

Pearson BTEC Entry Award in Sport and Active Leisure (Entry 3)

Pearson BTEC Level 1 Award/Certificate/ Diploma in Sport and Active Leisure

Specification

First teaching September 2008

Amended specification for first teaching September 2013

Issue 9

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

These qualifications were previously entitled:

Pearson BTEC Entry Level Award in Sport and Active Leisure (Entry 3) (QCF)

Pearson BTEC Level 1 Award in Sport and Active Leisure (QCF)

Pearson BTEC Level 1 Certificate in Sport and Active Leisure (QCF)

Pearson BTEC Level 1 Diploma in Sport and Active Leisure (QCF)

The QNs remain unchanged.

This specification is Issue 9. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: www.edexcel.com

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

Authorised by Martin Stretton
Prepared by Catherine Dear

ISBN 9781446934944

All the material in this publication is copyright
© Pearson Education Limited 2016

Summary of Pearson BTEC Entry Award in Sport and Active Leisure (Entry 3)/Pearson BTEC Level 1 Award/Certificate/Diploma in Sport and Active Leisure specification Issue 9 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.

Contents

1	Introducing BTEC Specialist qualifications	1
	What are Pearson BTEC Specialist qualifications?	1
	Sizes of Specialist qualifications	1
2	Qualification summary and key information	2
	Qualification title and Qualification Number	4
	Objective of the qualifications	4
	Progression opportunities through Pearson Entry 3 and Level 1 qualifications	4
	Pearson BTEC Entry Level Award (Entry 3) (6 credits)	5
	Pearson BTEC Level 1 Award (7 credits)	5
	Pearson BTEC Level 1 Certificate (13 credits)	5
	Pearson BTEC Level 1 Diploma (37 credits)	5
	Industry support and recognition	5
	Relationship with National Occupational Standards	5
3	Centre resource requirements	6
	General resource requirements	6
	Specific resource requirements	6
4	Qualification structures	9
	Pearson BTEC Entry Level Award in Sport and Active Leisure (Entry 3) units	9
	Pearson BTEC Level 1 Award in Sport and Active Leisure units	10
	Pearson Level 1 Certificate in Sport and Active Leisure units	12
	Pearson BTEC Level 1 Diploma in Sport and Active Leisure units	14
5	Assessment	16
6	Recognising prior learning and achievement	17
	Recognition of Prior Learning	17
7	Centre recognition and approval centre recognition	18
	Approvals agreement	18
8	Quality assurance of centres	19
9	Programme delivery	20
10	Access and recruitment	21

11 Access to qualifications for learners with disabilities or specific needs

22

12 Units

23

Unit title	23
Unit reference number	23
Level	23
Credit value	23
Guided learning hours	23
Unit aim	23
Unit introduction	23
Essential resources	24
Learning outcomes	24
Assessment criteria	24
Unit amplification	24
Information for tutors	24
Unit 1: Investigating Rights and Responsibilities at Work	25
Unit 2: Managing Your Health at Work	29
Unit 3: Safe Learning in the Workplace	33
Unit 4: Taking Part in Sport	38
Unit 5: Assisting at a Sport or Active Leisure Event	45
Unit 6: Taking Part in Exercise and Fitness Activities	51
Unit 7: Investigating Rights and Responsibilities at Work	57
Unit 8: Managing Your Health at Work	62
Unit 9: Safe Learning in the Workplace	66
Unit 10: Taking Part in Exercise and Fitness	72
Unit 11: How the Body Works	79
Unit 12: Planning Own Fitness Programme	86
Unit 13: Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity	92
Unit 14: Working in Sport and Active Leisure	99
Unit 15: Carrying out an Individual Project	106
Unit 16: Working in a Team	112
Unit 17: Job Opportunities in Sport and Active Leisure	117

Unit 18: Physical Activities for Children	124
Unit 19: Exploring Dance Skills	130
Unit 20: Investigating Rights and Responsibilities at Work	135
Unit 21: Managing Your Health at Work	140
Unit 22: Preparing for Work Placement	144
Unit 23: Learning from Work Placement	150
13 Further information and useful publications	155
14 Professional development and training	156
Annexe A	157
National Occupational Standards mapping	157
Annexe B	158
Mapping to Functional Skills	158

Purpose of this specification

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

- the qualifications' objectives
- any other qualification which a learner must have completed before taking the qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualifications
- units that a learner must have completed before the qualifications will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualifications (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 learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC Specialist qualifications?

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

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 Entry Level Award in Sport and Active Leisure (Entry 3)
Qualification Number (QN)	500/5776/5
Date registrations can be made	1st September 2008
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	Minimum of 6 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 1 Award in Sport and Active Leisure
Qualification Number (QN)	500/4990/2
Date registrations can be made	1st September 2008
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	Minimum of 7 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	70
Guided learning hours	50
Grading information	The qualification and units are at pass grade
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 1 Certificate in Sport and Active Leisure
Qualification Number (QN)	500/4989/6
Date registrations can be made	1st September 2008
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	Minimum of 13 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	100
Grading information	The qualification and units are at pass grade
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 1 Diploma in Sport and Active Leisure
Qualification Number (QN)	500/6495/2
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	Minimum of 37 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	280
Grading information	The qualification and units are at pass grade
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualifications

The Pearson BTEC Entry Level Award (Entry 3) and Pearson BTEC Level 1 Award/Certificate/Diploma in Sport and Active Leisure have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of sporting skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry or Level 1 vocationally related qualification
- progress to employment in sport and active leisure
- progress to related general and/or vocational qualifications.

Progression opportunities through Pearson Entry 3 and Level 1 qualifications

BTEC Entry 3 and Level 1 qualifications are designed to enhance learners' work and life skills in a range of vocational contexts. They are appropriate for a diverse range of learners including:

- 14–19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- apprenticeships
- supported employment
- independent living.

BTEC Entry 3 and Level 1 qualifications provide some of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). They attract achievement and attainment points that equate to similar-sized general qualifications and are listed in the Foundation Learning Tier catalogue.

Pearson BTEC Entry Level Award (Entry 3) (6 credits)

The 6-credit Pearson BTEC Entry Level Award (Entry 3) offers a 'taster' qualification that focuses on the personal qualities and work skills that are required for a particular vocational sector.

Pearson BTEC Level 1 Award (7 credits)

The 7-credit Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Pearson BTEC Level 1 Certificate (13 credits)

The 13-credit Pearson BTEC Level 1 Certificate extends the work-related focus from the Pearson BTEC Level 1 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualifications. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 1 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Pearson BTEC Level 1 Diploma (37 credits)

The 37-credit Pearson BTEC Level 1 Diploma extends the work-related focus from the Pearson BTEC Level 1 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Industry support and recognition

These qualifications are supported by SkillsActive, the SSC for sport and active leisure.

Relationship with National Occupational Standards

These qualifications relate to the National Occupational Standards in Sport, Recreation and Allied Occupations. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Centre resource requirements

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

General resource requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- 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.

Specific resource requirements

As well as the general requirements above, there are specific resource requirements that centres must meet:

Unit

Resources required

Unit 2: Managing your Health at Work

Learners will require access to appropriate information about how to keep healthy at work.

Unit 3: Safe Learning in the Workplace

'The Essentials of Health and Safety at Work', published by The Health and Safety Executive (2006).

Unit 4: Taking Part in Sport

Learners will need access to appropriate environment or facility and equipment required for the activities, as well as resources needed for analysis, for example recording equipment.

Unit 5: Assisting at a Sport or Active Leisure Event

Learners will need access to local information and the internet for the research aspects of this unit. They will need access to a local or national event in order to undertake the practical element of this unit.

Unit 6: Taking Part in Exercise and Fitness Activities

Learners will need access to a local health and fitness facility. They will also need to be able to access a range of exercise and fitness classes and a suitably equipped gym.

Unit

Resources required

Unit 8: Managing your Health at Work

Learners will require access to appropriate information about health requirements and potential health risks for specific types of work.

Unit 9: Safe Learning in the Workplace

'The Essentials of Health and Safety at Work', published by The Health and Safety Executive (2006).

Unit 10: Taking Part in Exercise and Fitness

Learners will need access to a local health and fitness facility. They will also need to be able to access a range of exercise and fitness classes and a suitably equipped gym.

Unit 11: How the Body Works

Learners will need diagrams of the skeleton and the muscular system.

Unit 12: Planning Own Fitness Programme

Learners will need access to exercise and fitness facilities and equipment, as well as access to suitable groups that can be, or can act as, clients.

Unit 13: Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity

Learners need access to a range of sports and recreational facilities and equipment required for the activities they will be supporting and leading, as well as access to suitable groups that can act as participants.

Unit 14: Working in Sport and Active Leisure

Learners should have access to people currently operating within the sport and active leisure industry, for example leisure attendants, lifeguards, receptionists, as this will allow learners to gain first-hand experience of customer service. Learners need access to sport and/or active leisure equipment.

Unit 18: Physical Activities for Children

Equipment and resources required for different types of physical activities.

Unit 19: Exploring Dance Skills

For this unit learners should have access to a practical dance space, preferably with a sprung floor and mirrors, in which to work and perform. Video equipment will be needed for evidence-recording purposes.

Unit 20: Investigating Rights and Responsibilities at Work

Learners will require access to appropriate sources of information about rights and responsibilities in the workplace.

Unit 21: Managing your Health at Work

Learners will require access to appropriate sources of information about maintaining good health at work.

Unit**Resources required**

Unit 22: Preparing for Work Placement

To make this unit relevant, the learner must be in the process of preparing to go on a suitable work placement. Employers must also be prepared for the upcoming work placement and support the learner to gather relevant information.

Unit 23: Learning from Work Placement

Learners will need to have undertaken a period of work experience. .

4 Qualification structures

Pearson BTEC Entry Level Award in Sport and Active Leisure (Entry 3) units

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

Minimum number of credits required to achieve the qualification.	6
--	---

Minimum number of credits required from Group 1.	3
--	---

Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
Group 1					
4	Y/501/7244	Taking Part in Sport	Entry 3	3	30
5	D/501/7245	Assisting at a Sport or Active Leisure Event	Entry 3	3	30
6	A/504/9152	Taking Part in Exercise and Fitness Activities	Entry 3	3	30
Group 2					
1	H/503/2815	Investigating Rights and Responsibilities at Work	Entry 3	1	10
2	K/503/2816	Managing Your Health at Work	Entry 3	1	10
3	F/503/2823	Safe Learning in the Workplace	Entry 3	1	10

Pearson BTEC Level 1 Award in Sport and Active Leisure units

Minimum number of credits required to achieve the qualification.	7
Minimum number of credits required from Group 1.	4
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
Group 1					
10	M/501/7248	Taking Part in Exercise and Fitness*	1	4	30
11	T/501/7249	How the Body Works	1	4	30
12	K/501/7250	Planning Own Fitness Programme	1	4	30
13	M/505/0346	Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity	1	4	30
14	T/501/7252	Working in Sport and Active Leisure	1	4	30
17	R/501/7274	Job Opportunities in Sport and Active Leisure	1	4	30
Group 2					
1	H/503/2815	Investigating Rights and Responsibilities at Work*	Entry 3	1	10
2	K/503/2816	Managing Your Health at Work*	Entry 3	1	10
3	F/503/2823	Safe Learning in the Workplace*	Entry 3	1	10
4	Y/501/7244	Taking Part in Sport	Entry 3	3	30
5	D/501/7245	Assisting at a Sport or Active Leisure Event	Entry 3	3	30
6	A/504/9152	Taking Part in Exercise and Fitness Activities*	Entry 3	3	30
7	K/503/2847	Investigating Rights and Responsibilities at Work*	1	1	10
8	M/503/2848	Managing Your Health at Work*	1	1	10
9	L/503/2856	Safe Learning in the Workplace*	1	1	10
15	K/504/9146	Carrying out an Individual Project	1	3	30
16	R/503/2843	Working in a Team	1	3	30

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
20	M/503/2879	Investigating Rights and Responsibilities at Work*	2	1	10
21	H/503/2880	Managing Your Health at Work*	2	1	10
22	F/503/2885	Preparing for Work Placement	2	1	10
23	L/503/2887	Learning from Work Placement	2	2	10

* Barred combinations:

Learners may take either Unit 6 or Unit 10, they may not take both.

Learners may take either Unit 3 or Unit 9, they may not take both.

Learners may take only one of Unit 1, Unit 7 or Unit 20.

Learners may take only one of Unit 2, Unit 8 or Unit 21.

Pearson Level 1 Certificate in Sport and Active Leisure units

Minimum number of credits required to achieve the qualification.	13
Minimum number of credits required from Group 1.	8
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
Group 1					
10	M/501/7248	Taking Part in Exercise and Fitness*	1	4	30
11	T/501/7249	How the Body Works	1	4	30
12	K/501/7250	Planning Own Fitness Programme*	1	4	30
13	M/505/0346	Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity	1	4	30
14	T/501/7252	Working in Sport and Active Leisure	1	4	30
17	R/501/7274	Job Opportunities in Sport and Active Leisure	1	4	30
18	R/502/3382	Physical Activities for Children	1	4	30
19	J/502/3833	Exploring Dance Skills	1	4	30
Group 2					
1	H/503/2815	Investigating Rights and Responsibilities at Work*	Entry 3	1	10
2	K/503/2816	Managing Your Health at Work*	Entry 3	1	10
3	F/503/2823	Safe Learning in the Workplace*	Entry 3	1	10
4	Y/501/7244	Taking Part in Sport	Entry 3	3	30
5	D/501/7245	Assisting at a Sport or Active Leisure Event	Entry 3	3	30
6	A/504/9152	Taking Part in Exercise and Fitness Activities*	Entry 3	3	30
7	K/503/2847	Investigating Rights and Responsibilities at Work*	1	1	10
8	M/503/2848	Managing Your Health at Work*	1	1	10
9	L/503/2856	Safe Learning in the Workplace*	1	1	10
15	K/504/9146	Carrying out an Individual Project	1	3	30

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
16	R/503/2843	Working in a Team	1	3	30
20	M/503/2879	Investigating Rights and Responsibilities at Work*	2	1	10
21	H/503/2880	Managing Your Health at Work*	2	1	10
22	F/503/2885	Preparing for Work Placement	2	1	10
23	L/503/2887	Learning from Work Placement	2	2	10

* Barred combinations:

Learners may take either Unit 6 or Unit 10, they may not take both.

Learners may take either Unit 3 or Unit 9, they may not take both.

Learners may take only one of Unit 1, Unit 7 or Unit 20.

Learners may take only one of Unit 2, Unit 8 or Unit 21.

Pearson BTEC Level 1 Diploma in Sport and Active Leisure units

Minimum number of credits required to achieve the qualification.	37
--	----

Minimum number of credits required from Group 1.	20
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
Group 1					
10	M/501/7248	Taking Part in Exercise and Fitness*	1	4	30
11	T/501/7249	How the Body Works	1	4	30
12	K/501/7250	Planning Own Fitness Programme	1	4	30
13	M/505/0346	Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity	1	4	30
14	T/501/7252	Working in Sport and Active Leisure	1	4	30
17	R/501/7274	Job Opportunities in Sport and Active Leisure	1	4	30
18	R/502/3382	Physical Activities for Children	1	4	30
19	J/502/3833	Exploring Dance Skills	1	4	30
Group 2					
1	H/503/2815	Investigating Rights and Responsibilities at Work*	Entry 3	1	10
2	K/503/2816	Managing Your Health at Work*	Entry 3	1	10
3	F/503/2823	Safe Learning in the Workplace*	Entry 3	1	10
4	Y/501/7244	Taking Part in Sport	Entry 3	3	30
5	D/501/7245	Assisting at a Sport or Active Leisure Event	Entry 3	3	30
6	A/504/9152	Taking Part in Exercise and Fitness Activities*	Entry 3	3	30
7	K/503/2847	Investigating Rights and Responsibilities at Work*	1	1	10
8	M/503/2848	Managing Your Health at Work*	1	1	10
9	L/503/2856	Safe Learning in the Workplace*	1	1	10
15	K/504/9146	Carrying out an Individual Project	1	3	30

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
16	R/503/2843	Working in a Team	1	3	30
20	M/503/2879	Investigating Rights and Responsibilities at Work*	2	1	10
21	H/503/2880	Managing Your Health at Work*	2	1	10
22	F/503/2885	Preparing for Work Placement	2	1	10
23	L/503/2887	Learning from Work Placement	2	2	10

* Barred combinations:

Learners may take either Unit 6 or Unit 10, they may not take both.

Learners may take either Unit 3 or Unit 9, they may not take both.

Learners may take only one of Unit 1, Unit 7 or Unit 20.

Learners may take only one of Unit 2, Unit 8 or Unit 21.

5 Assessment

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

Units	Assessment method
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 the assessment criteria. 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 the 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 also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (eg 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 provide learners with realistic scenarios and 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. See *Section 13. Further information and useful publications*.

6 Recognising prior learning and achievement

Recognition of Prior Learning

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 the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

7 Centre recognition and approval centre recognition

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. New centres must complete an [Edexcel Vocational Centre & Qualification Approval Form \(VCQA\)](#).

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson [Centre](#) approval are able to [apply for](#) qualification approval for a different level or different sector via Edexcel Online, [up to and including level 3 only](#).

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that 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 Pearson 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 qualifications 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, we will annually allocate annually a standards verifier to conduct postal sampling of internal verification and assessor decisions for the principal subject area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. 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:

- liaising with employers to make sure the course is relevant to learners' specific needs
- 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 the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation referred to is up to date and current.

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 Pearson 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*.

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.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at 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.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

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.

Assessment criteria

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

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1:

Investigating Rights and Responsibilities at Work

Unit reference number: H/503/2815

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit aims to provide learners with knowledge of the rights and responsibilities of employees, of how to consider the rights of others, and where in the workplace to get advice and support if problems arise.

Unit introduction

All employees have rights and responsibilities. This unit will introduce learners to the concept of having rights at work and what their responsibilities are as employees. Learners will explore employee rights, for example to be safe at work, to be healthy at work, to have fair pay and to be treated fairly. They will also consider the importance of respecting others in the workplace. Practical examples, such as appropriate use of language and respecting people's cultures and beliefs, will be discussed.

The unit goes on to explore the responsibilities that the learner has when they are employed or participating in work experience. Learning will focus around their responsibility to arrive on time, dress appropriately and complete tasks efficiently and effectively within agreed timelines.

It is very important to know who to go to for support if difficulties arise at work. Learners will research different sources of support that are available to them.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know rights of employees in the workplace	1.1	Identify aspects of working life where employees have rights	<ul style="list-style-type: none"> □ <i>Workplace rights</i>: own rights in the workplace, e.g. salary or wages, contract for employment, termination of employment, discrimination and harassment, dealing with trouble at work, health and safety, working hours, holiday entitlement, breaks, leave entitlement, privacy of personal information (Data Protection Act 1998)
2	Know how to respect the rights of others in the workplace	2.1	Outline how the rights of others should be respected in the workplace	<ul style="list-style-type: none"> □ <i>Respecting the rights of others</i>: respecting others, e.g. right to express opinions and ideas, respect other cultures, religions and views, appropriate use of language, knowledge of what could offend, privacy of others' personal information
3	Know employee responsibilities in the workplace	3.1	Identify responsibilities of employees in the workplace	<ul style="list-style-type: none"> □ <i>Workplace responsibilities</i>: health and safety; understand what the employee is expected to do at work; punctuality; reliability; honesty; complete tasks allocated; follow instructions
4	Know where to get help for problems with rights and responsibilities at work	4.1	Identify sources of help for problems with rights and responsibilities within the workplace	<ul style="list-style-type: none"> □ <i>Sources of help and advice</i>: advisers, e.g. line manager, human resources department, occupational health, health and safety adviser; documents e.g. policies, staff handbook, intranet, trade unions

Information for tutors

Delivery

The focus of this unit is on the rights and responsibilities of the individual as an employee in the workplace. Reference to corresponding employer rights and responsibilities is likely to be made in any discussion of the issues, although it does not form part of the assessment for the unit.

Although learners do not need to have access to the workplace, it would helpful if they could relate the learning to an actual workplace, either through past experience, a current job or work placement. They should have the opportunity to talk to others who have direct experience of the workplace in order to relate the theory to a real situation. They could also use role play and other simulations to increase their understanding.

Learners should be able to identify a range of areas where they have rights at work (for example the right to a clean and safe workplace, to be treated fairly, to be paid a fair wage on time, to not be discriminated against on grounds of gender, sexual orientation, age, race, disability, religious beliefs). Knowledge of legislation is not required for this unit. Learners may be encouraged to gather information from a range of sources on their rights, e.g. library, internet.

Learners will require an opportunity to demonstrate an understanding that their own behaviour has an effect on the rights of others. Either within a workplace setting (for example at work for those already employed or on work placement) or through simulation, learners could show that they are respecting the rights of others. This might be through speaking in a way that does not cause offence, not distracting others, respecting other people's property, not putting other people in danger, or not discriminating unfairly against people. Learners could be encouraged to find the rights and responsibilities policy for their own setting. Discussion could focus on the appropriateness of the document, for example whether it is clear, easy to read and contains appropriate images which show respect for the rights of others.

