

Certificate
Extended Certificate
Diploma

Specification

BTEC FIRST SPORT

From September 2018

BTEC Level 1/Level 2 First Certificate in Sport

BTEC Level 1/Level 2 First Extended Certificate in Sport

BTEC Level 1/Level 2 First Diploma in Sport

**Pearson
BTEC Level 1/Level 2
First Certificate
in Sport**

**Pearson
BTEC Level 1/Level 2
First Extended Certificate
in Sport**

**Pearson
BTEC Level 1/Level 2
First Diploma in
Sport**

Specification

First teaching September 2018

Issue 7

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 7. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of Pearson BTEC Level 1/Level 2 Certificate, Extended Certificate and Diploma in Sport Issue 7 changes

Summary of changes made between previous issue and this current issue	Page/section number
TQT for the Certificate has changed to 360. TQT for the Extended Certificate has changed to 480. TQT for the Diploma has changed to 640.	Page 6

Summary of changes made between Issue 4 and Issue 6	Page/section number
All acts/legislation dates removed.	Throughout
The wording in <i>Section 8 Internal assessment</i> subsection <i>Dealing with malpractice</i> has been updated to clarify suspension of certification in certain circumstances.	Page 41
The external assessment length for <i>Unit 1: Fitness for Sport and Exercise</i> has changed from one hour to one hour and 15 minutes and the number of marks has changed from 50 to 60. Unit 1 resit opportunities row added to table: 'All learners registered from Sept 2018 can resit the external assessment once.'	Pages 43 and 67
<i>Section 10 Awarding and reporting the qualifications</i> The wording under <i>Calculation of qualification change</i> has been updated.	Page 46
The wording under <i>Section 10 Awarding and reporting for the qualifications</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 49

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com.

Welcome to your BTEC First specification

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

Key principles of the BTEC Firsts

To support young people to succeed and progress in their education, we have drawn on our consultation and embedded four key design principles into the BTEC Firsts.

1 Standards: a common core and external assessment

Each Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

Building on strong foundations, we have further developed our quality-assurance model to ensure robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the mandatory units, contextualised English and mathematics

Mandatory units, developed in consultation with employers and educators, give learners the opportunity to gain a broad understanding and knowledge of the vocational sector.

Optional specialist units focus more closely on a vocational area, supporting progression to a more specialised Level 3 vocational or academic course or to an Apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. Where appropriate to the sector, learners will practise these essential skills in naturally occurring and meaningful contexts.

4 Recognising achievement: opportunity to achieve at Level 1

The BTEC Firsts will continue to provide for the needs of learners who are aiming to achieve a Level 2 qualification. However, we have recognised that for some learners achieving this standard in all units in one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications with grades available at Level 2 and at Level 1 Pass.

Improved specification and support

We asked what kind of guidance you, as teachers and tutors, need. As a result, we have streamlined the specification to make the units easier to navigate, and we provide enhanced support in the accompanying *Delivery Guide*.

Thank you

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Purpose of this specification

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

- the objectives of each qualification in the suite
- any other qualification that a learner must complete before taking a qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualifications
- units that a learner must complete before a qualification can be awarded, and any optional routes
- any other requirements that a learner must have satisfied before they can be assessed, or before a qualification can be awarded
- the knowledge, skills and understanding that 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 (supplied separately)
- any specified levels of attainment.

Qualification titles and Qualification Numbers

Qualification title	Pearson BTEC Level 1/Level 2 First Certificate in Sport
Qualification Number (QN)	600/6819/X

Qualification title	Pearson BTEC Level 1/Level 2 First Extended Certificate in Sport
Qualification Number (QN)	600/6820/6

Qualification title	Pearson BTEC Level 1/Level 2 First Diploma in Sport
Qualification Number (QN)	601/0232/9

These qualifications are on the Regulated Qualifications Framework (RQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

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 on certification is in our *UK Information Manual*, available on our website: qualifications.pearson.com

1 What are BTEC Firsts?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory Level 1/Level 2 course for learners who want to study in the context of a vocational sector. The knowledge, understanding and skills learned in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace.

These qualifications are intended primarily for learners in the 14–19 age group, but they may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or an Apprenticeship.

BTECs are vocationally-related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. They are popular and effective because they enable learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners and open doors to progression to further study and responsibility in the workplace.

Objectives of the BTEC First suite

The BTEC First suite will:

- enable you, as teachers, tutors and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- help you to secure a balanced curriculum overall, so that learners in the 14–19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study, and personal, learning and thinking skills
- provide learners with a route through education that has clear progression pathways to further study or an Apprenticeship.

Breadth and progression

These qualifications have a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

Progression from Level 1

These qualifications have been designed to provide progression from the following qualifications, which contain sector-relevant content at Level 1:

- Pearson BTEC Level 1 Certificate in Sport
- Pearson BTEC Level 1 Diploma in Sport.

These qualifications are also designed to provide progression from the following qualifications:

- Pearson BTEC Level 1 Certificate in Vocational Studies
- Pearson BTEC Level 1 Diploma in Vocational Studies.

See our website for further details.

2 Key features of the BTEC First suite of qualifications

The BTEC Level 1/Level 2 First qualifications:

- have a range of sizes in the suite
- are Level 2 qualifications; learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass
- have smaller sizes in the suite primarily aimed at learners aged 14 years and over, while the Extended Certificate and Diploma have been designed for those aged 16 years and over
- are available on the Regulated Qualifications Framework (RQF)
- present knowledge in a work-related context
- give learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provide opportunities for synoptic assessment through applying skills, knowledge and understanding gained to realistic or work-related tasks, such as projects and work experience, and to deepen learning through more specialist units.

The Pearson BTEC Level 1/Level 2 First **Award**:

- has mandatory and optional specialist units
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- is graded from Level 2 P to Level 2 D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Certificate**:

- has mandatory and optional specialist units
- has 25 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Extended Certificate**:

- has mandatory and optional specialist units
- has 16.67 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Diploma**:

- has mandatory and optional specialist units
- has 12.5 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required 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 this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

Qualification sizes for BTEC Firsts in the Sport sector

This suite of BTEC Level 1/Level 2 Firsts for the Sport sector is available in the following sizes:

	GLH	TQT
First Award	120	160
First Certificate	240	360
First Extended Certificate	360	480
First Diploma	480	640

Types of units in the qualifications

The BTEC First qualifications have mandatory units and optional specialist units. See *Section 4 Qualification structures* for more detailed information. For these qualifications, learners will need to complete all the mandatory units and, where appropriate, a selection of optional specialist units. This is to ensure that all learners have broad and balanced coverage of the vocational sector.

Mandatory units

Mandatory units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners. These units support the remainder of the learning needed for these qualifications. There will be both internal- and external assessment.

Optional specialist units

The remaining units in these qualifications are sector-specific, optional specialist units. These units focus on a particular area within the vocational sector and give learners an opportunity to demonstrate knowledge, skills and understanding.

Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Sport

3 Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Sport

Rationale for the Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Sport

Aims

The aims of all qualifications in the BTEC First suite in Sport are to:

- inspire and enthuse learners to consider a career in the Sport sector
- give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Sport sector
- support progression to specialised Level 3 qualifications in Sport, or to an Apprenticeship
- give learners the potential opportunity, in due course, to enter employment in a wide range of job roles.

Specific aims of the **BTEC First Certificate** in Sport are to:

- add breadth to learners' knowledge and understanding of the Sport sector as part of their career progression and development plans
- support learners who have had some achievement in their Key Stage 4 programme and who wish to 'top up' their Level 2 achievement to progress to employment or other qualifications.

Specific aims of the **BTEC First Extended Certificate** in Sport are to:

- build on learner achievement and interest developed through related Level 1 or Level 2 qualifications in Sport, including the Pearson BTEC Level 1/Level 2 First Award and Certificate in Sport
- allow learners to specialise or to deepen their understanding through the provision of a broad range of optional specialist units
- provide a comprehensive and challenging programme of study related to Sport that is particularly suited to post-16 learners who have the relevant interest and aptitude to progress in the sector
- give learners the potential opportunity to progress to employment or to employment in a wide range of job roles across the Sport sector, for example posts in leisure centres, health and fitness clubs, outdoor sports venues and sports arenas or stadia.

Specific aims of the **BTEC First Diploma** in Sport are to:

- allow learners to further specialise by including units that require 60 Guided Learning Hours of study
- give learners opportunities to develop transferable skills related to study and vocational application that provide a platform for success both within Sport and elsewhere.

The provision for study in the BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma

BTEC First Certificate and Extended Certificate

These qualifications include three **mandatory units** that form the fundamental knowledge and understanding of sports principles. These mandatory units appear in all sizes of the BTEC Level 1/Level 2 First qualifications in Sport. This qualification also includes a choice from **optional specialist units**, thereby providing an opportunity to develop a broader understanding of the sports sector, including exploring sports events and an in depth look at sports health and fitness topics. In addition, it introduces a limited number of specialist areas and the opportunity to acquire some of the practical skills identified by employers as the fundamental building blocks for future competence in the workplace. All the units can be viewed in the *Summary of units in the BTEC Level 1/Level 2 First in Sport* in *Annexe D*.

BTEC First Diploma

In the Diploma, there are additional **mandatory unit** that helps learners develop the ability to draw together and apply learning in vocational applications.

Mandatory Units:

The mandatory units within these qualifications ensure that all learners will develop:

- knowledge that underpins learning in other units in the qualification, for example:
 - *Unit 1: Fitness for Sport and Exercise* – this unit looks at physical and skill-related fitness components and why they are important for successful sports performance, the training principles, different fitness training methods, and how fitness testing is used to determine and interpret fitness levels. This unit is **externally assessed**.
- practical and vocational skills, for example:
 - *Unit 2: Practical Sports Performance* – this unit looks at rules, regulations, scoring systems, skills, techniques and tactics for performance in a range of different sports, allowing learners to participate practically in selected sports and review their own performance. This unit is **internally assessed**.

The additional mandatory units within the Diploma qualification ensure that all learners will develop:

- ability to draw together and apply learning in vocational applications, for example:
 - *Unit 14: Carrying out a Sports-related Project* – this synoptic unit requires learners to bring together the knowledge, skills and understanding they have gained from other units of study and explore a sports-related project topic of interest to them.
 - Learners will then plan, carry out and reflect on their project, using and developing key skills such as independent investigation and research skills and techniques, data collection, data processing and analysis, that are valued by employers and support progression to level 3 qualifications. This unit is **internally assessed**.
- understanding of the sector, employment and careers, for example:
 - *Unit 3: The Mind and Sports Performance* – this unit explores the important role sports psychology plays in the production of optimal sports performance. This unit is **internally assessed**.
 - *Unit 4: The Sports Performer in Action* – this unit explores how the body systems respond and adapt to exercise and how the different energy systems are used during sports performance. This unit is **internally assessed**.

- *Unit 5: Training for Personal Fitness* – this unit looks at how to design, implement and review a personal fitness training programme, and the importance of exercise adherence factors and strategies for continued training success. This unit is **internally assessed**.
- ability to apply knowledge and demonstrate analysis through external assessment, for example:
 - *Unit 7: Anatomy and Physiology for Sports Performance* – this unit looks at the structure and function of the musculoskeletal system and cardiorespiratory system, and how these body systems work during sports performance. This unit is **externally assessed** and has been identified to support progression in the sports sector.

Optional specialist units

The optional specialist units offer centres flexibility to tailor the programme to the local area and give learners the opportunity to pursue more specialist interests. These units may be selected to:

- extend knowledge and understanding developed in mandatory units:
 - for example, by being able to plan and lead sports activities or analyse and profile different sports performers in action.
- deepen and enhance practical application of vocational skills:
 - for example, by undertaking a sport community voluntary placement, developing the skills needed and demonstrating their ability to work in the sector.
- provide synopticity:
 - for example, by undertaking work experience in sport, learners will gain direct experience of the sports industry in action, giving them the opportunity to apply the learning they have gleaned from other units and to develop knowledge, skills and understanding further within different sports, leisure or fitness environments. By undertaking work experience in sport, learners will develop important skills, qualities and attributes that are required to add value to job applications and secure future employment.
- develop general work-related skills:
 - for example, by gaining knowledge of safety and security procedures in sport and leisure facilities, and learning how to deliver effective customer service.

Other units in these qualifications include:

- *Unit 8: Promotion and Sponsorship in Sport*, which focuses on the business side of working in the sports sector, particularly the processes and issues involved in the promotion of sport.
- *Unit 9: Lifestyle and Well-being*, which looks at the factors that affect being healthy, such as diet, lifestyle choices, and exercise.
- *Unit 10: Injury and the Sports Performer*, which looks at the causes of injuries, their management and how best to prevent injuries.
- *Unit 11: Running a Sports Event*, which looks at the different roles and processes involved when running a sporting event.
- *Unit 12: The Sport and Active Leisure Industry*, which focuses on the opportunities for employment in the industry, and the factors that affect people's participation in sport.

- *Unit 13: Profiling Sports Performance*, which looks at the process of sports profiling, and how traits, attributes and skills are observed both for teams and for individuals.

Units 7, 9 and 10 build on Units 1, 4 and 5 of the Award to provide a broader understanding of health and exercise and how the body works.

Units 8, 11 and 12 build on Unit 6 from the Award, looking at the business of sport

Endorsed titles

There are no pathways in the Pearson BTEC Level 1/Level 2 First Certificate and Extended Certificate in Sport.

The Pearson BTEC Level 1/Level 2 First Diploma in Sport has pathways that lead to the following endorsed titles:

- BTEC Level 1/Level 2 First Diploma in Sport (Outdoor and Adventurous Activities)
- BTEC Level 1/Level 2 First Diploma in Sport (Fitness and Exercise)

These pathways cater for learners who are following a selection of units linked to a more specialist focus within the sector. These pathways have been developed in order to allow learners to follow a more specialist route within outdoor adventure or fitness and exercise. These pathways will be of interest to those thinking about potential progression into roles working in outdoor adventure or health and fitness, such as an outdoor activity instructor/trainee instructor.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Sport include two externally-assessed units. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications.

The remaining units are internally assessed. Internal assessment allows learners to develop a wider range of skills and provides evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations. This assessment is assessed internally according to the regulations in *Section 8*.

Delivery strategies should reflect the nature of work in the Sport sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure that learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

Progression opportunities

The BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Sport provide the knowledge, skills and understanding for Level 2 learners to progress to:

- other Level 2 vocational qualifications and related competence-based qualifications for the Sport sector
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 National in Sport.

English and mathematics

English and mathematics are essential for progression to further education and employment.

The BTEC First Certificate, Extended Certificate and Diploma in Sport support the development of English and mathematics knowledge and skills. Opportunities to develop skills are indicated within unit assessment criteria grids. These will give learners the opportunity to enhance and reinforce skills related to these areas in naturally occurring relevant contexts.

Developing employability skills

One of the main purposes of BTEC qualifications is to help learners to progress, ultimately, to employment. Employers require learners to have certain technical skills, knowledge and understanding, but they also require employees to demonstrate employability skills. These skills enable learners to adapt to the roles needed to survive in the global economy and enhance their effectiveness in the workplace.

Employability skills include: self-management, teamworking, business and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

Throughout the **BTEC First suite** in Sport, learners should develop a range of employability skills, engage with employers and carry out work-related activities. These opportunities are signposted in the *Suggested assignment* outlines at the end of each unit.

Within the BTEC First Diploma in Sport, the mandatory synoptic unit requires learners to bring together the knowledge, skills and understanding they have gained from other units of study and choose a subject-related project topic of interest to them. Learners will then plan, carry out and reflect on their project using and developing key skills, such as independent investigative research, data processing and analysis, which are valued by employers and support progression to Level 3 qualifications.

For example, learners can develop:

- project-/self-management and independent-learning skills, through units such as *Unit 12: The Sport and Active Leisure Industry* and *Unit 4: Carrying out a Sports-related Project*, where learners will investigate opportunities for employment in the industry, as well as exploring trends which effect participation.
- communication skills, through units such as *Unit 6: Leading Sports Activities*, *Unit 11: Running a Sports Event* and *Unit 15: Designing Exercise Programmes*, which require learners to organise and lead sports activities and events, carrying out a variety of roles within a team. This shows review, reflection and presentation skills
- business awareness and customer awareness skills, through units such as *Unit 17: Facility Operations for Sport and Leisure*, which requires learners to deliver effective customer service for sport and leisure.

Stakeholder support

These qualifications reflect the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of these qualifications.

4 Qualification structures

The BTEC First suite of qualifications includes the:

- Award – 120 GLH
- Certificate – 240 GLH
- Extended Certificate – 360 GLH
- Diploma – 480 GLH.

Some units for the BTEC First suite appear only in certain qualification sizes. The *Summary of units* table (see *Annexe D*) lists each unit in the suite and how it is used in the individual qualifications.

The qualification structures show the permitted combinations for the qualifications.

If a learner has already achieved a BTEC Level 1/Level 2 First Award in the same sector, they may carry forward their unit results for use in the larger qualifications. It is the responsibility of the centre to ensure that the required number of guided learning hours and correct unit combination are adhered to.

The qualification structures for the Certificate, Extended Certificate and Diploma are listed on the following pages.

Qualification structure for the Pearson BTEC Level 1/Level 2 First Certificate in Sport

This qualification is taught over 240 guided learning hours (GLH). It has mandatory and optional specialist units.

Learners must complete the three mandatory units, and a choice of optional specialist units to reach a total of 240 GLH.

If a learner has already achieved a BTEC Level 1/Level 2 First Award qualification, they may carry forward their unit results for use in larger BTEC Level 1/Level 2 First qualifications within the same sector.

Please see the Pearson website for the structure of the Pearson BTEC Level 1/Level 2 First Award in Sport qualification.

This BTEC First Certificate has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Certificate in Sport			
Unit	Mandatory units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
7	Anatomy and Physiology for Sports Performance	External	30
Optional specialist units			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30
13	Profiling Sports Performance	Internal	30

Qualification structure of the Pearson BTEC Level 1/Level 2 First Extended Certificate in Sport

This qualification is taught over 360 guided learning hours (GLH). It has, mandatory and optional specialist units.

These units will include:

- three mandatory units (totalling 90 GLH)
- optional specialist (totalling 270 GLH).

If a learner has already achieved a smaller BTEC First qualification in this sector, they do not have to repeat those units but may carry them forward to use in this qualification.

This BTEC First Extended Certificate has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Extended Certificate in Sport			
Unit	Mandatory units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
7	Anatomy and Physiology for Sports Performance	External	30
Optional specialist units			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30
13	Profiling Sports Performance	Internal	30
14	Carrying Out a Sports-related Project	Internal	60
15	Designing Exercise Programmes	Internal	60
18	Expedition Experience	Internal	60
19	Practical Land-based Outdoor and Adventurous Activities	Internal	60
20	Practical Water-based Outdoor and Adventurous Activities	Internal	60

	Optional specialist units <i>continued</i>		
21	Land-based Outdoor and Adventurous Activity Leadership	Internal	60
22	Water-based Outdoor and Adventurous Activity Leadership	Internal	60
24	Work Experience in Sport	Internal	60

Qualification structure of the Pearson BTEC Level 1/Level 2 First Diploma in Sport

Learners will take a total of 11–13 units to complete this qualification. The number of units taken is dependent on the size of optional units selected, and the combination of all units should total 480 guided learning hours (GLH).

These units will include:

- seven mandatory units (totalling 240 GLH)
- four–six optional specialist units (totalling 240 GLH), of which at least two must be chosen from Group A.

This BTEC First Diploma has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Diploma in Sport			
Unit	Mandatory units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
7	Anatomy and Physiology for Sports Performance	External	30
14	Carrying Out a Sports-related Project	Internal	60
Optional specialist units Group A (minimum two units from this group)			
15	Designing Exercise Programmes	Internal	60
17	Facility Operations for Sport and Leisure	Internal	60
18	Expedition Experience	Internal	60
19	Practical Land-based Outdoor and Adventurous Activities	Internal	60
20	Practical Water-based Outdoor and Adventurous Activities	Internal	60
21	Land-based Outdoor and Adventurous Activity Leadership	Internal	60
22	Water-based Outdoor and Adventurous Activity Leadership	Internal	60
24	Work Experience in Sport	Internal	60

Optional specialist units Group B (maximum 4 units from this group) *			
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30
13	Profiling Sports Performance	Internal	30
16	The Provision of Sport and Active Leisure	Internal	30
23	Sport Community Volunteering	Internal	30

***Depending on unit selection from Group A, learners could complete 0, 2 or 4 units from Group B.**

Qualification structure of the Pearson BTEC Level 1/Level 2 First Diploma in Sport (Outdoor and Adventurous Activities)

Learners will take a total of 11–12 units to complete this qualification. The number of units taken is dependent on the size of optional units selected, and the combination of all units should total 480 guided learning hours (GLH).

These units will include:

- seven mandatory units (totalling 240 GLH)
- four–six optional specialist units (totalling 240 GLH), of which at least three must be chosen from Group A.

This BTEC First Diploma has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Diploma in Sport (Outdoor and Adventurous Activities)			
Unit	Mandatory units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
7	Anatomy and Physiology for Sports Performance	External	30
14	Carrying Out a Sports-related Project	Internal	60
Optional specialist units Group A (minimum three units from this group)			
18	Expedition Experience	Internal	60
19	Practical Land-based Outdoor and Adventurous Activities	Internal	60
20	Practical Water-based Outdoor and Adventurous Activities	Internal	60
21	Land-based Outdoor and Adventurous Activity Leadership	Internal	60
22	Water-based Outdoor and Adventurous Activity Leadership	Internal	60

	Optional specialist units (<i>continued</i>) Group B (maximum two units from this group) *		
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30
13	Profiling Sports Performance	Internal	30
15	Designing Exercise Programmes	Internal	60
16	The Provision of Sport and Active Leisure	Internal	30
17	Facility Operations for Sport and Leisure	Internal	60
23	Sport Community Volunteering	Internal	30
24	Work Experience in Sport	Internal	60

***Depending on unit selection from Group A, learners could complete 0, 1 or 2 units from Group B.**

Qualification structure of the Pearson BTEC Level 1/Level 2 First Diploma in Sport (Fitness and Exercise)

Learners will take a total of 12–13 units to complete this qualification.

These units will include:

- ten mandatory units (totalling 360 GLH)
- two–four optional specialist units (totalling 120 GLH), of which at least one must be chosen from Group A.

