3	Identify ways in which an elite athlete can help coaching staff to improve technical pre-competition practices
		5.4	Explain how an elite athlete can integrate technical, tactical, physical and mental skills to achieve excellence during competition
6	Understand how an elite athlete can improve their technical performance through evaluation	6.1	Explain the importance of evaluating an elite athlete's technical performance in competition
		6.2	Describe methods that can be used to evaluate an elite athlete's technical performance in competition
		6.3	Explain how an elite athlete can contribute to evaluations of their competitive technical performance
		6.4	Explain how an elite athlete can use evaluations to make further improvements to their technical skills

## **Unit 4: Understanding Tactical Skills to Achieve Excellence in Sport**

**Unit reference number: H/506/1084**

**Level: 3**

**Credit value: 4**

**Guided learning hours: 30**

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### **Unit aim**

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers an understanding of how athletes develop tactical skills in their chosen sport and includes understanding how to:

- identify and agree a programme to improve tactical skills
- implement a programme to improve tactical skills
- apply and evaluate tactical skills in competition.

### **Assessment requirements/guidance**

There are no specific assessment requirements for this unit. Please refer to the SkillsActive Assessment Strategy in *Annexe A* for further guidance.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the tactical demands and skill requirements of an elite athlete's role in a sport	1.1	Identify sources of information on the tactical demands and skills requirement of an elite athlete's role in a sport
		1.2	Summarise the tactical skills appropriate to excellence in an elite athlete's role in a sport
		1.3	Describe the types of tactical priorities that an elite athlete may have to concentrate on to achieve excellence in the role in sport
2	Understand how an elite athlete works with coaching and other support staff to identify own tactical needs	2.1	Describe the types of assessments that are used to analyse tactical skills in a sport
		2.2	Explain how an elite athlete takes part in assessments to analyse tactical skills in role(s) in a sport
		2.3	Explain how an elite athlete can help coaching and other staff to identify own tactical needs
3	Understand the importance of an elite athlete setting goals for own tactical development	3.1	Explain the importance of tactical goal setting in achieving excellence in sport
		3.2	Describe the types of tactical goals that an elite athlete may need to set themselves
		3.3	Explain the main components of a tactical development programme in a role and how these components help to achieve individual goals
		3.4	Explain the importance of an elite athlete understanding and agreeing the tactical goals they need to achieve

Learning outcomes		Assessment criteria	
4	Understand how an elite athlete applies themselves to a tactical development programme	4.1	Explain the importance of an elite athlete committing themselves to a tactical development programme
		4.2	Describe the types of behaviour that show an athlete is contributing positively to a tactical development programme
		4.3	Explain why it is important that an elite athlete gives coaching staff objective feedback on how well the tactical programme is meeting their needs
		4.4	Describe the types of feedback an elite athlete should provide during a tactical programme
		4.5	Summarise ways in which a tactical programme can be improved to meet individual athlete needs
5	Understand how an elite athlete prepares and applies tactical skills for competition	5.1	Explain how an elite athlete can make best use of their tactical skills during competition
		5.2	Describe the types of tactical pre-competition practices that can help an elite athlete prepare for competition
		5.3	Identify ways in which an elite athlete can help coaching staff to improve tactical pre-competition practices
		5.4	Explain how an elite athlete can integrate technical, tactical, physical and mental skills to achieve excellence during competition
6	Understand how an elite athlete can improve their tactical performance through evaluation	6.1	Explain the importance of evaluating an elite athlete's tactical performance in competition
		6.2	Describe methods that can be used to evaluate an elite athlete's tactical performance in competition
		6.3	Explain how an elite athlete can contribute to evaluations of their competitive tactical performance
		6.4	Explain how an elite athlete can use evaluations to make further improvements to their tactical skills

# **Unit 5: Understanding Physical Capability to Achieve Excellence in Sport**

**Unit reference number:** Y/506/1079

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## **Unit aim**

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers an understanding of how athletes develop their physical capability in their chosen sport and includes understanding how to:

- identify and agree a programme to improve physical capability
- implement a programme to improve physical capability
- apply and evaluate physical capability in competition.