In addition to the behaviours identified above, learners will need to identify their responsibilities to an employer (for example to follow instructions, to work to the best of their ability, to be honest, to be punctual, to not waste the employer's time, to follow company or organisational procedures such as phoning when they are ill and unable to come in to work and to present themselves neatly and cleanly in the workplace). Learners with access to the workplace could supplement their evidence with a witness statement to the effect that they are behaving as a responsible employee. The statement should make clear what behaviours have been observed.

Learners only need to identify sources of support for rights and responsibilities within the workplace (for example their supervisor, the human resources department, a staff handbook). They do not need to raise actual issues or problems, only to know where they could turn should such issues arise. Speakers may be invited to share their experiences of seeking advice in the workplace.

Assessment

To achieve 1.1, learners must identify at least three different aspects of working life for which they have rights as an employee. Evidence could be presented in a range of formats, such as a poster or leaflet, a recorded discussion with the tutor or a list.

To achieve 2.1, learners must outline how the rights of others can be respected. In order to do this, learners could be provided with different scenarios or clips from a film or television programme. The clips or scenarios should highlight different situations, for example an employee dominating the conversation in a meeting or someone using offensive language. Learners could then explain how the situation could be changed to respect the rights of others.

For 3.1, learners need to identify at least three different responsibilities of employees in the workplace.

For 4.1, learners must identify three different sources of help if a problem arises with rights and responsibilities at work.

If any of the above evidence is provided as a result of discussions with the tutor, written evidence must be available for internal and external verification.

Suggested resources

Websites

www.acas.org.uk/	Arbitration service, advice on health and wellbeing at work
www.citizensadvice.org.uk	Citizens Advice Bureau
www.gov.uk/browse/working	Advice on employment rights
www.gov.uk/browse/working/rights-trade-unions	General rights and responsibilities in the workplace including rights for disabled people, carers, older people and young people
www.tuc.org.uk/	Trades Union Congress website with downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk/rights/	A TUC-run website with information about rights at work (paternity and maternity leave, paid holiday etc)

Unit 2:

Managing Your Health at Work

Unit reference number: K/503/2816

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit aims to introduce learners to the importance of being healthy at work and how to keep well at work, and to provide knowledge of ways to achieve this.

Unit introduction

Much of our time is spent at work. Our work and how we work can have a huge impact on our physical and mental wellbeing. During time spent at work, workers can suffer from everyday ailments, aches and pains including headaches, back problems and stress. It is important that people know how to look after themselves while they are at work so that they can stay healthy and work effectively.

Learners will explore different types of health issues that could arise in different working environments.

Essential resources

Learners need access to appropriate information about how to keep healthy at work.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know why it is important to be healthy at work	1.1	Outline why it is important to be healthy at work	<ul style="list-style-type: none"> □ <i>Importance of being healthy at work:</i> e.g. work more efficiently, increased self-esteem, increased enjoyment of work, quality of work could suffer if worker is unhealthy, effects of unemployment on your health, the longer someone is out of work the harder it is to get back
2	Know how to keep healthy at work	2.1	Identify ways of keeping healthy at work	<ul style="list-style-type: none"> □ <i>Keeping healthy:</i> appropriate equipment, e.g. suitable chair, keyboard arm rests, foot rests; taking regular breaks; exercise; diet; adequate sleep, dealing effectively with stress
		2.2	Identify possible health issues that may arise in different work environments	<ul style="list-style-type: none"> □ <i>Health issues to consider in different work environments:</i> different needs for different environments, e.g. working in hospital, office, outdoors; different types of illnesses and injuries e.g. repetitive strain injury, colds, flu and other illnesses; temperature in work environment e.g. summer heat, cold, air conditioning, heating

Information for tutors

Delivery

During the delivery of this unit, learners should be given as much practical experience as possible. Delivery methods could include learner-centred tasks such as group work and research tasks or learner-led presentations.

Group discussions could be used to identify the benefits of being healthy at work. Personal experience could be referred to (for example, a learner may be able to share how they felt when they experienced unemployment due to ill health).

Speakers from different areas of work could be invited to talk to the group on the importance of keeping healthy at work. This may include reference to the benefits that a healthy workforce has for a company or organisation.

When discussing illnesses and injuries at work, it is important to make this as relevant as possible for learners. If they have already been in work, they will be able to refer to their own experiences. However, this will be difficult for learners who have not had any work experience. One way to overcome this would be to refer to their classroom experiences or work at home. Topics such as repetitive strain injury (RSI), posture, colds and flu could then be discussed in this context.

Websites are a good source of information. Learners could be encouraged to use the internet to research repetitive strain injury, for example sites such as www.patient.co.uk.

Learners could be asked to find out what causes RSI and how it could be prevented. Learners would not be expected to give detailed or lengthy information.

Learners should also be encouraged to think about how they can manage their health in different types of workplace environments. For example, infection control is particularly important when working in a hospital, whilst wearing personal protective equipment (PPE) is essential when working on a building site. Learners could visit different work environments to find out about managing health in specific work areas or speakers could be invited to talk to the group.

Learners could ask friends or colleagues how they keep healthy. Learners could design a simple questionnaire and present the information gathered to the rest of the group. Alternatively, they could design posters on how to manage health at work and display them in the class or place of learning. This task could provide practice for functional skills if learners ensured that the information given was grammatically accurate and spelt correctly.

Assessment

In order to achieve 1.1, learners must outline why it is important to be healthy at work. They should give at least three reasons that benefit themselves and the employer. This could be assessed through a one-to-one discussion with the tutor, recorded by the tutor for verification purposes. Alternatively, learners could produce a poster or leaflet to display their ideas.

To achieve 2.1, learners must identify three different ways of keeping healthy at work. Learners could produce a leaflet or poster showing different ways of keeping healthy at work. Alternatively, they may participate in a discussion of how to keep healthy at work.

For 2.2, learners must identify at least two different types of working environments and at least one associated health risk or issue for each type.

Suggested resources

Websites

www.dwp.gov.uk/health-work-and-well-being/	Government-run website focused on improving health and well-being of people of working age
www.gov.uk/	Government services including advice on working, jobs
www.worksmart.org.uk/index.php	A TUC-run website with information about rights at work

Unit 3: Safe Learning in the Workplace

Unit reference number: F/503/2823

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to raise learners' awareness of the importance of safety in the workplace. Learners will look at risks and hazards and how their actions can affect their safety and the safety of others, as well as how to deal with low risk hazards.

Unit introduction

Health and safety is a very important aspect of work experience. This unit will help learners to understand some of the risks and hazards in the workplace. Learners will develop an awareness of their own responsibilities and actions in reducing the risk of harm to self and others. This includes knowing how to follow instructions concerning hazards in the workplace environment and knowing what could cause harm or risk to self or others.

Essential resources

The Essentials of Health and Safety at Work published by the Health and Safety Executive (2006) is essential for this unit.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know about risks and hazards in the workplace	1.1	List hazards in the workplace	<ul style="list-style-type: none"> □ <i>Definition of terms:</i> hazard; risk (according to the Health and Safety Executive) □ <i>Hazards and risks in the workplace:</i> low-risk hazards and risks relating to e.g. electricity, fire, hazardous substances, noise, slips, trips and falls, manual handling; personal protective equipment and clothing; working at height, working with animals, working with computers, vehicles and transport
		1.2	List risks in the workplace	
2	Know what responsibilities people have for safety in the workplace	2.1	Name the person responsible for health and safety in the workplace environment	<ul style="list-style-type: none"> □ <i>Knowing own responsibilities in relation to reporting risks:</i> being aware of the responsible person to whom risks and health and safety matters should be reported; legal responsibilities, e.g. awareness of own duties for health and safety; knowing own limitations in dealing with a risk
		2.2	Identify own responsibility in relation to reporting hazards in the workplace	

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to reduce risk of harm to self or others	3.1	List ways that make the workplace environment safe for self and others	<ul style="list-style-type: none"> Possible examples of risk or harm to self or others in workplace environment: e.g. environmental issues, personal safety issues, stress, substance misuse in the workplace, work-related violence, bullying and harassment, lone working, mobile working and length of working time
		3.2	List ways that own behaviour could cause risk of harm to self or others	<ul style="list-style-type: none"> Own behaviour for safe practice in the workplace: knowing relevant workplace policies, procedures and safe working practice aimed at controlling risks to health and safety; remaining alert to the presence of risk in the workplace environment; own conduct in minimising risk in key areas such as housekeeping, e.g. spillages, obstructions under desks and in walkways, personal hygiene, e.g. washing hands or disposing of used tissues and handkerchiefs, accidents, e.g. falls or trips, emergencies, e.g. fire, recognition of signage and emergency alarms, following given instructions; knowing own limitations and when to get help
4	Know how to deal with low risk hazards in the workplace environment	4.1	Inform correct person of low risk hazard	<ul style="list-style-type: none"> Following instructions to deal with low risk hazards: e.g. instructions in clearing a minor non-toxic spillage, instructions for removing minor obstruction in a walkway or emergency exit area
		4.2	Follow instructions, either verbal or written, to deal with low risk hazard	

Information for tutors

Delivery

The unit has been designed to be as practical as possible.

Tutors delivering this unit have the opportunity to use a wide range of methods including group work, presentations, seminars, practical workshops, external visitors, DVDs, simulations and internet-based research. It is important to emphasise personal responsibility in relation to health and safety throughout the teaching of this unit.

An understanding of safe working practices could be covered by the use of different case studies or DVDs, and learners could summarise key points on factsheets, posters or leaflets. Learners may also be able to visit different workplace environments to observe health and safety practices and the safety equipment used. Learners could speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments.

Role-play exercises or group simulations could also be used for some situations, such as a fire drill.

The Essentials of Health and Safety At Work, published by The Health and Safety Executive (2006) is a key reference guide providing authoritative information on health and safety practice in the workplace.

Assessment

The criteria for this unit may be combined in one assignment task, as a series of health and safety factsheets or posters. This could involve internet research, images collected from magazines and brief explanations.

To meet the requirements for 1.1 and 1.2, learners need to identify at least two hazards and at least two risks in a workplace environment. The examples identified must show that the learner understands the definition of a hazard and the definition of a risk (according to the Health and Safety Executive definitions).

For 2.1, learners need to identify the person responsible for health and safety in a specific workplace environment (either real or simulated). Where more than one person is responsible for health and safety, learners need only identify one person.

To meet 2.2, learners must identify their own responsibilities in relation to reporting hazards in a workplace (either real or simulated). The real or simulated workplace will need at least one clear reporting responsibility for the learner to identify.

Criteria 3.1 and 3.2 could be combined on one factsheet, leaflet or other appropriate form of evidence. Assessment criterion 3.1 requires at least two specific, straightforward examples from a workplace setting which could cause harm, accidents, incidents or injuries. Assessment criterion 3.2 requires learners to identify at least two examples of their own behaviour which could minimise risk in the workplace.

Assessment criterion 4.1 requires learners to alert the correct person of a low risk hazard and then, for 4.2, learners need to carry out instructions to deal with at least one low-risk hazard. The instruction may be verbal or written.

Suggested resources

Website

www.hse.gov.uk

Health and Safety Executive

Unit 4: Taking Part in Sport

Unit reference number: Y/501/7244

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to participate in a range of different types of sports so that they can gain experience in the necessary skills and requirements.

Unit introduction

Learners who are interested in working in the sports industry need to understand the wide range of team and individual sports that may be available in the different sports industries in which they would like to work. Learners may aspire to work as sports leaders, for which they will need to know the rules of the sport, the appropriate clothing, the equipment required to participate in the sport, and the skills and techniques necessary to play the sport.

This unit has been designed to help the learner gain these skills and knowledge through active participation in a range of team and individual sports.

Having experienced different team and individual sports, learners will be encouraged to reflect on their own performance. They will be encouraged to identify what they were good at and what areas they could improve.

Learners could participate in different sporting activities at their centre or as part of their community involvement. These may be sports that they excel at or about which they have a particular interest in finding out more.

Essential resources

Learners need access to the appropriate environment or facility and to equipment required for the activities, as well as resources needed for analysis, for example recording equipment.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Be able to take part in team sports	1.1	Take part in team sports by: <ul style="list-style-type: none"> • dressing appropriately for the team sport • being a team player • following the rules of the team sport • using skills and techniques in different team sports • using sports equipment in different team sports • demonstrating safe practice 	<ul style="list-style-type: none"> □ <i>Team sports</i>: different team sport, e.g. football, rugby, basketball, volleyball, cricket, hockey □ <i>Team player</i>: supporting other members of the team; respecting others □ <i>Appropriate clothing</i>: clothing, e.g. high visibility, protective padding, supportive footwear, suitable for weather □ <i>Skills and techniques</i>: skills and techniques, e.g. kicking, throwing, dribbling, shooting, striking, starting, bowling □ <i>Rules</i>: rules; scoring systems; regulations; safety □ <i>Equipment</i>: types of equipment, e.g. balls, bats, sticks

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to take part in individual sports	2.1	Take part in individual sports by: <ul style="list-style-type: none"> • dressing appropriately for the individual sport • following the rules of the individual sport • using skills and techniques in different individual sports • using sports equipment in different individual sports • demonstrating safe practice 	<ul style="list-style-type: none"> □ <i>Individual sports</i>: different individual sports, e.g. tennis, badminton, squash, athletics, swimming, gymnastics, golf, mountain biking □ <i>Appropriate clothing</i>: e.g. high visibility, protective padding, supportive footwear, suitable for weather □ <i>Rules</i>: rules; scoring systems; regulations; safety □ <i>Skills and techniques</i>: skills and techniques, e.g. kicking, throwing, hitting, running, strokes, swing □ <i>Equipment</i>: types of equipment, e.g. clubs, balls, bats, racquets, nets, bicycle
3	Be able to review own performance	3.1	Identify own strengths when participating in sport	<ul style="list-style-type: none"> □ <i>Strengths</i>: specific skills; techniques; team player; individual player
		3.2	Identify areas for improvement	<ul style="list-style-type: none"> □ <i>Areas for further practice</i>: specific skills; techniques

Information for tutors

Delivery

This unit has been designed specifically as a practical unit and it is anticipated that each class will focus on either a team or individual sport. Learners should be given the opportunity to experience a range of different team and individual sports. These experiences may be gained through provision offered by the centre or by learners participating in community activities. It is not anticipated that learners will experience every sport mentioned in the unit content. However, it is anticipated that they should experience at least two team sports and two individual sports.

Whilst participating in the team or individual sport, the learner will begin to understand the rules of the sport. They will also begin to develop the skills and techniques necessary for active participation. Learners are not expected to demonstrate a high level of skill or technique. They should, however, be able to participate as fully as possible according to their individual abilities.

In order to enhance the learner's knowledge of different sports, they could observe events either 'live' or on television. This will help learners understand the rules and the skills and techniques required. They will also be able to identify the dress code and equipment used.

The unit has been designed to give learners experience of developing their own practical skills and techniques in sporting activities. Tutors could introduce learners to skills and techniques through simple practices and drills, which show progression through to the game and/or competitive situation.

Learners should be encouraged to continually reflect on their performance and, at the end of each session, to reflect on their performance in and knowledge of each sport that they participated in. Learners should identify strengths and areas for improvement for each session.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Individual tutorial to discuss with tutor individual sports that learners will participate in during the unit (this could be a sport in which they are already participating). Discussion of how this will be assessed, e.g. by checklist, witness statement.</p> <p>Individual tutorials will be held throughout the unit to check how learners are progressing in their performance.</p> <p>'Team games' quiz covering:</p> <ul style="list-style-type: none">• rules• winners• losers• dates• players. <p>Group game (any sport).</p> <p>Task – learners research an inspiring team member.</p>
<p>Team players – small group task/discussion sharing reasons for choice of inspiring team member.</p> <p>Learners rank good team player attributes.</p> <p>Practical – learners take turns to be a team captain in a sports activity.</p>
<p>Clothing:</p> <p>Task – learners list protective clothing including:</p> <ul style="list-style-type: none">• what area of the body it protects• why it is required. <p>Practical – team game.</p> <p>Home study task – learners research rules of football.*</p>
<p>Football* theory.</p> <p>Football practical (skills and techniques).</p> <p>Home study task – learners review own performance.</p>
<p>Rugby* theory.</p> <p>Rugby practical (skills and techniques).</p> <p>Home study task – learners review own performance.</p>
<p>Volleyball* theory.</p> <p>Volleyball practical (skills and techniques).</p> <p>Home study task – learners review own performance.</p>

Topic and suggested assignments/activities
Assessment: learner is observed taking part in team sports, dressing appropriately, contributing to team, following rules, using skills, techniques and equipment, and demonstrating safe practice. (Learning outcome 1)
Badminton* theory. Badminton practical (skills and techniques). Home study task – learners review own performance.
Athletics* theory. Athletics practical (skills and techniques). Home study task – learners review own performance.
Swimming* theory. Swimming practical (skills and techniques). Home study task – learners review own performance.
Assessment: learner is observed taking part in individual sports, dressing appropriately, following rules, using skills and techniques and equipment, and demonstrating safe practice. (Learning outcome 2)
Assessment: ongoing one-to-one discussions with tutor to identify strengths and areas for improvement. (Learning outcome 3)
Assessment feedback and review of unit.

* the sports could vary according to resources available.

Assessment

To achieve 1.1, the learner must participate in at least two different team sports. A checklist may be used to assess this criterion. This would be completed and signed by the tutor for each team sport the learner participates in as an observation record of performance.

To achieve 2.1, the learner must participate in at least two individual sports. A checklist may be used to assess this criterion.

Learners could achieve 3.1 and 3.2 through a one-to-one discussion with their tutor. Written evidence of this discussion must be retained for internal and external verification. Alternatively, the learner could record their review in written format, as a video diary or a checklist of skills and techniques.

A learner may wish to use evidence from experience they have gained from participating in local community sports and a witness statement may be provided as evidence. Any documentation used as part of the assessment process must be retained for internal and external verification purposes.

Suggested resources

Textbook

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Website

www.skillsactive.com

SkillsActive, the Sector Skills Council for the active leisure sector

Unit 5: **Assisting at a Sport or Active Leisure Event**

Unit reference number: D/501/7245

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

Learners will have the opportunity to assist in the planning and implementation of a sport or active leisure event.

Unit introduction

Learners who are interested in working in the sports industry will usually need to be able to plan and lead sporting events for people of different ages and abilities.

In this unit learners will find out about the range of sporting and active leisure events available in their local area and around the country. Sporting events could include local football matches, cricket matches or indoor events such as basketball matches. Active leisure events vary widely in their type, scale and purpose, from large-scale international events, such as the Olympic Games, to small-scale, local events such as a school sports day and fun runs.

To be able to assist at these events, the learner needs to understand the tasks and responsibilities involved. In this unit, learners will develop the necessary skills for this type of work. This is particularly important as these skills can be transferred into other job roles within the sport and active leisure industry.

The learner will have the opportunity to select an event they are interested in and assist at the event as part of the support team. Following the event the learner will have the opportunity to reflect on their performance as part of the support team.

Essential resources

Learners will need access to local information and the internet for the research aspects of this unit. They will need access to a local or national event in order to undertake the practical element of this unit.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know about different types of active leisure and sport events	1.1	Identify active leisure events	□ <i>Active leisure events</i> : types of active leisure event, e.g. sports days, sponsored charity events including runs, walks, bike rides, fun runs
		1.2	Identify sport events	□ <i>Sport events</i> : types of sport event, e.g. sports days, netball matches, football matches, rugby matches, tennis events, five-a-side football
		1.3	Identify ways to assist at an event	□ <i>Ways of assisting</i> : e.g. serving food or drink, showing or directing people where to go or where to sit

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to assist at an active leisure or sport event	2.1	Assist at an active leisure or sport event by: <ul style="list-style-type: none"> • dressing appropriately for the event • being an active and positive member of the team throughout the event • listening to and follow instructions accurately 	<ul style="list-style-type: none"> □ <i>Self-management</i>: dressing appropriately for the event including wearing high visibility clothing if required; planning the day; arranging transport □ <i>Time management</i>: arriving on time to pre-event meetings; arriving at the event at the agreed time □ <i>Communication</i>: listening to and following instructions; sharing information with team members □ <i>Behaviour and attitude</i>: being enthusiastic; highly motivated; showing initiative □ <i>Team member</i>: respecting others; supporting others when they need help
		2.2	Review own strengths in assisting at a sports or active leisure event, in terms of: <ul style="list-style-type: none"> • appearance • contribution to team • accuracy in following instructions 	<ul style="list-style-type: none"> □ <i>Reviewing own strengths</i>: specific skills and techniques; being a team member; dressing appropriately; listening to and following instructions

Information for tutors

Delivery

Initially, learners should explore ways in which they can find out about local sport and active leisure events. The tutor could supply a range of materials, such as local newspapers, Yellow Pages, leaflets from tourist offices and libraries, and access to the internet. Learners could then explore national sport and active leisure events from national newspapers, sporting magazines and the internet.

To help learners understand their role when assisting at an event, event organisers could be invited to speak to the group to explain the role.