This BTEC First Diploma has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Diploma in Sport (Fitness and Exercise)			
Unit	Mandatory units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
7	Anatomy and Physiology for Sports Performance	External	30
9	Lifestyle and Well-being	Internal	30
10	Injury and the Sports Performer	Internal	30
14	Carrying Out a Sports-related Project	Internal	60
15	Designing Exercise Programmes	Internal	60
	Optional specialist units Group A (minimum one unit from this group)		
17	Facility Operations for Sport and Leisure	Internal	60
24	Work Experience in Sport	Internal	60

	Optional specialist units (<i>continued</i>) Group B (maximum two units from this group) *		
6	Leading Sports Activities	Internal	30
8	Promotion and Sponsorship in Sport	Internal	30
11	Running a Sports Event	Internal	30
12	The Sport and Active Leisure Industry	Internal	30
13	Profiling Sports Performance	Internal	30
16	The Provision of Sport and Active Leisure	Internal	30
23	Sport Community Volunteering	Internal	30

***Depending on unit selection from Group A, learners could complete 0 or 2 units from Group B.**

5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualifications using any mode of delivery (such as full time, part time, evening only or distance learning) that meets your learners' needs. As such, those already employed in the Sport sector could study this qualification on a part-time basis, using industry knowledge and expertise gained from the workplace to develop evidence towards meeting the unit assessment criteria.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualifications through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualifications by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings, where feasible. For example, you can use promotional materials that have been developed by the Sport
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace through volunteering, for example
- including employers in the delivery of the programme. You may, for example, wish to seek the cooperation of local employers in giving examples of current work procedures and practices
- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employers' help in stressing the importance of English and mathematical skills, and of wider skills in the world of work.

Resources

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

- 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/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in the individual units to check for any specific resources required.

Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of learners' experience where relevant, for example by encouraging them to reflect on their experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil in learners who have a limited experience of the world of work, insight of the daily operations that are met in the vocational area being studied. It is suggested that the delivery of BTEC Firsts can be enriched and extended through the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally specific workplace case-study materials
- visiting speakers and the assistance of local employers
- visits to local workplaces
- inviting relevant experts or contacts to come to speak to learners about their involvement in the sport sector
- visits to employers in the sport
- asking a local employer to set learners a problem-solving activity to be carried out in groups
- referring to trade journals, magazines or newspaper articles relevant to the sector.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) in a sector-related context. See *Annexe A* for detailed information about PLTS, and mapping to the units in this specification.

English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. These BTEC First qualifications provide further opportunities to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (*).

Functional Skills at Level 2

Your learners can use opportunities in their learning programme to develop and practise Functional Skills. *Annexe B* sets out where units and learning aims are of particular relevance for learners being prepared for assessment in Functional Skills in English, mathematics and/or ICT at Level 2. There may also be other opportunities to develop functional skills in programmes, for example through group work, research, employment-related activities and work experience.

6 Access and recruitment

Our 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.

These are qualifications aimed at Level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualifications to make sure they meet their needs.

Your centre should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualifications.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualifications.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First.

These qualifications can be taken as stand-alone qualifications or can extend the achievement that learners have demonstrated through the Pearson BTEC Level 1/Level 2 First Award in Sport qualification. Learners do this by taking additional units (see the *Information Manual* for further details) to make up the requisite number of Guided Learning Hours, ensuring the correct unit combination is adhered to, to fulfil the rules of combination. See *Section 4 Qualification structures*.

Please see the Pearson website for the structure of the Pearson BTEC Level 1/Level 2 First Award in Sport qualification.

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, and that our qualifications are 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 equality legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison with learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

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

Both documents are on our website.

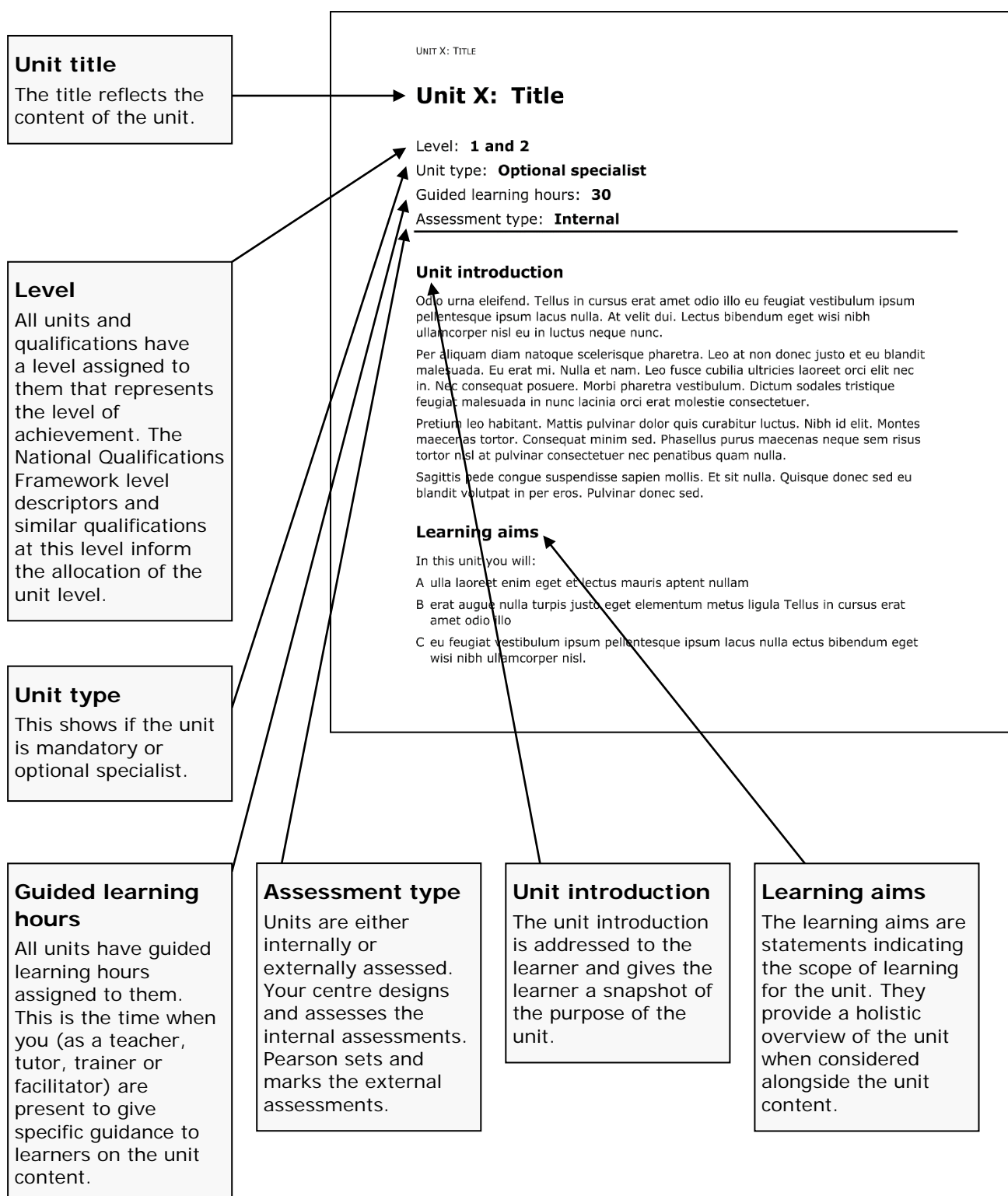
Special consideration

You must operate special consideration in line with the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications* and the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below is for **illustrative purposes only**.



UNIT X: TITLE
Learning aims and unit content
What needs to be learnt
Learning aim A: Elit elit libero felis ligula ut
Topic A.1 Neque magna consectetur scelerisque nec in ut orci arcu: In cursus ac sem in urna: <ul style="list-style-type: none"> erat dignissim eros sed ornare condimentum condimentum quis risus dui lutate magnis pede dui nibh aliquam scelerisque nec in ut orci arcu. Elit elit libero felis ligula ut: <ul style="list-style-type: none"> ac sem in urna assa in a mauris mattis dui interdum vitae aptent etiam nec nullam dum dui adipiscing adipiscing tellus at orci ut orem in nullam amet interdum commodo. Vulputate magnis pede: <ul style="list-style-type: none"> dolor quis curabitur luctus ibh id elit ontes maecenas tortor onsequat minim sed hasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur magnis pede dui nibh aliquam. Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur: <ul style="list-style-type: none"> eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla velit du ectus bibendum eget

Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

Content covers:

- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.

UNIT X: TITLE

➔ Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut			
1A.1 Amet interdum commodo sed facilisis.	2A.P1 Durna eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum.	2A.M1 A lacus nulla velit dui ectus.	2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam dui adipiscing.
1A.2 Iorem in nullam amet interdum commodo. empot sed facilisis.	2A.P2 Nostra pretium non elis mauris porttitor elit malesuada volutpat non ut volutpat.	2A.M2 Massa eget aliquam ed consequat magna auri ut hymenaeos apibus mauris ut.	
Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum			
1B.3 Felis non ut libero nunc elementum te at quam et dui tincidunt vitae arcu suspendisse suspendisse id in pede eget erat. #	2B.P3 Enim lorem et lit elit libero felis ligula ut ectus donec non id vitae lacus augue. #	2B.M3 Integer erat dignissim eros sed ornare condimentum condimentum quis risus dui ulputate magnis pede dui nibh aliquam. #	2B.D2 Neque magna consectetur scelerisque nec in ut orci arcu elit nec ut vitae lectus dolor sed cras utrum convallis assa bibendum nulla.
1B.4 Per aliquam diam scelerisque pharetra.	2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in.		

Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Resources – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

UNIT X: TITLE

Teacher guidance

Resources

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- cursus erat amet
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Assessment guidance

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Per aliquam diam natoque scelerisque pharetra. Leo at non donec justo et eu blandit malesuada. Eu erat mi. Nulla et nam. Leo fusce cubilia ultricies laoreet orci elit nec in. Libero nunc elementum.

Assessment guidance – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Suggested assignment outlines – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment outlines.

UNIT X: TITLE

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	The local community magazine is running an article to introduce learners to the essential role played by the public services in protecting the community. You have been asked to write the article. You will research selected 'communities' and what their individual needs are. Use your research to support your article, which must provide an analysis of how two contrasting selected public services have worked to protect the communities you identified. You must consider the advantages gained through public services working together.	They types of evidence that you will produce include: <ul style="list-style-type: none"> • a magazine article that addresses the way in which two contrasting public services work to protect the community, and the advantages and disadvantages of public services working together • individual preparation notes to support your article, including research notes, interviews, questionnaires etc. • illustrations, where relevant, to support the article.

8 Internal assessment

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. This qualification can also be made available through the medium of Welsh, in which case learners may submit work in Welsh and/or English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and which relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example assignments, projects, case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Vocational Quality Advisor or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.

The Lead Internal Verifier must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance in the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers in your school or college but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to give learners an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- the time allowed for the assessment is clearly defined and consistent with what is being assessed
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) and learning aim(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. Central features of vocational assessment are that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit assessment guidance and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments
- audio-visual recordings of portfolio, sketchbook, a working logbook etc.
- presentations.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the assessment guidance, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final unit grade is awarded after all opportunities for achievement are given.

A learner must achieve all the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction, a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 2 Merit, a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality
- to achieve a Level 2 Pass, a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if the Level 1 criteria are fully met. A Level 1 criterion is not achieved through failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within the unit.

Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 15 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team who, wherever possible, was not involved in the original assessment decision. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Learner Malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre Malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist. Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Exemplar for centres

Learner Assessment Submission and Declaration

This sheet or a sheet fulfilling the same function must be completed by the learner and be provided for work submitted for assessment.

Learner name:		Assessor name:	
Issue date:	Submission date:		Submitted on:
Programme:			
Unit:			
Assignment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Assignment task reference	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

<p>Learner declaration</p> <p>I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>Learner signature: _____ Date: _____</p>	
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9 External assessment

Externally-assessed units have the same grades as internally-assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

The tables below show the type of external assessment and assessment availability for these qualifications.

Unit 1: Fitness for Sport and Exercise	
Type of external assessment	This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 1 hour and 15 minutes.
No. of marks	60
Assessment availability	On-demand
First assessment availability	The updated assessment for Unit 1 (for the 2018 specification) is available Jan 2020.
Resit opportunities	All learners registered from Sept 2018 can resit the external assessment once.

Unit 7: Anatomy and Physiology for Sports Performance	
Type of external assessment	This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 1 hour.
No. of marks	50
Assessment availability	On demand
First assessment availability	March 2014

Your centre needs to make sure that learners are:

- fully prepared to sit the external assessment
- entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website [qualifications.pearson.com](https://www.pearson.com/qualifications).

Grade descriptors for the internal and external units

Internal units

Each internally-assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally-assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External units

The externally-assessed units are assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external units.

Level 2 Pass

Learners are able to recall and apply knowledge in familiar situations, including constructed training sessions, to demonstrate basic principles of training. They are able to recall knowledge of anatomy and physiology and apply it to sports movements and performance. They have a sound understanding of key terms, processes, equipment and technologies related to sport, training and physical and skill-related fitness. They are able to interpret information about fitness, sports performance and training regimes in order to select and apply knowledge of the principles using sports training. They have a sound understanding of key anatomical and physiological terms and processes relating to the structure and function of the musculoskeletal and cardiorespiratory systems. Learners are able to define and communicate key aspects of health, fitness, anatomy, physiology, training and sports performance, selecting appropriate actions in more simple and familiar contexts. They are able to relate knowledge to vocationally realistic situations, making some decisions on valid applications and impact. They are able to relate use of health, fitness and scientific terminology and concepts to a specific audience and purpose.

Level 2 Distinction

Learners are able to synthesise knowledge of sport, training, anatomy, physiology, and physical and skill-related fitness. They can bring together understanding of training methods, techniques and scientific concepts, applying them to contexts such as the application of advanced training techniques to achieve specific fitness outcomes and application of the structure and function of the musculoskeletal system to sports performance. They will show depth of knowledge and development of understanding in different situations, being able to make effective judgements based on analysis of given information about fitness, techniques, their uses and their impact on health and fitness targets. They will show depth of knowledge and development of understanding by being able to analyse given information and the structure and function of the musculoskeletal and cardiorespiratory systems in relation to a wide range of sports movements and sports-related contexts. Learners will be able to analyse data and information on sporting techniques, movements, practices and fitness tests, and select appropriate concepts and make recommendations. They will be able to make judgements about the consequences of effective and ineffective application of techniques, and make recommendations on solutions, controls, plans and future actions. They will be able to show depth of understanding of the role of the musculoskeletal and cardiorespiratory systems, and the relation of these body systems to sports performance in a wide range of sports-related contexts. Learners will be able to compare training methods and approaches, such as the application of principles of training to different regimes and given exercise settings, and evaluate alternatives against defined criteria.

10 Awarding and reporting for the qualifications

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Calculation of the qualification grade

This qualification is a Level 1/Level 2 qualification and the certification may show a grade ranging from Level 2 P to Level 2 D*. Please refer to the Calculation of qualification grade table for the full list of grades. If these grades are not achieved, a Level 1 grade may be awarded. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result. Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction or Level 1. Distinction* is not available at unit level. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) for that unit. Award of Distinction* (D*) D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole. To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the mandatory units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination, see the Calculation of qualification grade table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the mandatory units, i.e. 12 points
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Certificate

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Extended Certificate

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Diploma

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

Learners who do not achieve sufficient points for the Certificate, Extended Certificate or Diploma qualification may be eligible to achieve the Award provided they have completed the correct combination of units and meet the appropriate qualification grade points threshold.

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	2	4	6	8

We will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, so 12 points for 30 GLH.

Calculation of qualification grade

Award		Certificate		Extended Certificate		Diploma	
(120 GLH)		(240 GLH)		(360 GLH)		(480 GLH)	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Level 1	24	Level 1	48	Level 1	72	Level 1	96
Level 2 Pass	48	Level 2 PP	96	Level 2 PP	144	Level 2 PP	192
		Level 2 MP	114	Level 2 MP	174	Level 2 MP	234
Level 2 Merit	66	Level 2 MM	132	Level 2 MM	204	Level 2 MM	276
		Level 2 DM	150	Level 2 DM	234	Level 2 DM	318
Level 2 Distinction	84	Level 2 DD	168	Level 2 DD	264	Level 2 DD	360
		Level 2 D*D	174	Level 2 D*D	270	Level 2 D*D	366
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	Level 2 D*D*	372

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

The tables below give examples of how the overall grade is determined.

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 4 Qualification structures*.

Example 1

Achievement of a Certificate with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Pass	4	12
Unit 7	60	6	Level 2 Distinction	8	48
Qualification grade totals	240	24	Level 2 MM		144

The learner has sufficient points for a Level 2 MM grade.

Example 2

Achievement of a Certificate with a Level 2 D*D grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Distinction	8	24
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	60	6	Level 2 Distinction	8	48
Qualification grade totals	240	24	Level 2 D*D		174

The learner has sufficient points for a Level 2 D*D grade.

Example 3

Achievement of an Extended Certificate with a Level 2 MP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	60	6	Level 2 Pass	4	24
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	30	3	Level 2 Merit	6	18
Unit 10	60	6	Level 2 Pass	4	24
Qualification grade totals	360	36	Level 2 MP		180

The learner has sufficient points for a Level 2 MP grade.

Example 4

Achievement of an Extended Certificate at Level 2 pass

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Unclassified	0	0
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	60	6	Level 2 Pass	4	24
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	30	3	Level 2 Merit	6	18
Unit 10	60	6	Level 2 Pass	4	24
Qualification grade totals	360	36	Level 1		168

The learner has gained sufficient points for a Level 2 Pass.

Example 5

Achievement of a Diploma with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 14	60	6	Level 2 Merit	6	36
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Pass	4	12
Unit 15	60	6	Level 2 Distinction	8	48
Unit 19	60	6	Level 2 Distinction	8	48
Unit 7	30	3	Level 2 Merit	6	18
Unit 21	60	6	Level 2 Pass	4	24
Unit 24	60	6	Level 2 Pass	4	24
Qualification grade totals	480	48	Level 2 MM		276

The learner has sufficient points for a Level 2 MM grade.

Example 6

Achievement of a Diploma with a Level 2 DD grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 14	60	6	Level 2 Merit	6	36
Unit 3	30	3	Level 2 Distinction	8	24
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Distinction	8	24
Unit 15	60	6	Level 2 Distinction	8	48
Unit 19	60	6	Level 2 Distinction	8	48
Unit 7	30	3	Level 2 Distinction	8	24
Unit 21	60	6	Level 2 Distinction	8	48
Unit 24	60	6	Level 2 Distinction	8	48
Qualification grade totals	480	48	Level 2 DD		360

The learner has sufficient points for a Level 2 DD grade.

11 Quality assurance of centres

Pearson will produce on an annual basis the *UK Vocational Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

12 Further information and useful publications

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

- Edexcel: qualifications.pearson.com/contactus
- BTEC Firsts: qualifications.pearson.com/en/qualifications/btec-firsts.html
- Pearson Work Based Learning and Colleges: qualifications.pearson.com/en/support/support-for-you/work-based-learning.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

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

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com/en/support/support-topics/quality-assurance/quality-assurance-overview.html

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com/en/support/published-resources.html#step1

Additional documentation

Additional materials include:

- Sample Assessment Material (for the external units)
- a guide to getting started with BTEC
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Additional resources

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

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website:

qualifications.pearson.com/en/support/published-resources/about-endorsed-resources.html

13 Professional development and support

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com/en/support/training-from-pearson.

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

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

The national programme of training we offer is on our website at: qualifications.pearson.com/en/support/training-from-pearson. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

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Units

Unit 1: Fitness for Sport and Exercise

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

All sports performers want to be the best they can be. To reach optimal levels requires years of dedication to training, including successfully overcoming any barriers (such as injury) which might prevent a performer from achieving their goals. Working closely with their coach, the performer will gain an appreciation and understanding of the different fitness components, training principles, training methods and fitness tests which can be incorporated into their training regime to further enhance and improve their sports performance.

Physical and skill-related fitness components, including aerobic endurance, body composition and power, are related to positive health and wellbeing. Sports performers train regularly to improve and maintain their fitness levels and performance. Their training programmes are tailored to their specific training needs and their sport. A performer's training cycle can incorporate lots of different fitness training methods, such as circuits for muscular strength and endurance. Incorporating different fitness training methods keeps training interesting, which helps to keep motivation levels high.

Before different training methods can be explored, the sports performer needs to find out about their baseline fitness levels and what measures need to be improved. Fitness tests are essential; they help to identify areas that need improving and to track fitness improvements and progress over time. Fitness test results give an objective overview of performance and are used by sports coaches to ensure training continues to meet the performer's needs.

Fitness for sport and exercise is core to the programme of study. This unit underpins the other units for sport. In learning aim A you will cover the components of physical and skill-related fitness and the principles of training. Learning aim B explores different fitness training methods for developing components of fitness, and for learning aim C you will gain knowledge and skills in undertaking and administering fitness tests.

This unit is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training.

Learning aims

In this unit you will:

- A know about the components of fitness and the principles of training
- B explore different fitness training methods
- C investigate fitness testing to determine fitness levels.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know about the components of fitness and the principles of training

Topic A.1 Components of physical fitness:

- aerobic endurance:
 - definition: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity
 - alternative names: aerobic endurance is also known as cardiorespiratory fitness, cardiorespiratory endurance, or aerobic fitness
 - the cardiorespiratory system consists of the cardiovascular system (the circulatory system – comprising the heart, blood, and blood vessels) together with the respiratory system (lungs and airways). The cardiorespiratory system is responsible for the uptake of oxygen from the air we breathe, the transport of nutrients and oxygen around the body and the removal of waste products including carbon dioxide.
- muscular endurance:
 - definition: the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.
- flexibility:
 - definition: having an adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement.
- speed:
 - definition: distance divided by the time taken. Speed is measured in metres per second (m/s). The faster an athlete runs over a given distance, the greater their speed
 - there are three basic types of speed: accelerative speed (sprints up to 30 metres), pure speed (sprints up to 60 metres) and speed endurance (sprints with short recovery period in-between).
- muscular strength:
 - definition: the maximum force (in kg or N) that can be generated by a muscle or muscle group.
- body composition:
 - definition: the relative ratio of fat mass to fat-free mass (vital organs, muscle, bone) in the body.

continued

What needs to be learnt

Topic A.2 Components of skill-related fitness:

- agility:
 - definition: the ability of a sports performer to quickly and precisely move or change direction without losing balance or time.
- balance:
 - definition: the ability to maintain centre of mass over a base of support
 - there are two types of balance: static balance and dynamic balance. A gymnast uses static balance when performing a headstand and dynamic balance to perform a cartwheel.
- coordination:
 - definition: the smooth flow of movement needed to perform a motor task efficiently and accurately.
- power:
 - definition: the product of strength and speed
 - expressed as the work done in a unit of time.
- reaction time:
 - definition: the time taken for a sports performer to respond to a stimulus and the initiation of their response.
- recognition of fitness components needed for sports performance.