## **Assessment requirements/guidance**

There are no specific assessment requirements for this unit. Please refer to the SkillsActive Assessment Strategy in *Annexe A* for further guidance.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the physical demands of an elite athlete's role in a sport	1.1	Identify sources of information on the physical demands of an elite athlete's sport
		1.2	Explain the physical demands placed on an elite athlete operating at the level of excellence in a role in their sport
		1.3	Describe the types of physical priorities that an elite athlete may have to concentrate on to achieve excellence in a role in their sport
2	Understand how an elite athlete works with coaching and other support staff to identify own physical conditioning needs	2.1	Describe the types of assessments that are used to analyse an elite athlete's physical capability in a sport
		2.2	Explain the physical demands placed on an elite athlete operating at the level of excellence in a role in their sport
		2.3	Explain how an elite athlete can help coaching and other staff to identify own physical need
		2.4	Explain why it is important to contribute to discussions and analysis of your own physical capabilities
3	Understand the importance of an elite athlete setting goals for own physical development	3.1	Explain the importance of goal setting for physical capability development in achieving excellence in sport
		3.2	Describe the types of physical goals that an elite athlete may set themselves
		3.3	Explain the main components of a physical conditioning development programme in an elite athletes' role in sport, and how these components help to achieve individual goals
		3.4	Explain the importance of an elite athlete understanding and agreeing the physical goals they need to achieve

Learning outcomes		Assessment criteria	
4	Understand about injury, injury prevention and recovery in own sport	4.1	Describe the common types of injuries that affect an elite athlete in the sport and the short, medium and long term effects of these injuries on their performance
		4.2	Describe ways an elite athlete can minimise the risk of injury
		4.3	Explain the psychological impact that injuries can have on an elite athlete's performance
		4.4	Describe the main components of a programme to recover from injury both mentally and physically
5	Understand how an elite athlete applies themselves to a physical conditioning programme	5.1	Explain the importance of an elite athlete committing themselves to a physical conditioning programme
		5.2	Describe the types of behaviour that show an elite athlete is contributing positively to a physical conditioning programme
		5.3	Explain why it is important that an elite athlete gives coaching staff objective feedback on how well the physical conditioning programme is meeting their needs
		5.4	Describe the types of assessments that can be used to monitor and measure physical progress and how they work
		5.5	Explain the importance of monitoring an elite athlete's response to a physical conditioning programme
		5.6	Describe the types of feedback an elite athlete should provide during a physical conditioning programme
		5.7	Summarise ways in which a physical conditioning programme can be improved to meet individual athlete needs

Learning outcomes		Assessment criteria	
6	Understand how an elite athlete prepares and applies their physical capability for competition	6.1	Explain how an elite athlete can make best use of their physical capability during competition
		6.2	Describe the types of physical pre-competition exercises that can help an elite athlete prepare for competition
		6.3	Identify ways in which an elite athlete can help coaching staff to improve their physical pre-competition practices
		6.4	Explain how an elite athlete can integrate tactical, physical and mental skills to achieve excellence during competition
7	Understand how an elite athlete can improve their physical training through evaluation	7.1	Explain the importance of evaluating an elite athlete's physical performance in competition
		7.2	Describe methods that can be used to evaluate an elite athlete's physical performance in competition
		7.3	Explain how an elite athlete can contribute to evaluations of their competitive physical performance
		7.4	Explain how an elite athlete can use evaluations to make further improvements to their physical capability and the way they use them

# **Unit 6: Understanding Nutrition to Achieve Excellence in Sport**

**Unit reference number: L/506/4500**

**Level: 3**

**Credit value: 2**

**Guided learning hours: 20**

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## **Unit aim**

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the essential knowledge of nutrition that an athlete needs.

## **Assessment requirements/guidance**

There are no specific assessment requirements for this unit. Please refer to the SkillsActive Assessment Strategy in *Annexe A* for further guidance.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand how an elite athlete can contribute to a nutritional strategy	1.1	Explain the importance of nutrition to an elite athlete's performance
		1.2	Evaluate the energy demands and particular nutritional needs of own role(s) in the sport
		1.3	Summarise the types of information an elite athlete can provide to coaching and/or other staff to devise a nutritional strategy
		1.4	Explain the impact of lifestyle and personal preferences when developing a nutritional strategy for an elite athlete
		1.5	Explain how an elite athlete develops a nutritional strategy to maintain and improve their performance
2	Understand how to implement and review a nutritional strategy for an elite athlete	2.1	Explain why an elite athlete should ensure that people who provide meals understand and support the nutritional strategy
		2.2	Explain why it is important for an elite athlete to comply with a nutritional strategy before, during and after competition and training
		2.3	Describe the types of information that coaching and/or other staff may need to evaluate an athlete's nutritional strategy
		2.4	Explain the types of improvements that can be made to nutritional strategies to meet individual needs