The different roles and responsibilities could be introduced by inviting a guest speaker with experience of organising events. Learners could then have a go at organising a practical activity such as a class badminton competition. They could each take on a different role and learn the associated responsibilities, for example, umpire, scoring, equipment.

Learners then need to identify an event they are interested in and have access to. This could be a local fun run or a tournament held at the centre. They could then volunteer their services and be assigned a support role.

Learners then need to review their performance through feedback from their supervisor, peers and/or event participants.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit content and programme of learning.
Group task – learners thoughtshower different types of active leisure events and ways of assisting at events.
Individual task – learners research active leisure events in the local area.
Group task – learners brainstorm different types of sports events.
Individual task – learners research sport events in the local area.
Assessment: from their research learners identify two active leisure and two sport events and ways in which they could assist at the events (learning outcome 1).
Tutor-led discussion – assisting in an event: <ul style="list-style-type: none">• roles• responsibilities• skills• attributes. Learners practise role plays according to given scenarios.
Task – learner reviews activity, identifying strengths, and plans how to improve on weaknesses.
Learners research events coming up in the local area and apply to assist as volunteers. Alternatively, learners could assist at an event which is being held by the centre, for example a fun run or sponsored walk.
Assessment: learner is observed assisting at a sport or active leisure event, including dressing appropriately, acting as a team member and listening to and following instructions (learning outcome 2).
Assessment: in a one-to-one or group discussion learner reviews own performance in supporting the event (learning outcome 3).
Review: group discussion to share experiences.
Assessment feedback and review of unit.

Assessment

To achieve 1.1, learners need to identify two different active leisure events. To achieve 1.2, learners need to identify two different sports events. To achieve 1.3, the learner should identify at least two ways in which they could assist at a sport or active leisure event. These criteria may be evidenced through group discussions, written evidence or one-to-one discussions with the tutor.

Assessment criterion 2.1 requires the learner to provide support at a sport or active leisure event. This could involve a variety of roles such as handing out water or refreshments, scoring etc. The event organiser could then complete a witness statement to evidence the assessment process.

Assessment criterion 2.2 can be evidenced through written descriptions, group discussions or one-to-one discussions with the tutor. The learner could deliver an oral presentation to the tutor, and possibly the rest of class, which reviews own performance in supporting the event.

Suggested resources

Textbook

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Websites

www.clubmark.org.uk/volunteer-support	Support and advice for sports volunteers
www.firstforsports.co.uk	Sports Coach UK – see 'How to coach children in sport' (audio version) 'How to coach sports safely' (audio version) 'Making Sport Fun' (Coachwise)
www.sportengland.org	Advice on funding for sporting projects
www.sportsleaders.org	Sports Leaders UK

Unit 6:

Taking Part in Exercise and Fitness Activities

Unit reference number: A/504/9152

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

This unit gives learners the opportunity to take part in a range of different types of exercise and fitness activities to improve their own fitness.

Unit introduction

The health and fitness sector employs many people with an interest and ability in sport and exercise. There are a huge range of different types of fitness classes and methods that people can undertake to improve their fitness levels, and it is important that learners are aware of some of these activities to prepare them for work in this industry.

This unit will introduce learners to a range of exercise and fitness classes and the ways in which a person can improve their fitness. The main aim of the unit is for learners to actively participate in these exercise and fitness sessions so that they understand what each type of activity entails.

Whilst undertaking a range of exercise and fitness activities, the learner will need to demonstrate work-related skills, for example, time management, appropriate dress code, ability to follow instructions, and health and safety issues. After practical participation in a range of exercise and fitness activities, learners will be able to reflect on their performance. From this, learners can then select exercise and fitness classes that they would like to continue with, which may also lead learners to consider taking exercise instructor qualifications in the future to allow them to work as exercise instructors for specific types of activities.

Essential resources

Learners will need access to a local health and fitness facility. They will also need to be able to access a range of exercise and fitness classes and a suitably equipped gym.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know about different exercise and fitness activities	1.1	Identify different indoor exercise and fitness activities	<ul style="list-style-type: none"> □ <i>Gathering information:</i> e.g. local papers, Yellow Pages, internet, posters, visits to local health and exercise facilities □ <i>Indoor activities:</i> types of indoor activity, e.g. aerobic classes, yoga, Pilates, spinning, gym, swimming, trampolining, bowling, skating, Zumba®, step
		1.2	Identify different outdoor exercise and fitness activities	<ul style="list-style-type: none"> □ <i>Outdoor activities:</i> types of outdoor activity, e.g. walking, hiking, running, skiing, football, cricket, bootcamp, outdoor circuits, cycling
2	Be able to demonstrate work skills through participation in exercise and fitness activities	2.1	Actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> • time-management skills • appropriate dress for the activity • following instructions provided by the activity leader • following health and safety guidelines before, during and after activities 	<ul style="list-style-type: none"> □ <i>Active participation:</i> enthusiastic; motivated; willing to try; body language; positive attitude □ <i>Time management:</i> arrive on time and ready to begin □ <i>Dress code:</i> wearing appropriate clothing and footwear □ <i>Safety issues:</i> following instructions; health and safety, e.g. safe environment, clothing, use of equipment

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to review own performance	3.1	Identify own strengths and areas for improvement in exercise and fitness activities	<ul style="list-style-type: none"> □ <i>Review</i>: types of feedback, e.g. self-assessment, peer assessment, supervisor report, video recordings, questionnaires

Information for tutors

Delivery

Learners can be given studio timetables and leaflets from local fitness centres in order to find out about the many different types of exercise and fitness classes available. The tutor could supply a range of materials such as local papers, Yellow Pages and access to the internet.

Learners should participate in a variety of exercise and fitness sessions. These can be held at the teaching centre or off-site at exercise and fitness centres. The greater the range of classes and exercise sessions offered, the better. This will allow learners to determine which classes they enjoyed and would like to pursue. It should also give learners the confidence to go into a health facility on their own in the future. Learners should have the opportunity to demonstrate work skills throughout learning outcome 2, for example they should arrive on time and ready to begin, participate with enthusiasm and follow instructions. Peer-group observations may be a valuable tool for providing feedback to colleagues in the group.

The unit has been designed to give learners confidence and practical experience to encourage them to take part in accessible exercise and fitness sessions. Learners should be encouraged to reflect on their performance.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Learners could discuss how they keep fit at present, what motivates or demotivates them, what equipment they need, how much it costs.</p> <p>Working in small groups, learners list where information may be obtained about exercise and fitness in their own area. Each group can then design a poster/leaflet showing activities in their area.</p> <p>Group task – learners discuss possible barriers to exercise.</p>
<p>Learners go on a trip to a health and fitness centre, see a timetable of the different types of exercise classes available and participate in one of these classes.</p> <p>Learners take part in different types of indoor exercise class.</p> <p>Assessment: in one-to-one discussion with tutor, learner identifies different exercise and fitness activities (learning outcome 1).</p>
<p>Type of exercise and fitness classes that are held outdoors- discussion and learner research.</p> <p>Learners go on a trip to an outdoor circuit or take part in an outdoor fitness activity.</p> <p>Working in small groups, learners list where information can be obtained about outdoors exercise and fitness in their own area. Each group can then design a poster/leaflet showing outdoor activities in their area.</p> <p>Assessment: in one-to-one discussion with tutor, the learner identifies different exercise and fitness activities that are held outdoors (learning outcome 1).</p>
<p>Health and safety considerations.</p> <p>Group discussion on importance of dress code, importance of time keeping, e.g. missing warm-ups.</p>
<p>Tutor-led discussion – methods of reviewing own performance.</p> <p>Practise the methods, relating them to the practical class.</p>
<p>Practical classes to provide experiences of activities to improve fitness. As part of the preparation for each class the following topics should be covered:</p> <ul style="list-style-type: none"> • suitable clothing • health and safety issues • following instructions. <p>Learners can then review these issues after the class.</p>
<p>Assessment: learner is observed participating in exercise and fitness activities and demonstrating time management, appropriate dress, following instructions and health and safety guidelines (learning outcome 2).</p>
<p>Assessment: in one-to-one discussions with the tutor, the learner identifies strengths and areas for improvement (learning outcome 3).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To achieve 1.1 and 1.2, learners need to identify different fitness classes and what each entails. Learners must identify at least two indoor and two outdoor activities. This can be evidenced through group discussion or one-to-one discussion with the tutor.

Assessment criterion 2.1 requires learners to actively take part in two different exercise and two different fitness classes/sessions, for example, a high-impact aerobics class and a weight training session. The tutor or fitness instructors can evidence this process by completing an observation record or a witness statement.

Assessment criterion 3.1 requires learners to review their performance in the two exercise and fitness classes/sessions, and to identify own strengths and areas for improvement. This can be done via an interview with the tutor and evidenced by an observation record.

Suggested resources

Book

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 9780736056144

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx	National Health Service – advice on healthy eating
www.nutrition.org.uk	British Nutrition Foundation
www.skillsactive.com	Website of SkillsActive, SSC for the sport and active leisure sector
www.topendsports.com	Top End Sports – provides advice on different aspects of sport, including nutrition

Unit 7:

Investigating Rights and Responsibilities at Work

Unit reference number: K/503/2847

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop knowledge of employee rights and responsibilities, employer responsibilities, and how the rights of employees are upheld in the workplace.

Unit introduction

Everyone has the right to work in a healthy and safe environment, the right to be treated fairly, and the right to be respected. This unit provides an introduction to the concept by discussing basic rights at work.

The laws that have been introduced to protect and support employees will be considered. Learners will be made aware of the laws and how to find out about them if they need further information.

.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know employee 'rights' and 'responsibilities' in a place of work	1.1	Outline employee 'rights' at work	<ul style="list-style-type: none"> □ <i>Rights</i>: basic human rights e.g. right to life, freedom, education, respect and dignity, to own property, equality before the law; rights at work e.g. healthy and safe environment, working conditions, respect, privacy of personal information, fair pay/wages, paid holiday time, right to join and form trade unions
		1.2	Outline employee 'responsibilities' at work	<ul style="list-style-type: none"> □ <i>Responsibilities</i>: responsibility to protect, improve and not infringe others' rights; work responsibilities, e.g. contractual obligations, health and safety requirements; appropriate training and development
2	Know how the rights of individuals are supported in a place of work	2.1	Describe the factors that may affect the rights of individuals at work	<ul style="list-style-type: none"> □ <i>Factors affecting rights of individuals</i>: positive images; perceptions e.g. stereotyping, labelling; unfair discrimination and injustice; cultural background; ignorance or lack of human rights
		2.2	Describe how to respect the rights of individuals at work	<ul style="list-style-type: none"> □ <i>How to respect others</i>: appropriate behaviour, e.g. use of appropriate language, politeness in communicating with others, not putting others in danger or at risk through inappropriate behaviour in the workplace, showing tolerance and respect for differences and diversity, avoiding unfair discrimination against others, challenging own perceptions to ensure fairness of thought and action
		2.3	Identify laws that can protect the rights of employees at work	<ul style="list-style-type: none"> □ <i>Laws</i>: laws relating to employee rights e.g. health and safety, working conditions, salary, equality of opportunity, discrimination, privacy of personal information (eg Data Protection Act, 1998)

Learning outcomes		Assessment criteria		Unit amplification
3	Know the responsibilities of employers in a place of work	3.1	Identify employer responsibilities at work, in regard to: <ul style="list-style-type: none"> • fulfilling a contract • health and safety • equal opportunities and prevention of discrimination. 	□ <i>Employee's responsibilities:</i> health and safety; working conditions; contractual; equality of opportunity, confidentiality of company or organisational information

Information for tutors

Delivery

Tutors need to be creative in their approach to this unit, which is largely based on knowledge and understanding rather than on skills. Active learning, however, can still be achieved, for example through learners going into the workplace to interview employers and employees or through role-playing scenarios. Debate and discussion should also be encouraged, particularly when defining terminology and considering rights and responsibilities beyond those enshrined in law.

Learners should be briefly introduced to the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, rights and responsibilities set out in legislation, and those that are less formal such as those relating to particular groups or settings (for example within a school, college, society or club).

Learners would benefit from the opportunity to discuss terms associated with respecting the rights of others, for example stereotyping, labelling, prejudice, positive images, discrimination, ageism, racism, sexism, diversity, cultural background. Simple tasks can be used to help the learner understand these concepts, for example they could make a list of the things they believe in and value.

Learners could then consider how this might affect their work. Learners could also be encouraged to discuss how television, radio or magazine advertisements influence the way people think of others, for example through gender stereotyping or generalised perceptions of various cultures, nationalities or age groups. Discussions could then follow on how this could affect work. For example, women are often seen taking a domestic role at home and a much smaller percentage of women have high-paid jobs.

Scenarios could be used as a basis for research into the laws that have been put in place to protect the rights of individuals at work, for example a colleague or partner who has become pregnant. What are your colleague's rights and what rights does the partner have? What laws are in place to support them? Learners could find out where they can get help and advice, both within the workplace and outside it.

Learners will probably find it useful to relate employer responsibilities to the particular aspects of rights and responsibilities they have covered when looking at them from an employee's perspective. They should be encouraged to think about how the employer, through meeting their responsibilities, allows employees to exercise their rights. (For example, an employer's responsibility to maintain a healthy and safe workplace is put in place to ensure that the employees' right to work in a healthy and safe environment is observed.)

Assessment

For 1.1 and 1.2, learners must identify what rights and responsibilities an employee has in the workplace. Practical examples may help.

For 2.1, learners should be able to give examples of three different factors that may affect the rights of an individual in a place of work.

The evidence provided for 2.2 could be in the form of an information leaflet or booklet which explains how we should respect our colleagues at work. Alternatively, a written explanation or an oral presentation could be an effective method of assessment.

For 2.3, learners must identify three different laws relating to the rights of individuals at work. The learner should name the law and provide a brief, basic outline of the purpose of the law.

In 3.1, the focus is on the employer's responsibilities. The learner must be able to describe the employer's responsibilities at work in regard to fulfilling a contract, health and safety and equal opportunities/prevention of discrimination. Practical examples should be given to support each of these areas. At least one example is required for each area.

Suggested resources

Websites

www.acas.org.uk	Arbitration service, advice on health and wellbeing at work
www.adviceguide.org.uk	Citizens Advice Bureau
www.gov.uk	General rights and responsibilities in the workplace including rights for people with disabilities, carers, older people and young people
www.tuc.org.uk	Trades Union Congress – has downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk	A TUC-run website with information about rights at work (paternity and maternity leave, paid holiday etc)

Unit 8:

Managing Your Health at Work

Unit reference number: M/503/2848

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop knowledge of risks to health in one area of work and how to maintain personal health when working in that area.

Unit introduction

Where you work may have an influence on your health. For example there is a risk of repetitive strain injury if a worker spends much of the working day using a keyboard and mouse, while those working with the public may be at risk of physical or verbal abuse.

This unit helps the learner to understand the different health requirements of a chosen area of work. It also considers how good personal health can be maintained in a chosen area of work by reducing health risks in the workplace.

Essential resources

Learners will require access to appropriate information about the health requirements and potential health risks for specific types of work.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the risks to health for a chosen area of work	1.1	Describe risks to employee health for a chosen area of work	<ul style="list-style-type: none"> □ <i>Areas of work:</i> different areas e.g. office-based, service industry, outdoor, retail, public services, sport and leisure sector, hospitality and catering □ <i>Health risks:</i> physical and verbal abuse, bullying, use of specialist equipment, e.g. transporting chemicals, back injury, manual handling, minor injuries, e.g. slips, falls, trips, burns, spread of infection, stress
2	Understand how to maintain good health in a chosen area of work	2.1	Explain measures to safeguard health for a chosen area of work	<ul style="list-style-type: none"> □ <i>Reducing health risks:</i> appropriate equipment e.g. supportive chair, keyboard rests; appropriate clothing e.g. personal protective equipment (PPE); training and knowledge of procedures and rules e.g. food safety rules; vaccination of staff, e.g. annual flu vaccination
		2.2	Identify sources of information on safeguarding own health	<ul style="list-style-type: none"> □ <i>Sources of information:</i> policies and procedures, supervisor or manager, government agencies, local authority, trade union, local community sources of advice

Information for tutors

Delivery

If learners know the vocational area that they would like to work in or if they are already working in it, they can focus their learning on that vocational area. Otherwise learners should focus on a chosen area of work and consider the specific health requirements that relate to that area.

A wide range of delivery methods can be used to teach this unit, including tutorials, presentations, video and worksheets. As many practical activities should be included as possible to help learners relate to the content of the unit.

Small-group discussions could be used to help identify the different areas of work that learners may be interested in working in. As far as possible, a range of vocational areas should be identified, including indoor and outdoor environments. Learners could then select one or more vocational areas and carry out research to identify the specific health requirements. For example, those working in a care home may be required to use lifting equipment while those working in the sport and leisure industry may be working outdoors for significant periods of time and therefore be exposed to the sun.

Small groupwork could focus on specific vocational areas and information gathered on potential health risks, and ways in which to reduce those risks. Learners' research could also involve finding out about sources of information on health issues. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper-based materials. Learners could compile their information into a 'checklist' style document which could be designed as a reference for other learners.

Speakers from appropriate vocational areas could be invited to talk about the way in which their vocational area helps employees to manage their health at work.

Assessment

For this unit, learners need to choose a specific vocational area. All the evidence that they present for assessment should be related to the chosen area of work. Learners should clearly identify the chosen vocational area on any work presented for assessment.

For 1.1, learners must describe the main health risks for their chosen area of work. They should provide details of each risk showing why it is a risk to health.

For 2.1, learners must explain ways to manage risks associated with their chosen area of work. For 2.2 they must identify sources of information about health issues at work. Learners could produce a leaflet or poster to evidence both of these. Alternatively, they could participate in a discussion which highlights health risks in their chosen vocational area, with the tutor recording the required descriptions and explanations provided by learners.

Suggested resources

Book

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Websites

www.gov.uk

Government services including advice on health and safety at work

www.worksmart.org.uk/index.php

A TUC-run website with information about rights at work

Unit 9: Safe Learning in the Workplace

Unit reference number: L/503/2856

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the knowledge and skills to learn safely in the workplace. Learners are made aware of their responsibilities towards safety for themselves and for others, and how to deal with low-risk hazards.

Unit introduction

This unit is for learners who are preparing to undertake work experience and provides knowledge and understanding of risks and hazards in the workplace. The unit will develop learners' understanding of their own responsibilities and the appropriate actions to take in order to minimise the risk of harm to self or others in the workplace.

Learners will find out about procedures for dealing with hazards and risks in the workplace and the role of health and safety officers.

Essential resources

The Essentials of Health and Safety At Work, published by The Health and Safety Executive (2006) is essential for this unit.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Be able to identify risks and hazards in the workplace	1.1	Identify examples of risk in the workplace environment	<ul style="list-style-type: none">□ <i>Definition of terms:</i> hazard; risk (according to the Health and Safety Executive)□ <i>Different examples of hazards and risks:</i> general hazards and risks relating to, e.g. electricity, fire, hazardous substances, noise, slips, trips and falls, manual handling; hazards and risks relating to specific workplaces, e.g. working at height, working with animals, working with computers, confined spaces, machinery and equipment, hand tools and sharp objects, personal protective equipment and clothing, pressure equipment, vehicles and transport
		1.2	Identify examples of hazard in the workplace environment	

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to reduce risk of harm to self or others	2.1	Identify aspects of different workplace environments which could cause harm to self or others	<ul style="list-style-type: none"> □ <i>Aspects of personal behaviour can reduce risk of harm:</i> importance of personal awareness, e.g. awareness of policies, procedures, legal obligations and safe working practice relating to controlling risks to health and safety means individual knows how to work correctly with hazardous substances, awareness of presence of risk in workplace environment means individual is prepared and vigilant, awareness of own limitations and when/where to get help means appropriate people can be informed of risk or hazard, recognising signage means individual knows route to follow in fire evacuation; importance of personal conduct in following workplace instructions, guidelines and procedures means reduction of risks in key areas such as housekeeping, e.g. keeping walkways and workspaces clear, emergencies, e.g. participating attentively in fire drills, personal hygiene, e.g. washing hands in workplace, accidents, e.g. not carrying uncovered hot drinks around the office
		2.2	Outline how aspects of personal behaviour can reduce risk of harm	<ul style="list-style-type: none"> □ <i>Aspects of different workplace environments which could cause harm to self or others:</i> different workplace environments, e.g. personal safety, stress, substance misuse in the workplace, work-related violence, bullying and harassment, lone working, mobile working and length of working time

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to deal with hazards and risks within the workplace environment	3.1	Identify the person responsible for health and safety in the workplace environment	<ul style="list-style-type: none"> □ <i>Duties of the person responsible for health and safety in the workplace:</i> receive information about reported health and safety incidents or concerns, investigate and act on health and safety concerns reported by staff, log records of reported health and safety issues or incidents, give advice and training to staff regarding safe working practices and procedures, carry out health and safety inspections in the workplace, monitor health and safety policies and procedures for the workplace, attend health and safety meetings
		3.2	Outline the duties of the person responsible for health and safety in the workplace environment	
		3.3	Outline reporting procedures for hazards and risks in the workplace	<ul style="list-style-type: none"> □ <i>Procedures for reporting hazards:</i> know the appropriate way to report a risk or hazard promptly and who the risks should be reported to, e.g. poor housekeeping which poses a potential fire hazard should be reported as soon as possible and in person to the fire warden for the relevant floor and logged in the appropriate logbook
		3.4	State the procedures for dealing with low-risk hazards in accordance with instructions	<ul style="list-style-type: none"> □ <i>Procedures for dealing with low-risk hazards in accordance with instructions:</i> know the appropriate action for dealing with low-risk hazards, e.g. a spillage of non-toxic substance should not be left unattended until a member of cleaning team arrives to clear it up

Information for tutors

Delivery

The unit has been designed to make the key topics practically based wherever possible. Tutors delivering this unit have the opportunity to use a wide range of techniques and resources including presentations, seminars, practical workshops, external visits and simulations. Additional learning resources could include video, DVDs, case studies, web-based research, learner presentations and groupwork.