Topic A.3 Why fitness components are important for successful participation in given sports in terms of:

- being able to successfully meet the physical demands of the sport in order to reach optimal performance
- being able to successfully meet the skill-related demands of the sport in order to reach optimal performance
- being able to perform efficiently
- giving due consideration to the type of event/position played.

Topic A.4 Exercise intensity and how it can be determined:

- intensity – be able to measure heart rate (HR) and apply HR intensity to fitness training methods
- know about target zones and training thresholds; be able to calculate training zones and apply HR max to training: $\text{HR max} = 220 - \text{age (years)}$
- be able to calculate 60–85% HR max and know that this is the recommended training zone for cardiovascular health and fitness
- know that the Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity
- know about the relationship between RPE and heart rate where:
 $\text{RPE} \times 10 = \text{HR (bpm)}$
- application of the FITT principles to training methods, regimes and given exercise situations.

continued

What needs to be learnt**Topic A.5 The basic principles of training (FITT):**

- frequency: the number of training sessions completed over a period of time, usually per week
- intensity: how hard an individual will train
- time: how long an individual will train for
- type: how an individual will train by selecting a training method to improve a specific component of fitness and/or their sports performance.

Topic A.6 Additional principles of training:

- progressive overload:
 - definition: in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance.
- specificity:
 - definition: training should be specific to the individual's sport, activity or physical/skill-related fitness goals to be developed.
- individual differences/needs:
 - definition: the programme should be designed to meet individual training goals and needs.
- adaptation:
 - definition: how the body reacts to training loads by increasing its ability to cope with those loads
 - adaptation occurs during the recovery period after the training session is completed.
- reversibility:
 - definition: if training stops, or the intensity of training is not sufficient to cause adaptation, training effects are reversed.
- variation: it is important to vary the training regime to avoid boredom and maintain enjoyment
- rest and recovery are required so that the body can recover from the training and to allow adaptation to occur
- application of the principles of training to training methods, regimes and given exercise settings.

Learning aim B: Explore different fitness training methods**Topic B.1 Requirements for each of the following fitness training methods:**

- safe, correct use of equipment
- safe, correct use of training technique
- requirements for undertaking the fitness training method, including warm-up and cool down
- application of the basic principles of training (FITT) for each fitness training method
- linking each fitness training method to the associated health-related/skill-related component of fitness.

continued

What needs to be learnt**Topic B.2 Additional requirements for each of the fitness training methods:**

- advantages/disadvantages
- application of exercise intensity to fitness training methods
- application of principles of training to fitness training methods
- appropriate application of fitness training method(s) for given situation(s)
- appropriate application of fitness training method(s) to given client needs/goals/aims/objectives.

Topic B.3 Fitness training methods for:**Flexibility training:**

- static: there are two types of static flexibility training. Firstly active stretching, which is performed independently where the performer applies internal force to stretch and lengthen the muscle. The second is passive stretching, also known as assisted stretching, which requires the help of another person or an object such as a wall. The other person/object applies external force causing the muscle to stretch.
- ballistic: this is where the performer makes fast, jerky movements through the complete range of motion, usually in the form of bobbing or bouncing. Ballistic stretching is specific to the movement pattern of the sport/activity to be performed. It needs to be undertaken with care as the technique can cause muscle soreness and strains.
- Proprioceptive Neuromuscular Facilitation (PNF) technique: this is used to develop mobility, strength and flexibility. The technique may be performed with the help of a partner or alternatively by using an immovable object (as resistance to inhibit movement). PNF stretches can be used in rehabilitation programmes. To perform the PNF technique with a partner, the performer should stretch the muscle to the upper limit of its range of movement and then, with the help of a partner, hold the muscle in an isometric contraction, where there is no active shortening or lengthening of the muscle, for 6–10 seconds. Then relax the muscle and with the help of a partner a static (passive) stretch is performed to enable the muscle to stretch even further. The technique inhibits the stretch reflex which occurs when a muscle is stretched to its full capability, so that an even greater stretch and range of movement can occur.

Strength, muscular endurance and power training:

- circuit training: this is where different stations/exercises are used to develop strength, muscular endurance and power. The stations/exercises use different muscle groups to avoid fatigue.
- free weights:
 - use of barbells or dumb-bells to perform different types of dynamic exercises
 - concepts to use when training for strength (low reps and high loads)
 - concepts to use when training for endurance (high reps and low loads)
 - order of exercises: focus on core exercises (working muscles which help to stabilise the spine and pelvis) before assistance exercises (working muscles associated with the events in a performer's specific sport, or the main exercises in a training programme if a performer is not training for a specific sport)

continued

What needs to be learnt

- perform exercises which alternate between upper and lower body, alternate push and pull exercises)
- intensity (% 1 Repetition Maximum – 1RM)
- training for strength endurance (50–60% 1RM and 20 reps – repetitive movements of a muscle or muscle group)
- training for elastic strength (75% 1RM and 12 reps – for producing movements in very close succession, like in gymnastics)
- training for maximum strength (90% 1RM and 6 reps – producing a single movement against a resistance/load), reps, sets, rest period.
- **plyometrics:** this type of training develops sport-specific explosive power and strength. It is used by sports performers such as sprinters, hurdlers, and netball, volleyball and basketball players. Plyometric exercises need maximal force as the muscle lengthens (eccentric action) before an immediate maximal force as the muscle shortens (concentric action). Types of exercises include lunging, bounding, incline press-ups, barrier hopping and jumping. This type of training needs to be performed carefully because it can cause muscle soreness.

Aerobic endurance training:

- **continuous training:** this is training at a steady pace and moderate intensity for a minimum period of 30 minutes.
- **fartlek training:** this is where the intensity of training is varied by running at different speeds or over different terrain. The training is continuous with no rest period. It is important to know about other ways in which intensity of training can be increased, including the use of equipment (harness, running with weights or weighted backpack).
- **interval training:** this is where the individual performs a work period followed by a rest or recovery period. Typical work time can vary from training for 30 seconds to five minutes; recovery periods can be complete rest, walking or light jogging. Typical work intervals for aerobic endurance will be around 60% maximum oxygen uptake ($\text{VO}_2 \text{ max}$). Decrease the number of rest periods and decrease work intensity to develop aerobic endurance.
- **circuit training:** this is where different stations/exercises are used to develop aerobic endurance. The station order/order of exercises is important to ensure different muscle groups are used to avoid fatigue. The number of stations, time spent at each station, number of circuits, rest period between exercises and number of circuit sessions per week can be varied.

Speed training:

- **hollow sprints:** a series of sprints separated by a 'hollow' period of jogging or walking.
- **acceleration sprints:** This is where the pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximum sprint. Different drills can be used, such as resistance drills and hill sprints. Rest intervals of jogging or walking are used in between each repetition.
- **interval training:** the individual performs a work period followed by a rest or recovery period. For speed training, the work intervals will be shorter and more intense – performed at a high intensity, close to maximum. Increase the number of rest periods and increase work intensity to develop speed.

continued

What needs to be learnt
<p>Learning aim C: Investigate fitness testing to determine fitness levels</p> <p>Topic C.1 Fitness test methods for components of fitness:</p> <ul style="list-style-type: none"> • flexibility: sit and reach test (usually measured in cm or inches) • strength: grip dynamometer (usually measured in KgW) • aerobic endurance: <ul style="list-style-type: none"> ○ multi-stage fitness test, known as the bleep test (usually predicted in ml/kg/min) ○ forestry step test (usually predicted in ml/kg/min) ○ definition of VO₂ max (ml/kg/min): the maximum amount of oxygen uptake, usually measured in ml of oxygen per kg of body mass per minute. It is a measure of cardiorespiratory endurance. • speed: 35m sprint (usually measured in s) • speed and agility: Illinois agility run test (usually measured in s) • anaerobic power: vertical jump test (usually measured in kgm/s) • muscular endurance: one-minute press-up, one-minute sit-up (usually measured in number of reps/minute) • body composition: <ul style="list-style-type: none"> ○ Body Mass Index (BMI) (usually measured in kg/m²) ○ Bioelectrical Impedance Analysis (BIA), used for prediction of percent body fat ○ skinfold testing via the Jackson-Pollock nomogram method for prediction of percent body fat (sites for males: chest, abdominal and thigh; sites for females: triceps, suprailiac and thigh). <p>Topic C.2 Importance of fitness testing to sports performers and coaches:</p> <ul style="list-style-type: none"> • gives baseline data for monitoring/improving performance • can design training programmes based on test results and determine if training programmes are working • results can give a performer something to aim for/goal setting. <p>Topic C.3 Requirements for administration of each fitness test:</p> <ul style="list-style-type: none"> • pre-test procedures (informed consent, calibration of equipment) • knowledge of published standard test methods and equipment/resources required • purpose of each fitness test • accurate measurement and recording of test results • basic processing of test results for interpretation (using published data tables and appropriate units for comparison purposes) • ability to safely select appropriate test(s) for given purposes, situations and/or participants • the terms 'reliability', 'validity' and 'practicality' related to each fitness test method • advantages and disadvantages of fitness test methods. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

Topic C.4 Interpretation of fitness test results:

- compare fitness test results to normative published data
- compare fitness test results to those of peers
- be able to draw conclusions from data results
- be able to analyse and evaluate test results
- be able to suggest and justify appropriate recommendations for improvements to fitness for a given purpose/situation/participant
- be able to suggest and justify appropriate fitness training methods that could be used for a given purpose/situation/participant.

Teacher guidance

Resources

The special resources required for this unit are:

- informed consent forms
- access to a sports hall (for multistage fitness test and training methods)
- access to free weights, perhaps within a local leisure/sports centre
- fitness testing equipment: sit and reach box, grip dynamometer, benches for step test, stop watches, metronome, vertical jump board, skinfold calipers, Bioelectrical Impedance Analysis machine, heart rate monitor
- Rating of Perceived Exertion Scale
- published normative data tables for interpretation of fitness test results.

Essential information for assessment

Onscreen on-demand testing

This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The test lasts for one hour fifteen minutes and has 60 marks. The assessment is available on demand. This assessment is available from January 2020, prior to January 2020 learners may access the 2012 specification legacy on-screen test.

Learners will complete an onscreen test that has different types of questions including short-answer and extended open response questions. Where appropriate, questions contain graphics, photos, animations or videos. An onscreen calculator is available for questions requiring calculations. An onscreen notepad is available for making notes. Each item will have an accessibility panel that allows a learner to zoom in and out, and apply a colour filter.

Unit 2: Practical Sports Performance

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Participation in sport continues to grow, as people become more aware of the benefits of physical activity. Engaging young people through sport is a key political agenda, both because current national health statistics show that obesity in young children is rapidly increasing and also because of our striving for excellence and success at major sporting events.

This unit focuses on developing and improving your own practical sports performance. This is achieved through your active participation in practical activities and reflection on your own performance and that of other sports performers.

This unit introduces you to a variety of different sports and, through participating in different sports, it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.

In learning aim A, you will investigate the rules and regulations of selected sports and apply the knowledge gained through observing officials in action. You might also decide to take part in National Governing Body coaching and leadership awards to reinforce and extend your knowledge and qualifications in this area.

For learning aim B, you will take part in a variety of sports. These may be sports in which you excel or have a particular interest. You are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment.

For learning aim C, you will review your performance in the sports in which you participated. This review will look at the strengths and areas for development within your own performance. You will also be encouraged to consider plans to develop your performance within the selected sports.

Many job roles in sport have a close relationship with practical sports performance, from the elite performer in action to the sports coach practically demonstrating skills and techniques.

Learning aims

In this unit you will:

- A understand the rules, regulations and scoring systems for selected sports
- B practically demonstrate skills, techniques and tactics in selected sports
- C be able to review sports performance.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the rules, regulations and scoring systems for selected sports</p> <p>Topic A.1 Rules (or laws):</p> <p>Rules (or laws) as regulated by the national or international governing body for the sport. For example, FIFA (Fédération Internationale de Football Association) laws of football, IRB (International Rugby Board) laws of rugby, BWF (Badminton World Federation) rules of badminton, IOF (International Orienteering Federation) rules of orienteering.</p> <p>Topic A.2 Regulations:</p> <p>For example, relating to players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper).</p> <p>Topic A.3 Scoring systems:</p> <p>For example, the method of scoring goals or points, method and/or requirements of victory.</p> <p>Topic A.4 Application of the rules/laws of sports in different situations:</p> <p>For example, when a goal is scored when a player is in an offside position in football, leg before wicket (lbw) in cricket, charging in lead-up to scoring in basketball, forward pass resulting in a try in rugby, a goal being scored after a foot fault in netball.</p> <p>Topic A.5 Sports:</p> <p>For example, cricket, hockey, netball, rounders, volleyball, wheelchair basketball, golf, trampolining, table tennis, archery, judo, cross-country running, Boccia, fencing, orienteering, skiing, canoeing, sailing, mountain biking.</p> <p>Topic A.6 Roles of officials:</p> <p>For example, the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials, third umpire, fourth official.</p> <p>§ Topic A.7 Responsibilities of officials:</p> <p>For example, appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals).</p> <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports

Topic B.1 Technical demands:

These are the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to sport.

§ Topic B.2 Tactical demands:

For example, decision making, defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.

Topic B.3 Safe and appropriate participation:

The demonstration of skills, techniques and tactics within a controlled environment, for example, no competition, drills, set plays.

Topic B.4 Relevant skills and techniques:

The skills and techniques relevant to the selected sport and practice.

§ Topic B.5 Relevant tactics:

The tactics relevant to the selected sport and practice/situation.

Topic B.6 Effective use of skills and techniques, and the correct application of each component:

For example, rugby conversion, including head position, body position, placement of non-kicking foot, placement of kicking foot, connection with the ball.

§ Topic B.7 Effective use of skills, techniques and tactics:

The use of skills and techniques within conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.

Topic B.8 Isolated practices:

For example, skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.

§ Topic B.9 Conditioned practices:

For example, small-sided games, a limited number of touches, a set number of defenders or attackers.

§ Topic B.10 Competitive situations:

For example, full-sided games, with appropriate opposition, with match officials.

continued

What needs to be learnt**Learning aim C: Be able to review sports performance****Topic C.1 Observation checklist:**

For example, to review performance in selected sports using video analysis:

- technical demands of sport (skills and techniques)
- production of a checklist suitable for self-analysis of performance in selected sports
- § tactical demands of sport.

Topic C.2 Review performance:

- strengths and areas for improvement: skills and techniques, specific to the sport and non-specific, e.g. fitness
- self-analysis: completion of observation checklist, e.g. use of video
- § strengths and areas for improvement: tactics, the effectiveness of decision making
- § activities to improve performance: (short-term and long-term goals) e.g. training programmes, use of technology, attending courses, where to seek help and advice.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the rules, regulations and scoring systems for selected sports			
1A.1 Describe the rules, regulations and scoring systems of a selected sport. #	2A.P1 Describe the rules, regulations and scoring systems of two selected sports. #	2A.M1 For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems. #	2A.D1 Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport. #
1A.2 Apply the rules of a selected sport in two given specific situations.	2A.P2 Apply the rules of a selected sport in four specific situations.		
1A.3 Describe the roles of officials from a selected sport.	2A.P3 Describe the roles and responsibilities of officials from two selected sports.		
Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports			
1B.4 Describe the technical demands of two selected sports.	2B.P4 Describe the technical and tactical demands of two selected sports.		
1B.5 Use relevant skills and techniques effectively, in two selected sports, in isolated practices.	2B.P5 Use relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.	2B.M2 Use relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to review sports performance			
1C.6 Produce, with guidance, an observation checklist that can be used effectively to review own performance in two selected sports. #	2C.P6 Independently produce an observation checklist that can be used effectively to review own performance in two selected sports. #		
1C.7 Review own performance in two selected sports, identifying strengths and areas for improvement.	2C.P7 Review own performance in two selected sports, describing strengths and areas for improvement.	2C.M3 Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance.	2C.D2 Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners need access to an appropriate sports environment and the facilities and equipment required for participation in their selected sports. They also need resources for reviewing performance, such as recording equipment (e.g. video cameras and Dictaphones).

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

For this unit, appropriate sports are those that will allow all criteria to be satisfied. The sports should, therefore, have rules, a clear method of victory and a range of skills, techniques and tactics. Learners do not have to fulfil all the criteria using the same two selected sports throughout. The unit assessment criteria give learners the flexibility to explore a variety of different sports should they wish to do so. Alternatively, learners may decide to select the same two sports throughout as evidence to meet the assessment criteria.

The assessment evidence can be submitted in a variety of ways through presentations, written reports, observation records/witness statements.

For learning aim A, learners should apply the key rules in different situations learners should be encouraged to do this within the role of one of the officials in a selected sport, thus demonstrating practically the application of rules in each specific situation. When using alternative methods of delivery it is very important that learners have a range of evidence. For example, assessors should ensure that a wide range of audio and video clips is produced for an appropriate sample of learners within the centre to support assessment decisions.

For learning aim B, the assessment of the demonstration of skills, techniques and tactics (level 2) and skills and techniques (level 1), it is important that assessors understand the differences between the standards.

For 1B.4, it is expected that learners will have attempted each of the core skills and techniques over the duration of delivery of the sports within isolated practices (skills and techniques used/demonstrated independently without any pressure or external forces).

For 2B.P5, learners need to apply relevant skills, techniques and tactics of each of the two selected sports within conditioned practices. A conditioned practice is a situation where players are given the opportunity to demonstrate a specific skill under some pressure in a similar environment to a game/competitive situation. For example, practising a corner in football – six players defending the corner and five attacking the corner. For 2B.M2, learners are required to demonstrate the skills, techniques and tactics applied in a competitive situation. This should be in line with the rules of the sport. The competitive situation should have officials officiating the game/competition and should clearly show the learner participating within the situation.

Learners may demonstrate their practical participation through a variety of clips from a variety of different situations, but it is important that each criterion is awarded by assessors only for full coverage of the assessment requirements in each of the two selected sports the learner is demonstrating.

For learning aim C, learners should be encouraged to complete their self-analysis of technical and tactical skills while watching a recording of their performance; this will support them to complete their observation checklist. Learners can give verbal or written feedback to the assessor as evidence of the attainment of their review of their own performance. Verbal presentations must be supported by an assessor's observation record which clearly shows learners' achievements against the target assessment criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 1A.2, 2A.P2, 1A.3, 2A.P3, 2A.M1, 2A.D1	Sports Rules, Regulations and Scoring Systems	You have been asked by the manager of a sports coaching company to give support to some of the younger children (aged 10 to 11 years) who attend his/her coaching sessions. The children often struggle to understand the rules, regulations and scoring systems for the sports they take part in. The manager has asked you to select two sports and cover the rules, regulations and scoring systems for each sport and demonstrate how the rules are applied and who applies these rules within the selected sports, within specific situations.	Presentation of rules, regulations and scoring systems Presentation notes and slides Observation record Practical demonstration of the application of the rules in specific situations Video evidence Observation record/witness statement
1B.4, 2B.P4, 1B.5, 2B.P5, 2B.M2	Sports Coaching Company	A sports coaching company has decided to develop a section on a sports website to promote themselves within the local community. The manager of the company has asked if you will develop a recording for the site for two selected sports. The recordings which you produce for each sport should demonstrate you applying the skills, techniques and tactics within a variety of situations (PE lessons, team training sessions and competitive situations). You should ensure that you include a commentary which outlines all the skills, techniques and tactics that you are applying throughout the video.	Practical demonstration of the skills, techniques and tactics for two selected sports Video evidence which demonstrates learners participating in each of the selected sports in specific situations Written/verbal commentary Observation record/witness statement

Criteria covered	Assignment	Scenario	Assessment evidence
1C.6, 2C.P6, 1C.7, 2C.P7, 2C.M3, 2C.D2	Sports Performance Review	<p>In order to develop as a sports performer it is important that you can assess your own strengths and areas for development.</p> <p>You have been asked to review your own performance using self-designed observation checklists, recommending activities to improve your performance and justify why you have chosen the activities you have.</p>	<p>Completed observation checklists for learner's own performance in two selected sports</p> <p>Written or verbal summary – if verbally presented, learners should produce audio/visual evidence and assessors should produce observation records to support assessment decisions</p>

Unit 3: The Mind and Sports Performance

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Psychology has become one of the most interesting subjects in the field of sport. The sports viewer will often give a psychological explanation for the failure of a team or individual, for example by saying 'he bottled it'. Sports psychologists are becoming more common in sport, and many sports performers and teams use their services.

Why do some sports people produce their best performances under the greatest pressure whilst others fall apart? Performance in sport is the outcome of a combination of various physiological, sociological and psychological factors. Physiological and sociological factors will affect the potential that the individual has to reach the top level in sport. However, of equal importance is having the right psychological approach to achieve success and remain at the top.

This unit looks at the concepts that influence the mind in sporting situations and, most importantly, explores the effects that they can have on sports performance.

Learning aim A looks at personality, which is the basis of our behaviour, including how personality can influence choice of sport, and performance in sport.

Learning aim B examines motivation and self-confidence, the influence that they have on sports performance, and a range of techniques that can be used to influence them.

Learning aim C focuses on arousal and anxiety and the effect these can have on sporting situations.

This unit will enable you to understand your own sports performance, why you have achieved the results you have and what you could do in the future to improve your preparation and performance. This unit will also help you to develop skills in teaching, coaching and helping other people.

An understanding of the effects of psychology on sports performance is important for many roles in sport, including sports performers who want to understand their own performance and sports coaches who aim to improve the performance of those they work with.