Learning outcomes		Assessment criteria	
3	Know about the risks of drugs in own sport	3.1	Identify the types of banned substances that athletes in own sport should not use
		3.2	Explain why banned substances are dangerous and not approved in own sport
		3.3	Explain the principle of strict liability in the context of drug testing
		3.4	Explain the requirements for drugs testing in own sport and why they must be followed
		3.5	Describe what an elite athlete must do to ensure they comply with drug testing procedures, including in and out of competition and when training venues change
		3.6	Describe what an elite athlete must check for when taking supplementation or medicines and who could best advise them in such situations

# **Unit 7: Understanding Psychological Skills and Attitudes in Relation to Excellence in Sport**

**Unit reference number: H/506/4499**

**Level: 3**

**Credit value: 4**

**Guided learning hours: 30**

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## **Unit aim**

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the development of attitudes and psychological skills in the chosen sport and includes contributing to:

- identifying and agreeing a programme to improve attitudes and psychological skills
- implementing a programme to improve attitudes and psychological skills
- applying and evaluating attitudes and psychological skills in competition.

## **Assessment requirements/guidance**

There are no specific assessment requirements for this unit. Please refer to the SkillsActive Assessment Strategy in *Annexe A* for further guidance.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the psychological and emotional demands of own role in the sport	1.1	Identify sources of information on the psychological demands of an elite athlete in their sport
		1.2	Summarise the psychological and emotional demands of own role(s) in the sport
		1.3	Describe the types of psychological priorities that an elite athlete in their role(s) may have to concentrate on to achieve excellence
2	Understand how an elite athlete works with coaching and other staff to identify their own psychological and emotional needs in relation to the sport	2.1	Describe the types of assessments that may be used to develop a psychological skills profile for an elite athlete
		2.2	Explain how an elite athlete can work best with their coaching and/or other staff on improving own psychological skills and attitudes
		2.3	Explain the importance of an elite athlete providing own views and opinions during the analysis of their psychological skills and attitudes

Learning outcomes		Assessment criteria	
3	Understand the importance of an elite athlete setting goals for their own psychological and emotional development in the sport	3.1	Explain the importance of psychological skills and attitudes in goal setting in achieving excellence in sport
		3.2	Describe the types of psychological skills and attitude goals that an elite athlete may need to set themselves
		3.3	Explain the importance of an elite athlete understanding and agreeing the psychological skills and attitude goals they need to achieve
		3.4	State the main components of a programme to develop psychological skills and attitudes for an elite athlete in their sport and how such a programme should help to achieve individual goals
4	Understand how an elite athlete applies themselves to a programme to improve psychological skills and attitudes	4.1	Explain the importance of an elite athlete committing themselves to a programme to improve their psychological skills and attitudes
		4.2	Describe the types of behaviour that show an elite athlete is contributing positively to a programme to improve psychological skills and attitudes
		4.3	Explain why it is important that an elite athlete gives coaching and/or other staff feedback on how well a programme to develop psychological skills and attitudes is meeting individual needs
		4.4	Describe the types of feedback an elite athlete can provide during a programme to develop psychological skills and attitudes
		4.5	Explain how a programme to improve psychological skills and attitudes can be improved to meet individual needs
5	Understand how an elite athlete prepares and applies psychological skills and attitudes in competition	5.1	Explain how an elite athlete can make best use of their psychological skills and attitudes in a competitive situation
		5.2	Describe the types of psychological and pre-competition techniques that can help an elite athlete prepare for competition
		5.3	Identify ways in which an elite athlete can help coaching and/or other staff to improve pre-competition techniques for psychological skills and attitudes

Learning outcomes		Assessment criteria	
6	Understand how an elite athlete can improve their psychological skills and attitudes further through evaluation and review	6.1	Explain the importance of an elite athlete contributing to evaluations of their competitive performance and the impact of techniques to improve psychological skills and attitudes
		6.2	Describe methods that can be used to evaluate the psychological aspects of competitive performance
		6.3	Explain how an elite athlete can contribute to evaluations of the impact of techniques to improve psychological skills and attitudes
		6.4	Describe how an elite athlete can use evaluations to make further improvements to their attitudes and psychological skills and the way they use them

## **Unit 8: Understanding Lifestyle to Achieve Excellence in Sport**

**Unit reference number: M/506/1069**

**Level: 3**

**Credit value: 2**

**Guided learning hours: 15**

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### **Unit aim**

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the planning and management of an athlete's lifestyle so that they can maintain a professional career. It includes:

- planning and managing sporting commitments
- planning and managing time outside of sport.