'*The Essentials of Health and Safety At Work*', published by The Health & Safety Executive (2006) is a key reference guide providing authoritative information on health and safety practice in the workplace.

Learners may be able to visit different workplace environments to observe health and safety practices. They could create a checklist, leaflet, poster or presentation to include information about health and safety in the workplace for other learners to follow. Learners could also speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments.

Video and case studies may be useful in helping learners understand the importance of health and safety in the workplace. In groups, learners could complete web-based research into health and safety practices in different workplace environments and then report back to the rest of the group.

Simulation activities could be used for some procedures, for example a fire drill.

Assessment

The criteria for this unit can be combined into one assignment task as a health and safety portfolio. This could take the form of a loose-leaf folder.

To meet 1.1 and 1.2, the learner needs to define both a risk and a hazard (according to the Health and Safety Executive definitions). The learner needs to identify two examples of hazards and two examples of risks in two different workplaces.

For 2.1, the learner is required to identify at least two different aspects of the workplace that could cause harm, accidents, incidents or injuries.

For 2.2, the learner is required to outline ways in which their own behaviour could minimise risk of harm to self or others in the workplace, giving at least two examples.

For 2.1, the learner must show a basic understanding of how the two different aspects of the workplace they have identified could cause harm, accidents, incidents or injuries.

For the two examples required in 2.2, the learner may refer to one, or more than one, type of workplace environment. In achieving 2.2, the learner must show a basic understanding of the link between personal behaviour and the effect on the risk of harm to self or others.

Assessment criteria 2.1 and 2.2 could be combined in a chart or other appropriate means of evidence.

For 3.1 and 3.2, the learner is to identify and outline the duties of the person responsible for health and safety in a specific workplace environment (either real or simulated). Where more than one person is responsible and their duties differ, the

learner need only refer to the duties of one person. At least two different aspects of the health and safety officer's duties must be described.

To meet 3.3, learners need to describe how to report hazards in a workplace environment (either real or simulated). For 3.4, the learner is required to give two specific examples of procedures for dealing with low-risk hazards according to the given instructions for a workplace (either real or simulated).

Suggested resources

Website

www.hse.gov.uk

Health and Safety Executive

Unit 10: Taking Part in Exercise and Fitness

Unit reference number: M/501/7248

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to be able to find out about exercise and fitness activities in their local area and participate in a range of different exercise and fitness classes.

Unit introduction

This unit will introduce learners to a range of exercise and fitness classes and ways in which a person can keep fit. The main aim of the unit is for learners to participate actively in these exercise and fitness sessions so that they understand what each entails. The unit should also give learners the confidence to participate in exercise and fitness sessions by themselves in the future. This will help to give learners the confidence and knowledge of different types of exercise and fitness classes to support progression into the health and fitness industry.

Learners will be asked to research exercise and fitness activities and facilities, either in their local area or nationally. While undertaking a range of exercise and fitness activities the learner will need to demonstrate work-related skills, for example time management, appropriate dress code, ability to follow instructions, and health and safety issues. After practical participation in a range of exercise and fitness activities, learners will be able to reflect on their performance. From this, learners can then select exercise and fitness classes that they would like to continue with.

Essential resources

Learners will need access to a local health and fitness facility. They will also need to be able to access a range of exercise and fitness classes and a suitably equipped gym.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know about different exercise and fitness activities and facilities	1.1	Describe different exercise and fitness activities	<ul style="list-style-type: none"> □ <i>Exercise and fitness activities</i>: activities, e.g. swimming walking, running, cycling, classes such as aerobics, spinning, yoga, Pilates, step, circuits, boxercise, body pump, toning classes, aqua aerobics; equipment needed for exercise and fitness activities, e.g. treadmill, free weights, resistance machines, exercise bike, rowing machine
		1.2	Identify different exercise and fitness facilities	<ul style="list-style-type: none"> □ <i>Exercise and fitness facilities</i>: type, e.g. leisure centre, gym; location; access; public, private and voluntary □ <i>Gathering information</i>: sources of information, e.g. local papers, Yellow Pages, internet, posters; visits to local health and exercise facilities
2	Know how to take part in exercise and fitness safely	2.1	Describe an induction process for an exercise and fitness activity	<ul style="list-style-type: none"> □ <i>Induction</i>: health screening; warm up; correct use of equipment
		2.2	Describe warm-up and cool-down activities	<ul style="list-style-type: none"> □ <i>Warm-up activities</i>: light continuous activity to prepare body for exercise, raise pulse □ <i>Cool-down activities</i>: light continuous activity to reduce pulse, remove lactic acid from blood, prevent blood pooling □ <i>Responsibilities of staff</i>: lifeguards; dry-side staff, e.g. coaches, leisure attendants, first aiders; induction process; warming up; cooling down

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to demonstrate work skills through participation in exercise and fitness activities	3.1	Actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> • time management skills • appropriate dress for the activity • following instructions provided by the activity leader • following health and safety guidelines before, during and after activities 	<ul style="list-style-type: none"> □ <i>Active participation</i>: enthusiastic; motivated; willing to try; body language; positive attitude □ <i>Time management</i>: arrive on time and ready to begin □ <i>Dress code</i>: wearing appropriate clothing and footwear □ <i>Following instructions</i>: listening to instructions; asking questions if unsure; checking understanding; checking instructions carried out correctly □ <i>Safety issues</i>: following instructions; health and safety, e.g. safe environment, clothing, use of equipment
4	Be able to review own performance	4.1	Identify own strengths and areas for improvement in exercise and fitness activities	<ul style="list-style-type: none"> □ <i>Review</i>: types of feedback, e.g. self-assessment, peer assessment, supervisor report, video recordings, questionnaires
		4.2	Suggest ways of improving own performance in one activity	<ul style="list-style-type: none"> □ <i>Improving own performance</i>: goal setting, e.g. short- and long-term targets; selecting appropriate activities

Information for tutors

Delivery

Learners can be given studio timetables and leaflets from local fitness centres in order to find out about the many different types of exercise and fitness classes. Learners should also explore ways in which to find out about the local provision of exercise and fitness facilities. The tutor could supply a range of materials such as local papers, Yellow Pages and access to the internet. Learners can then list the range of facilities in their local area. Learners could also be taken to a range of fitness centres and explore their facilities and prices.

For the induction process, the tutor or learners could select a facility and go through its induction process. Alternatively, if the centre has their own exercise and fitness facilities, learners can go through an induction process at their learning centre. This will allow learners to understand both the correct procedures for using exercise and fitness equipment and basic health and safety policies. Learners should complete some form of health screening process as part of their induction. This may be as simple as a physical activity readiness questionnaire (PAR-Q) or could include further practical screening such as taking blood pressure readings and basic fitness tests. Learners should also have the opportunity to experience a range of warm-up and cool-down exercises and have a basic understanding of their importance.

Learners should participate in a variety of exercise and fitness sessions. These can be held at the teaching centre or off-site at exercise and fitness centres. The greater the range of classes and exercise sessions offered, the better. This will allow learners to determine which classes they enjoyed and would like to pursue. It should also give learners the confidence to go into a health facility on their own in the future. Learners will also gain an insight into how potential clients might feel when faced with new situations, for example nervous or anxious. Learners have the opportunity to demonstrate work skills throughout this learning outcome, for example they should arrive on time and ready to begin, participate with enthusiasm and follow instructions. Peer-group observations may be a valuable tool for providing feedback to colleagues in the group.

The unit has been designed to give learners confidence and practical experience to encourage them to take part in accessible exercise and fitness sessions. Learners should be encouraged to reflect on their performance and identify strengths and areas for improvement in the future.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Group work – learners list different exercise and fitness activities for people of different needs, e.g. age, fitness levels, time constraints.</p> <p>Investigative work – in small groups learners research exercise and fitness facilities in the area. The information gathered could include type, location, access. Learners could present the information gathered to other group members.</p> <p>Assessment: in one-to-one discussion with the tutor, learners describe different exercise and fitness activities and identify different exercise and fitness facilities. Alternatively, the group presentation may be used to assess learning outcome 1, but individual learners would need to demonstrate knowledge (learning outcome 1).</p>
<p>Tutor-led discussion on health and safety considerations.</p> <p>Group induction to cardiovascular gym.</p> <p>Tutor-led discussion on the meaning of induction, warm up and cool down.</p> <p>Using own experiences and/or visiting speakers, discuss different type of induction procedures for different purposes.</p> <p>Learners to participate in an induction to an exercise activity.</p> <p>Tutor-led discussion or visiting speakers to talk about the roles of instructors, life guards, coaches, managers, first aiders.</p> <p>Home study task – learners research the expectations of activity class attendees.</p> <p>Assessment: learners write instructions for the induction process for an exercise and fitness activity and warm-up and cool down activities (learning outcome 2).</p>
<p>Tutor-led discussion – methods of reviewing own performance and devising recording methods for learners to use in practical sessions.</p> <p>Practical activities – learners should have the opportunity to participate in a range of exercise and fitness activities. They should demonstrate:</p> <ul style="list-style-type: none">• active participation• time management• following dress code• following instructions. <p>Home study task – learner reviews own performance.</p>
<p>Assessment: learner is observed participating in fitness and exercise activities demonstrating time management and appropriate dress and following instructions and health and safety guidelines (learning outcome 2).</p> <p>Assessment: in one-to-one discussions with the tutor, learners identify own strengths and weaknesses and areas for improvement (learning outcome 3).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To achieve 1.1 and 1.2, the learner needs to describe different exercise and fitness activities and what each entails. This can be evidenced through group or one-to-one discussion with the tutor. They also need to be able to identify different types of exercise and fitness facilities, such as public leisure centre or private gym and give examples of each in the local area or nationally.

For 2.1, learners should describe an induction process. The description may be oral or written but the learner should be able to describe what happens during an induction process. For 2.2, the learner needs to describe two different warm-up exercises and two different cool-down exercises. The descriptions should be provided in such a way that other learners would be able to follow the instructions given.

Assessment criterion 3.1 requires the learner to have actively taken part in two different types of exercise and two different fitness classes/sessions, for example a high-impact aerobics class and a weight-training session. The tutor or fitness instructors can evidence this process by completing an observation record or a witness statement.

Assessment criterion 4.1 requires the learner to review their performance in different exercise and fitness classes/sessions and to identify own strengths and areas for improvement. This can be done via an interview with the tutor and evidenced through an observation record and a voice recording.

To achieve 4.2, learners should devise a plan to improve their performance for one fitness or exercise class/session. For example, the plan may be a weekly timetable showing which classes the learner intends to attend in order to improve their performance at a body pump exercise class. This may include one resistance session in the gym per week plus one beginners' body pump class per week, which will then progress to two advanced body pump classes per week.

Suggested resources

Books

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 9780736056144

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx	National Health Service – advice on healthy eating
www.nutrition.org.uk	British Nutrition Foundation
www.skillsactive.com	Website of SkillsActive, the SSC for the sport and active leisure sector
www.topendsports.com	Top End Sports provides advice on different aspects of sport

Unit 11: How the Body Works

Unit reference number: T/501/7249

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to provide learners with knowledge of the structure and functions of the skeleton, muscular system and cardio-respiratory systems. Learners will also develop their knowledge of the requirements of a healthy diet.

Unit Introduction

When a person takes part in sport and active leisure, their body has to react appropriately in order to supply the body with the oxygen and nutrients needed for running and jumping etc. It is important, therefore, that any sports participant understands how the main body systems work together to allow the body to move and give it what it needs to keep it moving.

The skeletal system, the muscular system, the cardiovascular system and the respiratory system are the main body systems explored in this unit. Learners will gain an understanding of the basic function of each system. They will also learn some of the major bones and major muscles of the body. Knowledge of this anatomical terminology is required for any person who wants to work in the sport and active leisure industry. This unit provides good underpinning knowledge for progression routes into working in the sport and active leisure industry, such as personal training, exercise instruction coaching.

All of these body systems require good nutrition in order to function properly and this unit also explores the basic requirements of a healthy diet. From this information, the learner will be able to know which foods to choose to eat for a healthy diet.

Essential resources

Learners will need diagrams or models of the skeleton and the muscular system.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the functions of the skeletal and muscular systems	1.1	Identify the structure and functions of the skeleton	<ul style="list-style-type: none"> □ <i>Skeletal system</i>: structure; major bones (vertebral column, cranium, humerus, femur, tibia, patella, fibula, radius, ulna, hips, ribs, sternum) □ <i>Functions of the skeleton</i>: mineral storage; movement; shape; protection; red blood cell production
		1.2	Identify the structure and functions of the muscular system	<ul style="list-style-type: none"> □ <i>Muscular system</i>: structure; major muscles (quadriceps, hamstrings, biceps, triceps, deltoids, abdominals, erector spine) □ <i>Function</i>: movement; posture; heat production; pumps blood around body
2	Know the functions of the cardio-respiratory systems	2.1	Identify the structure and functions of the heart	<ul style="list-style-type: none"> □ <i>Structure of the heart</i>: atria; ventricles □ <i>Function</i>: pumps blood around body, transports oxygen to organs, protects against disease, regulates body temperature
		2.2	Identify the structure and functions of the lungs	<ul style="list-style-type: none"> □ <i>Structure of the lungs</i>: wind pipe; bronchus; bronchioles alveoli □ <i>Function</i>: breathing; oxygen delivery; carbon dioxide disposal

Learning outcomes		Assessment criteria		Unit amplification
3	Know the requirements of a healthy diet	3.1	Identify the different nutrients for a healthy diet	<ul style="list-style-type: none"> □ <i>Nutrients</i>: carbohydrates; fats (saturated and unsaturated); proteins
		3.2	Identify functions of each nutrient for a healthy diet	<ul style="list-style-type: none"> □ <i>Sources of each nutrient</i>: carbohydrates, e.g. rice, pasta, bread, potatoes; unsaturated fats, e.g. olive oil; saturated fats, e.g. meat, cream; protein, e.g. milk, eggs, soya □ <i>Hydration</i>: normal levels of fluid intake; effect of participation in sport and active leisure on hydration levels and fluid intake □ <i>Functions of each nutrient</i>: energy; insulation; growth and repair

Information for tutors

Delivery

Practical delivery should be used wherever possible. In order to teach learners about the skeleton, skeletal models should ideally be used to show each of the major bones. Learners could also try to identify the location of major bones on each other. All five functions of the skeleton could be taught through the use of the whiteboard and/or PowerPoint presentation and discussion. Alternatively, websites have games which may be used as a tool for learning this information.

The main function of the muscular system is for movement. Learners should be taught that muscles work in pairs to produce movement. The learner needs to understand that one muscle 'pulls' or contracts whilst the other relaxes. The major muscles should be taught with the use of diagrams. Learners do not need to know the concept of antagonistic muscles.

The primary function of the heart is to pump blood around the body and to the lungs. Learners could be shown models of the heart to introduce them to the basic anatomy. The main thing is to show that the heart is hollow, which allows the blood to flow through it, and that the valves in the heart to ensure blood flows in one direction. Blood flow from the left-hand side of the heart to the body and then blood flow from the right-hand side of the heart to the lungs should also be covered. The function of the heart is to take the blood, which carries nutrients and oxygen, to the body cells to provide energy to keep them alive and produce movement.

Labelled diagrams and drawings of the structure of the respiratory system can be shown to learners. The function of the lungs is to take oxygen to the blood and remove carbon dioxide from it. Learners do not need to be told about diffusion, unless the tutor feels that it is of interest to the group.

Learners can be taught the names of different nutrients and the main function of each. They can then examine food labels to find out for themselves where each nutrient can be found.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit content and programme of learning.

Tutor-led discussion on the skeleton.

Task – learners label bones.

Home-study task – learners learn bones and skeletal system.

Quiz to test knowledge of bones.

Tutor-led discussion on muscles.

Task – learners label the muscles.

Home-study task – learners learn muscles and muscular system.

Practical – working in pairs, learners list different machines used in a gym and note the main muscles being exercised when using them. Alternatively, learners are given a checklist to complete. Using the information gathered, the learners then identify the muscles on an illustration of a skeleton.

Quiz – using sticky notes, learners label each note with the different machines in a gym. The muscles used for different pieces of equipment are labelled on different notes. Learners must then match the equipment to the relevant muscles. They can then check them against the checklist from the previous task.

Assessment: quiz to test the learner's knowledge of the skeleton and muscular systems and the functions of each (learning outcome 1).

Tutor-led discussion on the cardiovascular system.

Task – learners label the cardiovascular system.

Home study – task learners learn the cardiovascular system.

Quiz to test learner's knowledge of the cardiovascular system.

Tutor-led discussion on the respiratory system.

Task – learners label the respiratory system.

Home study task – learners learn the respiratory system.

Quiz to test learner's knowledge of the respiratory system.

Practical task – the cardiovascular system and respiratory system in action. Learners record their heart rates before, during and after exercise, and breathing frequency before, during and after exercise.

Assessment: learners label the structure and functions of the heart and lungs (learning outcome 2).

Topic and suggested assignments/activities

Tutor-led discussion on nutrition, sources and functions.

Tutor-led discussion on the need for hydration.

Group research on the benefits of a healthy diet for sport and active leisure practitioners. This can include research on the internet and sport magazines to see how healthy eating is promoted. Information can be presented in the form of a group display.

In groups, learners discuss case studies giving the diets of people participating in different sport and active leisure activities. Learners to suggest correction to diet, and present this to the rest of the group.

Home study task – learners revise nutrition.

Assessment: in one-to-one discussions with the tutor, learners identify different nutrients and functions of each (learning outcome 3).

Assessment feedback and review of unit.

Assessment

Assessment criterion 1.1 can be achieved through the learner discussing the structure and main functions of the skeleton. The learner could place sticky labels of the major bones over the appropriate location on a model skeleton or the clothes of a partner. Alternatively, the learner could complete a labelled diagram of the skeleton. Where practical assessment is used, the tutor can complete an observation record or witness statement to evidence the assessment process.

Assessment Criterion 1.2 can be achieved through the learner discussing the structure and function of the muscular system. For the structure, the learner could place sticky labels of the major muscles on a picture or over the appropriate location on the clothes of a partner. The tutor can complete an observation record or witness statement to evidence the assessment process.

Assessment criterion 2.1 can be achieved through the learner labelling a diagram with the four chambers of the heart and then stating the heart's function. This could be evidenced through one-to-one discussion or a question and answer session with the tutor.

Assessment criterion 2.2 can be achieved by learners labelling a diagram of the respiratory system, to include the windpipe, bronchus, bronchioles and alveoli. They will then need to state the function the respiratory system. This could be evidenced through one-to-one discussion or a question and answer session with the tutor.

To achieve 3.1, learners need to identify each nutrient listed in the unit content and the function of each. To achieve 3.2 learners need to identify the functions of each nutrient. Again, this could be evidenced through one-to-one discussion or a question and answer session with the tutor. The assessor can complete observation records or witness statements to record evidence of the discussion or question and answer session.

Suggested resources

Books

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 0736056149

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx	National Health Services
www.nutrition.org.uk	British Nutrition Foundation
www.SkillsActive.com	Website of SkillsActive, the SSC for the sport and active leisure sector
www.topendsports.com	Top End Sports

Unit 12: Planning Own Fitness Programme

Unit reference number: K/501/7250

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to learn the different components of fitness and how to train each component in order to improve personal fitness.

Unit introduction

Knowing about the processes involved in writing a fitness programme is essential for a number of jobs in the sport and active leisure industry, such as coaches, personal trainers and exercise instructors. Fitness is also essential for any person who wants to take part in sport and active leisure, as participants need to have a certain level of fitness. Most participants would like to improve their performance and, in order to do this, increased fitness is often essential.

This unit introduces learners to the five different components of physical fitness and the different types of training available for each component. Learners will then have the opportunity to participate in training for each component of fitness.

Learners will cover basic fitness testing, which will help them to determine if their fitness training is meeting its objectives.