Learning aims

In this unit you will:

- A understand personality and its effect on sports performance
- B explore the influence that motivation and self-confidence have on sports performance
- C know about arousal and anxiety, and the effects they have on sports performance.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand personality and its effect on sports performance</p> <p>Topic A.1 Definition of personality: the sum of the characteristics that make a person unique.</p> <p>Topic A.2 Structure of personality:</p> <ul style="list-style-type: none"> • role-related behaviours, e.g. changes in behaviour as perception of the situation changes, different situations require different roles • typical responses, e.g. the way we usually respond in certain situations • psychological core, e.g. represents the 'real you', encompassing attitudes, values, interests and beliefs. <p>Topic A.3 Personality types:</p> <ul style="list-style-type: none"> • introverts, e.g. tend to be inward looking and shy, they are comfortable in their own company • extroverts, e.g. tend to be outgoing and comfortable in other people's company • type A (shows a competitive drive and prone to anger and hostility) and type B (is generally laid back and of a calm disposition) • effects of personality on sports performance, e.g. comparison of traits of athletes and non-athletes, team versus individual sports. <p>§ Topic A.4 Methods of measuring personality:</p> <ul style="list-style-type: none"> • § questionnaires, e.g. EPI (Eysenck's Personality Inventory), POMS (Profile of Mood States) • § observation, e.g. observing traits, behaviours. <p>§ Topic A.5 Views of personality:</p> <ul style="list-style-type: none"> • § trait (relatively consistent way an individual behaves across a range of situations) • § situational (how behaviour is determined mainly by the environment) • § interactional (considers both the individual's traits and the situation they find themselves in when determining behaviour).
<p>Learning aim B: Explore the influence that motivation and self-confidence have on sports performance</p> <p>Topic B.1 Definition of motivation: the internal mechanisms and external stimuli that arouse and direct behaviour.</p> <p>Topic B.2 Types of motivation:</p> <ul style="list-style-type: none"> • intrinsic (from internal factors), e.g. enjoyment in the task itself, fun, personal satisfaction • extrinsic (from external factors), e.g. rewards like money, grades, trophies and medals, the threat of punishment, the desire to win and beat others. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

§ Topic B.3 Views of motivation:

- § trait centred (is a function of an individual's personality, needs and goals)
- § situation centred (is determined by the situation)
- § interactional (is the result of interaction between the individual and their environment).

§ **Topic B.4 Definition of achievement motivation:** an individual's efforts to master a task, achieve excellence, overcome obstacles and perform better than others.

Topic B.5 Benefits of motivation on sports performance: e.g. choice of activity, effort to pursue goals, § intensity of effort, § persistence in adversity.

Topic B.6 Principles of setting goals to increase and direct motivation: SMARTER – specific, measurable, achievable, realistic, time-related, exciting, recorded.

Topic B.7 Definition of self-confidence: the belief that a desired behaviour can be performed.

Topic B.8 Benefits of self-confidence: e.g. producing positive emotions, improving performance, § improving concentration and effort, § development of positive game plans.

Topic B.9 Methods to increase self-confidence: e.g. self-talk (talking to oneself in a positive way, telling yourself that you will be successful), imagery (recreating successful times, recreating confident times, imagining oneself acting confidently, imagining oneself performing successfully).

Topic B.10 Definition of self-efficacy: e.g. self-confidence in a specific situation.

Topic B.11 Factors affecting self-efficacy:

- performance accomplishments, e.g. gaining confidence from successful previous experiences
- vicarious experiences, e.g. watching significant others performing successfully, demonstration, modelling
- verbal persuasion, e.g. teachers, coaches, peers persuading you that you can be successful
- imaginal experiences, e.g. imagining personal performances are successful.

Topic B.12 Goals: outcome, performance and process.

Topic B.13 Influence of goal setting on sports performance: e.g. directing attention to certain aspects of performance, mobilising effort, prolonging persistence, developing new strategies.

§ **Topic B.14 Influence of goal setting on motivation:** e.g. provide direction for behaviour, maintain focus on the task in hand, improvement of performance.

continued

What needs to be learnt**Learning aim C: Know about arousal and anxiety, and the effects they have on sports performance**

Topic C.1 Definition of anxiety: the level of worry or nervousness an individual experiences.

Topic C.2 Types of anxiety:

- state (temporary, changing feelings of tension and apprehension due to the nervous system becoming activated)
- trait (a personality factor characterised by stable, consistent feelings of tension and apprehension across many situations due to the nervous system being continually activated)
- § somatic (physical effects), e.g. butterflies in the stomach, muscle tension, increases in heart rate and breathing rate
- § cognitive (mental effects), e.g. increased feelings of worry, unable to concentrate, quick tempered.

Topic C.3 How arousal and anxiety affect sports performance:

- drive theory (as an individual's arousal level and state anxiety rises so does their performance level)
- inverted U hypothesis (as arousal levels increase, performance will improve, but only up to an optimal point of arousal after which increased amounts of arousal will cause performance to decline steadily)
- § catastrophe theory (development of inverted hypothesis showing that once the optimal point of arousal has been reached, any further increases in arousal will cause performance to decline dramatically)
- § reversal theory (individual interpretation of arousal can influence arousal, e.g. interpreting arousal as pleasant excitement rather than unpleasant anxiety).

Topic C.4 How anxiety and arousal can be controlled:

- imagery, e.g. imagining a relaxing experience, rehearsing a successful performance
- relaxation techniques, e.g. progressive muscular relaxation, mind-to-muscle techniques, breathing techniques.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand personality and its effect on sports performance			
1A.1 Outline personality and the effect it can have on sports performance. *	2A.P1 Using relevant examples, describe personality, including methods of measurement and three different views. *	2A.M1 Explain three different views of personality, and how personality can affect sports performance. *	2A.D1 Analyse three different views of personality, and how personality can affect sports performance. *
Learning aim B: Explore the influence that motivation and self-confidence have on sports performance			
1B.2 Describe types of motivation and the benefits motivation and self-confidence have on sports performance.	2B.P2 Describe types and views of motivation and the benefits motivation and self-confidence have on sports performance.	2B.M2 Discuss the benefits motivation and self-confidence have on sports performance.	2B.D2 Analyse the benefits motivation and self-confidence have on sports performance.
1B.3 Outline appropriate methods to increase self-confidence in sport.	2B.P3 Summarise, with relevant examples, methods to increase self-confidence in sport.		
1B.4 Outline factors that influence self-efficacy in sport.	2B.P4 Describe, using relevant examples, factors that influence self-efficacy in sport.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
1B.5 Outline goal setting, different types of goals that can be set and how these can influence sports performance.	2B.P5 Describe goal setting, different types of goals that can be set, and how these can influence sports performance and motivation.	2B.M3 Discuss how goal setting can influence motivation and the roles of the different types of goals that can be set.	
Learning aim C: Know about arousal and anxiety, and the effects they have on sports performance			
1C.6 Outline different types of anxiety.	2C.P6 Describe, using relevant examples, different types of anxiety.	2C.M4 Assess, using four theories, the effect arousal and anxiety have on sports performance and their control. #	2C.D3 Evaluate imagery and relaxation techniques as methods of controlling arousal and anxiety, and in improving sports performance. #
1C.7 Describe, using two theories, the effect arousal and anxiety have on sports performance and their control. #	2C.P7 Describe, using four theories, the effect arousal and anxiety have on sports performance and their control. #		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

At level 2, learners are encouraged to widen the scope of their knowledge and understanding by applying concepts learnt to other sports performers, as well as to themselves. At level 1, learners are encouraged to relate their learning to their own sport and situation by using the information to help improve their own sports performance.

Learners could use a variety of methods to present their knowledge and understanding for this unit. Assessment methods should be stimulating and motivational for learners.

For learning aim A, work on personality, views of personality and its relationship to sports performance could be evidenced by learners producing a poster or verbal presentation. Learners could deliver their presentation to their peers, which should be supported by an assessor's observation record clearly showing assessment decisions made against the target criteria.

For learning aim B, learners could present their work on motivation, self-confidence and self-efficacy in sport by preparing an A4 leaflet or selection of leaflets with the aim of having them available for performers to read or take along to sporting events. The leaflets designed should be engaging for the intended audience and so would benefit from having visual components. Alternatively, learners could prepare a small handbook to be used as a reference tool to support their own and others' performance. Learners could make this available to other sports performers in their school/college or local club.

For learning aim C, learners could present their work on arousal and anxiety and their effects on sports performance by preparing a short presentation using an appropriate format, together with supporting notes. This would give both visual and written components to their work and, while learners need not carry out the presentation, they could use their slides as a handout.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	Personality and Sports Performance	Working as a sports psychologist for a semi-professional sports team you have been asked to prepare a range of resources that could be used to help improve the team's performance.	Presentation on personality, views of personality and effects on sports performance Presentation slides Supporting notes Observation record
1B.2, 2B.P2, 2B.M2, 2B.D2, 1B.3, 2B.P3, 1B.4, 2B.P4, 1B.5, 2B.P5, 2B.M3	The Influence of Motivation and Self-confidence on Sports Performance	As a sports person you are always looking at ways to improve your own performance. Being motivated and self-confident are key traits required by sports performers at all levels. Your coach has asked you to develop some materials to help improve your motivation, self-confidence and self-efficacy.	Leaflet or handbook
1C.6, 2C.P6, 1C.7, 2C.P7, 2C.M4, 2C.D3	Arousal and Anxiety and Effects on Sports Performance	Your sports coach suggests that you use your studies to develop some materials which could be used to help improve your own performance and the performance of others. The materials you produce will look at types of anxiety and how arousal and anxiety affect sports performance.	Presentation Presentation slides Supporting notes Observation record

Unit 4: The Sports Performer in Action

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

A month ago you could barely run two miles; your heart would be racing and your leg muscles would be sore. Now, after running four times a week, a three-mile run is no sweat. So what's going on inside your body?

Anyone who has exercised regularly has experienced the thrill of improving. We improve because we train. But how exactly does your body adapt to training? In what way do your muscles change? What happens to your heart? Why doesn't it beat as fast when you're 'in shape'?

When a person exercises regularly, the body undergoes several short-term effects, such as increased breathing and heart rate. However, as their training progresses they'll start to notice that the short-term effects first observed change and they develop different long-term adaptations, such as a slower heart rate than before and a more controlled and easier breathing rate when they exercise. But why do these changes take place? What causes the change in physiological responses over a period of time? This unit will look at the training effects that occur when a person regularly participates in sport and physical activity over a given period of time.

For learning aim A, you'll look at the musculoskeletal and cardiorespiratory systems and how they function normally (before a training programme, taking part in exercise/sport regularly) and how they can function as a result of taking part in training/exercise/sport over a length of time.

For learning aim B, you'll look at the energy systems for different sporting activities. So, if a performer needs energy quickly, they'll rely on energy already stored within the body. For a longer-term period of sport or exercise the body struggles to store a lot of energy, but it can make energy from resources inside and outside the body. By understanding how your body works and how it can be trained, as a sports performer or as a coach, you can help to make the necessary adaptations in order to produce improved sports performance.

Knowledge of the physiology of the body is useful for many careers in sport including roles in the fitness industry, which involve giving advice on training and lifestyle to clients.

Learning aims

In this unit you will:

A know about the short-term responses and long-term adaptations of the body systems to exercise

B know about the different energy systems used during sports performance.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know about the short-term responses and long-term adaptations of the body systems to exercise

Topic A.1 Short-term effects of exercise on the musculoskeletal system

- Increased production of synovial fluid for joint lubrication and nourishment.
- Increased joint range of movement due to increase in blood flow and increased muscle temperature.
- § Micro tears in muscle fibres, causing the muscle to rebuild itself and become slightly bigger and stronger.
- § Exercise (high-impact activity) encourages new bone formation.
- § Increased metabolic activity.

Topic A.2 Short-term effects of exercise on the cardiorespiratory system

- Increased heart rate due to the heart having to work harder to pump oxygenated blood around the body.
- Increased breathing rate, in order to supply more oxygen to working muscles and remove carbon dioxide.
- Increased blood flow.
- Sweat production and skin reddening.
- § Re-distribution of blood flow via the vasoconstriction (narrowing) of arterioles supplying inactive parts of the body and vasodilation (opening) of arterioles supplying skeletal muscles with more blood and nutrients.
- § Increased build-up of lactic acid in the blood.
- § Increased cardiac output to get oxygenated blood to working muscles (due to increased heart rate and stroke volume).
- § Increased blood pressure – as the cardiovascular system works to deliver more oxygen and glucose to the muscles (systolic pressure rises and diastolic pressure remains unchanged).
- § As muscular activity increases, the production of carbon dioxide increases resulting in an increase in Tidal Volume (TV) (TV is the amount of air inhaled and exhaled with each breath).

Topic A.3 Long-term adaptations of the musculoskeletal system

- Hypertrophy (increased muscle size).
- Increase in bone density (bone strength) due to increase in calcium production.
- § Stronger connective tissues (ligaments and tendons), so more resistant to injury.
- § Increased stability of joints.
- § Increased thickness of hyaline cartilage.
- § Skeletal muscles adapt to using more oxygen, the muscles and their capillaries become more efficient and can therefore work for a longer period of time.
- § Increased number of mitochondria.
- § Decreased risk of osteoporosis.
- § Improved posture.

continued

What needs to be learnt**Topic A.4 Long-term adaptations of the cardiorespiratory system**

- Decrease in resting heart rate: resting heart rate is able to slow down because the heart is trained to pump a larger quantity of blood with every beat.
- Increase in heart size and strength.
- § Increase in stroke volume.
- § The heart can pump more blood per beat, so resting heart rate decreases (bradycardia); heart becomes more efficient and does not need to beat as quickly to supply the body with oxygenated blood.
- § Decreased risk of hypertension (high blood pressure).
- § Increased Vital Capacity (VC) – due to improved lung function (Vital Capacity is the amount of air that can be forcibly expelled from the lungs after breathing in as deeply as possible).
- § Increased efficiency to deliver oxygen and remove waste products.
- § Increased lung efficiency and gaseous exchange.
- § Increased maximum oxygen uptake ($\text{VO}_2 \text{ max}$).

Learning aim B: Know about the different energy systems used during sports performance**Topic B.1 The anaerobic energy system**

Sports that use this system to provide energy are very high intensity and explosive. That is, they use short bursts of exercise lasting a few seconds, for example, javelin throw, weightlifting, sprinting, high jump.

The anaerobic system is the first of the two main energy systems, and consists of the alactic and lactic acid systems.

§ Topic B.2 ATP-CP/alactic acid anaerobic system

- § Reliance on stored adenosine triphosphate (ATP) (the molecule that produces the energy in all living things), energy supplied by ATP (up to four seconds).
- § Another stored molecule, creatine phosphate (CP) helps restore ATP.
- § CP is restored aerobically (with oxygen).
- § Energy is supplied by ATP and CP (four to 20 seconds).
- § When this system runs out of ATP-PC stores, glycolysis takes place.

§ Topic B.3 Glycolysis/lactic acid anaerobic system

- § ATP is made from glucose stored in the liver and muscles.
- § Energy is supplied by ATP, CP and muscle glycogen (20 to 45 seconds).
- § Energy is supplied by muscle glycogen (45 to 240 seconds).
- § Waste product is lactic acid.
- § When this system is unable to maintain energy requirements, the aerobic system starts to produce energy.
- § Sports that use this system to provide energy are moderate to high intensity, i.e. short bursts of exercise lasting a few minutes, e.g. running 400 m, 800 m, and 1500 m distances.

continued

What needs to be learnt**Topic B.4 The aerobic energy system**

The aerobic system, with the anaerobic system, are the two main energy systems. For example during longer periods of exercise/activity; sustained energy relies on this system.

Sports that mainly use this system to provide energy used for sustained activity are long-distance events such as marathon running, long-distance swimming, long-distance cycling.

- § Energy supplied by muscle glycogen and fatty acids (240 to 600 seconds).
- § Uses oxygen as a means of making energy (re-synthesising ATP).
- § Low to moderate intensity (beyond 90 seconds).

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know about the short-term responses and long-term adaptations of the body systems to exercise			
1A.1 Outline two ways in which the musculoskeletal system responds to short-term exercise.	2A.P1 Describe ways in which the musculoskeletal system responds to short-term exercise.	2A.M1 Explain responses of the musculoskeletal system to short-term exercise.	2A.D1 Using three different sports activities, compare and contrast how the musculoskeletal and cardiorespiratory systems respond and adapt to exercise. *
1A.2 Outline ways in which the cardiorespiratory system responds to short-term exercise. *	2A.P2 Describe ways in which the cardiorespiratory system responds to short-term exercise. *	2A.M2 Explain responses of the cardiorespiratory system to short-term exercise. *	
1A.3 Summarise two long-term adaptations of the musculoskeletal system resulting from exercise.	2A.P3 Summarise, using relevant examples, long-term adaptations of the musculoskeletal system to exercise.	2A.M3 Explain long-term adaptations of the musculoskeletal system to exercise.	
1A.4 Summarise two long-term adaptations of the cardiorespiratory system resulting from exercise. *	2A.P4 Summarise, using relevant examples, long-term adaptations of the cardiorespiratory system to exercise. *	2A.M4 Explain long-term adaptations of the cardiorespiratory system to exercise. *	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Know about the different energy systems used during sports performance			
1B.5 Describe the two main energy systems, including examples of sports that use each system.	2B.P5 Describe the function of the three energy systems in the production and release of energy for sports performance.	2B.M5 Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems.	2B.D2 Compare and contrast how the energy systems are used in sports with different demands.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no essential resources required for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Assessment of this unit can be altered to suit the size of the cohort. For larger cohorts, the use of small-group work, and reports, posters, leaflets, etc may work better for time-constraint reasons. However, wherever possible, the use of practical work/evidence is strongly encouraged.

Engaging learners in physical activities to highlight the obvious short-term effects of exercise on the body would be beneficial. For example, jogging around a sports field or completing timed sprints in a sports hall and then noting the physical effects: such as, becoming out of breath, getting hot, and having a flushed complexion. Physiological data could also be collected and analysed, for example heart rate and breathing rate pre- and post-activity. In addition, perhaps in conjunction with *Unit 5: Training for Personal Fitness*, learners could design their own fitness training programme to implement over a designated period of time to show the long-term effects of exercise on the body.

It would also be useful for learners to research different athletes and/or different types of training regimes and the long-term adaptations on the body that they have experienced/are designed to result in. This, in turn, could lead to group discussion on how adaptations occur, dependent on the type of training undertaken and the nature of the sport. Where possible, learners should be encouraged to draw from their own personal participation in sports and exercise activities.

All of these activities should be practically orientated and will need some underpinning classroom input. However, practical activities are encouraged to help learners understand the application of putting sports science theory into practice and for learners to develop or help develop others in improving sports performance.

Practical activities can be evidenced using a range of assessment methods. For example, physiological data interpretation following participation in short and extended bouts of physical activity over a designated period of time. Evidence may also include leaflets, posters showing diagrams of body systems' responses and adaptations to exercise and presentations with supporting assessor observation records.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 1A.4 2A.P1, 2A.P2, 2A.P3, 2A.P4, 2A.M1, 2A.M2, 2A.M3, 2A.M4, 2A.D1	Your Body: Responding and Adapting to Exercise	A local sports centre has asked you/your group to produce a range of information in a variety of formats. You need to present information about what happens to the body during exercise and the benefits of taking part in sport/exercise on a regular basis. Your presentation could be to a group of schoolchildren or any other local club/group.	Individual/small-group presentation plus leaflets and or posters as visual aids; practical activities with recording sheets and explanation of results cards/linked to posters/leaflets; observation records for practical activities completed
1B.5, 2B.P5, 2B.M5, 2B.D2	Your Body: Energy for Sports Performance	Your work was well received by the young people and as a result the sports centre manager has asked you to produce a similar range of materials to be displayed in and around the centre to show how different energy systems are used for different sports.	Posters; leaflets; presentations with observation records

Unit 5: Training for Personal Fitness

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Ever wanted to improve your personal fitness but haven't been sure where to start? Have you wanted to design a personal fitness training programme but not been sure how to go about it? This unit shows you the way.

Thinking about personal fitness can be daunting at first. We all know that people often make comparisons between their own fitness levels and the fitness of others. Stop right there! This unit is all about *you*, the individual performer, training to improve and enhance personal fitness, using the training methods that are most appropriate, beneficial and engaging. This may mean training with a group of friends in a local park, or undertaking a personal fitness training programme at a local sports club or leisure centre. Whatever the setting, the design of the training programme must be tailored to meet your personal training goals, aspirations and needs.

Remember, everyone starts somewhere, so don't worry if your current fitness levels are a little below par. This unit supports you in achieving personal training goals. Likewise, if you already possess good to exceptional levels of fitness, then this unit will help you to develop a training programme to maintain those levels while taking the opportunity to safely explore other training methods you might not usually experience.

Learning aim A takes you through the stages of designing a personal fitness training programme, where you can select any appropriate method(s) of training to improve or maintain your fitness levels safely. For learning aim B, you will gain awareness of personal exercise adherence factors and strategies, i.e. important knowledge to help you keep to your training schedule. For learning aim C, you will implement your personal fitness training programme, maintaining a training diary. Finally, for learning aim D you will review your programme looking at strengths, areas for improvement and suggesting recommendations for future training and performance.

The ability to improve personal fitness is essential for sports performers. However, the same knowledge, understanding and skills are required to improve other people's fitness, and are essential for a number of job roles in the sector, such as sports coaches and personal trainers.

Learning aims

In this unit you will:

- A design a personal fitness training programme
- B know about exercise adherence factors and strategies for continued training success
- C implement a self-designed personal fitness training programme to achieve own goals and objectives
- D review a personal fitness training programme.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Design a personal fitness training programme</p> <p>Topic A.1 Personal information to aid training programme design:</p> <ul style="list-style-type: none"> personal goals: specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER): <ul style="list-style-type: none"> short-term (set over a short period of time, between one day and one month) medium-term (should give progressive support towards achievement of long-term goals) long-term (what they want to achieve in the long term, and the best way of doing this). aims (details of what they would like to achieve) objectives (how they intend to meet their aims) lifestyle and physical activity history § medical history questionnaire § attitudes and personal motivation for training. <p>Topic A.2 The basic principles of training (FITT):</p> <ul style="list-style-type: none"> frequency (the number of training sessions completed per week) intensity (how hard training will be) time (how long training sessions will be) type (selecting a training method to improve a specific component of personal fitness and/or sports performance). <p>§ Topic A.3 Further principles of training and how they are applied to training methods:</p> <ul style="list-style-type: none"> § intensity – <ul style="list-style-type: none"> target zones and training thresholds (calculating and applying maximum heart rate (HR max) to training): $HR\ max = 220 - age\ (years)$ 60–85% HR max is the recommended training zone for cardiovascular health and fitness the Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity the relationship between RPE and heart rate where: $RPE \times 10 = HR\ (bpm)$. § progressive overload – in order to progress, the training needs to be demanding enough to cause the body to adapt, improving performance. This can be done by increasing frequency, intensity, or time, or by reducing recovery times. Not all these methods should be used at once or the increase in workload will be too much § specificity – training should be specific to personal sport, activity or physical/skill-related fitness goals to be developed § individual differences/needs (the programme should be designed to meet personal training goals and needs) § variation – vary the personal training regime to avoid boredom and maintain enjoyment <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

- § rest and recovery are required so that the body can recover from the training and to allow adaptation to occur
- § adaptation – where the body reacts to training loads by increasing its ability to cope with those loads. Adaptation occurs during the recovery period after the training session is completed
- § reversibility – if training stops, or the intensity of training is not sufficient to cause adaptation, training effects are reversed.