### **Assessment requirements/guidance**

There are no specific assessment requirements for this unit. Please refer to the SkillsActive Assessment Strategy in *Annexe A* for further guidance.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand how an elite athlete plans own sporting commitments	1.1	Explain why it is important for an elite athlete to plan and manage own sporting commitments
		1.2	Explain why it is important for an elite athlete to be clear about their own sporting commitments and agree these with coaching staff and other people
		1.3	Describe the methods an elite athlete can use to plan and manage their own time
2	Understand how an elite athlete manages own sporting commitments	2.1	Identify resources an elite athlete needs to meet their sporting commitments and how to access these
		2.2	Explain why it is important for an elite athlete to keep others up to date on own commitments
		2.3	Explain why it is important for an elite athlete to be flexible in planning and re-planning own commitments
		2.4	Identify who can help an elite athlete to plan own commitments

Learning outcomes		Assessment criteria	
3	Understand how an elite athlete plans and manages own time outside of sport	3.1	Explain why it is important for an elite athlete to make good use of their time when not training and competing
		3.2	Explain why rest and relaxation is important to an elite athlete and when it is particularly important to take rest and relaxation
		3.3	Explain how to identify how much rest and relaxation an elite athlete needs
		3.4	Give examples of the types of leisure activities that can help an elite athlete's performance, personal development and standing in their sport
		3.5	Give examples of the types of activities that can harm an elite athlete's performance and public reputation
		3.6	Identify people who can help an elite athlete to make good use of their time and provide support with personal issues

# **Unit 9: Understanding Communication and Teamwork to Achieve Excellence in Sport**

**Unit reference number: H/506/0940**

**Level: 3**

**Credit value: 4**

**Guided learning hours: 30**

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## **Unit aim**

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers communication and teamwork and includes:

- communicating effectively with other people
- working effectively with other people
- presenting a positive public image of themselves, their organisation and sport.

## **Assessment requirements/guidance**

A holistic approach should be adopted for assessment of this unit. Assessment methods selected must be valid, reliable, fair, free from bias, fit for purpose.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand communication skills as an elite athlete	1.1	Explain why an elite athlete needs to communicate effectively with others
		1.2	Explain why an elite athlete needs to have good listening skills
		1.3	Explain why an elite athlete should ask questions when there are things they are unsure about
		1.4	Explain why it is important for an elite athlete to understand other people's information needs
		1.5	Give examples of how to adapt communication to meet the needs of other people
2	Understand how to take part in discussions with other people	2.1	Explain the importance of an elite athlete taking part in discussions with coaching and other support staff
		2.2	Explain how an athlete can contribute to discussions with coaching and other support staff
		2.3	Explain why it is important give other people the opportunity to contribute their ideas during discussions and to take account of these ideas
3	Understand the importance of good working relationships in sport	3.1	Describe the roles of the different people with whom an elite athlete works with and what they can contribute to the athlete's career, including: <ul style="list-style-type: none"> <li>• coaching staff</li> <li>• other staff</li> <li>• other athletes</li> <li>• officials</li> <li>• media personnel</li> <li>• general public</li> </ul>
		3.2	Explain the importance of an elite athlete having good relationships with their work colleagues

Learning outcomes		Assessment criteria	
4	Understand the importance of good working relationships in sport	4.1	Give examples of how an elite athlete builds good working relationships with other people
		4.2	Explain why it is important for an elite athlete to agree objectives and ways of working with other people
		4.3	Explain why it is important for an elite athlete to honour commitments to work colleagues
5	Understand how to deal with problems with working relationships	5.1	Describe the types of problems, including conflict, that may occur with work colleagues
		5.2	Explain how to deal with problems, including conflict, that may occur with work colleagues
6	Understand how to improve working relationships with other people	6.1	Explain why it is important to give and receive feedback when working with others
		6.2	Give examples of how to give constructive feedback to other people
		6.3	Explain how to deal with other people's feedback and emotions
		6.4	Explain how to improve relationships with work colleagues
7	Understand how an elite athlete presents a positive image of themselves, their organisation and their sport	7.1	Explain why it is important for an elite athlete to present a positive image of themselves, their organisation and their sport
		7.2	Describe the role of public relations and media in sport and how this affects an elite athlete
		7.3	Explain how an elite athlete can make use of the media to present a positive image
		7.4	Give examples of the types of sensitive issues an elite athlete may be questioned on
		7.5	Explain how an elite athlete should deal with sensitive issues
8	Understand how to handle public appearances	8.1	Give examples of the types of public appearances an elite athlete may be required to make and the roles they may play at these appearances
		8.2	Explain the importance of an elite athlete preparing for public appearances
		8.3	Identify who an elite athlete should liaise with, and seek advice from, in advance of public appearances