Essential resources

Learners will need access to exercise and fitness facilities and equipment, as well as to suitable groups that can be, or can act as, clients.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the components of physical fitness	1.1	Describe the components of physical fitness	<ul style="list-style-type: none"> □ <i>Components</i>: aerobic endurance; flexibility; strength; speed; body composition; muscular endurance
2	Be able to assess own fitness level	2.1	Assess own fitness level	<ul style="list-style-type: none"> □ <i>Tests to measure fitness levels</i>: aerobic endurance, e.g. Cooper run; strength, e.g. hand grip dynamometer; flexibility, e.g. sit and reach; speed, e.g. time for 50 m sprint; body composition, e.g. waist-to-hip ratio
3	Be able to plan and use own fitness programme	3.1	With guidance, plan own fitness programme with set targets	<ul style="list-style-type: none"> □ <i>Plan</i>: when; where; which activity; short-term goals
		3.2	Use own fitness programme over a given period of time	<ul style="list-style-type: none"> □ <i>Types of training activities</i>: aerobic endurance, e.g. circuits; Continuous exercise; strength training, e.g. resistance exercises with weights; flexibility training, e.g. static, active, passive; speed training, e.g. acceleration sprints
4	Know how to overcome barriers that may affect achievement of fitness goals	4.1	Identify barriers to achieving fitness goals	<ul style="list-style-type: none"> □ <i>Barriers</i>: time, e.g. work, school and family commitments; cost, e.g. gym membership, equipment; location, e.g. transport to the facilities; motivation, e.g. targets; injuries
		4.2	Identify ways to overcome barriers	<ul style="list-style-type: none"> □ <i>Overcoming barriers</i>: time, e.g. plan day, use weekends; cost, e.g. concessions, avoid peak times; motivation, e.g. involve friends, set goals
5	Be able to review own fitness programme	5.1	Assess the results of own fitness programme	<ul style="list-style-type: none"> □ <i>Review</i>: types of feedback, e.g. self-assessment, peer assessment, supervisor report, video recordings, questionnaires

Information for tutors

Delivery

This unit could be delivered alongside other units within the qualification, for example Unit 10: *Taking Part in Exercise and Fitness*. Before learners begin to plan their own fitness programme they should decide what goals they want to achieve and the timescale involved. Goals could include participating in a local charity run in three months' time, increasing upper-body strength or preparing for a 'marathon' in their gym which would involve using different pieces of equipment over a period of time. Learners may find it helpful to set up a group challenge and then develop their own fitness programme around that challenge.

Learning outcome 3 requires the learner to plan and use their fitness programme. Before beginning this process, learners will need to consider the different elements for their plan, for example, when they will do activities (for example different days of the week, rest days), which parts of their body they want to improve etc. Learners may also find that working in a group is a useful way to discuss ideas.

Learners must then be given time to implement their plan. Time constraints may mean that learners need to identify short-term goals as well as having a long-term plan. For example, it may be necessary to suggest that the learner monitors their fitness level after two or three weeks to see how much they have progressed.

A group discussion may be a useful starting point for finding out about potential barriers to achieving fitness goals. Alternatively, learners may be given case studies to consider. These may be obtained from the internet, fitness magazines or true stories of personalities or sportspeople who have overcome difficulties to achieve their goals. Finally, learners should be encouraged to examine barriers to their own participation and the methods that they could follow to reduce these.

Learning outcome 5 focuses on the review of the fitness programme. Learners will need to consider different ways of reviewing, for example asking a tutor or testing their fitness level at the beginning and end of the programme, making judgements on how effective the programme had been. Learners should recognise that not all programmes will be successful and that this is not a sign of failure.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Tutor-led discussion on the components of fitness.</p> <p>Home-study task – learners rank importance of components of fitness for five different activities.</p> <p>Assessment: in a one-to-one discussion with the tutor, the learner describes the components of physical fitness (learning outcome 1).</p>
<p>Tutor-led discussion on methods of fitness level assessment.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none">• Harvard step test• multistage fitness test• max.rep. 30m sprint test• shoulder flexibility. <p>Home-study task – learners revise methods.</p>
<p>Tutor-led discussion on methods of fitness level assessment.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none">• sit and reach• waist-to-hip ratio• girths• body mass index• vertical jump• standing horizontal jump• paired measures. <p>Home-study task – learners revise methods.</p> <p>Assessment: learner is observed undertaking different tasks to assess own fitness level (learning outcome 2).</p> <p>Tutor-led discussion on methods of improving fitness level.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none">• resistance training• endurance training.

Topic and suggested assignments/activities
<p>Tutor-led discussion – methods of improving fitness level.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none"> flexibility training speed training.
<p>Tutor-led discussion – barriers to exercise.</p> <p>In pairs, learners consider case studies and how barriers can be overcome.</p> <p>Assessment: learners identify two barriers which relate to their own fitness programme and how these will be overcome (learning outcome 4).</p>
<p>Task – learners design own programme.</p> <p>Learners identify weaknesses from previous task and design programme to improve weaknesses and set goals.</p> <p>Training sessions with on-going monitoring of learner's progress throughout.</p> <p>Assessment: learners produce plan for training programme and are observed carrying out programme (learning outcome 3).</p>
<p>Post-training programme measure of fitness levels.</p> <p>Home study task – review training programme.</p> <p>Assessment: in one-to-one discussion with the tutor, learners assess the results of their fitness programme (learning outcome 5).</p>
Assessment feedback and review of unit.

Assessment

Where possible, assessment of this unit should be holistic rather than having a specific task for each learning outcome.

To achieve 1.1, learners need to describe each of the five components of physical fitness. This can be assessed through group or one-to-one discussions with the tutor. Where a discussion has been used, an observation record or recording of the discussion will need to be provided as evidence of the assessment process. Alternatively, the learner may provide a written description of the components.

To achieve 2.1, the learner should be able to assess their own fitness level. Different fitness tests tasks may be used to achieve this, for example taking part in a 12-minute Cooper run and comparing own results to normative data.

Having assessed their fitness level, they should then set goals and plan a fitness programme around those goals to achieve 3.1 and 3.2. If a learner chooses a long-term goal, they would also need to include short-term goals to assess progress. An example of this could be to run 5 km in under 30 minutes in three months' time. However, in two weeks' time the learner would aim to run 1 km in seven minutes.

To achieve 4.1 and 4.2, learners must identify different barriers and describe ways of overcoming those barriers. The barriers should relate to themselves and their own fitness programmes.

To achieve 5.1, the learner must be able to assess the results of their fitness programme. This could be in a one-to-one discussion with their tutor or through written evidence. Observation records will be required of any practical activities.

Suggested resources

Books

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 9780736056144

Journals

Health and Fitness (Hubert Burda Media)

Running Fitness (Kelsey Publishing Ltd)

Runners World (Natmag-Rodale Ltd)

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.nhs.uk	National Health Service
www.sportscoachuk.org	Sports Coach UK
www.topendsports.com	Top End Sports

Unit 13:

Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity

Unit reference number: M/505/0346

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to give learners experience in helping to plan and implement a sport or active leisure activity.

Unit introduction

This unit gives learners an introduction to planning and leading sports and active leisure activities. It provides them with what could be their first step into leadership and making sports and active leisure sessions structured and exciting for the participants. Leadership skills play a key role in working in the sports sector as a coach or exercise instructor. In such roles, a person will need to be able to identify the skills and qualities of a leader, and some of this knowledge and experience can be gained from this unit. Learners will identify these qualities by studying real examples of sport and active leisure leaders, possibly those they have worked with or observed in the community.

The unit introduces the planning process involved in sports and active leisure leadership, and learners are given the opportunity to put this into practice by assisting the organisation and delivery part of a sport or active leisure sessions.

Essential resources

Learners need access to a range of sports and recreational facilities and equipment required for the activities that they will be supporting and leading, as well as access to suitable groups that can act as participants.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the qualities and responsibilities needed for assisting a leader of a sports or active leisure activity	1.1	Identify the qualities needed to support a sports or active leisure leader	<ul style="list-style-type: none"> □ <i>Qualities</i>: personality e.g. confident, outgoing, able to build up a working relationship with people; motivation e.g. being able to take initiative, being proactive; behaviour e.g. being professional, setting an example, being a role model, being friendly, polite; communication skills e.g. being able to listen, instruct, observe
		1.2	Identify the responsibilities of supporting a sports or active leisure leader	<ul style="list-style-type: none"> □ <i>Responsibilities</i>: professional conduct; health and safety, e.g. warm up cool down, risk assessment, insurance; child protection, e.g. legal obligations (Criminal Record Bureau checks), equality; ethics and values
2	Know the different parts of a sports or active leisure activity	2.1	Suggest what would be included in the plan for a sports or active leisure activity	<ul style="list-style-type: none"> □ <i>Components of a sports or active leisure session</i>: warm-up; main body e.g. technical development, skill development, tactical development, fitness development; cool-down; feedback
3	Be able to assist in planning a sports or active leisure activity	3.1	Contribute to a plan for an activity for part of a sport or active leisure activity	<ul style="list-style-type: none"> □ <i>Session plan</i>: location; timing of activity; health and safety; equipment; expected outcomes; number of participants; warm up; main part, e.g. technical development, skill development, tactical development, fitness development; cool down; feedback □ <i>Activity selection</i>: activities for each component of the session; warm up, e.g. dynamic stretching, pulse raiser, skill familiarisation; main component e.g. technical development, skill development, tactical development, fitness development, cool down e.g. stretching, pulse lowerer; method of evaluation

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assist delivery of part of a sports and active leisure activity	4.1	Help to deliver activity according to agreed plan	<ul style="list-style-type: none"> □ <i>Deliver</i>: demonstration of a range of skills, qualities and responsibilities appropriate to leading a sport or active leisure session; communication skills e.g. clear demonstration of skills and techniques; professional conduct; consideration of health and safety; ensuring action plan is followed □ <i>Parts of a sports or active leisure session</i>: warm up; main body, e.g. technical development, skill development, tactical development, fitness development; cool down; feedback

Information for tutors

Delivery

It is important that learners develop an understanding of the qualities and responsibilities of a sports or active leisure leader. Practical situations, either through role play or observations, should be used to support knowledge gained in the classroom. Leadership skills should be developed through experience, guided and supported by the tutor. Learners should be given the opportunity to view various sports coaches in action and to observe the methods used by these experienced coaches when working with a variety of sports participants from all ages and of all abilities.

Before learners lead the session, the tutor should provide examples of specific activities that are appropriate for leading sport and active leisure sessions. The emphasis at this level should be on fun and enjoyment and not skill or technical development.

At an early stage in the course each learner should be given the opportunity to support the tutor in delivering sport and physical activity sessions to the group or other groups. This is an ideal way for each learner to experience the role and encounter the difficulties that may arise when leading sport and physical activity sessions.

When assisting in the planning and delivery of sport and active leisure sessions, learners could take part of the session under the supervision of an experienced coach or tutor. A hands-on approach should be more enjoyable and beneficial to the learner, and more interesting and relevant for the tutor to deliver. This should allow learners to develop confidence and organisational and personal skills. Tutors should check activity plans before learners' deliver their parts, so as to judge the appropriateness and give guidance accordingly. Any experience of working with a sports leader will benefit learners immensely.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Tutor-led discussion on leadership in sport, and past and present examples of effective and less effective leaders.</p> <p>Task – learners to rank the qualities and responsibilities of a leader.</p> <p>Home-study task – learners assess own leadership qualities.</p> <p>Assessment: in a one-to-one discussion with the tutor, learners identify the qualities and responsibilities of a sports or active leisure leader (learning outcome 1).</p>
<p>Tutor-led discussion – the components of an activity session.</p> <p>Demonstration of warm-up session.</p> <p>Practical task – learners design warm up with appropriate instructions for an activity session.</p> <p>Home-study task – learners practise warm up routine, giving instructions.</p>
<p>Tutor-led discussion – the components of an activity session.</p> <p>Demonstration of components of main session.</p> <p>Practical task – learners design main section for an activity session with instructions to be given.</p> <p>Home-study task – learners practise warm up and main activity, giving instructions.</p>
<p>Tutor-led discussion – components of an activity session.</p> <p>Demonstration of cool down.</p> <p>Practical task – design cool down with instructions for an activity session.</p> <p>Home-study task – learners practise warm up, main activity and cool down, giving instructions.</p>
<p>Demonstration of and participation in components of main session – fitness development.</p> <p>Practical task – learners design main source for an activity session with instructions to be given.</p>
<p>Demonstration of and participation in components of main session – skill development.</p> <p>Practical task – learners design main section for an activity session with instructions to be given.</p>
<p>Demonstration and participation in components of main section – tactical development.</p> <p>Practical task – learners design main section for an activity session with instructions to be given.</p>

Topic and suggested assignments/activities
Tutor-led delivery on paperwork, session plans, group details, health and safety, goals.
Home-study task – learners design session plan for chosen activity session.
Assessment: learner describes the different parts of a sport or active leisure session and then selects activities to complete a session plan (learning outcomes 2 and 3).
Practical – learners practise own sessions ready for assessment.
Assessments: group participation in activities designed by group members (learning outcome 4).
Assessment feedback and review of unit.

Assessment

To achieve 1.1 and 1.2, learners need to identify the qualities and responsibilities of a sports or active leisure leader. These criteria could be evidenced through group discussions, one-to-one discussions with the tutor, or question and answer sessions. Learners could base their findings on the research and observations they carried out supporting an experienced coach or leader.

To achieve 2.1, the learner must suggest what would be included in a plan for a sport or active leisure session. The learner must be able to break down each part of a particular session and comment on the function of each part of the session for the participants. There is a clear link between 2.1 and 3.1.

Assessment criterion 3.1 requests that the learner must contribute to a plan for a sport or active leisure session. Learners could demonstrate this through completing a session plan that clearly identifies the appropriate parts of the session, for example an appropriate warm up for a football match may include dynamic stretches, a pulse raiser and ball familiarisation skills that are appropriate to the main activity of the session.

Finally, after the planning stage learners should be given the opportunity to support the delivery of a part of a sport or active leisure session to achieve 4.1. The coach or tutor should give the learner appropriate guidance to support the development of the session. If appropriate, the coach may allow learners to lead the delivery of these parts of the sessions. When allowing learners to lead, the experienced coach should always be present to offer support when required. However, it is not a requirement of the criterion for the learner to deliver the session alone. The learner must be observed using appropriate communication skills and demonstrating a professional conduct and awareness of health and safety. Signed witness statements or observation records must be retained for verification purposes.

Suggested resources

Textbook

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Websites

www.sportandrecreation.org.uk

Sport and Recreation Alliance

www.youthsporttrust.org

Youth Sport Trust

Unit 14: Working in Sport and Active Leisure

Unit reference number: T/501/7252

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

The principal aim of this unit is to help the learner develop the work-related skills required in the sport and active leisure industry, which will help them to progress into a job in the industry. Learners will gain experience of customer service skills, working as a member of a team, and the work requirements in the sport and active leisure industry.

Unit introduction

Customer service is of primary importance in the sport and active leisure industry, virtually all personnel are required to work with customers in some way. This unit will introduce learners to the basic concepts of customer service and its importance, and ensure they understand how to deliver good customer service.

Most people working in sport and active leisure will be required to set up and take down sporting equipment. This unit will teach learners the principal requirements of these activities.

The sport and active leisure industry also requires personnel to be able to work as part of a team and the unit gives the learner the opportunity to work as a team member. Employees in the sport and active leisure industry sometimes need to work unsociable hours, so this unit helps the learner to work out how they would manage the practicalities of shift work.

Essential resources

Learners should have access to people currently operating within the sport and active leisure industry, for example leisure attendants, lifeguards, receptionists, as this will allow learners to gain first-hand experience of customer service.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know about customer service in sport and active leisure	1.1	Describe good customer service	<ul style="list-style-type: none"> □ <i>Good customer service</i>: meeting customer needs and expectations, offering help, being polite, answering questions, referring problems to appropriate person □ <i>Importance of good customer service</i>: repeat business; customer satisfaction; job satisfaction □ <i>Personal presentation</i>: dress/uniform; manner; personal hygiene
		1.2	Demonstrate communication skills when dealing with customers	<ul style="list-style-type: none"> □ <i>Communication skills</i>: verbal, e.g. tone of voice, polite, clear, confident; non-verbal, e.g. negative/positive body language, eye contact, posture
2	Be able to work as a team member to set up and take down equipment for a sport or active leisure activity	2.1	Work as a team member to set up the equipment for a sport or active leisure activity	<ul style="list-style-type: none"> □ <i>Work as a team member</i>: communication skills, e.g. listening, questioning; help other team members; contribute ideas; cooperate; respect others; complete all set tasks □ <i>Setting up equipment</i>: correct equipment for activity; procedures for setting up equipment; following guidelines; health and safety
		2.2	Work as a team member to take down the equipment from a sport or active leisure activity	<ul style="list-style-type: none"> □ <i>Taking down equipment</i>: taking down equipment safely; health and safety; following guidelines; storage

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the work patterns for sport and active leisure	3.1	Identify the different shift patterns for two people working in sport and active leisure	<ul style="list-style-type: none"> □ <i>Work patterns</i>: hours of work; shift work, e.g. early starts, late finishes, night work, weekend work, bank holiday work; irregular work pattern; flexitime; days off during week; annual leave
		3.2	Describe-how to manage own time effectively when working shift patterns in sport and active leisure	<ul style="list-style-type: none"> □ <i>Time management</i>: preparation for work; location; transport to and from work; costs

Delivery

This unit should be delivered as a practical unit wherever possible. If learners have access to a sports facility in their centre, they may be able to spend time there developing the skills and knowledge required for the unit. For example, if the learner has access to a gym, they may have the opportunity to work as part of a team to set up and dismantle equipment. They may also get the opportunity to meet the customer and demonstrate their communication skills.

Learning outcome 1 can be introduced by asking learners to discuss what they think is meant by good customer service. Learners may then be given the opportunity to visit a sport or active leisure venue and witness for themselves different methods of providing good customer service. Learners could be given a checklist to help them investigate, such as:

- 1 How were you greeted?
- 2 Was the receptionist friendly/have good manners?
- 3 Ask the staff a question about the location of a facility such as the toilet and note how the question was dealt with.
- 4 Personal presentation of staff.

A question-and-answer session with a member of staff could also be set up so that learners can ask a variety of other questions that relate to the learning outcome.

Learning outcome 2 can be delivered by learners taking part in team-building activities. They will need to be shown how to set up, take down and store sport and/or active leisure equipment in line with the centre and equipment guidelines. Learners should be able to do this as part of a team. When learners have demonstrated good teamwork skills, it may be an idea to ask learners to set up, take down and store equipment that usually requires more than one person, for example equipment for trampolining.

Learning outcome 3 can be delivered through presentations by, or interviews with, guest speakers. People working in the sport and active leisure industry can discuss their shift-work patterns and how they overcome the practicalities of this, such as public transport and how they manage their time (for example public transport timetables change at weekends and bank holidays).

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit content and programme of learning.

Tutor-led discussion on:

- what is meant by customer service
- who the customers are
- what their needs are
- what types of information customers need
- what types of problems customers have
- personal presentation
- communication skills.

Video footage of good and bad examples of customer service – learners comment and discuss.

Assessment: learners design a 'good customer service' checklist. Learners are observed communicating with customer in given role-play activities (learning outcome 1).

External visit to a leisure centre to take part in an activity and observe overall level of customer service.

Learners take part in customer service role-play exercises to learn how to deal effectively with customers.

Review the visit and the customer service offered.

Tutor-led delivery on working as a team. Discussion on what this means and the benefits and problems associated with team working.

Practicals – learners practise putting up and taking down equipment for different types of sport and active leisure activities. Some of these activities should include using equipment that needs more than one person to set it up, e.g. a trampoline with supervision and support with a tutor. This helps to teach the importance of teamwork.

Task – in small groups learners design an activity session which uses equipment, deciding on individual responsibilities for putting up and taking down equipment.

Practical – learners practise putting up and taking down equipment for an activity.

Assessment: learners are observed working as a team and putting up and taking down equipment for a sport or active leisure activity (learning outcome 2).

Topic and suggested assignments/activities

Tutor-led delivery – working within the sports and leisure industry including:

- class discussion on what aspects they would enjoy and what they would find difficult working in the sport and active leisure industry
- class trip to a sport and active leisure centre. Learners talk with staff or have presentations by different staff to find out more about the work requirements of different jobs.

Task – learners identify two different jobs in the sport and active leisure centre. Learners identify the work patterns for the different jobs. If they were to apply for one of these positions, how would they manage their own time to accommodate their own leisure time? Discussion of the advantages and disadvantages of working in the sports and active leisure industry.

Assessment: in one-to-one discussions with the tutor, learners identify shift patterns and how to manage own time when working shift patterns in sport and active leisure (learning outcome 3).

Assessment feedback and review of unit.

Assessment

Assessment criteria 1.1 and 1.2 could be evidenced by an observation record completed by the tutor.

To achieve 1.1, learners need to describe methods of good customer service; this could be evidenced through a discussion with the tutor. This discussion could be held at a sport or active leisure facility where the learner observes and describes good customer service and its importance.

To achieve 1.2, learners could take part in a role-play exercise. For example, the learner could take the role of a member of staff delivering good customer service to a fellow learner. They would have to dress appropriately, paying attention to personal presentation and hygiene together with exhibiting good communication skills.

Assessment criteria 2.1 and 2.2 could be assessed by observing a designated group of learners working together to set up and take down sport or active leisure equipment. For example, they could be told that eight people want to play badminton. Learners would then have to work together to determine which equipment they need and how many different sets they need. They would then need to work together to set the equipment up appropriately. They would then need to demonstrate that they can work together to take the equipment down and store it appropriately.