Topic A.4 Programme design:

- use personal information to aid training programme design
- selection of appropriate training method(s)/activities for improving/maintaining fitness, e.g. flexibility, strength, muscular endurance and power, aerobic endurance, speed
- safe design – appropriate method(s)/selection of an appropriate combination of activities to meet personal training needs, goals, aims and objectives
- selection of appropriate activities for warm-up (light, continuous physical activity to prepare the body for exercise)
- selection of appropriate activities for cool down (light, continuous physical activity to reduce heart rate, remove lactic acid and prevent blood pooling)
- § creative design – consideration given to prevent/avoid barriers to training occurring, ensuring exercise adherence is maintained and the programme is enjoyable, for example, including interesting, different exercise activities to maintain motivation and commitment, and to prevent boredom; methods to support ease of access to training, e.g. home-based exercise online subscriptions, peleton.

Learning aim B: Know about exercise adherence factors and strategies for continued training success**Topic B.1 Factors**

Overcoming barriers, for example access to facilities, time, commitment, lack of interest, personal injury, emotional, motivation and cost.

Topic B.2 Strategies

For example, setting SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded), implementing enjoyable activities, knowing the benefits of the personal training programme, support and reinforcement, and rewards for achieving goals.

Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives**Topic C.1 Safely implement a personal fitness training programme**

- Undertaking appropriate training method(s) (e.g. taking part in planned sessions), performing to the best of your ability, gaining agreement from coach/trainer for any missed sessions, understanding the importance of commitment.
- Wearing correct training gear, safe and correct use of equipment, implementation of correct technique, awareness of wider safety issues, e.g. personal safety, if training outdoors.
- § Taking full responsibility for completing and recording details for each training session.

continued

What needs to be learnt**Topic C.2 Training diary for each session recording**

- Date, time and location for training undertaken.
- Aims and objectives for each session.
- Session duration.
- Type of training undertaken – selected method(s)/activities.
- Programme details (FITT).
- Log of personal performance and achievements.
- Resources required, e.g. equipment.
- § The principles of progressive overload and details of how progressive overload has been achieved over the course of the programme.
- § Details of programme intensity using % HR max and RPE.

§ Topic C.3 Measures for success

- § Motivation for training, including details in the diary of personal feelings before, during and after each training session.
- § Details of how the programme has been adapted to ensure continued commitment to training, for example using a variation of activities/training methods.
- § Achievement against personal aims, goals and objectives, for example how performance has been taken to a higher level.
- § Overcoming barriers to training/issues/problems.

Learning aim D: Review a personal fitness training programme**Topic D.1 Review programme**

- § Before each training session.
- § After each training session.
- § Evidence of modifying the programme to achieve planned personal goals.
- Strengths – areas of the programme where personal aims and objectives have been achieved.
- Areas for improvement – where outcomes do not meet planned goals.
- § Recommendations for improving future training and performance, for example personal training needs, use of different training methods/activities or strategies, use of psychological training techniques to improve performance.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Design a personal fitness training programme			
1A.1 Outline personal information for designing a fitness training programme. #	2A.P1 Summarise personal information for designing a fitness training programme. #	2A.M1 Assess personal information for fitness training programme design. #	2A.D1 Justify the training programme design, explaining links to personal information. #
1A.2 Design a safe four-week personal fitness training programme, with guidance. #	2A.P2 Independently design a safe six-week personal fitness training programme. #	2A.M2 Design a safe six-week personal fitness training programme, showing creativity in the design. #	
1A.3 Outline the importance of warm-up, cool down and FITT.	2A.P3 Describe the principles of training and their application to the personal fitness training programme design. *		
Learning aim B: Know about exercise adherence factors and strategies for continued training success			
1B.4 Describe two personal exercise adherence factors and two strategies for training success.	2B.P4 Describe four personal exercise adherence factors and four strategies for training success.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives			
1C.5 Safely implement, with guidance, a four-week personal fitness training programme, maintaining a training diary. # *	2C.P5 Safely implement a six-week personal fitness training programme, maintaining a training diary. # *	2C.M3 Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session. # *	2C.D2 Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress. # *
Learning aim D: Review a personal fitness training programme			
1D.6 Review the four-week personal fitness training programme, identifying strengths and areas for improvement.	2D.P6 Review the six-week personal fitness training programme, describing strengths and areas for improvement.	2D.M4 Explain strengths of the training programme and areas for improvement, providing recommendations for future training and performance.	2D.D3 Justify recommendations for future training and performance.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are:

- informed consent forms
- heart rate monitors
- Rating of Perceived Exertion Scale.

Access to lifestyle, physical activity and medical history questionnaires would be beneficial, although these can be designed by learners as an individual or group task, with appropriate guidance from teachers/tutors.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Assessment evidence for this unit is best presented in a portfolio, with the following sections, under which learners place their evidence to meet the criteria:

- personal goals, aims and objectives
- personal information
- principles of training
- programme design
- exercise adherence factors and strategies
- training diary
- observation records/witness statements
- programme review.

Alternatively, learners could verbally present their evidence for designing a personal fitness training programme (learning aim A), their knowledge about exercise adherence factors and strategies for continued training success (learning aim B) and their programme review for learning aim D. Presentations need to be supported by completed assessor observation records, detailing achievement against the target criteria. Learners could provide an electronic copy of their personal fitness training programme and diary as evidence for learning aim C, together with appropriate assessor observation records/witness statements. Alternatively, learning aim B could be assessed in the form of an information leaflet, which draws on learners' own personal experiences.

At level 2, learners will independently design and implement a six-week personal fitness training programme. At level 1, learners will design and implement a four-week personal fitness training programme, with guidance from appropriately qualified person(s) (e.g. club/school/college sports coach). The training programme designed needs to be safe.

What is a safe programme?

A safe programme design will include appropriate method(s)/selection of an appropriate combination of activities to meet personal training needs, goals, aims and objectives, taking into account relevant physical activity, lifestyle, and/or medical history, depending on the level of learners.

Safe implementation will include wearing correct training gear, safe and correct use of equipment and correct technique. It will also include wider safety issues, for example ensuring personal safety by training with a friend/in small groups, wearing reflective clothing where needed, and not wearing an MP3 player if training outdoors.

In order to meet criterion 2A.M2, the fitness training programme designed needs to be creative.

What is a creative programme?

A 'creative' programme is one that shows innovative design to meet personal training needs and individual circumstances. A creative programme will be well planned with due consideration given to prevent/avoid barriers to training occurring (such as cost or access), ensuring exercise adherence is maintained and that the programme is enjoyable for the learner to complete. For example, if cost is an issue, learners could design a personal fitness training programme to undertake in their garden or local park. For example, circuit training would be an appropriate method, including stations in the design which don't require any specialist equipment, such as star jumps, knee raises, burpees, kick-backs, press-ups, and sit-ups. Household items could be safely used as equipment for the circuit, for example tins of soup or water-filled plastic milk bottles make good free weights!

Creativity could also be shown in the use of setting/location. For example, interval training/sprinting could be done on a beach to develop power. In this setting, if a learner wanted to increase their exercise intensity they could enlist the help of a friend and use a harness to introduce resistance while they run. Alternatively, they could run while wearing a weighted back pack. There are endless opportunities for learners to design a personal fitness training programme that will not only meet their own needs, goals, and personal circumstances, but will also be fun to complete, so that they adhere to their regime.

Learners should strive to ensure their personal fitness training programme is an overall success. Measures for success will include:

- evidence of personal development
- personal achievement against original programme goals, aims and objectives
- personal enjoyment, dedication and commitment to training
- amending their programme to avoid or overcome any barriers to training, issues, or problems
- evidence of how their performance has been taken to a higher level/shown personal improvement.

Measures for success are likely to be evident through the learner's training diary or from observation records/witness statements.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1, 1A.3, 2A.P3	My Personal Fitness Training Programme: To Get Fit Quick! Task 1 Training programme design	<p>So, how fit are you? Your local sports centre has launched a 'Get Fit' initiative for schools and colleges in the area to get young people to design, implement and review a personal fitness training programme to achieve their training goals.</p> <p>You may safely incorporate any training method(s) you like into your programme – this is your chance to make sure your training is as exciting and fun as possible!</p>	<p>Portfolio of evidence containing the following sections:</p> <ul style="list-style-type: none"> • personal information • principles of training • programme design • exercise adherence factors and strategies • training diary • observation records/witness statements • programme review.
1B.4, 2B.P4	Task 2 Exercise adherence		
1C.5, 2C.P5, 2C.M3, 2C.D2	Task 3 My training diary: training for success!		
1D.6, 2D.P6, 2D.M4, 2D.D3	Task 4 Programme review: what's next?		

Unit 6: Leading Sports Activities

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

What makes the winners of the top leagues so successful? Why did the winner of the London Marathon select the tactics to run the race in that specific way? Many people would suggest that it is down to the individual performer. However, others look beyond the performer and credit the managers or coaches.

In sport it is often the performer who obtains all the admiration and acclaim for his or her achievements. However, behind most successes there is a sports leader or coach, who masterminds the performance of the highly talented sports performer(s). It is often these leaders who make the difference.

This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. You will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate your ability to lead a sports activity session or component of a session.

For learning aim A, you will be introduced to the attributes required to be a successful sports leader, giving you knowledge of the skills, qualities and responsibilities associated with success in sports leadership.

Learning aim B enables you to consider the planning and leadership requirements for delivering sports activities. You will be given the opportunity to develop your ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.

For learning aim C, you will evaluate your own effectiveness as a sports leader within the session you planned and delivered. You will need to consider your strengths within the process of sports leadership and plans for further developing your ability as a sports leader.

There are many roles working in sport that require effective and successful sports leadership, including personal training and coaching. This unit provides you with what could be your first step into sports leadership, as it could be linked to the completion of a sports leader award, for example Junior Sports Leader Award (JSLA).

Learning aims

In this unit you will:

- A know the attributes associated with successful sports leadership
- B undertake the planning and leading of sports activities
- C review the planning and leading of sports activities.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know the attributes associated with successful sports leadership</p> <p>Topic A.1 Sports leaders: for example, sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.</p> <p>Topic A.2 Attributes:</p> <ul style="list-style-type: none"> • skills (communication, organisation of equipment, knowledge) • § advanced skills (activity structure, target setting, use of language, evaluation) • qualities (appearance, enthusiasm, confidence) • § additional qualities (leadership style, motivation, humour, personality). <p>Topic A.3 Responsibilities:</p> <ul style="list-style-type: none"> • core responsibilities (professional conduct, health and safety, equality) • § wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations).
<p>Learning aim B: Undertake the planning and leading of sports activities</p> <p>Topic B.1 Sports activities: for example, individual sports, team sports, fitness activities.</p> <p>Topic B.2 Components of sports activity session:</p> <ul style="list-style-type: none"> • warm-up • main component/components of activity, e.g. skill introduction, development, conditioned game, final activity • cool down. <p>Topic B.3 Plan:</p> <ul style="list-style-type: none"> • participants, e.g. age, ability, gender, numbers, medical, specific needs • aims and objectives, e.g. target setting, expected outcomes • resources, e.g. equipment, time, environment • health and safety considerations (risk assessment and informed consent). <p>Topic B.4 Lead:</p> <ul style="list-style-type: none"> • demonstration of attributes (skills, § advanced skills, attributes, § additional qualities) • completion of core responsibilities • § completion of wider responsibilities. <p>§ Topic B.5 Measures of success:</p> <ul style="list-style-type: none"> • § coverage of planned components • § meeting set aims and objectives • § organised • § safe. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Learning aim C: Review the planning and leading of sports activities****Topic C.1 Review:**

- feedback for review, e.g. from participants, supervisor, observers, self-analysis
- methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback
- strengths and areas for improvement (demonstration of attributes, completion of responsibilities, e.g. planning, content, organisation, health and safety, achievements).

§ Topic C.2 Targets for development:

- § SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded)
- § development plan:
 - aims and objectives
 - goals
 - SMARTER targets
 - activities and opportunities, e.g. training, courses, qualifications
 - possible barriers.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know the attributes associated with successful sports leadership			
1A.1 Outline the attributes required for, and responsibilities of, sports leadership.	2A.P1 Describe, using relevant examples, the attributes required for, and responsibilities of, sports leadership.	2A.M1 Explain the attributes required for, and responsibilities of, sports leadership.	
1A.2 Describe the attributes of a selected successful sports leader.	2A.P2 Describe the attributes of two selected successful sports leaders.	2A.M2 Evaluate the attributes of two successful sports leaders.	2A.D1 Compare and contrast the attributes of two successful sports leaders.
Learning aim B: Undertake the planning and leading of sports activities			
1B.3 Plan a given sports activity.	2B.P3 Plan two selected sports activities.	2B.M3 Justify the choice of activities within the sports activity plan.	
1B.4 Lead a component of a sports activity session, with guidance and/or support. #	2B.P4 Independently lead a sports activity session. #	2B.M4 Lead a successful sports activity session. #	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Review the planning and leading of sports activities			
1C.5 Review the planning and leading of the warm-up, main component or cool down, describing strengths and areas for improvement. *	2C.P5 Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader. *	2C.M5 Explain targets for future development as a sports leader, including a personal development plan.	2C.D2 Justify targets for future development as a sports leader and activities within the personal development plan.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners need access to a range of sports facilities and equipment. They will also need participants to take part in the sports activity session.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

For learning aim A, learners could produce a detailed written report which covers each of the appropriate attributes (skills and qualities) needed to become a successful sports leader, as well as the responsibilities of sports leadership. For level 2, learners need to give relevant examples of sports leaders to support their description. The examples used do not have to be famous individuals.

For learning aim B, learners need to produce two plans for entire sessions (for level 2) and then select one plan to deliver to a group of selected sports performers. The performers for this session can range from peers of the same age to young children. For level 1, learners need to produce a plan and lead a component of the plan (the warm-up, main component or cool down).

It is important that learners have the appropriate experience and confidence to deliver the sessions to the selected group. Learners should not be left on their own to deliver the session to the target group; they should be supervised by an appropriately qualified sports leader. Before the delivery of the event, all plans should be checked by the assessor and learners should be requested to prepare feedback questions for participants within the sessions, peer observers and their assessor. Learners should ensure that these are handed out and completed by participants at the end of their session. This will support the attainment of the assessment requirements for learning aim C.

When learners are ready to deliver the sports activity session, they should complete the delivery under the direct supervision of an appropriately qualified sports leader while the assessor observes. The session ideally should be visually recorded to ensure that assessment can take place after the event as well and to enable learners to carry out their own evaluation of the session. After the session has concluded, the assessor should complete an observation record which clearly details what the learner did within the session, how they performed, coverage of the unit content, and how they met the requirements of the target criteria.

Using feedback obtained, learners should then prepare to complete the assessment criteria for learning aim C. Evidence for this can be completed in a variety of forms, including verbal presentation if preferred. If the learner gives evidence verbally, it is useful for a recording to be made (either visual or audio). The assessor must also complete an observation record/checklist to support the evidence submitted for assessment and to confirm achievement against target criteria.

It is advised that learners are given adequate time to prepare for the review of their session. For level 2, learners are required to produce a personal development plan to meet the assessment requirements. The plan could be presented verbally or in written form and should be submitted as part of the review process.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1	Sports Leadership Article	You are the manager of a small, but developing, coaching company. You have contacted a local newspaper to discuss how to develop interest in volunteering in sports leadership. The editor has asked you to develop an article that explores the requirements of becoming a successful sports leader, using examples of successful sports leaders to demonstrate attributes and responsibilities required.	Article for a newspaper or web article.
1B.3, 2B.P3, 2B.M3, 1B.4, 2B.P4, 2B.M4	Planning and Leading Sports Activities	A local sports club has asked you to deliver a sports activity session as part of an informal interview process. If successful, you will join the sports club as a volunteer leader for one of the junior teams or sections. You must demonstrate your ability to plan and lead a sports activity session to a group of younger children from the club.	Session plan with clear justification of selection of activities within the session. This plan should cover all elements as listed in the content section of this unit. Video evidence/visual evidence should be provided to demonstrate how learners lead the event and confirm assessment judgements made against the criteria. Assessor's observation record/checklist.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.5, 2C.P5, 2C.M5, 2C.D2	Session Evaluation	<p>Following your interview, you have been asked to complete a review of your performance during the session.</p> <p>The club would like to do this with you, through a question and answer session, in front of two members of the club.</p> <p>You must prepare evidence to support the questions which you may be asked from feedback that you have obtained from participants, observers and your assessor.</p>	<p>Verbal evidence given by the learner with the support of feedback results collated after the session took place. This could be in the form of visual aids for the interview or written handouts for each of the interviewees.</p> <p>The interview should be recorded to give the assessor and internal verifier the opportunity to make a valid judgement against the assessment criteria and coverage of the appropriate content.</p> <p>Assessor's observation record/checklist to justify assessment decisions.</p>

Unit 7: Anatomy and Physiology for Sports Performance

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	30
Assessment type:	External

Unit introduction

The human body is an amazing machine. Did you know that humans are born with 300 bones in their body, but by the time a person reaches adulthood they only have 206 bones? Did you know that each time you take a step, you're using up to 200 muscles?

With facts like these you can start to get an idea of how amazing and complex the human body is. This unit provides you with an introduction to anatomy and physiology and the role that two main body systems (musculoskeletal and cardiorespiratory) have in the production of skilled and efficient movement.

As a sports performer it is essential that you know how the body functions under normal resting conditions, so that you can then start to appreciate how the different body systems work together in an effective manner to produce efficient movement for sports performance. This knowledge is also important if you're thinking about progressing to further qualifications in the sports and exercise sciences and/or a career in the sport and active leisure industry.

For learning aim A, you'll look at the structure of the musculoskeletal system including joints, skeletal muscles, different muscle types, and muscle and joint movements related to sports performance.

For learning aim B, you'll look at the structure and function of the cardiorespiratory system, including thermoregulation and gaseous exchange.

The unit explores how the human body works in relation to these two body systems, and in doing so enables you to start to understand and appreciate how the body systems can be effective in attaining optimal sports performance.

This unit is particularly important if you are considering a career in the sport and active leisure industry as a sports coach or personal trainer. This unit is also important if you are considering progression on to a higher level qualification in sport or related areas, where knowledge of human anatomy and physiology is essential.

Learning aims

In this unit you will:

A know about the structure and function of the musculoskeletal system

B know about the structure and function of the cardiorespiratory system.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know about the structure and function of the musculoskeletal system</p> <p>Structure of the musculoskeletal system</p> <p>Topic A.1 Voluntary muscles</p> <ul style="list-style-type: none"> Major muscles (triceps, biceps, quadriceps, hamstrings, deltoids, gluteus maximus, gastrocnemius, abdominals, obliques, pectorals, trapezius, latissimus dorsi, soleus, erector spinae): <ul style="list-style-type: none"> location of major muscles. <p>Topic A.2 Types of muscles (three different types of muscle found within the human body)</p> <ul style="list-style-type: none"> Voluntary (also known as skeletal or striated): <ul style="list-style-type: none"> location (skeletal muscles) characteristics (conscious control, body movement). Involuntary (also known as smooth or visceral): <ul style="list-style-type: none"> location (stomach, intestines) characteristics (slow, rhythmic contraction, unconscious control). Heart (also known as cardiac): <ul style="list-style-type: none"> location (heart only) characteristics (fairly rapid and sustained contraction, unconscious control). <p>Topic A.3 Voluntary muscle movements</p> <ul style="list-style-type: none"> Antagonistic muscle pairs: where the agonist is the muscle which is the prime mover and the antagonist is the muscle which opposes the pull of an agonist. <p>The agonist/antagonist relationship changes depending on which muscle is actively working.</p> <p>Antagonistic muscle pairs:</p> <ul style="list-style-type: none"> biceps and triceps quadriceps and hamstrings rectus abdominis and erector spinae pectoralis major and trapezius. <p>Topic A.4 Types of contraction</p> <ul style="list-style-type: none"> concentric contraction – occurs when a muscle shortens in length and develops tension as it contracts eccentric contraction – involves the development of tension whilst the muscle lengthens isometric contraction – the muscle contracts but does not shorten, giving no movement, helps to stabilise the body. <p>Be able to analyse sports movements to determine type of muscle contraction by muscle group.</p> <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic A.5 Muscle movements and sports performance**

- Identification of agonist and antagonist muscles in relation to sports performance.

Differences between muscle fibre types:

- slow twitch fibres (type I) – contract slowly, produce low force, can cope with prolonged activity and are slow to fatigue, high aerobic capacity
 - good for low intensity activities, including long endurance events
- fast twitch fibres (type IIa) – fast contracting (but not as fast as type IIb), medium force, aerobic capacity, fairly resistant to fatigue
 - good for moderate intensity activities, including middle distance events
- fast twitch fibres (type IIb) – fast contracting, produce high force, fast to fatigue due to build up of lactic acid, produce explosive power
 - good for short high intensity anaerobic events
 - recruited for activities requiring maximal all-out physical exertion
- recruitment of muscle fibres with varied levels of muscular effort –
 - light force requires only slow twitch muscle fibres (type I)
 - heavy loads on muscle will result in ramp-like recruitment of slow twitch fibres (type I), followed by fast twitch fibres (type IIa), and for maximal contractions, fast twitch (type IIb) fibres, which are always recruited last
 - interpretation and analysis of graphical data.

Topic A.6 Bones of the skeleton

- Major bones (cranium (skull), sternum (manubrium, body, xiphoid process), ribs, vertebral column, clavicle, scapula, humerus, radius, ulna, pelvis, femur, tibia, fibula, patella):
 - location of bones.
- Different types of bone:
 - long (these are the bones connected with large movement. They are long and each end is covered by articular cartilage. Examples of long bones include the femur and the humerus)
 - short (these bones are almost cube-shaped and associated with smaller movements. Examples of short bones include the carpals and tarsals)
 - flat (these bones protect the internal organs and include the skull and scapula)
 - irregular (these bones are irregular in shape and include the vertebrae and some facial bones)
 - sesamoid (these are small, often oval-shaped bones, embedded in tendons, protecting the tendon, located where a tendon passes over a joint, examples include in the hand (wrist), knee or foot).
- The human skeleton can be subdivided into two parts:
 - axial skeleton: skull, sternum (manubrium, body, xiphoid process), vertebral column, rib cage
 - appendicular skeleton: pectoral (shoulder) girdles, upper extremities, pelvic girdle, lower extremities.

continued

What needs to be learnt

- Structure of rib cage (12 pairs of ribs in total):
 - true ribs (7) attached to vertebrae at the back and front of the sternum
 - false ribs (3) attached to vertebrae, but at front attached to rib above
 - floating ribs (2), only attached to vertebrae at the back.
- Structure of vertebral column (33 vertebrae in total, divided into five regions):
 - cervical (7)
 - thoracic (12)
 - lumbar (5)
 - sacrum (5) (fused)
 - coccyx (4) (fused).