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- BTEC: [www.edexcel.com/btec](http://www.edexcel.com/btec)
- Pearson Work Based Learning and Colleges: [www.edexcel.com/about-wbl](http://www.edexcel.com/about-wbl)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at [www.edexcel.com/btec/delivering-BTEC/quality/Pages](http://www.edexcel.com/btec/delivering-BTEC/quality/Pages)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: [www.edexcel.com/resources/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training)

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit:  
[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

### Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at:  
[www.edexcel.com/Aboutus/contact-us/Pages](http://www.edexcel.com/Aboutus/contact-us/Pages)
- **Ask the Expert:** submit your question online to our Ask the Expert online service [www.edexcel.com/aboutus/contact-us/ask-expert/Pages](http://www.edexcel.com/aboutus/contact-us/ask-expert/Pages) and we will make sure your query is handled by a subject specialist.

## Annexe A

### Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualification in Understanding Excellence in Sports Performance against the underpinning knowledge of the National Occupational Standards in Achieving Excellence in Sports Performance. Centres can use this mapping when planning holistic delivery and assessment activities.

#### KEY

# indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

BTEC Specialist units		NOS								
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
SKAES9	Work in a healthy and safe way whilst seeking to achieve excellence in your sport		#							
SKAES10	Communicate effectively with other people whilst seeking to achieve excellence in your sport									#
SKAES11	Develop your technical skills to achieve excellence in your sport			#						
SKAES12	Develop your tactical skills to achieve excellence in your sport				#					
SKAES13	Develop your physical capability to achieve excellence in your sport					#				
SKAES14	Develop your psychological skills to achieve excellence in your sport							#		

NOS		BTEC Specialist units								
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
SKAES15	Develop your nutritional strategy to achieve excellence in your sport						#			
SKAES16	Manage your lifestyle to achieve excellence in your sport								#	
SKAES17	Develop your sporting career	#								

## Annexe B

### Unit mapping overview

The table below shows the relationship between the new qualification in this specification and the predecessor qualification: Edexcel BTEC Level 3 Certificate in Understanding Sports Performance (last registration 30/06/2014)

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19
Unit 1	F																		
Unit 2		F																	
Unit 3					F														
Unit 4						F													
Unit 5							F												
Unit 6								F											
Unit 7									F										
Unit 8										F									
Unit 9											F								

#### KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

### **Assessment strategy**

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SkillsActive, the Sector Skills Council (SSC) for Active Leisure, Learning and Well-Being, is approved by the Office of Qualifications and Examinations Regulation (Ofqual) as a unit and rule of combination submitter for the Qualifications and Credit Framework. In line with its Sector Qualifications Strategy (SQS), SkillsActive has developed nine units and a Rule of Combination (RoC) for awarding organisations (AO) who wish to award the Level 3 Certificate in Understanding Sports Performance qualification.

To ensure awareness of the assessment requirements for this qualification SkillsActive has developed this assessment strategy. Therefore, all AO's wishing to award this qualification must adhere to the assessment guidance and evidence requirements as detailed within this document.

### **Qualification Development**

The Level 3 Certificate in Understanding Sports Performance qualification was developed based on SkillsActive's 2012 National Occupational Standards (NOS) for Achieving Excellence in Sports Performance.

### **Purpose of the qualification**

The Level 3 Certificate in Understanding Sports Performance provides young elite athletes with the understanding of elite sports training environments, specifically the training environment of their chosen sport.

This qualification can meet the needs of those elite young athletes who have the potential to achieve excellence in their sport and are seeking, as their main career goal, to perform at the highest level, such as full time funded, professional or semi-professional athlete.