To achieve 3.1, learners need to identify different shift patterns for two people working in sport and active leisure. This can be assessed through one-to-one discussions or question-and-answer sessions with the tutor.

To achieve 3.2, learners need to describe how they would manage their own time effectively when working shift patterns in sport and active leisure. This can be assessed through one-to-one discussions or question-and-answer sessions with the tutor. The learner could be asked to imagine themselves as one of the staff from 3.1 and to identify when they would have to get up, travel times and method of travel for each shift and the costs incurred.

Suggested resources

Book

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book*
(Pearson, 2010) ISBN 9781846909221

Website

www.skillsactive.com

SkillsActive, the Sector Skills Council
for the sport and active leisure sector

Unit 15:

Carrying out an Individual Project

Unit reference number: K/504/9146

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to identify, research and discuss a project area related to their chosen vocational sector, compiling all findings into a report.

Unit introduction

This unit is about learners investigating an area that they are interested in, related to their chosen vocational sector. It is expected that learners will choose an aspect of sport and active leisure to research. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.

Learners will be able to choose from a range of topics within their chosen vocational area. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas. The learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

Once learners have gathered together their research, they will be shown how to relate all of this to the project aims they set themselves and how to compile their work into a report, including all of the relevant sections.

This is a really practical unit that is led by the learner and their interests. It allows them to develop some skills that are essential for working in many sectors, including time management, self-discipline in keeping to deadlines that they set themselves, and independent enquiry through the undertaking of research.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Be able to select an appropriate project topic	1.1	Produce a proposal for a project related to chosen vocational area	<ul style="list-style-type: none"> □ <i>Identification of project topic</i>: investigation into ideas for project, methods of ensuring that project is viable including availability of information and secondary research, methods of rejecting invalid project ideas; ideas for project, e.g. the facilities available locally such as leisure centres, gyms, swimming pools, sports clubs, local events such as fun runs, sponsored walks, exercise activities for different age groups, fitness activities to build strength
		1.2	Set aims for the project	<ul style="list-style-type: none"> □ <i>Setting aims</i>: identifying appropriate and achievable aims, ensuring aims are realistic, positive and negative examples of aims, SMART goal setting
2	Be able to investigate the project area	2.1	Plan the project using appropriate methods of research	<ul style="list-style-type: none"> □ <i>Project planning</i>: scheduling actions to achieve project; time-management skills, planning time for tasks and activities including prioritising most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives
		2.2	Carry out research into the project area	<ul style="list-style-type: none"> □ <i>Carrying out research</i>: methods of secondary research available i.e. books, journals, reports, web-based research; methods used to ensure that the research is valid and appropriate to the project aim; primary research and methods that can be used including questionnaires, interviews and surveys; aspects to be considered if undertaking primary research i.e. confidentiality and appropriate behaviour

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce a project report	3.1	Present a project report including: <ul style="list-style-type: none"> • introduction • aims • findings • discussion • conclusion 	□ <i>Guidelines in structuring a report:</i> relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof reading a report

Information for tutors

Delivery

This unit allows learners to integrate and apply knowledge from many other units across the specification. It is important that the research topic is of personal interest to the learner and that the learner possesses or acquires a knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on the learner conducting their research project, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design as well as research skills, techniques and methodologies before they can consider, explore and produce a valid research proposal. At the research proposal stage, the tutor may, if necessary, provide support to help shape the proposal and provide direction to the learner to ensure an original and valid research proposal is presented. A PowerPoint presentation, a poster or a video could be used as more creative methods of presenting their report.

The research proposal will require learners to adopt an investigative approach, and will include a statement of the area of research and background factors related to it. Tutors should direct learners to consider at this stage, 'Why is the proposed project worthwhile? Who would the results be useful to? What does the literature say? What would the project contribute to the chosen vocational area?' If support from the tutor is required at the research proposal stage, it must be provided in order to ensure the proposal and design are valid. Once the area to be investigated has been established by the learner and agreed with the tutor, the learner may commence their full research proposal. The learner will then be able to independently, or with support, move into their research project.

Possible research project titles include:

- local leisure centres
- local sport or active leisure events
- exercise and fitness activities for young people.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led discussion on how to select appropriate topics for a project in chosen vocational area. Learners undertake investigation into possible project areas. Learners draft aims for the chosen project.
Learners prepare a project plan to ensure the project is completed. Learners investigate research methods available. Learners undertake appropriate research into the project. Learners examine research and how to discuss this within the sport and active leisure project.
Learners identify sections required in a project report. Assessment: series of one-to-one meetings with tutor to discuss proposal and set aims, plan project and carry out research. Learners produce sport and active leisure report with sections indicated in criterion 3.1 (learning outcomes 1, 2 and 3). Review own performance and their completed project.
Assessment debrief and feedback.

Assessment

To achieve criteria 1.1 and 1.2, the learner must produce and set aims for a proposal for a project related to chosen vocational area, in this case sport and active leisure. In order to do this successfully, the learners may or may not require support from the tutor. The amount of support that they require should not influence their success. The aims of the project should be clearly stated and should originate from the learner.

For criteria 2.1 and 2.2, learners need to plan and carry out the research as detailed in their research project. They should be given the opportunity to carry out this research and will require access to the necessary resources.

Criterion 3.1 requires learners to gather information from their research and compile this into the report as described in the assessment criteria and unit amplification. It is important that the learners produce a report that clearly introduces the project, showing how and why the aims had been set. The findings of the research will then be included in the report, along with a discussion as to what the learners have found out about the area that they have researched. The final section of the report will define how the research has met the aims that learners have set for themselves.

Learners may require support in the setting of the aims and the compilation of the report, which is appropriate for the tutor to provide.

Suggested resources

Books

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 978-0736056144

Journals

Health and Fitness (Hubert Burda Media)

Running Fitness (Kelsey Publishing Ltd)

Runners World (Natmag-Rodale Ltd)

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.crlsresearchguide.org	Basic steps in the research process
www.ehow.com/how_5106290_write-project-report.html	Advice on how to write a project report
www.food.gov.uk/	Food Standards Agency
www.nhs.uk	National Health Services
www.nutrition.org.uk	British Nutrition Foundation
www.skillsactive.com	SkillsActive, the Sector Skills Council for the sport and active leisure sector
www.sportandrecreation.org.uk	Sport and Recreation Alliance
www.topendsports.com	Top End Sports
www.youthsporttrust.org	Youth Sport Trust

Unit 16: **Working in a Team**

Unit reference number: R/503/2843

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit looks at how learners can be effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly; will take part in team tasks and review their contribution.

Unit introduction

Since very few people work in complete isolation in the workplace, most employers seek employees who are able to work effectively with others in a team or group setting. An effective team depends on the cooperation and skills of all team members.

This unit helps learners to understand how they can contribute to the success of a team, based on an understanding of their own strengths, skills and experiences, as well as the nature of the task at hand.

Additionally, learners will develop an understanding of the key behaviours and attitudes required in order to communicate and cooperate with others in a team. They will also learn about the roles and responsibilities of all team members by completing a team task. Learners will consider their effectiveness as team members and identify areas for improvement.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment 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		Unit amplification
1	Know that effective teamwork requires team members to behave in certain ways	1.1	Outline positive behaviours necessary for teamwork	<ul style="list-style-type: none"> □ <i>Behaviours for effective teamwork</i>: encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others
2	Know how to contribute to a team task	2.1	Outline own strengths, skills and experiences that might be relevant to team task	<ul style="list-style-type: none"> □ <i>Strengths, skills and experiences</i>: organising skills; practical skills, e.g. computer literate, photography skills; previous experiences, e.g. experience of planning an event; communication skills, e.g. multi-lingual, skilled writer; interpersonal skills e.g. good listener, confident, punctual, reliable, patient
		2.2	Identify team skills needed to complete team task	
		2.3	Outline how own strengths and skills could match the needs of the team task	<ul style="list-style-type: none"> □ <i>Aspects of a task they could do well, based on identified strengths, skills and experience</i>: e.g. good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project
3	Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1	Identify what the task is about and what the team is working to achieve	<ul style="list-style-type: none"> □ <i>What team is working to achieve</i>: aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required
		3.2	Identify own role and responsibilities and those of others in the team	<ul style="list-style-type: none"> □ <i>Responsibilities within the team</i>: own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members
		3.3	Outline how own role contributes to the work of the team as a whole	<ul style="list-style-type: none"> □ <i>Contribution of own role to work of whole team</i>: how own role affects roles of others in the team; how own role affects overall team success

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work positively as a member of a team	4.1	Give examples of listening to the ideas and suggestions of others	<ul style="list-style-type: none"> □ <i>Listen to the ideas and suggestions of others:</i> paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others, e.g. by not interrupting, asking questions to clarify what was said
		4.2	Give ideas and suggestions as to how the team might complete their task	<ul style="list-style-type: none"> □ <i>Give ideas and suggestions as to how the team might complete their task:</i> participating in group discussions, problem-solving or 'thoughtshower' sessions, finding out information and reporting back to the group
		4.3	Give examples of offering help or support to other team members	<ul style="list-style-type: none"> □ <i>Offer help to other team members:</i> e.g. offer to help other team members complete their task, volunteer to take on the task of a team member who is absent
		4.4	Give examples of accepting the help or advice of others	<ul style="list-style-type: none"> □ <i>Accept help or advice from other team members:</i> try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time
		4.5	Complete the aspects of the allocated task, in line with the brief	<ul style="list-style-type: none"> □ <i>Complete own task in line with the given brief:</i> complete task to required standard and within stipulated timeframe
5	Be able to review own performance as a member of a team	5.1	Identify which positive teamworking behaviours were demonstrated by self in undertaking the task	<ul style="list-style-type: none"> □ <i>Positive teamworking behaviours demonstrated:</i> e.g. listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task
		5.2	Identify own teamworking skills that could be improved	<ul style="list-style-type: none"> □ <i>Identify teamworking skills that could be improved:</i> e.g. be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task

Information for tutors

Delivery

The emphasis in this unit is on developing the learner's knowledge and understanding of teamwork through a practical teamworking task.

In order to understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question-and-answer session could determine the positive behaviours. Keywords could be collated on a board or flipchart. Teams could work to design a poster or presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the rest of the unit. Alternatively, line managers could discuss with individual learners their impressions of different teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks that will enable the participation of all group members. Learners could be involved in selecting the group task. Teams could be made up of around 4-7 people. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole-group discussion to decide which tasks are manageable and achievable and to match the skills and interests of the team members in 'What if?' scenarios.

For learning outcome 2, learners could make a list of their own strengths, skills and experiences and match them to individual tasks in the chosen group task.

For learning outcome 3, learners could work with team members for the group task to develop a mind map or flowchart-type diagram, using prompts and question-and-answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team to the rest of the group.

Learners need to implement the agreed team task for learning outcome 4. They could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their own behaviour and skills as a member of the team rather than on how well the outcome was achieved. Ways for learners to develop teamworking skills could be explored through tutorials, small-group discussions or discussions with a line manager or supervisor.

Assessment

For 1.1, the learner must outline at least two different positive behaviours that are needed for teamwork to be effective. This information could be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For 2.1, 2.2, and 2.3 the learner needs to refer to the identified group task when identifying their strengths, skills and experiences and how these may help them complete aspects of the task. A chart could be suitable evidence for these criteria. The learner needs to be able to make the link between their strengths, skills and experiences and the group task. Alternative methods of evidencing learning may be used.

The evidence required for 3.1, 3.2 and 3.3 could be combined into one task. The information could be evidenced in a number of ways, such as PowerPoint slides, a poster or through one-to-one discussion with the tutor or line manager. The learner needs to refer to the chosen task and identify what the task is about and its intended outcome, and the role and responsibilities of all members of the team for 3.1 and 3.2.

For 3.3, the learner needs to outline at least two reasons why their own role is necessary for the successful completion of the group task.

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 may be provided in a logbook completed by the learner during the task. The logbook may take a variety of formats, depending on the needs of individual learners. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing may be used, for example a witness statement or observation.

For 5.1, the learner needs to identify details about which positive teamworking behaviours (identified in 1.1) they demonstrated during the completion of the task. Giving two ways of improving their teamworking skills would provide the evidence for 5.2. Both these criteria could be assessed through one-to-one discussion with the tutor/line manager. Responses should be recorded for verification purposes.

Suggested resources

Books

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.projectsmart.co.uk/team-building.html	Advice on team building
www.sportandrecreation.org.uk	Sport and Recreation Alliance
www.topendsports.com	Top End Sports
www.youthsporttrust.org	Youth Sport Trust

Unit 17:

Job Opportunities in Sport and Active Leisure

Unit reference number: R/501/7274

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to help learners to know where to find job opportunities in sport and active leisure and about the different roles and requirements of different sport and active leisure roles.

Unit introduction

In this unit learners will develop a plan for starting work in sport and active leisure by exploring job opportunities across the sector. The learner will explore conditions of employment and the qualifications and skills required for different jobs within sport and active leisure. The learner will have the opportunity to set realistic short- and medium-term goals for their career pathway in sport and active leisure. This unit will therefore provide learners with some essential skills and knowledge to help them to find work in the sport and active leisure sector.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know about job opportunities in sport and active leisure	1.1	Identify jobs in different sectors of sport and active leisure	<ul style="list-style-type: none"> □ <i>Job opportunities</i>: types of jobs available in sport and active leisure, e.g. leisure attendant, fitness instructor, sports coach, physical education teacher, school sports coordinator, sports and exercise scientist, professional performer, sports therapist, sports retailer
		1.2	Describe the job roles in one sport and active leisure facility	
2	Know about terms and conditions of employment within sport and active leisure	2.1	Describe the conditions of employment within sport and active leisure	<ul style="list-style-type: none"> □ <i>Work patterns</i>: hours of work; shift work, e.g. early starts, late finishes, night work, weekend work, bank holiday work, irregular work pattern, flexitime, days off during week; annual leave □ <i>Pay</i>: e.g. weekly, monthly, salary scales, increments □ <i>Benefits</i>: e.g. pension, bonus for overtime, uniform/clothing allowance, subsidised/free meals, training/professional development
3	Know about the qualifications and skills needed for jobs in sport and active leisure	3.1	Present information about the qualifications and skills required for selected jobs in sport and active leisure	<ul style="list-style-type: none"> □ <i>Qualifications</i>: essential and desirable, e.g. GCSEs, NVQs, apprenticeships, BTEC Nationals, coaching awards, swimming qualification, First Aid at Work, moving and lifting, first aid, diploma, degree □ <i>Skills and qualities</i>: personal qualities, e.g. ability to relate to others, respectful; work-related skills, e.g. communication, teamwork, problem solving, self-management; level of fitness; Criminal Records Bureau (CRB) check

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to start planning own career within sport and active leisure	4.1	Produce a plan to start work within sport and active leisure	<ul style="list-style-type: none"> □ <i>Career planning</i>: personal skills audit; own abilities; interests; values; personal qualities; lifestyle; constraints □ <i>Finding out about jobs</i>: career pathways; experience requirements; methods, e.g. websites, careers advisors, careers fairs; journals, people, e.g. family, friends, tutor □ <i>Making plans</i>: consider options; realistic short-term goals; realistic medium-term goals

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivery of this unit by inviting guest speakers working in different jobs across the sport and active leisure sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different sport and active leisure facilities and interview or work shadow an employee. On return, learners could create a leaflet to include information about the job role and conditions of employment which other learners could use as a factsheet.

Videos and case studies may be used to help learners understand the range of job roles in the sector and the difference between different types of facilities.

In groups, learners could complete web-based research into job roles in different sport and active leisure facilities and then report back to the rest of the class.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job adverts, and to list the work patterns, pay and benefits advertised.

The opportunity to analyse real job descriptions, covering a wide range of jobs in sport and active leisure, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sector.

Learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the class. Learners may use PowerPoint or flipcharts to present this information.

Learners could visit careers advisers or access careers advice from LearnDirect to help them begin their career plan. The need for goal setting and the difference between short- and medium-term goals could be explored through a question-and-answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting medium- and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussions or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on job opportunities in:</p> <ul style="list-style-type: none">• sport• active leisure. <p>Small-group research – learners select one of the above and gather information about the following:</p> <ul style="list-style-type: none">• range of jobs• working patterns• pay• benefits• qualifications• skills and qualities. <p>Research could involve internet, visits to careers advisers, visits to settings, professional journals.</p> <p>Activity – group prepares and delivers a presentation of information to include a fact sheet for other learners.</p> <p>Activity – learners invite an employee from the sport and active leisure sector to share information about their job. Alternatively, learners may visit an appropriate facility or talk to an employee to gather information.</p> <p>Activity – using the information gathered from the group work on skills, qualities and qualifications, the individual learner carries out a personal skills audit, e.g. using a template or online assessment.</p> <p>One-to-one tutorial to discuss opportunities in line with skills audit.</p> <p>Assessment – using the information gathered from the activities outlined above, individual learners provide evidence for each of the assessment criteria within the unit (learning outcomes 1, 2, 3 and 4).</p>
Assessment feedback and review of unit.

Assessment

The assessment criteria for this unit may be combined into one assignment task as a plan to start work. This may take the form of a loose-leaf folder.

To meet 1.1, learners will need to identify different jobs in the sports and active leisure sector. To meet the requirements for 1.2, learners will need to select one sport and active facility, for example a community leisure centre or a private health club, and describe the different jobs within it, for example leisure attendant or fitness instructor.

To meet 2.1, learners could select jobs in different areas of sport and active leisure and compare the work patterns, pay and benefits. This could be presented in table format.

For 3.1, learners will need to give details about the skills, qualities and qualifications required for three jobs. These could be the three jobs selected for 2.1.

To produce the career plan for 4.1, the learner needs to undertake a personal skills audit and identify their interests, current qualifications and required qualifications to get a specific job. They also need to identify their goals to help them progress into a career of their choice. This could be recorded using a pro forma.

Learners will need to provide evidence of their research into possible jobs in sport and active leisure. This may be evidenced with leaflets, downloads from websites, documentation from tutorials/discussions with tutors or carers advisers.

The career plan should identify one medium-term goal and two short-term goals.

Suggested resources

Books

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 9780736056144

Stafford-Brown et al – *Level 2 Higher Diploma Sport and Active Leisure Student Book* (Edexcel, 2010) ISBN 9781846907647

Journals

Leisure Management (The Leisure Media Company Ltd)

Leisure Opportunities (The Leisure Media Company Ltd)

Leisure Week (The Leisure Media Company Ltd)

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.sportandrecreation.org.uk	Sport and Recreation Alliance
www.gov.uk/browse/working	Advice on finding a job, contracts and working hours
www.skillsactive.com	SkillsActive, the Sector Skills Council for the sport and active leisure sector
www.topendsports.com	Top End Sports
www.youthsporttrust.org	Youth Sport Trust

Unit 18: Physical Activities for Children

Unit reference number: R/502/3382

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

In this unit learners will find out about, plan and prepare different types of physical activities suitable for children. The importance of the role of the adult in ensuring children's safety in the provision of physical activities is also considered in this unit.

Unit introduction

Physical activities are essential to the health, development and wellbeing of children. It is important, therefore, that people caring for children know about suitable physical activities to be able to provide a range of appropriate and challenging experiences for them. Ensuring children are safe during physical activities is essential and in this unit learners will explore the measures that need to be taken to ensure children are protected during activities.

This unit aims to develop knowledge and understanding in these key areas as well as building up essential skills such as self-management, time management, contributing to a team, problem solving, working safely and communication skills.

For learning outcome 1, learners will investigate the possible physical experiences that can be provided for children of different ages in both the indoor and outdoor environment, and the health benefits provided by physical activities. Learning outcome 2 introduces safety issues and the measures that adults need to take to ensure that children can enjoy physical activities safely. Learning outcome 3 gives learners the opportunity to develop personal skills through planning and preparing physical activities for children.

This unit may be delivered in a class or work setting. However, it is essential that learners have practical experience of planning physical activities and familiarity with the equipment and resources required for different types of physical activities. While examples of physical activities are given in the unit amplification, we recognise that physical activities can encompass more than the activities outlined in this unit.