Topic A.7 Functions of the skeletal system

- Protection (of many vital organs).
- Muscle attachment and movement (the joints between bones permit movement).
- Shape (the skeletal system gives shape to the body).
- Support (the skeletal system forms a framework to support the body).
- Blood production (red blood cells are produced in the bone marrow of long bones).
- Storage of minerals (calcium, phosphorus, sodium and potassium).

Applications of the functions of the skeletal system to a range of different sports activities.

Topic A.8 Classification of joints

- Fixed (immovable):
 - joints of the skull, sacrum.
- Slightly moveable (cartilaginous):
 - between vertebrae.
- Freely moveable (synovial):
 - hinge (knee joint)
 - ball and socket (hip and shoulder joints)
 - condyloid (wrist joint)
 - pivot (cervical vertebrae)
 - saddle (carpo-metacarpal joint of thumb)
 - gliding (intercarpal and intertarsal joints).

Topic A.9 Types of cartilage

- Fibrocartilage (found in tendons, and intervertebral discs of the spinal column, contains collagen fibres, is tough, acts as a shock absorber).
- Hyaline cartilage (also known as articular cartilage, found on articulating surfaces of bones. Helps ensure smooth, supple action between joint surfaces, protects bones in the joint from wear and tear, acts as a shock absorber, absorbs stress, provides support, helps reduce friction between articulating bones, also found in trachea, bronchi).
- Elastic cartilage (flexible tissue which gives support, found in the external part of the ear and epiglottis).

continued

What needs to be learnt**Topic A.10 Synovial joint structure**

- Joint synovial capsule (encases the joint, comprising synovial membrane and fibrous capsule).
- Bursa (fluid-filled sac between tendon and bone, helps reduce friction).
- Bone ends (covered with smooth and slippery hyaline cartilage).
- Synovial membrane (acts as a lining to joint capsule and produces synovial fluid).
- Synovial fluid (fills joint capsule and lubricates and nourishes the joint).
- Tendon(s) (white fibrous cord of connective tissue, attaches muscle to bone. Made from collagen, so tough and strong. Found towards end of muscle tissue).
- Ligament(s) (tough, connective tissue, composed of tightly packed elastic fibres, which joins bone to bone, and holds together bones forming the joint. Can withstand sudden stresses applied to joints, and can for example prevent dislocations. Found at ends of bones, across/within joints).

Topic A.11 Joint movement

- Flexion (bending a joint).
- Extension (straightening a joint).
- Adduction (movement towards the midline of the body).
- Abduction (movement away from the midline of the body).
- Rotation (a circular movement, rotation can be inward or outward).
- Circumduction (combination in sequence of movements: flexion, extension, abduction, adduction).
- Plantarflexion (bending the foot downwards, away from the tibia).
- Dorsiflexion (bending the foot upwards, towards the tibia).
- Elevation (movement of a part of the body upward).
- Depression (movement of a part of the body downward).

Be able to analyse a range of different sports movements and sports performers in action in terms of joint movement.

continued

What needs to be learnt**Topic A.12 Joint movement and muscle group contractions related to sports performance:**

- Be able to analyse a range of different sports performers in action in terms of joint movement and muscle group contractions.

Muscle	Joints crossed	Action when contracting concentrically
Triceps	Elbow	Elbow extension
Biceps	Elbow	Elbow flexion
Quadriceps	Knee Hip	Knee extension Hip flexion
Hamstrings	Knee Hip	Knee flexion Hip extension
Deltoids	Shoulder	Shoulder abduction Shoulder flexion Shoulder extension
Gluteus maximus	Hip	Hip extension
Gastrocnemius	Ankle Knee	Plantarflexion of ankle Assists knee flexion
Abdominals	Spine	Flexion of spine Lateral flexion Rotation of spine
Obliques	Intervertebral joints of the spine (lumbar and thoracic vertebrae) Hip	Flexion of spine Lateral flexion of spine Trunk rotation Compression of abdomen
Pectorals	Shoulder	Adduction of arm Horizontal flexion of arm
Trapezius	Shoulder girdle	Neck extension Shoulder elevation
Latissimus dorsi	Shoulder	Shoulder adduction
Soleus	Ankle	Plantar flexion of ankle with knee bent
Erector spinae	Spine	Extension of spine

continued

What needs to be learnt**Learning aim B: Know about the structure and function of the cardiorespiratory system****Topic B.1 Structure of the cardiovascular system (also known as the circulatory system)**

- Structure of the cardiovascular system: atria, ventricles, septum, valves, main blood vessels leading into and out of the heart (aorta, pulmonary vein, pulmonary artery, vena cavae).
- Heart:
 - valves (tricuspid valve, bicuspid valve, semi-lunar valves)
 - ventricles (left and right)
 - atria (left and right)
 - coronary arteries (supply the heart muscle with oxygenated blood).
- Types of blood vessels (arteries, arterioles, capillaries, veins and venules):
 - arteries (have thick muscular and elastic walls, mostly carry oxygenated blood away from the heart under high pressure around the body and into smaller vessels called arterioles. Exception is the pulmonary artery which carries de-oxygenated blood from the heart (right ventricle) to the lungs)
 - capillaries (have small, very thin, permeable walls which are only one cell thick. Transport blood from the arteries to the veins by uniting arterioles and venules. Oxygen, carbon dioxide, nutrients and waste products are exchanged through the capillary walls)
 - veins (have thin walls, blood flows from capillaries into venules, eventually forming veins. Veins mostly carry de-oxygenated blood from the body towards the heart under low pressure. Valves in the veins prevent blood flowing backwards, helping venous return. Exception is the pulmonary vein which carries oxygenated blood from the lungs back to the left atrium of the heart)
 - differences between structure and function of different blood vessels (thickness of vessel wall, internal diameter, blood pressure, direction of blood flow).

Topic B.2 Functions of the cardiovascular system

- Circulates oxygen within the body, to vital organs and muscles (oxygen is required in order to produce energy).
- Circulates carbon dioxide within the body, away from vital organs and muscles. (Carbon dioxide is a waste product of the process of respiration.)
- Provides cells with nutrients.
- Transports hormones to cells and organs.
- Protects the body against disease and infection.
- Stops bleeding after injury by clotting.
- Regulates body temperature by thermoregulation.

Thermoregulation (the body tries to keep a constant internal temperature of 37°C, when body temperature rises or falls, the body reacts to maintain temperature, this is under control of the brain).

continued

What needs to be learnt

- If internal temperature rises:
 - vasodilation of vessels – blood vessels (arterioles) under the skin increase in diameter (dilate), increasing blood flow to the capillaries under the surface of the skin, and heat is lost through the skin via radiation
 - sweat glands produce sweat, which evaporates from skin and has a cooling effect.
- If internal temperature falls:
 - vasoconstriction of vessels – blood vessels (arterioles) under the skin decrease in diameter (constrict), decreasing flow of warm blood to the capillaries under the surface of the skin, so very little heat is lost by radiation
 - blood is redirected away from the surface of the skin to the body's warm core, thus reducing heat loss
 - the skin and subcutaneous fat give insulatory benefits
 - metabolic heat can also be generated by shivering.

Topic B.3 Structure of the respiratory system:

- structure of respiratory system (epiglottis, trachea, lungs, bronchi, bronchioles, alveoli, diaphragm, intercostal muscles)
 - nasal cavity (air is warmed by blood, filtered by cilia, moistened by mucus)
 - trachea (strengthened by rings of hyaline cartilage to prevent collapse)
 - pleural membranes (lining lungs and thoracic cavity. Pleural fluid between them lubricates movement of lungs and prevents damage).

Topic B.4 Functions of the respiratory system:

Mechanics of breathing:

- inspiration (the process of breathing in)
 - external intercostal muscles contract, raising ribs, causing inspiration and the diaphragm flattens
 - volume increases and pressure decreases, air rushes in
- expiration (the process of breathing out)
 - internal intercostal muscles contract, lowering ribs, causing expiration and diaphragm becomes dome-shaped
 - volume decreases and pressure increases, forcing air out
 - gaseous exchange (which takes place in the alveoli)
 - diffusion (gaseous exchange through the cell membrane)
- gaseous exchange – oxygen is breathed in and enters the lungs. By a process called gaseous exchange, oxygen passes (by diffusion) from the alveoli into the blood and is circulated around the body. Carbon dioxide is returned to the lungs and by the process of gaseous exchange is removed from the blood and enters the alveoli in the lungs to be breathed out.

Topic B.5 Functions of the cardiorespiratory system:

- blood flow through the heart, body and lungs
- supplying oxygenated blood to body tissues
- 'taking up' oxygen into the body, in order to produce energy
- 'unloading' carbon dioxide, a waste product of respiration from the body.

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

Onscreen on-demand testing

This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The test lasts for one hour and has 50 marks. The assessment is available on-demand.

Learners will complete an onscreen test that has different types of questions including objective and short-answer questions. Where appropriate, questions contain graphics, photos, animations or videos. An onscreen calculator is available for questions requiring calculations. An onscreen notepad is available for making notes. Each item will have an accessibility panel that allows a learner to zoom in and out, and apply a colour filter.

Unit 8: Promotion and Sponsorship in Sport

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Have you ever wondered why people support certain sports teams? Or why they buy a particular brand of trainer or decide to join certain local sports teams and clubs? Why do you think people get excited about the Olympics? One answer to these questions is promotion and sponsorship, which plays a key part in sport.

Many people buy a particular brand of sports clothing because of a favourite athlete, or a certain football boot because they believe it will help curl the ball into the top corner of the net. Their purchase is probably down to effective promotion, which creates a perceived need, a desire to be like a hero, or to aspire to certain levels.

In order for organisations to succeed, whether they are a top-flight football club or a local netball team, they need to understand how to apply promotion methods in order to help them be commercially competitive.

This unit will help you understand the processes involved in promoting sport, and some of the issues related to doing so. You will gain the necessary knowledge to help your future career, since promotion and sponsorship are key to all businesses in sport and active leisure.

Learning aim A will enable you to investigate why sport is promoted and the issues involved in the promotion of sport. You will consider all forms of media that influence the promotion of sport, not just the use of modern technological methods. This is a good opportunity to talk about and reflect on your own experiences.

For learning aim B you will explore the impact of sponsorship, considering sources of sponsorship and related ethical issues by taking a close look at sporting events.

Learning aim C gives you the opportunity to get creative – you'll need to create a plan for promoting an event or scenario. This is a chance to use different forms of media, produce posters, find a sponsor and write press releases. It's a fun and interactive learning opportunity, in which teamwork is encouraged.

Promotion and sponsorship continue to grow in their significance in the sport and active leisure industry, therefore the knowledge and skills this unit provides are important, whatever your future goals and aspirations are.

Learning aims

In this unit you will:

- A investigate issues involved in promoting sport
- B explore sponsorship in sports promotion
- C plan the promotion of a sports event or scenario.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Investigate issues involved in promoting sport</p> <p>Topic A.1 Reasons for the promotion of sport:</p> <ul style="list-style-type: none"> • sport in the community, e.g. benefits such as promoting health, quality of life and the economic benefits • healthy living, e.g. investigate healthy living campaigns run by organisations (e.g. the NHS, NGBs, schools and government) • § sport and social inclusion and exclusion, e.g. how does sport help with social inclusion and prevent exclusion? How does it help combat crime, anti-social behaviour and promote active citizenship? • § role of sport in creating local and national identity, e.g. how is a sense of pride and belonging achieved both locally and nationally through a team or individual's success? <p>Topic A.2 Role of the media in the promotion of sport:</p> <ul style="list-style-type: none"> • communication (through different forms of media), e.g. broadcasting, advertising, internet websites, newspapers, magazines, radio • imagery (creating a specific image), e.g. the Olympic Games and Paralympic Games known as 'The Greatest Show on Earth', the Commonwealth Games known as 'The Friendly Games' • presentation, e.g. of specific events, which forms of media are used/favoured, target audience. <p>Topic A.3 Effects the promotion of sport has on spectators:</p> <ul style="list-style-type: none"> • constraints (effect relates to the size and popularity of the event): <ul style="list-style-type: none"> ◦ cost, e.g. travel, entrance fee/tickets, merchandise, food, drink ◦ availability (opportunities to attend the event), e.g. time, day, date, season, year, availability of tickets ◦ accessibility, e.g. location, facilities, stadia capacities ◦ under-represented groups (are certain sports and events promoted to specific groups?), e.g. social demographics, ethnic minorities, families, people with disabilities • psychological effects: <ul style="list-style-type: none"> ◦ advertising, e.g. creating campaigns for target markets ◦ role models (using individuals or teams within a sport to promote specific events or the sport itself), e.g. the dedication and work ethic of Sir Chris Hoy or Dame Kelly Holmes ◦ brand sponsorship (commercial and financial benefits to both athlete and brand), e.g. Tiger Woods and Nike, the England Football Team and Umbro, GB Athletics and AVIVA or David Beckham and Adidas ◦ merchandising, e.g. sports kits, clothing, mugs, pens, pencils, keyrings. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**§ Topic A.4 Effects the promotion of sport has on participants:**

- § availability (whether well-promoted events increase or reduce opportunities to participate), e.g. opportunities to enter competition, entry standards, ability levels, number of places, qualifying
- § accessibility, e.g. more choice, more locations, does a well-promoted event provide greater opportunities for access to better facilities?
- § under-represented groups, e.g. promotion of the Paralympics and the effect on disabled athletes, effect of TV coverage of the Women's FA Cup on women's and girls' football
- § perceived status, e.g. how the promotion of an event makes the participants favourites or underdogs.

Learning aim B: Explore sponsorship in sports promotion**Topic B.1 Sources of sponsorship for individuals, teams, organisations or events:**

- public, e.g. Sport England grants
- private, e.g. local business, or individual benefactors, sponsoring a local team
- regional, e.g. a business sponsoring a county-level individual or team
- national, e.g. Talented Athlete Scholarship Scheme (TASS)
- § international, e.g. foreign football shirt sponsors
- § global (multiple worldwide sponsorship)
- § procedures to secure sponsorship, e.g. identifying needs, written proposals for the prospective sponsor(s), statement of benefits to the sponsor.

Topic B.2 Ethical issues arising from sponsorship:

- sports marketing, e.g. exploitation of children or amateur athletes/performers, rebellious professionals used to market products
- link between sponsorship and gambling, tobacco and alcohol
- contracts containing clauses that precisely define ethical conduct expected of athletes/sports performers
- § influence of sponsors on: e.g. the sporting organisation (IOC, FIFA, UEFA), the location of events, Rules/Laws, corruption
- § sponsorship of major events: e.g. (Olympic and Paralympic Games, World Cup) what sponsors receive in return for large amounts of sponsorship money and how the sponsorship money is used
- § positive and negative influence of individuals, e.g. politicians, sporting organisation presidents, sporting personalities
- § codes of practice for sponsorship as set out by the governing bodies
- § advertising standards.

continued

What needs to be learnt**§ Topic B.3 Impact of sponsorship:**

- § scheduling (changing times of events and kick-offs to suit TV audiences and sponsors)
- § quality of product, e.g. greater sponsorship to increase the quality throughout a sport, including the stadia, the players, increased media coverage
- § marginalisation, e.g. pay-per-view, subscription TV.

§ Benefits:

- § wider audiences
- § increased participation
- § survival in a competitive environment.

Learning aim C: Plan the promotion of a sports event or scenario**Topic C.1 Create a plan to promote a sporting event or scenario:**

The plan must include:

- aims and objectives of the event, e.g. raise money for charity, promote healthy lifestyles
- choice of media, e.g. school newsletter, school internet site, production of DVD/video, radio, magazine
- press release, e.g. local newspaper press release
- advertising, e.g. posters, mailshot, postcards, video, internet, text message, email
- sponsor, e.g. contact list for local businesses to supply prizes or trophies
- § advertising timeline highlighting specific times of advertising activity
- § feedback to sponsor, highlighting requirements and what will be provided in return
- § evaluation questionnaire (include questions the events team could answer to help provide future recommendations).

§ Topic C.2 Review the plan:

- § strengths: areas where aims and objectives of the plan have been achieved
- § areas for improvement: where outcomes do not meet planned goals
- § recommendations for future promotions, e.g. acting on areas for improvement by recommending alternative promotions for the same event or scenario, using different approaches, media, press release, or recommending new ideas for future promotions.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate issues involved in promoting sport			
1A.1 Describe two different reasons for the promotion of sport.	2A.P1 Describe four different reasons for the promotion of sport.	2A.M1 Assess the role of the media in the promotion of two selected sporting events.	
1A.2 Describe the role of the media in the promotion of sport.	2A.P2 Explain the role of the media in the promotion of sport.		
1A.3 Describe the effects the promotion of a selected sporting event has on spectators.	2A.P3 Explain the effects the promotion of a selected sporting event has on participants and spectators.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Explore sponsorship in sports promotion			
1B.4 Outline public, private, regional and national sources of sponsorship.	2B.P4 Describe public, private, regional, national, international and global sources of sponsorship available, including procedures involved in securing sponsorship.	2B.M2 For two selected sports individuals, teams or events, summarise information on their sponsorship.	2B.D1 Compare and contrast the impact of sponsorship on two selected sports individuals, teams or events.
1B.5 Outline three different ethical issues which can arise from sponsorship of a given sports individual, team or event.	2B.P5 Describe the range of different ethical issues which can arise from sponsorship of a selected sports individual, team or event.	2B.M3 Explain ethical issues which can arise from sponsorship of a selected sports individual, team or event.	
Learning aim C: Plan the promotion of a sports event or scenario			
1C.6 Create, with guidance, a plan to promote a given sports event or scenario. #	2C.P6 Independently create a plan to promote a selected sports event or scenario, describing strengths and areas for improvement. #	2C.M4 Explain strengths of the plan and areas for improvement, providing recommendations for future promotion.	2C.D2 Justify recommendations for future promotion of a selected sports event or scenario.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Assessment methods should be innovative and interactive, with learners having the opportunity to work as a team as well as individually. Assessments can be integrated into four tasks as set out in the suggested assignment outlines, which should have a vocational approach and engage learners. Adopting a media-based assessment with news articles, video reports, and discussions complements the unit content and the work practices within sports promotion and sponsorship. Witness statements and assessor observation records should be accompanied by videos and sound recordings when applicable.

For learning aim A (task 1), learners could write a news article or produce a video news report, which will set the theme for the media-style form of assessments. A TV-style report/documentary could be filmed, with learners working in small groups providing video evidence to meet the criteria covering reasons for the promotion of sport and the role of the media in the promotion of sport. This form of assessment will draw learners away from modern forms of media presentation such as the internet, and engage learners in the most influential form of media presentation, encouraging creative thinking. A detailed witness statement to accompany the final report/documentary should be presented alongside the news article/report to confirm that the target criteria have been achieved by each individual learner.

For the final part of learning aim A (task 2), learners could interview members of the public to research spectator, consumer and participant effects. Evidence submitted by learners should be supported by witness statements. Following this, the main body of evidence could come from a group discussion on the findings, which should be digitally recorded along with an assessor's observation record for each learner engaged in the discussion to confirm achievement against the criteria.

Learning aim B, the effect of sponsorship on sports promotion (task 3), could be evidenced through a presentation. Learner presentations need to be supported by assessor observation records highlighting achievement against the target criteria. Learners should provide a copy of their presentation slides and supporting speaker notes.

Learning aim C (task 4) is best presented in a portfolio with the following sections under which learners place their evidence to meet the criteria:

- aims and objectives of the event
- choice of media – learners should highlight the media they intend to use for the event, providing reasons for their choice of using this form of media
- press release – learners need to produce a press release which could be published in the school/college newsletter or local press, describing what will be taking place including dates, times, activities, etc
- advertising – include advertising materials, e.g. posters, emails, texts, internet etc.
At level 2 learners must also provide a timeline of the specific advertising activity

- sponsor – learners need to provide a contact list of potential sponsors highlighting what they could provide, such as Boothferry Trophies, winners' medals. For level 2, learners also need to highlight the events team's requirements and what they can offer a sponsor in return, for example Boothferry Trophies to provide six winners' medals in return for team members distributing business cards to their local sports clubs
- evaluation questionnaire – a copy to be included with relevant questions which the events team could answer to help provide future recommendations. (Not required for achievement at level 1.)
- strengths, areas for improvement, and recommendations for future promotions. (Not required for achievement at level 1.)

This unit can link with *Unit 11: Running a Sports Event*. The plan could promote the sports event which would take place in Unit 11, with a report completed after the event to meet the final part of learning aim C (describing strengths, areas for improvement and providing recommendations for future promotions). The report could be added to the back of each learner's portfolio.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 1A.2, 2A.P2, 2A.M1 1A.3, 2A.P3	Sports Promotion and the Role of the Media Effects of Sports Promotion on Participants, Spectators and Other Consumers	You work in a local sports centre. Your line manager has asked you to write an article for the sports centre newsletter, in which you will investigate reasons for promoting sport and the role of the media. As a member of the events team at the sports centre, you engage in a discussion with the general sporting public to assess the effects of promoting events on participants, spectators and other consumers.	Written news article Video news report Observation record Video discussion/interviews Witness statement/observation record
1B.4, 2B.P4, 2B.M2, 2B.D1, 1B.5, 2B.P5, 2B.M3	Sponsorship: Sources and Ethical Issues	As the chairperson of the events team, you need to inform the team about the sources and procedures for securing sponsorship and the ethical issues which can arise.	Presentation Presentation notes and slides Observation record
1C.6, 2C.P6, 2C.M4, 2C.D2	Promoting a Sports Event	Your line manager has asked you to create a plan to promote a forthcoming sports event which will be held in the sports centre.	Completed plan Presentation to sponsor Observation record Report on strengths, areas for improvement and recommendations for future promotion

Unit 9: Lifestyle and Well-being

Level:	1 and 2
Unit type:	Mandatory/Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

In order for an individual to perform in sport to the best of their ability, they need to have a healthy lifestyle. To maintain good health and an acceptable weight they need to be able to make the right lifestyle choices.

The amount of physical activity someone carries out, what they eat, how much alcohol they drink and whether they smoke or take drugs all affect their health and how well they perform at sport.

Carrying out physical activity on a regular basis brings numerous health benefits, and the government has produced physical activity guidelines for all age groups. Individuals wanting a healthy lifestyle should make sure that they meet these guidelines. A healthy diet is important for both health and sports performance. Eating too much food, or the wrong types of food, can lead to weight and health problems. Smoking, excessive alcohol consumption and use of drugs will all have a negative effect on health.