### **Credit value of the qualification**

29 Credits

### **Guided learning hours (GLH) for the qualification**

220 GLH (minimum)

### **Ofqual purpose code for the qualification**

C2 – Prepare for employment in a specific occupational area.

## Entry requirements for the qualification

Learners joining this qualification are required to be 16 years of age. They must also be enrolled on an Apprenticeship in Achieving Sport Excellence (AASE) Programme.

Athletes can only gain access to AASE if they are:

- identified by their National Governing Body (NGB) of sport and are receiving support from lottery funded world class programmes,
- involved in the Talented Athlete Scholarship Scheme (TASS),
- contracted, full time, apprentices at professional sports clubs,
- involved in an 'academy environment' with a professional sports club.

Enquiries regarding eligibility and entry to the AASE programme should be referred to the NGB of sport concerned.

## Criteria for delivering the qualification

All AO's must demonstrate they have a centre approval system in place, which ensures Centres:

- provide learners with opportunities to develop their skills and knowledge using leisure facilities and equipment which broadly reflects current industry good practice
- make available support systems and materials that will enable learners to achieve the qualification use occupationally competent tutors, assessors and internal verifiers
- assess, deliver and quality assure the qualification following the requirements of this document, including any additional information attached to any unit, and
- have a partnership in place with a NGB engaged in the AASE programme to deliver this qualification

The AO must also have a robust framework in place for external quality assurance.

## Criteria for assessing the qualification

To successfully achieve a unit, learners must:

- Achieve all the specified learning outcomes
- Satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- Show the evidence produced is their own/authentic.

To achieve the qualification:

- Learners must complete all assessment tasks and satisfy the requirements of **all relevant units**.

Information relating to the assessment of specific units can be found within the unit specifications located at the end of this document.

## Assessment Methods

It is advisable all learners joining the qualification should undergo an initial assessment of skills in English, Mathematics and ICT and should have a personal development plan to inform opportunities to develop their skills as required. SkillsActive supports opportunities to develop these skills through a development programme that ensure the personal skills developed by learners support them as needed.

SkillsActive recommends a holistic approach should be adopted for assessment. The assessment methods selected must be valid, reliable, fair, free from bias, fit for purpose and appropriate to the context, taking into account the needs of each cohort and individual learner.

The learning outcomes detailed within the units require the learner to 'Understand' or 'Know'.

### 'Understand' and 'Know'

In the case of the 'Understand' and 'Know' learning outcomes, the following assessment methods are valid but are not limited to:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task based controlled assessment

### Choosing a valid method

As a mode free qualification, the method of assessment and style of delivery can and should be varied to offer a personalised approach for each learner. Therefore assessment can take place throughout the learning programme and it can vary from individual to individual and course to course. The assessor should be trained and equipped to produce an effective assessment plan to maximise the achievement and support progression of their learners.

It is not acceptable to use evidence that the learner knows something to infer that they will be able to do it. Neither is it acceptable to use evidence of the learner being able to do something to infer knowledge. This approach was sometimes used in the past with the assessment of National Vocational Qualifications (NVQ).

It is important to note that each assessment criterion begins with a verb such as 'describe', 'identify' or 'explain'. Therefore, there must be explicit evidence from discussions with the learner, assignments, projects or case studies that they can 'describe', 'identify' or 'explain' as required. This cannot be reliably inferred from watching a learner do/demonstrate a related activity.

Assessment tasks and activities chosen should enable learners to produce, valid, sufficient and reliable evidence that relates directly to the specified criteria. Any assessment tasks and activities created must go through internal quality assurance prior to being used.

### **Sufficiency of evidence**

To achieve a learning outcome the learner must show evidence that they have met all of the assessment criteria attached to that learning outcome. However, this does not mean that different pieces of evidence must be used for each assessment criterion. It is possible one piece of evidence generated by the learner may meet the requirements of several assessment criteria and perhaps across more than one learning outcome or unit. Similarly, an observation of a learner may generate evidence for other assessment criteria, learning outcomes or units.

### **Authenticity of evidence**

Evidence used to assess learning outcomes and assessment criteria must be generated by the learner without help from others. For example, workbooks in which the learner has simply copied information as supplied by a tutor cannot be used as evidence of their knowledge; neither can written assignments that have been plagiarised.

### **Currency of evidence**

Evidence produced by the learner must be relevant at the time of assessment and reflect current workplace processes and equipment. For example, evidence generated in a period of out of date legislation cannot be used as evidence of their current knowledge.