Essential resources

Learners need access to equipment and resources required for different types of physical activities.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know about physical activities for children	1.1	Describe physical activities for children 0–3, 3–5 years	<ul style="list-style-type: none"> □ <i>Physical activities for children 0–3 years:</i> indoor and outdoor opportunities; toys; resources; opportunities for activities, e.g. crawling, rolling, walking, running, climbing, pushing toys, riding a tricycle, kicking a ball, throwing a small ball, building with large bricks, moving to music, digging in sand □ <i>Physical activities for children 3–5 years:</i> indoor and outdoor opportunities; resources; opportunities for, e.g. running, climbing, hopping, swinging, balancing, jumping, riding a tricycle, kicking ball, building with large bricks, catching a ball, using a bat, swimming, digging, dancing
2	Understand the role of the adult when children are involved in physical activities	2.1	Explain the role of the adult when children are involved in physical activities	<ul style="list-style-type: none"> □ <i>Adult role:</i> observation; supervision; giving praise and support; knowing about individual abilities of child or young person; providing safe equipment; checking equipment for faults; using safety equipment; recognising hazards; assessing risk

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan and prepare physical activities for children	3.1	<p>As a team member, plan and prepare a physical activity for children and demonstrate:</p> <ul style="list-style-type: none"> • self-management skills • a positive contribution as a team member • meeting agreed deadlines • problem-solving skills • safe practice • communication skills 	<ul style="list-style-type: none"> □ <i>Planning</i>: type of activity; when; where; duration; age group; suitability; equipment needed □ <i>Self-management</i>: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback □ <i>Time management</i>: attendance; punctuality; completing task within agreed timeline □ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others □ <i>Problem solving</i>: identifying problem, e.g. lack of resources, equipment broken, making suggestions how to solve problem; creative thinking □ <i>Health and safety</i>: checking equipment, recognising hazards □ <i>Communication skills</i>: applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor

Information for tutors

Delivery

It is essential that learners have practical experience of planning physical activities and familiarity with the equipment and resources required for different types of physical activities.

The unit focuses on physical activities that may be appropriate for children of different ages and has been designed to make the key topics practically based wherever possible. In this unit learners' employability skills will be assessed through completion of a teamwork task.

For learning outcome 1, learners need to be introduced to a wide range of possible physical activities and experiences for children 0–3 and 3–5 years.

This may be achieved in a variety of ways. Learners could conduct paired research using websites and prepare factsheets of their findings for other learners. Visits to different childcare settings and playgrounds to observe children of different ages involved in physical activities would help learners to relate theory to practice.

Learners could be encouraged to keep a record of age-appropriate activities and the equipment and resources required for different types of physical activities to help them to meet the requirements of assessment criterion 1.1.

Learning outcome 2 could be introduced by inviting a guest speaker such as a practitioner from a childcare setting or an after school club to explain the importance of observation and supervision of children when they are involved in physical activities. Learners could prepare questions to ask the speaker about how risk is assessed and managed before and during physical activities with children.

Learners could work in groups to analyse videos of children involved in different physical activities to identify the measures adults need to take to ensure the children's safety. Tutor-led discussion could follow to clarify the role of the adult when children of different ages are involved in physical activities.

Learners could participate in a physical activity, such as a ball game, and with tutor support undertake the required risk assessment which would help to link theory to practice.

Visits to different settings to observe the measures taken by adults to ensure children's safety would further consolidate learning.

To introduce learning outcome 3, tutors could assess learners' knowledge of the teamworking skills required to provide physical activities for children. This could be achieved by giving learners a scenario such as an obstacle course for a group of six children aged 3–5 in an outdoor area. Learners decide how to plan and implement the activity. Learners could present their findings which would generate discussion on the skills required to plan, prepare and implement a successful activity. The key skills could be collated on the board/flipchart. The required skills could be agreed by the whole group and made into a checklist which can be used to record when and how they use skills for assessment criterion 3.2.

Learners should be involved in selecting a physical activity for a group of children for their team to plan. Teams could be made up of around three to five people. Tutors could provide scenarios to include different ages of children and situations to help groups make their selection.

In their team, learners can discuss possibilities for tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Learners can present their plans for the physical activity to the rest of the group and set up the required equipment. It may be possible for the group to implement the activity with the rest of learners participating. This would provide further opportunities for learners to demonstrate employability skills such as communication, problem-solving and health and safety.

Also, it may be possible for learners to participate in physical activities with groups of children. Witness statements or a checklist signed by tutors or supervisors recording learners' use of employability skills could provide further evidence towards 3.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion – range of physical play activities for children indoors and outdoors.</p> <p>Practical – group task. Learners research physical activities using resources, e.g. internet, journals.</p> <p>Assessment: learners provide information on physical activities for children aged 0-3 and 3-5 years (learning outcome 1).</p>
<p>Tutor-led discussion on the role of the adult in supervising children's physical play.</p> <p>Learners visit a childcare setting, or watch videos to observe children involved in physical activities.</p> <p>Practical – in pairs learners discuss scenarios provided by the tutor of safe and unsafe physical play situations and then feed back to the group.</p> <p>Assessment: record the role of the adult during children's physical activities (learning outcome 2).</p>
<p>Tutor-led discussion on planning a physical activity and the skills needed.</p> <p>Learners to devise a way of recording their personal skills.</p> <p>Learners research children's physical activities using the internet, journals.</p> <p>Learners practise preparing and setting up physical activities for children.</p> <p>Assessment: learners produce plans for children's physical activities, and are observed preparing the activities. Learners record their personal skills (learning outcome 3).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

For assessment criterion 1.1, learners need to include a brief description of different, suitable physical activities for each of the age ranges (0–3 and 3–5 years). The description will need to outline what is involved in each activity and any resources or equipment required. This may be in the form of a booklet, loose leaf folder or completion of a table.

To meet assessment criterion 2.1, learners need to explain how the adult would need to be involved when children are participating in different physical activities. This could be achieved by adding this information to each of the activities described in 1.1.

Assessment criterion 3.1 may be evidenced through witness testimonies, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learner must be able to demonstrate that they have developed each of the skills stated in the content. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Suggested resources

Books

Filer J – *Healthy, Active and Outside: Running and Outdoors Programme in the Early Years* (David Fulton, 2008) ISBN 9780415436526

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Hoyle T – *101 Playground Games* (Optimus Education, 2011) ISBN 9781906517076

Websites

www.bbc.co.uk/parenting

BBC – advice on parenting

www.bigeyedowl.co.uk/

Early years experience – provides ideas, resources and information for parents, carers and teachers of preschool, nursery and Key Stage 1 children (5 to 7 years of age).

www.gameskidsplay.net

Games kids – ideas for games

www.teachingideas.co.uk/pe/contents_games.htm

Teaching ideas – PE games ideas

Unit 19: Exploring Dance Skills

Unit reference number: J/502/3833

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit will allow learners to develop dance skills in practical workshops and to demonstrate them in a performance piece.

Unit introduction

This unit aims to introduce learners to dance skills through participation in practical workshops and the rehearsal and performance of a dance piece. In tutor-led workshops learners will develop their physical skills, becoming stronger, more flexible and physically aware. They will develop their movement memory and learn how dancers move by observing and copying their tutor. They will also learn how to behave appropriately during dance workshops, developing focus and concentration and working cooperatively with tutors and peers.

Learners will work with their tutor on preparing of a dance piece in any style, which will be choreographed by the tutor.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to participating in dance workshops.

The unit will culminate in a performance of the dance piece to an invited audience for example, peers, friends, family members.

Essential resources

For this unit learners must have access to a practical dance space, preferably with a sprung floor and mirrors, in which to work and perform. Video equipment will be needed for evidence recording purposes.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Be able to participate in practical dance workshops	1.1	Use physical skills in practical dance workshops	<ul style="list-style-type: none"> <i>Physical skills</i>: posture; alignment; coordination; balance; spatial awareness; rhythm; timing; movement memory <i>Workshops</i>: warm up; skills development; repeating movement phrases; refining materials
		1.2	Use interpretive skills in practical dance workshops	<ul style="list-style-type: none"> <i>Interpretive skills</i>: musicality; focus; dynamic range; facial expression
2	Be able to develop a dance piece for performance	2.1	Develop a dance piece with direction and guidance	<ul style="list-style-type: none"> <i>Development</i>: dance therapy; interpretation; following choreography; applying rehearsal techniques; movement memory <i>Dance role</i>: a role in an extract from a dance piece
3	Be able to use dance skills in performance	3.1	Perform with a degree of accuracy	<ul style="list-style-type: none"> <i>Dance skills</i>: accuracy of movement; focus; musicality; dynamics; expression <i>Performance</i>: piece choreographed by tutor <i>Dance style</i>: styles, e.g. jazz, ballet, contemporary, urban, rock 'n' roll, folk, African, Bollywood
		3.2	Perform using physical expression appropriate to the style of the piece	
		3.3	Perform with a degree of musicality	
4	Be able to demonstrate employability skills through participation in practical activities	4.1	Be reliable when taking part in practical activities	<ul style="list-style-type: none"> <i>Reliability</i>: attendance; punctuality; being ready to work; suitable attire
		4.2	Show a positive attitude to practical activities	<ul style="list-style-type: none"> <i>Positive attitude</i>: signs of positive attitude, e.g. focus, enthusiasm, motivation, willingness to try
		4.3	Be respectful to others in practical activities	<ul style="list-style-type: none"> <i>Respect for others</i>: tutors and peers; listening to others, being supportive of others; respecting the views of others; responding appropriately to feedback

Information for tutors

Delivery

The unit should be delivered through a series of tutor-led practical dance workshops designed to allow learners to explore a range of skills. Learners should be encouraged to develop good practice in terms of preparing and warming up for class, dressing appropriately and being supportive of others.

Early sessions should concentrate on building confidence in the use of physical skills through the introduction of simple movement material to develop posture, coordination and balance. In initial workshops tutors could introduce learners to a range of dance styles, for example jazz, contemporary, urban, folk. However, it would be equally appropriate to concentrate on a single style. Movement memory and accuracy should be developed through the repetition of short movement patterns, and learners should explore a range of group relationships through the use of compositional devices such as unison, canon, formations, entrances and exits. Interpretive skills and musicality should be developed through exploration of the stylistic qualities of the style or styles being covered. Learners could be encouraged to keep a scrapbook of the work undertaken in classes.

Learners will need to apply the physical and interpretive skills they have developed to a piece of dance, which will be choreographed and rehearsed under the direction of the tutor and performed to an audience. In choreographing the piece, tutors should remember that all learners must be given an appropriate performance and, therefore, assessment opportunity. The choice of a simple piece, that allows learners to perform well, is preferable to a more complex movement sequence that some learners may struggle to perform.

Rehearsals should be carried out within a vocational context, with learners working as a dance company. Learners should develop an understanding of the rehearsal process through participation in activities such as warmups, exploring ideas, learning movement sequences, refining material and technical/dress rehearsals. They should be given the opportunity to develop employability skills in these sessions with the importance of focus, cooperation, reliability and respect for others being stressed. Learners should also be encouraged to undertake some independent learning through homework activities that could include practising the routine.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, show their work to a small audience of family and friends. It would also be appropriate for the piece to be shown as part of a larger showcase that might include work prepared in other units.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
Unit introduction. Practical workshops to introduce physical skills and movement patterns. Observing and making notes on the work of a dancer of your choice. Assessment: tutor observation sheet, learner logbook (learning outcomes 1, 2 and 4: 1.1, 1.2, 4.1, 4.2, 4.3).
Practical workshops to develop physical and interpretive skills in relation to group dance e.g. unison, canon, formation, entrance and exits. Practical workshops to explore the stylistic features of a chosen dance style through physical and interpretive skills. Assessment: video recordings and tutor observation sheet, learner logbook (learning outcomes 1 and 4: 1.1, 1.2, 4.1, 4.2, 4.3).
Learning and rehearsing choreography for performance piece. Practising routine. Assessment: video recordings and tutor observation sheet, learner logbook (learning outcomes 1 and 4: 1.1, 1.2, 2.1, 4.1, 4.2, 4.3).
Final rehearsals. Performance(s). Post-performance discussion. Assessment: tutor observation sheet, video recordings (learning outcomes 2 and 3: 2.1, 3.1, 3.2, 3.3).

Assessment

Evidence for this unit will be generated through practical workshops, rehearsals and a performance. Achievement of assessment criteria 1.1, 1.2 and 2.1 can be evidenced through recordings of practical sessions, which should be supported by tutor observation. Learners should demonstrate a willingness to participate in workshop activities, a positive manner and the use of physical and interpretive skills when taking part in activities and rehearsals.

The performance should be recorded and supported by tutor observations. Peer evaluations and/or audience feedback could also be used as evidence. For 3.1, learners should demonstrate that they can contribute to the performance, demonstrating a degree of accuracy in their use of movement work. To achieve 3.2, learners must demonstrate the use of physical expression, through movement, gesture and facial expression, in their dance work. To achieve 3.3, degree of musicality must be demonstrated through the application of timing and an awareness of the stylistic qualities of the piece.

To achieve 4.1 learners must be punctual for meetings and rehearsals and able to focus on working immediately. For 4.2, they should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3, learners should show respect and support for others when discussing and developing ideas, in rehearsals, and when receiving direction and instruction.

Suggested resources

Books

Ashley L – *Dance Sense: Theory & Practice for GCSE Dance Students, 2nd Edition* (Northcote House, 2006) ISBN 9780746311561

Ashley L – *The Essential Guide to Dance, Third Edition* (Hodder Arnold, 2008) ISBN 9780340968383

Harris B – *Entry 3/Level 1 BTEC Sport and Active Leisure Student Book* (Pearson, 2010) ISBN 9781846909221

Unit 20:

Investigating Rights and Responsibilities at Work

Unit reference number: M/503/2879

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

This unit aims to develop learners' understanding of the importance of rights and responsibilities in the workplace and the responsibilities of employees and employers in upholding them.

Unit introduction

Employees and employers have responsibilities to each other and should expect their rights to be upheld. These rights and responsibilities relate to areas such as the provision of terms and conditions of employment, privacy of personal information, health and safety, equal opportunities and the right to be paid a minimum wage.

In this unit the learner will develop understanding of what is meant by the terms 'rights' and 'responsibilities' and how they are enforced in the workplace. They will also gain an understanding of some of the responsibilities of both employers and employees. Learners will learn how to find sources of help and advice relating to their rights and responsibilities in the workplace.

Essential resources

Learners require access to appropriate sources of information about rights and responsibilities in the workplace.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Understand why rights and responsibilities are important in a workplace	1.1	Explain reasons why rights and responsibilities are important in a workplace	<ul style="list-style-type: none"> □ <i>Reasons why rights and responsibilities are important:</i> safety and wellbeing of staff, visitors and customers in the workplace, complying with the law, complying with standards and morals of our society, provides guidelines for resolving workplace problems or conflict in an appropriate way, establishes order and agreed obligations in a workplace, enables employers to conduct business in a fair and productive way, protection of employees and employers □ <i>Types of rights:</i> right, e.g. human rights, rights in workplace, rights of the child, legal rights, informal rights, e.g. club membership □ <i>Types of responsibilities:</i> responsibilities, e.g. member of society, workplace responsibilities, family responsibilities
		1.2	Explain how rights and responsibilities are enforced in a workplace	<ul style="list-style-type: none"> □ <i>How rights and responsibilities are established and enforced:</i> use of legislation, codes of conduct; regulatory or advisory bodies/organisations; employer and peer expectations

Learning outcomes		Assessment criteria		Unit amplification
2	Understand rights and responsibilities of employees and employers	2.1	Outline the responsibilities employers have to employees	<ul style="list-style-type: none"> □ <i>Responsibilities of employers:</i> health and safety; pay and benefits; job recruitment and advertising; terms and conditions at work; contract of employment; appraisal, promotion and training; dismissal, redundancy and retirement, privacy of personal information
		2.2	Outline the rights and responsibilities an employee has at work	<ul style="list-style-type: none"> □ <i>Implications:</i> safe work environment; policies and procedures; work culture
		2.3	Explain the implications of employee rights and responsibilities in a workplace	<ul style="list-style-type: none"> □ <i>Rights and responsibilities of employees:</i> rights, e.g. to fair pay, to be kept safe, given equality of opportunity; responsibilities e.g. follow procedures for safety, punctuality, fulfil contracted duties
		2.4	Describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace	<ul style="list-style-type: none"> □ <i>Implications:</i> safe work environment; policies and procedures; work culture
3	Know how to obtain guidance and information about rights and responsibilities at work	3.1	Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities	<ul style="list-style-type: none"> □ <i>Representative bodies:</i> e.g. Health & Safety Executive (HSE), Citizens Advice Bureau (CAB), Equality and Human Rights Commission, trade unions, staff associations, Criminal Records Bureau (CRB)
		3.2	Describe the type of advice given by key representative bodies	<ul style="list-style-type: none"> □ <i>Type of advice:</i> safety of working environment and practices; financial; legal; benefits, equality and diversity

Information for tutors

Delivery

Although this unit could be delivered through small-group discussions, it is important to use a range of delivery methods. Television programmes or extracts from films can be a valuable learning tool. Similarly, speakers invited to share their experiences can also be a useful source of information.

Learners could consider the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, children's rights, consumer or patient rights, rights and responsibilities set out in legislation, and those that are less formal such as those relating to particular groups or settings, for example within a school, society or club. They could consider issues such as justice, fairness, equality, citizenship and safety. They could then go on to relate these to the context of the workplace.

Tutors will need to be creative in their approach to this unit, which is largely based on knowledge and understanding rather than skills. Active learning, however, can still be achieved, for example through learners going into the workplace to interview employers and employees or through role-play scenarios. Debate and discussion should also be encouraged, particularly when defining the terms and considering rights and responsibilities beyond those enshrined in law.

For each assessment criterion, it is likely that group discussion and shared research will be appropriate. However, learners should independently record their assessment evidence.

Assessment

For 1.1, the learner must explain at least one reason why rights are important in the workplace, and at least one reason why responsibilities are important in the workplace. In addition, the learner's explanations must show a clear understanding of the terms 'rights' and 'responsibilities'.

For 1.2, the learner will need to consider how rights and responsibilities are enforced at work. The learner could be given a case study which requires them to explain how certain aspects of legislation could be enforced. Alternatively, the learner could select two different rights and explain how they are enforced in the workplace.

For 2.1, the learner needs to give an outline of at least four employer responsibilities.

For 2.2, the learner needs to outline two employee rights and two employee responsibilities. Examples can be provided to support the responses to 2.1 and 2.2.

For 2.3, the learner must explain the implications of the employee rights and responsibilities. For example, a learner listing an employee's right to one week's notice for every full year worked could note that this means an employer cannot dismiss a member of the workforce on the spot simply because they are no longer needed.

For 2.4, learners must describe data protection and confidentiality procedures as relevant to a workplace. These will vary according to the type of workplace.

Learners should identify at least three key points regarding data protection and confidentiality in the workplace.

For 3.1, the learner must identify three key representative bodies. For 3.2, they must then describe the type of advice given by each of the chosen representative bodies. Trade unions, staff associations and bodies such as the CBI or trade associations can be used as sources of information and guidance. A case study can be used.

Suggested resources

Websites

www.acas.org.uk	Arbitration service, advice on health and wellbeing at work
www.adviceguide.org.uk	Citizens Advice Bureau
www.gov.uk	Government services – general rights and responsibilities in the workplace including rights for disabled people, carers, older people and young people
www.equalityhumanrights.com	The Equality and Human Rights Commission
www.tuc.org.uk	Trades Union Congress website with downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk/rights	A TUC-run website with information about rights at work (paternity and maternity leave, paid holiday etc)

Unit 21:

Managing Your Health at Work

Unit reference number: H/503/2880

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop an understanding of how to manage personal health in the workplace and the support provided by employers in maintaining health.

Unit introduction

In this unit, learners will develop understanding of how they can be instrumental in managing their own health while at work. Learners will find out what their responsibility is in maintaining good health at work and they will consider the importance of taking regular breaks throughout the day, maintaining a balanced diet and wearing suitable clothing for the job. Learners will also learn what services an employer might offer employees and other sources of help to ensure good health at work.

Essential resources

Learners need access to appropriate sources of information about maintaining good health at work.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Understand the employee's role in maintaining good health at work	1.1	Explain why it is important for employees to maintain good health at work	<ul style="list-style-type: none"> □ <i>Why it is important for employees to maintain good health at work:</i> improves performance; reduces stress; reduces sick leave; reduces risk of injury; increases enjoyment of work; increased enjoyment of leisure time
		1.2	Explain how employees can maintain good health in the workplace	<ul style="list-style-type: none"> □ <i>How employees can maintain good health in the workplace:</i> appropriate diet and exercise; reduce and report potential risks and hazards; wear correct protective clothing if required; take regular breaks, maintain work-life balance; manage ill health appropriately
2	Know the services employers can provide to maintain the health of the workforce	2.1	Describe services that can be provided by employers to help maintain the health of the workforce	<ul style="list-style-type: none"> □ <i>Services provided by employers:</i> first aid; health surveillance and medical check-ups; access to health support networks e.g. advice on dealing with addictions, counselling services; sick pay; health initiatives to benefit employees e.g. healthy eating campaigns in the workplace canteen, keeping active campaigns, subsidised gym memberships or bicycle purchases for staff, on-site gym or recreational facilities, free annual flu vaccinations at work
3	Know sources of help to ensure good health at work	3.1	Describe different sources of help to ensure good health at work	<ul style="list-style-type: none"> □ <i>Sources of help:</i> workplace occupational health; trade unions; community occupational health; first-aid officer; health and safety officer; support networks (particularly for self-employed workers)
		3.2	Describe the services offered by different sources of help	<ul style="list-style-type: none"> □ <i>Services offered by sources of help:</i> prevention of risks or hazards to health in the workplace; counselling for stress, addictions or any other personal difficulties; advice on rights and responsibilities in the workplace; risk assessments; provision of specialist support equipment, first-aid treatment to deal with injuries or medical incidents in the workplace

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

For learning outcome 1, the reasons why it is important for employees to maintain their health at work could be explored through case studies. Learners will need to explore the role they need to play in maintaining their own health at work. Learners could be given practical scenarios which allow them to identify what action they could take to ensure good health, for example, 'How can employees maintain good health when a sickness bug goes through the workplace?' Learners could also be given newspaper or magazine articles to find out what type of health situations arise and how good health can be promoted.