For learning aim A you will examine physical activity guidelines for adults and for children and young people, and consider ways in which individuals can increase their physical activity levels.

For learning aim B you will look at why a healthy diet is important for a healthy lifestyle. You'll also learn about the six essential nutrients and the five food groups that make up the eatwell plate. You'll be able to apply this information in planning healthy meals.

Learning aim C covers the health risks of smoking and excessive alcohol consumption. You will consider the techniques available to stop smoking and techniques to cut down on alcohol consumption.

Learning aim D examines the use of drugs. You will examine different recreational and performance-enhancing drugs and their effects on health and performance.

If you are considering working in health and fitness, coaching or elite sport, this unit will provide you with some of the essential knowledge and skills needed to successfully undertake these roles.

Learning aims

In this unit you will:

- A be able to apply recommended guidelines for physical activity
- B explore what makes a healthy diet and carry out dietary planning
- C know the health risks associated with smoking and excessive alcohol consumption
- D know the impact of drugs on health and sports performance.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Be able to apply recommended guidelines for physical activity</p> <p>Topic A.1 Recommended guidelines for physical activity: Physical Activity Guidelines:</p> <ul style="list-style-type: none"> • for adults (adults up to 65 years and older people) • for children and young people (children and young people aged 5–18 years and under 5 years). <p>Topic A.2 Ways to increase physical activity levels in daily life: For example, brisk walking or cycling to school/college/work, gardening, playing active games, taking the stairs rather than a lift § Recommendations for specific individuals on how to increase physical activity levels, e.g. lunchtime aerobics class, family bike ride at weekend, early morning jog or swim before work/school/college.</p>
<p>Learning aim B: Explore what makes a healthy diet and carry out dietary planning</p> <p>Topic B.1 Nutrients:</p> <ul style="list-style-type: none"> • essential nutrients (fats, carbohydrates, proteins, vitamins, minerals and water) • functions of the essential nutrients, e.g. energy, growth and repair, supporting body functions • § the difference between macro nutrients and micro nutrients • § the difference between saturated and unsaturated fats • § the difference between complex and simple carbohydrates. <p>Topic B.2 Food groups:</p> <ul style="list-style-type: none"> • five food groups making up the 'eatwell plate': <ul style="list-style-type: none"> ○ fruit and vegetables ○ bread, other cereals and potatoes ○ milk and dairy products ○ meat, fish and alternatives ○ foods containing fat and foods containing sugar. <p>The eatwell plate applies to most people, no matter what their ethnic origin, but does not apply to children under 2 years. The eatwell plate can be used to help ensure the diet is balanced according to the different food types and their proportions.</p> <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic B.3 Collecting dietary information and meal planning:**

- maintaining a food diary documenting:
 - type of food
 - food group
 - amount (portion sizes), e.g. one apple, small bowl of cereal, glass of orange juice
 - timing of food intake
 - personal feelings.
- healthy meal plans for one week: type of food, food group, amount (portion sizes), timing of food intake
- how to make improvements to meal plans that don't meet guidelines, e.g. replace chocolate bar snacks with fruit, include one vegetable in evening meal, only eat chips once per week
- importance of a healthy diet in leading a healthy lifestyle, e.g. weight management, prevention of disease, link between good nutrition and sports performance, importance of consuming the right fluids and foods in the right quantity to perform well, different nutritional requirements of different sports
- § dietary analysis: comparing food intake to the eatwell plate
- § recommendations for change, e.g. eating less or more food, eating less or more of a particular food group, eating at different times, preparing food in a different way, drinking more fluid or drinking different types of fluid.

Learning aim C: Know the health risks associated with smoking and excessive alcohol consumption**Topic C.1 Health risks associated with smoking and drinking alcohol:**

- health risks associated with smoking, e.g. lung cancer, bronchitis, coronary heart disease, emphysema
- health risks associated with excessive alcohol consumption, e.g. cancer, mental health issues, stroke, weight gain, stomach ulcers, gastrointestinal complications, liver complications.

§ Topic C.2 Effect of smoking and alcohol consumption on sports performance:

- § effect of smoking on sports performance, e.g. lung efficiency, carbon monoxide affecting oxygen transportation, other chemicals affecting the circulation of blood
- § effect of alcohol consumption on sports performance, e.g. greater risk of muscle cramps, greater risk of injury, reduced endurance, slower reaction time, dehydration.

Topic C.3 Techniques to stop smoking:

- techniques and aids used in primary health care, e.g. face-to-face support, patches, gum
- alternative techniques, e.g. hypnotherapy, acupuncture
- cutting down on alcohol consumption, e.g. small glasses, alcohol free days, low alcohol/non-alcoholic drinks, keep a drinks count, plan alternative activities, counselling, support groups.

continued

What needs to be learnt**Learning aim D: Know the impact of drugs on health and sports performance****Topic D.1 Performance-enhancing drugs:**

- performance-enhancing drugs, e.g. anabolic steroids, erythropoietin (EPO), growth hormone, diuretics, beta blockers.

Topic D.2 Impact of drugs on health and sports performance:

- harmful effects on the body, e.g. illness, aggression, addiction
- effects of drugs on sports performance, e.g. increased speed, increased stamina, increased strength, weight loss, increased alertness, slower heart rate, increased aggression, irritability, irrational behaviour, mood changes, psychological issues.

§ Topic D.3 How performance-enhancing drugs can affect different types of sport:

- § endurance sports, e.g. distance running, cycling
- § strength/power sports, e.g. javelin, high jump
- § sports with weight limits, e.g. wrestling, boxing, rowing
- § target sports, e.g. shooting, archery
- § team sports, e.g. football, hockey.

§ Why some performers may resort to using performance-enhancing drugs in sport, e.g. pressure from coach/peers, lack of awareness of health risks, benefits of improved performance, desire to win at all costs.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Be able to apply recommended guidelines for physical activity			
1A.1 Describe how much physical activity adults and children and young people should do to benefit their health.	2A.P1 Assess whether three selected individuals are undertaking sufficient physical activity to benefit their health.	2A.M1 Explain recommendations for how three selected individuals could increase their physical activity levels.	2A.D1 Justify recommendations for how three selected individuals could increase their physical activity levels.
1A.2 Summarise three ways in which a selected individual could increase their level of physical activity.	2A.P2 Make recommendations for how three selected individuals could increase their physical activity levels.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Explore what makes a healthy diet and carry out dietary planning			
1B.3 Describe the functions of the essential nutrients and why a healthy diet is important for a healthy lifestyle.	2B.P3 Explain the functions of the essential nutrients and why a healthy diet is important for a healthy lifestyle.		
1B.4 Collect dietary information for a selected individual for one day, documenting via a food diary.	2B.P4 Collect dietary information for a selected individual for one week, documenting via a food diary.		
1B.5 Design, with guidance, a healthy meal plan for a selected individual for one day, specifying the type and amount of food to be consumed. #	2B.P5 Independently design a healthy meal plan for a selected individual, for one week. #	2B.M2 Design a healthy meal plan for a selected individual, for one week, making reference to the eatwell plate, and describing suggested recommendations for change. #	2B.D2 Justify the design of a healthy meal plan for a selected individual, for one week, justifying suggested recommendations for change.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Know the health risks associated with smoking and excessive alcohol consumption			
1C.6 Describe four health risks associated with smoking.	2C.P6 Describe four health risks associated with smoking and effects of smoking on sports performance.		
1C.7 Describe four health risks associated with excessive alcohol consumption.	2C.P7 Describe four health risks associated with excessive alcohol consumption and effects of alcohol consumption on sports performance.		
1C.8 Describe one technique an individual can use to stop smoking and one technique to cut down on excessive alcohol consumption.	2C.P8 Explain two techniques an individual can use to stop smoking, and two techniques to cut down on excessive alcohol consumption.	2C.M3 Compare and contrast different techniques used to stop smoking and for cutting down on excessive alcohol consumption.	
Learning aim D: Know the impact of drugs on health and sports performance			
1D.9 Describe two different types of drugs and their impact on sports performance.	2D.P9 Describe four different types of drugs and their impact on sports performance.	2D.M4 Evaluate the impact of four different performance-enhancing drugs on performance in four different types of sport.	2D.D3 Discuss, using relevant examples, why some individuals may resort to using performance-enhancing drugs in sport.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

This unit could be assessed by learners producing four articles for a healthy living magazine. These articles could be designed around the following themes and would lend themselves to the inclusion of diagrams and use of case studies:

- Are you doing enough physical activity?
- Healthy eating guidelines and healthy eating meal plans
- The effects of smoking and excessive alcohol consumption on health and sports performance
- How drugs affect health and sports performance.

For learning aim A, learners need to know about the recommended physical activity guidelines for adults and for children and young people, and apply their knowledge by assessing whether selected individuals are undertaking sufficient physical activity in order to confer health benefits.

Learners should recommend ways in which each selected individual could increase their physical activity levels over the period of a week. Learners need to be aware that their recommendations should fit easily into the normal weekly routines of the selected individuals. Recommendations for each individual could be presented as case studies in the magazine article. For achievement at level 2, learners need to select three individuals. For level 1, only one selected individual is required.

For learning aim B, the functions of the six essential nutrients, the five food groups that make up the eatwell plate and meal planning could be assessed by learners producing a second magazine article, including diagrams. Learners need to produce meal plans, which could be presented as case studies but must be based on real-life individuals. The meal plans can be paper-based or electronic. For achievement at level 2, learners need to produce a healthy meal plan for a selected individual for one week. The plan needs to cover the type and quantities of food, food group and timing of food intake, as well as the need to incorporate a variety of different foods in the plan for a healthy balanced diet. Dietary analysis should be conducted using the eatwell plate. When meal planning, learners must demonstrate evidence of taking the personal feelings of the selected individual into account. Learners need to suggest appropriate recommendations for dietary change for the individual selected.

At level 1, learners need to design a healthy meal plan for a selected individual for one day, specifying the type and amount of food to be consumed.

Learning aims C and D lend themselves to individual or group research. An alternative to assessment via magazine articles could be a presentation supported by presentation notes and slides, together with assessor observation records which detail learner achievement against the target criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 1A.2, 2A.P2, 2A.M1, 2A.D1	Physical Activity: Are You Doing Enough?	You are working on work placement in a health promotion team. You have been asked to produce a series of articles for a lifestyle magazine. In your first article you need to look at how much physical activity individuals need to carry out in order to gain health benefits and how they can increase their activity levels.	Magazine or news article with illustrations and text
1B.3, 2B.P3, 1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M2, 2B.D2	Healthy Eating Guidelines and Meal Planning	In your second article you need to look at healthy eating guidelines and healthy eating meal plans. This involves presenting meal plans as case studies, with information based on real individuals.	Magazine article with clear meal plans to show they types of food included, the quantity of each food and cooking methodology
1C.6, 2C.P6, 1C.7, 2C.P7, 1C.8, 2C.P8, 2C.M3	Smoking and Alcohol: What's the Damage?	In your third article you need to examine the health risks of smoking and excessive alcohol consumption and techniques to stop smoking and for cutting down on alcohol consumption.	Magazine or web page article that explores health issues related to smoking and excessive alcohol intake with techniques to support people to stop smoking and reduce their alcohol consumption
1D.9, 2D.P9, 2D.M4, 2D.D3	Drugs, Health and Sports Performance	In your role working in a health promotion team you have been asked to give a presentation to a local sports club on how drugs affect health and sports performance.	Presentation Presentation slides and supporting notes Observation record

Unit 10: Injury and the Sports Performer

Level:	1 and 2
Unit type:	Mandatory/Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Have you ever had an injury that has prevented you from playing sport? Did you know that about 65% of runners get injured each year, and one running injury occurs for about every 100 hours of running? Sports injuries can affect not only professional athletes but anyone who takes part in physical activity and exercise.

As a result of an injury an athlete might temporarily lose the ability to participate in their training programme or sport, and they may also feel concerned and stressed about how their injury may threaten and/or impact on their continued participation in sport in the future.

Everyone involved in sport needs to understand how sports injuries can occur, how to manage them when they do happen and how to avoid injuries occurring in the first place. If you are in charge of a sports event, perhaps working in sports leadership or coaching, you need to be aware that sports injuries can happen however careful you are. This unit provides you with some basic information on some common injuries, their management and treatment.

For learning aim A, you will explore the people, equipment and environment-related risks and hazards associated with sports participation.

For learning aim B, you will gain knowledge about the different types and causes of sports injuries and illnesses. For learning aim C, you will be able to identify the responses to injury and gain knowledge about injury management.

If you are working or participating in sport the onus is not just on you to protect yourself from injury but also people around you, like the owners of the facility where you swim, or the football ground where you watch your team play. For learning aim D, you will explore the rules, regulations and legislation in place in the sport and active leisure industry in order to help minimise the occurrence of injury to participants and spectators.

Knowledge of sports injuries, their causes, and how to respond to them is relevant if you are considering working in the sport and active leisure industry in any capacity, but especially in roles like a sports coach or as a personal trainer.

Learning aims

In this unit you will:

- A understand risks and hazards associated with sports participation
- B know about different injuries and illnesses associated with sports participation
- C know about the response to injury and injury management
- D know about rules, regulations and legislation associated with health and safety in sport.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand risks and hazards associated with sports participation</p> <p>Topic A.1 People-related risks and hazards:</p> <ul style="list-style-type: none"> • warm-up and/or cool down, e.g. inappropriate, lack of • physique, e.g. mismatch of physique between opponents, inappropriate physique for a sport or playing position • drugs, e.g. alcohol, recreational drugs, drug-induced aggressive play • technique – poor technique can give rise to inappropriate movements, e.g. over-stretching, over-striding • skill level, e.g. injuries can occur if players play against each other but have very different skill levels (e.g. children playing against adults, elite against recreational) • over-training, e.g. not allowing the body sufficient time to recover between training sessions, which can lead to injury as it causes fatigue and burn out. <p>Topic A.2 Equipment-related risks and hazards:</p> <ul style="list-style-type: none"> • lack of protective clothing • lack of protective equipment • damaged equipment • wrong equipment • incorrect use of equipment. <p>Topic A.3 Environment-related risks and hazards:</p> <ul style="list-style-type: none"> • temperature, e.g. dehydration in hot weather, risk of muscle strain in cold weather • weather, e.g. rain causing flooding or a muddy pitch • playing surface, e.g. skin abrasions from falling on artificial turf.
<p>Learning aim B: Know about different injuries and illnesses associated with sports participation</p> <p>Topic B.1 Causes of injury:</p> <ul style="list-style-type: none"> • physiological causes – overuse, intensity, gravity, intrinsic factors (e.g. alignment, effect of levers, loading), extrinsic factors (e.g. other participants, equipment) • psychological causes – stress, reduced concentration, personality factors (e.g. trait anxiety). <p>Topic B.2 Types of injury:</p> <ul style="list-style-type: none"> • basic injuries: <ul style="list-style-type: none"> ◦ muscular injuries, e.g. strains, sprains, bruising ◦ skin injuries, e.g. grazes, cuts, blisters • § complex injuries: <ul style="list-style-type: none"> ◦ § over-use injuries, e.g. tendonitis, shin splints, Osgood-Schlatter disease ◦ § concussion ◦ § dislocations and fractures ◦ § back and spinal cord injuries. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic B.3 Types and signs of illness:**

- asthma (wheezing and shortness of breath)
- heart attack (chest pain)
- viral infection (high temperature)
- hypoglycaemia (confusion).

Learning aim C: Know about the response to injury and injury management**Topic C.1 Physiological responses to injury:**

- pain (due to chemicals released by damaged cells)
- swelling (due to an influx of fluid into the damaged region)
- redness (injured area visibly red in comparison to surrounding area due to vasodilatation – the widening of blood vessels and bleeding in the joint or structure)
- heat (due to an increase in blood flow to the area)
- loss or partial loss of function/range of movement (dependent on extent of injury).

Topic C.2 Psychological responses to injury:

- immediate response to being injured, and not being able to participate in short-term physical activity, e.g. distress, concern, anger
- § long-term response to being injured, and not being able to participate for a length of time:
 - § loss of self-confidence, e.g. wondering if still able to be as good as before injury when returning to play
 - § lowered self-esteem, e.g. worried that not good enough to play in the team any more
 - § frustration, e.g. wanting to recover more quickly than is actually possible
 - § depression, e.g. feeling that may never play again as recovery takes longer than anticipated.

Topic C.3 Management of physiological injuries:

- appropriate professional help, e.g. first aider, hospital, physiotherapist
- basic treatment – soft tissue injuries, e.g. PRICE (Protection, Rest, Ice, Compression, Elevate)
- SALTAPS:
 - Stop play
 - Ask the player (evaluate for pain and for orientation/confusion)
 - Look (at the limb and evaluate the appearance of the injury)
 - Touch (the injury if the player will allow this)
 - Active movement (can the player move the limb?)
 - Passive movement (if you move the limb, does it hurt? Is there sufficient range of motion?)
 - Stand up (is the player denying the extent of the injury?).

continued

What needs to be learnt**Topic C.4 Basic treatments to help support rehabilitation through to recovery:**

- hot and cold therapy, e.g. reduce pain, reduce stiffness, decrease muscle spasm, increase/decrease blood flow to the area which promotes healing
- basic strappings for support, e.g. tubigrip
- sports creams – contain medication to treat aches and pains, must not be used on broken skin as sports cream usually has a burning effect.

Topic C.5 Management of psychological injuries:

- goal setting within a rehabilitation period, e.g. focus on the positive rather than on the injury
- relaxation techniques within rehabilitation period – helps alleviate frustration and depression, e.g. mental imagery, visualisation.

Learning aim D: Know about rules, regulations and legislation associated with health and safety in sport**Topic D.1 Purpose:**

- maintain safe environment
- protect participants and those leading the activity
- minimise injury by enforcing rules that stipulate use of specialised equipment or wearing of protective clothing
- rules, e.g. specific to organisation, location, facility (school, college or local facility)
- risk assessment, e.g. level of risk (low, medium, high), dependent on the sport, participants and environment.

Topic D.2 Legislation and Regulations:

- Health and Safety at Work Act
- Management of Health and Safety at Work (Amendment) Regulations
- Health and Safety (First Aid) Regulations
- Control of Substances Hazardous to Health (COSHH)
- Safety at Sports Ground Act
- Children Act.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand risks and hazards associated with sports participation			
1A.1 Describe two different risks or hazards that relate to each topic of people, equipment and the environment, respectively.	2A.P1 Explain three different risks or hazards that relate to each topic of people, equipment and the environment, respectively.		
Learning aim B: Know about different injuries and illnesses associated with sports participation			
1B.2 Outline three different physiological, and three psychological, causes of injury in relation to sport.	2B.P2 Explain three different physiological, and three psychological, causes of injury in relation to sport.	2B.M1 Using sports-specific examples, discuss the relationship between causes of injury and basic and complex types of injury.	2B.D1 For a selected injury or illness give a detailed account of how it might occur, analysing the associated types and signs of injury or illness.
1B.3 Describe two basic injuries associated with sports participation.	2B.P3 Describe two different types of basic injury and two different types of complex injury associated with sports participation.		
1B.4 Describe two types and signs of illness associated with sports participation. #	2B.P4 Explain four types and signs of illness associated with sports participation. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Know about the response to injury and injury management			
1C.5 Describe the physiological and immediate psychological responses to injury in sport.	2C.P5 Describe the physiological and immediate and long-term psychological responses to injury in sport.	2C.M2 For a selected sports injury, explain the responses and process of physiological and psychological management.	2C.D2 Justify selected methods used to manage physiological and psychological responses to a selected injury in a sporting context.
1C.6 Describe how to manage physiological and immediate psychological responses to injury in sport.	2C.P6 Describe how to manage physiological and immediate and long-term psychological responses to injury in sport.		
Learning aim D: Know about rules, regulations and legislation associated with health and safety in sport			
1D.7 Outline reasons for having health and safety rules, regulations and legislation in sport. #	2D.P7 Discuss reasons for having health and safety rules, regulations and legislation in sport. #	2D.M3 Explain how two selected rules, regulations or pieces of legislation help maintain the health and safety of participants in a selected sport. #	2D.D3 Analyse the impact of two selected rules, regulations or pieces of legislation on participants in a selected sport. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Assessment of this unit can be altered to suit the size of the cohort. For larger cohorts, the use of small group work and reports, production of leaflets, etc may be beneficial in terms of time constraints. However, wherever possible the use of practical work as evidence is strongly encouraged.

For learning aim A (risks and hazards associated with sports participation), learners would benefit from visits to sports facilities or visits from guest speakers employed at different types of sports facilities/sports clubs, etc. Assessment evidence could be in the form of a presentation supported by an assessor's observation record which clearly details the learner's achievement against the assessment criteria.

For learning aims B and C, sports injury and rehabilitation are topics that learners should ensure they fully understand before exploring possible treatments. Therefore, it is important that the mechanisms of the injury – the signs and symptoms – are well understood with supportive reasoning before the application of relevant treatment(s). Learners must not attempt to treat an injury without being appropriately qualified. Learners must understand that seeking appropriate professional medical attention for the injured participant or getting help for them is the priority.

For learning aim B, it is important to stress the strong link between physiological and psychological responses when injury occurs and their respective considerations for treatment and injury management. Learners would benefit from researching products used in the treatment of sports injuries, and practical workshops delivered by a therapist, for example. Assessment could be through small group or individual presentations, supported by an assessor's observation record confirming individual learner achievement against the target criteria.

For learning aim C, learners could produce a series of injury management cards designed for first aiders/leisure centre staff, which cover responses to injury and the methods used to manage injuries. Learners could take a basic first aid qualification alongside this unit, to put into practice the theory they have learnt. A first aid qualification could help to form some of the assessment evidence, although this would not cover all of the unit assessment criteria. The use of role play, or video showing sports injuries and their treatment, can also help to bring the topics to life.

For learning aim D, learners do not need to know legislation in detail. Instead, delivery should raise learners' awareness of the importance of health and safety in sport. It is essential that learners are aware that there are preventative methods already in place in the sport and active leisure industry, and across all other industries, to help protect employers and employees. However, delivery should reflect the impact that rules, regulations and legislation have had on the sports industry and associated individuals.