### **Validity of evidence**

Assessment tasks must be able to effectively measure the learner's attainment at the required level of achievement. Evidence produced by learners must focus on the appropriate knowledge and skills relevant to the assessment criteria.

### **Reliability of evidence**

Assessment tasks should be consistent across all learners, over time and at the required level. Therefore meaning assessors acting independently, using the same criteria and assessment tasks would come to the same judgement about a given piece of work. It is important to ensure explicitness in setting expectations is applied to ensure reliability.

## **Quality Assurance and Workforce Requirements**

### **Quality assurance**

#### **Internal verification**

A Centre delivering the Level 3 Certificate in Understanding Sports Performance qualification must have an effective internal verification strategy and processes in place to ensure quality assurance and workforce requirements AO requirements and standards are met and to ensure learners are assessed fairly and consistently.

#### **External verification**

The AO awarding the Level 3 Certificate in Understanding Sports Performance qualification must have a robust system of external quality assurance in place, which has clear and effective arrangements to ensure the quality and standardisation of its delivery, assessment and other associated requirements across Centres.

## **Requirements for tutors**

All those who deliver this qualification must:

- Hold one of the following qualifications:
  - Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector; or
  - Level 3 Award in Education and Training; or
  - Level 3/4 Certificate in Teaching in the Lifelong Learning Sector; or
  - Level 4 Certificate in Education and Training; or
  - Level 5 Diploma in Teaching in the Lifelong Learning Sector; or
  - Any equivalent teaching qualification in FE/post compulsory education.
- Have up to date working knowledge and experience of best practice in tutoring;
- Have experience of delivering to learners;
- Be occupationally competent in the area of elite sport
- Have up to date working knowledge and experience of best practice and developments in the elite sport industry;
- Have experience of performing at an elite level (national and international) or coaching the required sport at elite level (talent ID, national and international)
- Show current evidence of continuing professional development in tutoring/training

## **Requirements for assessors**

All those who assess this qualification must:

- Hold one of the following qualifications:
  - Level 3 Certificate in Assessing Vocational Achievement;or
  - Level 3 Award in Assessing Competence in the Workplace;or
  - A1 Assess Candidate Performance Using a Range Of Methods
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

## **Sources of Evidence**

- Have up to date working knowledge of best practice in assessment and quality assurance;
- Have experience of assessing learners;
- Have up to date working knowledge of best practice and developments in the elite sport industry;
- Have experience of performing at an elite level (national and international) or coaching the required sport at elite level (talent ID, national and international)
- Show current evidence of continuing professional development in assessment and quality assurance

## **Requirements for internal quality assurance**

All those who are involved with the internal quality assurance of this qualification must:

- Hold one of the following assessor qualifications:
  - Level 3 Certificate in Assessing Vocational Achievement; or
  - A1 Assess Candidate Performance Using a Range Of Methods
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- Hold one of the following internal quality assurance qualifications:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
  - V1 Conduct Internal Quality Assurance of the Assessment Process; or
  - D34 Internally Verify the Assessment Process;
  - Have up to date working knowledge and experience of best practice in assessment and quality assurance;
  - Show evidence of continuing professional development in assessment and quality assurance

## **Requirements for external quality assurance**

All those who are involved with the external quality assurance of this qualification must:

- hold one of the following qualifications:
  - Level 4 Award in the External Quality Assurance of Assessment Processes and Practice, or
  - Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice; or
  - V2 Conduct External Quality Assurance of the Assessment Process; or
  - D35 Externally Verify the Assessment Process,
- Have up to date working knowledge and experience of best practice in quality assurance;
- Show current evidence of continuing professional development in assessment and quality assurance

Anyone wishing to tutor or assess the Level 3 Certificate in Understanding Sports Performance qualification MUST meet all of the required criteria. Unqualified tutors and assessors are not permitted to deliver or assess this qualification. Should an unqualified tutor be used they must have their delivery observed by a qualified tutor. Should an unqualified assessor be used they must have their assessment decisions countersigned by a qualified assessor.

Anyone wishing to internally or externally verify the Level 3 Certificate in Understanding Sports Performance who do not hold the required qualifications, can do so as long as they achieve the qualification concerned within a 12 month period. Unqualified internal verifiers must have their decisions countersigned by a suitably qualified individual.

It is good practice for all assessors to be independent of the learning process i.e. they should not have been involved in the tutoring of the learner.



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