In learning outcome 2, learners will find out about the services an employer might provide to promote good health. If possible, a local employer could be invited to talk about the services they offer. Alternatively, learners could search the websites of large companies to find out what services they offer.

Learners should have the opportunity to find information on different sources of help available to them at work. They should understand the role of the service and what the service provides. It would also be appropriate for learners to consider services available to self-employed workers.

Assessment

For 1.1, the learner needs to give two reasons why it is important for employees to maintain good health at work.

For 1.2, the learner must explain how employees can maintain good health in the workplace. The learner will need to provide detailed information on five different examples, such as the employee being responsible for maintaining a healthy diet and taking regular exercise. Practical examples of how this can be achieved must also be provided, for example using the stairs instead of the lifts and drinking sufficient water throughout the day. This could be evidenced in a number of different ways. For example, the learner can gather the information and present it to the group or they can prepare an article for an internal newsletter for colleagues. If this method is chosen, the learner should use language, formatting and structure appropriate for the intended audience.

For 2.1, the learner must describe two different services that an employer provides to promote healthy working. This evidence can be a letter to employees naming the service on offer and explaining what the service is. Alternative methods of evidencing learning can be used, such as designing a webpage on employee benefits or a leaflet campaign to be used in an organisation.

For 3.1 and 3.2, the learner must describe different sources of help to ensure healthy working and explain the services provided. Three different sources should be described and a description of the services offered should be given for each source.

Suggested resources

Websites

www.dwp.gov.uk/health-work-and-well-being	Government-run website focusing on improving health and wellbeing of people of working age
www.gov.uk	Government services – includes advice on health and safety at work
www.worksmart.org.uk/index.php	A TUC-run website with information about rights at work

Unit 22: Preparing for Work Placement

Unit reference number: F/503/2885

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to prepare for work placement, by identifying a work placement, finding out about the organisation including the aims of the organisation, and the terms and conditions of the work placement. Learners will consider their skills and set goals to maximise their skills during the work placement.

Unit introduction

Attending a work placement gives the learner the opportunity to experience a work setting. They will find out about the roles and responsibilities of individual employees, specific types of careers and general workplace skills. However, if the learners are not prepared for the work placement, and do not know what they expect to learn, then this valuable experience cannot reach its full potential.

In this unit, learners find out, before starting their work placement, about the company or organisation where they are going to be working. It will also raise their awareness of the skills and knowledge they already have and could use during the work placement. Learners will look at how to set goals that meet their employer's expectations. All these skills will be crucial when learners begin the job-seeking process.

Although the term 'company or organisation' has been used throughout this unit, it can refer to any type of work placement for which the learner can be preparing.

Essential resources

To make this unit relevant, the learner must be in the process of preparing to go on a suitable work placement. Employers must also be prepared for the upcoming work placement and support the learner to gather relevant information.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the company or organisation where the work placement is planned	1.1	Describe the company or organisation providing the work placement	<ul style="list-style-type: none"> □ <i>Information about the company/organisation:</i> type of company or organisation; ownership e.g. public or private; function e.g. service provision, retail, construction, logistics, administrative; location; size, e.g. small, large, number of employees, number of departments, international, national or local organisation; internal and external customers; key purpose e.g. to make money, to expand, to widen the customer base, to build houses □ <i>Sources of information:</i> e.g. company leaflets or brochures, company or organisation website, newspaper, magazine or internet articles about company or organisation, learners who have previously been on work placement at the same company or organisation, staff from the company or organisation, conversation or correspondence with company or organisation providing the work placement
		1.2	Describe the key purpose of company or organisation	
2	Know the information needed before starting the work placement	2.1	Describe the terms and conditions of the work placement	<ul style="list-style-type: none"> □ <i>Terms and conditions of work:</i> hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities e.g. evacuation procedures, first-aid procedures, reporting hazards; refreshment facilities; seeking advice relating to work and/or colleague relationships
		2.2	Describe the tasks to be performed as part of the work placement	<ul style="list-style-type: none"> □ <i>Tasks:</i> daily routine tasks e.g. opening post, taking messages, checking emails, checking equipment for health and safety purposes, setting up equipment, liaising with line manager; project work

Learning outcomes		Assessment criteria		Unit amplification
3	Know what the company or organisation expects of the learner during the work placement	3.1	Describe why workplace values are important for success at the work placement	<ul style="list-style-type: none"> □ <i>Workplace values</i>: definition of values e.g. concepts and ideas that lead to workplace satisfaction; different types of values e.g. place customer service at heart of business, produce quality products, celebrate diversity, promote mutual respect, encourage creativity, recognise and reward achievement and good work □ <i>Importance of workplace values in a work placement</i>: helps learner understand what is expected of them by employer and helps in meeting those expectations e.g. how to treat other staff and customers appropriately, how to do job to a high standard, how to prioritise daily tasks, how to make decisions
		3.2	Describe personal presentation requirements appropriate to the work placement	<ul style="list-style-type: none"> □ <i>Personal presentation</i>: appropriate clothing for job role; personal hygiene; attitudes and behaviours; body language
		3.3	Describe how to deal effectively with situations of emotional stress, difficulty or confusion during the work placement	<ul style="list-style-type: none"> □ <i>Dealing effectively with situations of emotional stress, difficulty or confusion</i>: use appropriate sources of support and guidance in situations of emotional stress e.g. speak to work placement supervisor if there are difficulties in getting along with another colleague, ask questions or request clarification if instructions or messages are unclear or confusing, ask for help or guidance from other people if a task is difficult or unclear, consult user guides or request further training and assistance if nervous about using a new piece of equipment
4	Be able to set goals relating to the work placement	4.1	Set goals for skills development relating to the work placement	<ul style="list-style-type: none"> □ <i>Goal setting for the work placement</i>: different types of goals e.g. personal goals, work-related goals, skills development; goals for the work placement should be in line with employer's expectations for the work placement; setting a goal that draws on current skill or knowledge, or on skills and knowledge the learner would like to acquire
		4.2	Set goals for personal development relating to the work placement	

Information for tutors

Delivery

Although each learner will be attending a different work setting, the principles behind preparing for the work placement will be the same. Before starting to find out about their work placement, learners could discuss what information they need to know about the organisation in which they are going to be working. Learners could compile a checklist to help direct their research. They could collect information on aspects such as the function of the organisation, the key purpose, its structure (if relevant) and types of customers. Information can also be gathered from the internet and visits to the careers office to find out about the organisation providing the work placement.

To help learners understand the concept of 'terms and conditions' of work, they could compare different terms and conditions of work to identify the common elements. Although some aspects will not be relevant for work placement (for example annual leave entitlement), learners should be able to identify those terms and conditions that are relevant, for example dress code, absence notification, hours of work.

Learners will need to extract the relevant details about the main tasks relating to what they will be doing at the company or organisation. This could be done from leaflets or marketing brochures for the organisation, visits to the careers office and/or tutor-led discussions. Ideally, the learner will have an interview with the employer before starting the work placement. This would give them an opportunity to find out about the tasks they will be expected to undertake. Alternatively, learners who have previously participated in the same or a similar work placement could be asked to speak to learners in small groups.

It would be useful for tutors to stress the importance of workplace values and rules and the possible skills or qualities needed to satisfy the requirements of the work placement. To help learners understand the concept of 'workplace values', they could think about their own values, for example honesty, being trustworthy, or respect for others. This could then be translated into the workplace situation and how it relates to day-to-day working and enhances the chances of a successful work placement experience.

Employers could be invited as guest speakers to discuss expectations of learners during work placement. It is important that learners are given the opportunity to discuss these qualities and expectations so that they can identify a range of possible skills and goals to aim for. These should be linked to their course requirements or career ideas, to help them get the most out of their time on work experience.

Learners going on a work placement might feel nervous and concerned that they will appear incompetent or will not be able to do what they are asked to do. It would, therefore, be beneficial to prepare learners to deal effectively with any potential feelings of stress or confusion. For example, a group discussion or role-play activity could be used to explore different types of stressful, confusing or difficult situations in a work placement. This could help learners in developing skill and confidence in asking appropriate questions or asking others for help and guidance. Alternatively, learners could watch a TV or film clip that depicts a stressful or confusing scene in the workplace and then hold a group discussion about what could be done to address the stress, difficulty or confusion in that

scenario. This could help address learners' fears and concerns about handling any uncertain or difficult situations they can encounter.

Learners can discuss possible work placement goals in group situations and/or individually with tutors or careers advisers, but should be encouraged to come up with their own final action plan, identifying personal targets and opportunities to develop skills or knowledge on the placement. Time will need to be spent helping learners produce goals that are relevant to their situation and realistic.

Assessment

For 1.1, and 1.2, the learner must describe key information about their proposed work placement. The description needs to include information on the type, size and purpose of the organisation, the organisational structure and its internal and external customers (if relevant), as well as the main purpose or objective of the company or organisation.

For 2.1, the learner must describe the terms and conditions of work that are relevant to their work placement. Information could include details such as hours of work, dress code, number of days attending work placement, breaks and absence procedures.

For 2.2, the learner must describe the tasks that they are likely to do during work placement. This description should provide detailed information for each task and should not simply be a list. Details could include information on the procedures to be followed, health and safety issues, quality checking processes (for example, check by the line manager that work has been completed to a satisfactory standard, timescales (if relevant).

For 3.1, the learner must describe the importance of at least two workplace values and why they are important to a work placement experience. Part of this description should demonstrate the learner's understanding of what workplace values are.

Evidence for 3.2 could be included as part of 3.1. The learner must describe at least two personal presentation requirements for the upcoming work placement.

For 3.3, the learner needs to provide at least two examples of situations in the workplace where they might encounter stress, difficulty or confusion. For each example, they must explain at least one positive action they could take to help resolve the stress, difficulty or confusion. The learner's description of the positive action must be appropriate and relevant to the nature of the stressful, difficult or confusing situation they have given as an example.

For 4.1 and 4.2, the learner must demonstrate their ability to set specific, realistic goals for the work placement. The learner needs to provide at least two goals related to skills development and at least two goals related to personal development. The skills development goals may relate to existing skills which the learner would like to use during the work placement or to a new skill the learner would like to develop during the work placement. The personal development goals may relate to working well with colleagues, getting to work on time, answering the telephone in following company procedures etc.

Suggested resources

Websites

www.projectsmart.co.uk/smart-goals-objectives.html	Project management resource giving advice on setting SMART goals
www.totalprofessions.com/school-student/parents/work-experience	Totalprofessions.com – offers advice on organisations offering work experience placements
www.work-experience.org	National Council for Work Experience
www.worksmart.org.uk/	A TUC-run website giving advice on a variety of employment issues

Unit 23:

Learning from Work Placement

Unit reference number: L/503/2887

Level: 2

Credit value: 2

Guided learning hours: 10

Unit aim

The aim of this unit is to ensure that learners reflect on their work placement and use this experience to set career-related goals.

Unit introduction

Work placement can be a valuable experience for all learners, helping them to develop new skills and increase their knowledge of a vocational area. However, to achieve this, the learner must reflect on what they have learned and use that learning for future development and goal setting. This unit has been designed to be used after a learner has experienced a work placement. However, as they need to have gathered evidence from the work placement to complete the unit, learners will need to be familiar with the requirements of the unit before undertaking their work placement.

Essential resources

Learners will need to have undertaken a period of work experience.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Be able to reflect on what was learnt on the work placement	1.1	Maintain a log of work placement tasks and personal development	<ul style="list-style-type: none"> □ <i>Log of tasks undertaken</i>: employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended
		1.2	Describe skills and knowledge gained during the work placement	<ul style="list-style-type: none"> □ <i>Skills</i>: personal skills, e.g. self-management, teamwork, business and customer awareness, communication; knowledge: of work sector, of the requirements of the workplace, of products and services; personal qualities, e.g. enthusiasm, patience, confidence, curiosity □ <i>Describe knowledge gained during work placement</i>: what was learned from specific work placement tasks, when this was learned, how it was learned, how it can be evidenced
2	Know how to improve the work placement experience	2.1	Identify aspects of the work placement experience that could have been improved	<ul style="list-style-type: none"> □ <i>Aspects that could have been improved</i>: e.g. additional learning or experience of a particular task, practise certain skills before undertaking work placement, communicating more effectively with supervisor, managing time more efficiently
		2.2	Describe how improvements could be made to tasks carried out during work placement	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to use learning from the work placement to set career-related goals	3.1	Describe how the work placement experience might assist them in making choices about a future career	<ul style="list-style-type: none"> □ <i>Making choices about a future career as a result of work placement:</i> e.g. knowledge of new vocational area or area of interest, confirming whether they do or do not wish to work in a particular sector or industry, awareness of personal skills, awareness of strengths and weaknesses, desire to find out further information about a particular career, industry or organisation
		3.2	Set short-term and long-term goals which build on own learning from the work placement	<ul style="list-style-type: none"> □ <i>Setting goals:</i> SMART goals; skills and knowledge development e.g. further study, investigate specific career options or work areas; employment opportunities or goals, e.g. apply for full-time employment, seek voluntary work in a particular area

Information for tutors

Delivery

To achieve this unit, learners must have experienced a work placement.

The length of time spent in the work placement is not defined, but sufficient time must be given to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of new skills or knowledge they have acquired as a result of various work placement tasks or activities. It would therefore be helpful for tutors to encourage learners to think about how they can show that they have gained new skills or knowledge from the tasks and activities.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, and descriptions of tasks or activities undertaken (perhaps in the form of a diary or minutes of meetings that the learner attended or facilitated). In this regard, the learner would need to adhere to the company policy on confidentiality and intellectual property.

Different methods of record keeping could be discussed with learners. Examples of previous learner work could be shown. Paper-based and/or electronic record keeping methods can be used.

Learning outcome 1 focuses on skills and knowledge gained during the work placement experience. The skills discussed should be based on the CBI employability competencies detailed in their *Time Well Spent* report found on the CBI website: www.cbi.org.uk.

The skills required for employability include self-management, teamworking, business and customer awareness, problem solving, communication, number and ICT skills. It would be appropriate to spend time discussing the meaning of these skills and how they relate to individual learners. Learners could develop checklists which allow them to describe when they demonstrated their skills during their work placement. These could also be used to describe those aspects of the work placement experience that could have been improved, and how they could have been improved. Learners also need to consider their strengths based on their personal skills, knowledge and experience. One-to-one or small-group discussions can be used to identify what the learner's strengths are. Alternatively, learners can ask their employer to help them identify their strengths. Small-group discussions could be used to help the learner identify the challenges of the work placement. Record sheets can be developed to allow the learner to identify the challenges and then state how they overcame them.

For learning outcome 3, the learner will need to know and understand what SMART goals are. This method of target setting is often used as part of performance development review processes and it is important for learners to understand how to set such goals. The acronym has a number of variations:

S – specific, significant, stretching

M – measurable, meaningful, motivational

A – agreed upon, attainable, achievable, acceptable, action-oriented

R – realistic, relevant, reasonable, rewarding, results-oriented

T – time-based, timely, tangible, trackable.

A useful website for more detailed information on SMART targets is
www.projectsmart.co.uk/smart-goals.html

Assessment

For 1.1, learners must create and maintain a detailed log of the work placement tasks. The log should include the skills and knowledge related to the work activities, as well as personal development such as confidence. Tutors could provide a pro-forma for the learner to complete.

For 1.2, the learner must describe the skills and knowledge they gained during the work placement. The learner could identify specific challenges that they faced, and how these helped to develop specific skills and knowledge.

For 2.1, the learner needs to identify any aspects of the work placement experience that could have been improved. This could be cross-referenced to the evidence provided in 1.1 and 1.2. Alternatively, a separate piece of work which is more generic could be provided.

For 2.2, the learner must describe at least two ways that improvements could be made to the tasks carried out during work placement. Learners could consider improvements such as more effective communication, time keeping and positive attitude.

In 3.1, the learner needs to make straightforward value judgements on how their work placement has helped them in planning their career choices. The learner must describe at least one way in which the work placement experience has influenced their thinking about their future. This does not need to be lengthy or complex.

In achieving 3.2, the learner must set and produce appropriate evidence of two short-term and two long-term SMART goals as a result of what they have learned from their work placement. Evidence for the learner's goals could be a log, presentation, poster, written statement provided by the learner (with supporting notes from the tutor) or another appropriate format.

The learner can use their short-term goals to build towards their long-term goals.

Suggested resources

Websites

www.gov.uk/browse/education

Advice on education and learning
including options for 14–19 age group
and adult learning

www.work-experience.org

National Council for Work Experience

13 Further information and useful publications

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

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk/AboutUs/ContactUs

Other sources of information and publications available include:

- Edexcel Equality Policy
- Edexcel Information Manual (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually).

Publications on the quality assurance of BTEC Foundation Learning qualifications are on our website at www.edexcel.com/quals/flt/Pages/quality.aspx

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/Pages/home.aspx

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

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 in our published training directory, or through customised training at your centre.

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

- 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 functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Pearson 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 have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

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. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: **0844 463 2535**.

Your BTEC support team

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

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist

Annexe A

National Occupational Standards mapping

The grid below maps the knowledge covered in the Pearson BTEC Level 1 qualifications in Sport and Active Leisure against the underpinning knowledge of the Level 1 SSC National Occupational Standards in Sport, Leisure and Allied Occupations.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Level 1 National Occupational Standards	Units																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
C21 Help to maintain facility areas										✓													
C35 Deal with accidents and emergencies										✓													
D41 Help to plan and prepare a session														✓									
D42 Lead an activity within a session														✓									
C11 Help to provide equipment for activities															✓								
D15 Help to give good levels of service to participants and customers															✓								

Annexe B

Mapping to Functional Skills

Entry 3	Unit number																								
English — speaking and listening	1	2	3	4	5	6	7	8	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — reading																									
Read and understand the purpose and content of straightforward texts that explain, inform and recount information																	✓	✓							
English — writing																									
Write texts with some adaptation to the intended audience															✓		✓	✓							

Entry 3	Unit number																								
Mathematics	1	2	3	4	5	6	7	8	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Representing <ul style="list-style-type: none">understand practical problems in familiar contexts and situationsbegin to develop own strategies for solving simple problemsselect mathematics to obtain answers to simple given practical problems that are clear and routine																									
Analysing <ul style="list-style-type: none">apply mathematics to obtain answers to simple given practical problems that are clear and routineuse simple checking procedures																									
Interpreting <ul style="list-style-type: none">interpret and communicate solutions to practical problems in familiar contexts and situations																									

Entry 3	Unit number																								
ICT — use ICT systems	1	2	3	4	5	6	7	8	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Interact with and use ICT systems to meet needs																	✓								
Store information																	✓								
Follow safety and security practices																	✓								
ICT — find and select information																									
Use simple searches to find information	✓															✓	✓	✓				✓			
Select relevant information that matches requirements of given task	✓															✓	✓	✓				✓			

Entry 3	Unit number																								
ICT — develop, present and communicate information	1	2	3	4	5	6	7	8	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Enter and develop different types of information to meet given needs																	✓								
Bring together different types of information																	✓								
Use ICT-based communication																									
ICT — Use ICT systems																	✓								

Level 1	Unit number																								
English — speaking and listening	1	2	3	4	5	6	7	8	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — reading																									
Read and understand a range of straightforward texts																	✓	✓	✓				✓		
English — writing																									
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience															✓		✓	✓							

Level 1	Unit number																								
Mathematics	1	2	3	4	5	6	7	8	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Representing: <ul style="list-style-type: none"> understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine identify and obtain necessary information to tackle the problem select mathematics in an organised way to find solutions 																									
Analysing: <ul style="list-style-type: none"> apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes use appropriate checking procedures at each stage 																									

Level 1	Unit number																								
Mathematics	1	2	3	4	5	6	7	8	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Interpreting: interpret and communicate solutions to practical problems, drawing simple conclusions																	✓								

Level 1	Unit number																								
ICT — use ICT systems	1	2	3	4	5	6	7	8	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Identify the ICT requirements of a straightforward task																									
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context																									
Manage information storage																									
Follow and demonstrate understanding of the need for safety and security practices																									
ICT — find and select information																									
Use search techniques to locate and select relevant information	✓						✓											✓	✓			✓			
Select information from a variety of ICT sources for a straightforward task	✓						✓											✓	✓			✓			

Level 1	Unit number																								
ICT — develop, present and communicate information	1	2	3	4	5	6	7	8	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Enter, develop and format information to suit its meaning, and purpose including: text and tables, images, numbers, graphs, records																	✓								
Bring together information to suit content and purpose																	✓								
Present information in ways that are fit for purpose and audience																	✓								
Evaluate the selection and use of ICT tools and facilities used to present information																									
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively																	✓								



June 2016

**For more information on Pearson and BTEC qualifications please
visit our website: www.edexcel.com**

BTEC is a registered trademark of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121**