Learners must be aware of the purpose of risk assessment in sport. Risk assessment should be identified as being good practice and essential for sports coaches and participants alike. However, the completion of a risk assessment is not necessary for this unit.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1	Risks and Hazards in Sport	You will soon start a work placement at your local leisure centre, and in preparation for this you have been asked by the centre manager to prepare a presentation to show you are aware of different risks and hazards associated with sports participation.	Presentation Presentation notes and slides Observation record
1B.2, 2B.P2, 1B.3, 2B.P3, 2B.M1, 2B.D1, 1B.4, 2B.P4	Injury and Illness in Sports Participation	In preparation for your work placement, you decide to renew your first aid qualification. During the first aid course you are given a task to prepare a presentation to give to the teacher/tutor explaining basic and complex sports injuries, and their causes. Your presentation must also include the types and signs of illness associated with sports participation.	Small group presentation or individual presentation or production of a leaflet Presentation notes and slides Observation record
1C.5, 2C.P5, 1C.6, 2C.P6, 2C.M2, 2C.D2	Managing Sports Injuries	Whilst working at the sports centre you have to attend to a number of individuals who have suffered sports injuries. Undertake role play activities to demonstrate your management of sports injuries.	Production of injury management cards for all first aiders/staff Role play activities: <ul style="list-style-type: none"> recordings and/or photographic evidence of learners completing role play activities observation records/witness statements showing learners' achievement against the target criteria

Criteria covered	Assignment	Scenario	Assessment evidence
1D.7, 2D.P7, 2D.M3, 2D.D3	Sports Injuries: Know the Rules	As part of your staff training at the sports centre, your line manager has asked you to produce a case study to share with other employees on the importance of health and safety rules, regulations and legislation in relation to sports participation.	Presentation or report Presentation notes and slides Observation record

Unit 11: Running a Sports Event

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

The Olympic Games, Paralympic Games, Commonwealth Games, Superbowl and Rugby World Cup are examples of large-scale sports events. Have you ever wondered how such events are planned and organised?

Sports events are a multi-million-pound business and a major part of the sport and active leisure industry. The aim of this unit is to develop your knowledge and skills so that you can learn how to effectively plan, lead whilst under supervision and review a sports event of your choice.

Throughout the unit you'll be able to experience different roles as you contribute to the overall planning and running of the event, as well as team-working skills. This unit will also develop your leadership skills and it may be beneficial to study this unit alongside *Unit 6: Leading Sports Activities*. It is expected that you will undertake different roles when working within a team to organise a sports event.

Learning aims A and B will introduce you to the requirements of planning a sports event and give you the opportunity to take part in planning and organising a sports event. You will investigate all aspects of planning a variety of sports events before applying this knowledge to plan your own event.

The 'event' will be a small-scale, one-off event that requires a significant amount of planning and organisation over a period of time. What type of sports event could you choose? The type of event may include a sports competition or activity day. Alternatively, an event may be created specifically for this unit, such as organising an educational sports event, a summer sports training camp or a sports charity dinner/fundraiser.

For learning aim C, you will have the opportunity to participate in the running of the actual event, enabling you to put your planning into practice.

For learning aim D, you'll need to review the success of your sports event using feedback and information collected from all those involved, including your peers, teachers/tutors, customers and participants.

This unit will be relevant if you are considering progressing to a career in the sport and active leisure industry, as many roles will include elements of planning and leading events, including those of sports leaders and sports coaches.

Learning aims

In this unit you will:

- A plan a sports event
- B contribute to the organisation of a sports event
- C assist with running and leading a sports event
- D review your own contribution to running a sports event.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Plan a sports event</p> <p>Topic A.1 Sports event: for example, sports competition, sports activity day, summer training camp, educational event, sports charity dinner/fundraiser, community-based event, indoor event, outdoor event.</p> <p>Topic A.2 Planning process:</p> <ul style="list-style-type: none"> • meetings (frequency, documentation, records) • § maintain personal diary (log of notes, record of team meetings, meeting outcomes, actions arising) • aims and objectives of the event, e.g. skill development, fitness development, enjoyment, introduction to sport • nature of event (type, size, location) • target audience, e.g. toddlers, primary schools (KS1, KS2), secondary schools (KS3, KS4, KS5), local colleges/clubs, local sports teams • timings, e.g. length of time allocated for each component of the event, introduction, warm-up, cool down, skill development, main activity, time at each station/activity • § budget • § costings • § constraints • § contingency planning • resources, e.g. refreshments, equipment for each activity, first aid kit, staff clothing, register, public announcement system, emergency procedures, contact information • staffing roles and responsibilities, e.g. co-ordinator, chairperson, secretary, finance officer, publicity officer, marketing officer, steward, specialist coach or trainer • risk assessment of venue and activities • disclaimers/informed consent • first aid procedures, e.g. minor injuries, major injuries • promotional activities, e.g. posters, leaflets, pre-event presentations, post-event presentations (certification events, etc) • method(s) for obtaining feedback, e.g. questionnaires, comment cards, interviews with event participants (during, post event). <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Learning aim B: Contribute to the organisation of a sports event****Topic B.1 Event organisation:**

- participation: roles, responsibilities, teamwork, meetings, communication
- event type: aims and objectives, e.g. fundraising, providing information, education, raising awareness, health, fitness, well-being
- resources, e.g. venue, finance, transport, staffing, equipment, information, catering, entertainment
- health and safety, e.g. safety of participants, safety of staff, safety of spectators
- contingencies, e.g. weather, accident, change in numbers, staff shortages, equipment not arriving.

Topic B.2 Participant requirements:

- particular needs, e.g. access, language, ability
- satisfaction, e.g. questionnaires, comment cards, interviews with event participants (during, post event).

Learning aim C: Assist with running and leading a sports event**Topic C.1 Running a sports event:**

- setting up, e.g. signs, sports equipment, entertainment, food and drink service areas, other equipment (e.g. seating areas)
- during event, e.g. responding to unexpected occurrences, food and drink service, meeting customer requests, instructing, officiating, monitoring, supervising
- setting down, e.g. sports equipment, waste disposal, signs.

Topic C.2 Leading a sports event:

- leading, e.g. demonstration of skills, qualities and responsibilities appropriate to activity and stage of development, communication skills and use of language
- § responsibilities, e.g. professional conduct, health and safety awareness, rules and regulations, ethics and values
- § measures of success: participant enjoyment, meeting aims and objectives, coverage of planned components, organised, safe.

§ Topic C.3 Demonstration of leadership attributes:

- § skills, e.g. communication, organisation of equipment, knowledge, activity structure, target setting, use of language, evaluation
- § qualities, e.g. appearance, leadership style, personality, enthusiasm, motivation, humour, confidence.

continued

What needs to be learnt**Learning aim D: Review your own contribution to running a sports event****Topic D.1 Review of the event:**

- participant feedback, e.g. self, assessor, event participants, observers, other witnesses
- feedback methods, e.g. questionnaires, surveys, observation sheets, witness statements, participant comment cards, interviews with event participants (during, post event)
- qualitative feedback, e.g. long-time observation, detailed recording of what happens during the event (via notes, audiotapes, digital recordings), data interpretation using description, direct quotes, interviews, narratives (what participants say, do, think and feel about the event), use of images, the meaning and quality of the event to participants
- quantitative feedback, e.g. precise, quantified measurements which could be obtained via surveys, questionnaires, comment cards, data interpretation using numbers and analysis, use of basic statistics, graphs, charts, tables
- against original event aims and objectives
- § against: budget, costings, constraints, contingency planning, meetings (frequency, documentation, records)
- strengths of the event: where event aims and objectives were met
- areas for improvement: where event outcomes did not meet planned aims and objectives
- § SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded)
- § recommendations for future events, e.g. reasons, aims and objectives, goals, opportunities (training, qualifications, possible barriers).

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Plan a sports event			
1A.1 Produce, with guidance, a plan for running a given sports event. #	2A.P1 Produce a plan for a selected sports event, outlining the planning process to meet event aims and objectives. #	2A.M1 Produce a plan for a selected sports event, describing the planning process to meet event aims and objectives. #	2A.D1 Justify the plan for a selected sports event, explaining the planning process. #
Learning aim B: Contribute to the organisation of a sports event			
1B.2 Contribute, with guidance, to the organisation of a given sports event.	2B.P2 Contribute to the organisation of a selected sports event.		
Learning aim C: Assist with running and leading a sports event			
1C.3 Contribute, with guidance, to the running and leading of a given sports event. #	2C.P3 Contribute to the running and leading of a selected sports event, demonstrating the application of leadership attributes. #	2C.M2 Contribute to the running and leading of a successful sports event, demonstrating the application of leadership attributes. #	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim D: Review your own contribution to running a sports event			
1D.4 Collect qualitative or quantitative feedback from participants using two different methods.	2D.P4 Collect qualitative and quantitative feedback from participants using four different methods.		
1D.5 Review feedback obtained, identifying strengths of the event and areas for improvement. *	2D.P5 Review feedback obtained, describing strengths of the event and areas for improvement. *	2D.M3 Assess feedback, evaluating strengths of the event and areas for improvement, providing recommendations for future events. *	2D.D2 Analyse strengths of the event and areas for improvement, justifying recommendations for future events.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners need access to a range of sports facilities, resources and equipment for their event, as well as individuals to participate in the sports event.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

For this unit, the event should be a 'one-off' which requires a significant amount of planning, for example between 8 and 12 weeks, and which the teacher/tutor regards as being appropriate in size, type and complexity. Suggested events include a sports competition, sports activity day, summer training camp, educational event or sports charity dinner/fundraiser.

Teachers/tutors must take overall responsibility for the event but learners should take responsibility for their own roles and individual responsibilities as identified in the planning process. Assessment should provide learners with the opportunity to develop their planning and leadership skills. There are clear links between this unit and *Unit 6: Leading Sports Activities*.

At level 2, learners will independently contribute to the planning, organisation and running of a selected sports event.

At level 1, learners will provide limited contribution to the planning, organisation and running of a given sports event.

For learning aims A and B, it is important that learners work as part of a team to plan and organise the event which will be used to assess their performance within this unit. Ideally learners will work with their peers and possibly more experienced sports leaders to support the planning of the desired event. It is expected that learners will undertake at least one staffing role to contribute to making the overall event a success.

When in the planning stages it is important that all learners contribute to the event and maintain their own records and notes of the planning process and their contribution to the event. Communication is vital in event planning, and at level 2, learners also need to maintain a diary or log of the stages involved in the process, including notes and/or minutes taken at formal team planning meetings. On completion of the planning and organising process all learners should have sufficient evidence to meet the unit assessment criteria on an individual basis. It will be this evidence, alongside observation records/witness statements from assessor(s), which will be used to assess each individual learner's contribution towards meeting the target criteria.

Prior to delivering the sports event, learners need to develop appropriate methods for gathering feedback from event participants. Feedback should be collected using four different methods and from a variety of participants, for example, event participants, spectators, assessors, other witnesses. At level 1, learners need to collect feedback from participants using two different methods.

For learning aim C, when assisting with running the event, it is important that each individual learner's contribution is assessed and not just the performance of the whole team/group. It is therefore recommended that more than one assessor assesses the sports event. Learners need to contribute to the running of each stage of the sports event – setting up, during the event and setting down. Each member of the team/group must carry out their allocated role(s) and responsibilities, providing sufficient evidence to meet the target criteria on an individual basis.

For 2C.P3, learners should be assessed in terms of the leadership skills which they have demonstrated within the session. If the learner demonstrates effective leadership appropriate for the participants within the session (age, ability levels etc), then they have demonstrated effective leadership skills but not adequate independence and so 2C.P3 cannot be achieved.

A successful sports event (2C.M2) should be assessed and evidenced by the factors as stated in the *Unit content* under '*measures of success*', which should be consistently evident throughout the event. Feedback from event participants, spectators, assessors and other witnesses can be used as evidence towards meeting this criterion.

The sports event should be visually recorded, or annotated photographs should be used to clearly show learners carrying out their roles, with each individual contribution demonstrated and recorded as evidence towards meeting the assessment criteria. Learners could provide a voiceover for the recording to justify what they are doing during each part of the event. To support the completion of the assessment, the assessor(s) should provide detailed observation records to confirm individual learner achievement against the requirements of the assessment criteria.

For learning aim D, learners need to complete a review of the sports event. Before learners produce their review it would be useful for teachers/tutors/assessors to arrange a formal de-brief. For level 2, learners need to collect qualitative and quantitative feedback using four different methods and review the feedback obtained, describing strengths of the event and areas for improvement (2D.P4, 2D.P5). For level 1, learners need to collect qualitative or quantitative feedback from participants using two different methods and review the feedback, identifying strengths of the event and areas for improvement (1D.4, 1D.5).

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1, 1B.2, 2B.P2	Planning and Organising a Sports Event	<p>You are working with a small team of local sports development officers to plan and organise a local sports event.</p> <p>After several planning meetings you decide to plan a tag rugby event for Year 6 students from five local primary schools.</p>	<p>A detailed plan for the event (covering all the unit content for both learning aims A and B).</p> <p>Observation record to support the contribution made by each individual learner.</p>
1C.3, 2C.P3, 2C.M2	The Sports Event	<p>Your plan to run a tag rugby event for Year 6 students from five local primary schools has been approved by the rugby development officer.</p> <p>You have been asked to deliver this event to your target audience. Ensure that you obtain evidence of your own contribution to the event and that you collate evaluations from performers, spectators and other observers etc.</p>	<p>Digital recordings of event delivery – it is important that contributions of individual learners are clearly identifiable on the recording provided, to help demonstrate achievement against target criteria.</p> <p>Observation record for each individual learner for the event to fully justify the attainment of each target criterion.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1D.4, 2D.P4, 1D.5, 2D.P5, 2D.M3, 2D.D2	Evaluating your Sports Event	<p>On completion of the event, the rugby development officer would like you to give feedback to the team of sports development officers with regard to the success of the event.</p> <p>The development officer has asked you to do this in the form of a presentation.</p>	<p>Presentation which could be visually/audio recorded to confirm valid assessment decisions.</p> <p>Presentation slides and supporting notes and evidence, including feedback obtained using four different methods collected from a variety of sources e.g. event participants, spectators and other witnesses.</p> <p>Assessor's observation record for the presentation to fully justify the attainment of target criteria by each individual learner.</p>

Unit 12: The Sport and Active Leisure Industry

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

The Sport sector is continuing to grow in relation to the number of businesses being set up and the number of people employed in the industry.

As the sports industry expands, so does the variety of jobs. The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA is the professional development body for the UK's sport and physical activity sector), they have recognised that there is a shortage of skills in the sector and is are trying to enhance and recognised the skills of current and prospective employees in the sector.

This unit will provide you with an opportunity to investigate employment in the sport and active leisure sector.

For learning aim A, you'll investigate the opportunities for employment in sport and active leisure and discover where to look for jobs in the sector. The information gained from this will be valuable should you decide to join one of the fastest-growing employment sectors in the UK.

For learning aim B, you'll look at current trends in sport and seek to understand people's reasons for participation in sport and active leisure. You'll explore why some people take part in sport and why others do not.

For learning aim C, you'll need to consider the impact that key issues can have on sport and active leisure. For example, you could consider the effects staging a major event like the Olympic and Paralympic Games has on employment in the sport and active leisure industry.

The knowledge that this unit gives will be relevant if you would like to work in the sport and active leisure industry or related areas, in any capacity, helping inform the decisions you make and aspirations you have, and then preparing you for work in those roles.

Learning aims

In this unit you will:

- A investigate organisations and occupations in sport and active leisure
- B recognise current trends in sport and sports participation
- C know about the impact of key issues on sport and active leisure.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Investigate organisations and occupations in sport and active leisure</p> <p>Topic A.1 Organisations in sport and active leisure:</p> <ul style="list-style-type: none"> • public, e.g. local authority leisure centre, swimming pool, local park <ul style="list-style-type: none"> ◦ § benefits: e.g. easily accessible, reasonably priced • private, e.g. private health clubs, private golf/tennis clubs <ul style="list-style-type: none"> ◦ § benefits: e.g. latest equipment, membership scheme • voluntary, e.g. Sunday league sports team <ul style="list-style-type: none"> ◦ § benefits: e.g. low cost, sport focused • joint and dual use, e.g. school or college sports centre being used by the public, leisure centre being used by schools or colleges <ul style="list-style-type: none"> ◦ § benefits: e.g. improved usage, create links. <p>Topic A.2 Occupations in sport and active leisure:</p> <p>Occupations: for example, sports assistant, fitness instructor, coach, teacher, sports development officer, sports and exercise scientist, physiotherapist, professional performer, retailer, personal trainer.</p> <ul style="list-style-type: none"> • responsibilities of different occupations, e.g. customer care, health and safety, child protection • skills required by different occupations, e.g. communication, motivation, time management, leadership, organisation • § requirements for different occupations, e.g. relevant qualifications, Disclosure and Barring Service (DBS) check, first aid training, experience • § advantages and disadvantages of different occupations in sport and active leisure: <ul style="list-style-type: none"> ◦ § advantages of different jobs, e.g. flexible hours, working with athletes, rates of pay ◦ § disadvantages of different jobs, e.g. work outdoors, rates of pay, weekend work. <p>Sources of information, e.g. CIMPSA (Chartered Institute for the Management of Sport and Physical Activity), press (local and national), specialist publications and periodicals, SkillsActive (the Sector Skills Council), recruitment agencies, job adverts.</p> <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Learning aim B: Recognise current trends in sport and sports participation****Topic B.1 Reasons for taking part in sport and active leisure:**

- health and fitness benefits
- social benefits
- developmental benefits (personal, skill-related).

§ Topic B.2 Reasons for growth in participation:

- For example, increased leisure time, fashion, increased disposable income.

Topic B.3 Factors that affect participation:

- For example, disability, provision, cost, ethnicity, location, age, gender.

Topic B.4 Trends in participation:

- new/emerging sports activities, e.g. cyclo-cross, in-line skating, kite surfing, open water swimming, triathlons
- influence of sport on fashion, e.g. popularity of trainers, fashion designers producing sportswear, wearing team kits
- activities with increasing participation, e.g. cycling, walking, athletics
- activities with decreasing participation, e.g. volleyball, rounders, golf
- changing expectations of participants or spectators, e.g. success in a tournament
- technological developments, e.g. advances in equipment, VAR, sports clothing.

Learning aim C: Know about the impact of key issues on sport and active leisure**Topic C.1 Key issues:**

- social influences
- economic influences
- healthy lifestyles
- fashion
- major events, e.g. Olympic and Paralympic Games
- disability
- race
- role of the media, e.g. television, radio, internet, mobile phone, newspapers, magazines
- discrimination, e.g. sex discrimination.

Topic C.2 Impact (positive and negative):

For example, increased participation, peer pressure, portrayal of young people, obesity, diet, viewing and media scheduling, income, participation, role models, privacy, pressure, sports legacy (Olympic and Paralympic Games).

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate organisations and occupations in sport and active leisure			
1A.1 Outline the different types of organisations in sport and active leisure.	2A.P1 Describe the different types of organisations in sport and active leisure, and the benefits of each.	2A.M1 Explain, using relevant examples, the benefits of each of the different types of organisations in sport and active leisure.	2A.D1 Compare and contrast the benefits of each different type of organisation in sport and active leisure.
1A.2 Using information from given sources, outline the responsibilities of, and skills required by, two occupations in sport and active leisure. #	2A.P2 Using information from selected sources, describe the requirements for, responsibilities of, and skills required by two occupations in sport and active leisure. #	2A.M2 Summarise selected information about occupations in sport and active leisure, describing the advantages and disadvantages of each. #	2A.D2 Explain the advantages and disadvantages of occupations in sport and active leisure. #

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Recognise current trends in sport and sports participation			
1B.3 Outline reasons for participation in sport and active leisure. *	2B.P3 Using relevant information, describe reasons for, and growth in, participation in sport and active leisure. *		
1B.4 Describe four factors that can affect participation in sport and active leisure.	2B.P4 Describe six factors that can affect participation in sport and active leisure.	2B.M3 Explain, using relevant examples, how different factors can affect participation in sport and active leisure.	
1B.5 Describe two different trends that can affect participation in sport and active leisure. *	2B.P5 Describe six different trends that can affect participation in sport and active leisure. *	2B.M4 Explain trends in participation in sport and active leisure. *	2B.D3 Compare and contrast trends in participation in sport and active leisure. *
Learning aim C: Know about the impact of key issues on sport and active leisure			
1C.6 Describe four different key issues and their impact on sport and active leisure.	2C.P6 Describe six different key issues and their impact on sport and active leisure.	2C.M5 Explain, using relevant examples, the impact of key issues on sport and active leisure.	2C.D4 Analyse the impact of key issues on a selected sport and active leisure activity or business.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

The table of suggested assignment outlines provides an example of how this unit could be assessed via three integrated assignment tasks.

For learning aim A, learners would benefit from having input from, and contact with, people employed in the sport and active leisure industry, perhaps through guest speakers or organised centre visits to different types of sport and active leisure organisations. Information that learners glean from guest speakers and/or organised visits can then be used, together with their own research (job advertisements, etc) to meet the requirements of the assessment criteria. To achieve at level 2, learners need to consider the benefits of the different types of sport and active leisure organisations (2A.P1), as well as ensuring that they research and select their own information sources to describe the requirements for, responsibilities of, and skills required by two occupations in sport and active leisure (2A.P2). Evidence for learning aim A could be presented in a job advertisement portfolio, together with a report and supporting research.

For learning aim B, learners could design and produce their own questionnaires to gather information and feedback on the reasons why people take part in sport and active leisure, and factors that affect participation. Information could be collated as case studies. Learners also need to investigate current trends in participation and evidence could be in the form of learners delivering a presentation to the group, together with a handout of their slides, supporting notes and research. If presentations are the chosen assessment method then assessors must complete observation records to confirm learners' achievement against unit content coverage and the target criteria.

Evidence for learning aim C, the impact of key issues on sport and active leisure, could take the form of a presentation delivered by learners, either as a small group or individually. For information on key issues, learners could carry out small group activities interviewing individuals employed in the sport and active leisure industry to get their views. Information collected should be collated by learners, who can then present their evidence in the form of an ICT-based presentation.

If work is carried out in small groups, each learner must provide sufficient evidence to meet the criteria on an individual basis. Learner presentations and additional evidence submitted (presentation notes and slides) must be supported by an assessor's observation record which clearly shows assessment decisions against target criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1, 1A.2, 2A.P2, 2A.M2, 2A.D2	What Jobs are there in Sport?	<p>Your school/college is running a 'Get into Sport' work placement scheme. In preparation for your work placement you are to source advertisements to identify relevant jobs available in the sport and active leisure industry and produce a portfolio which covers:</p> <ul style="list-style-type: none"> the different types of organisations in the sports industry and the benefits of each the requirements for, responsibilities of, and skills required by two occupations in sport and active leisure 	Portfolio Report
1B.3, 2B.P3, 1B.4, 2B.P4, 2B.M3, 1B.5, 2B.P5, 2B.M4, 2B.D3	Participation and Current Trends in Sport	<p>To support work to boost sports participation in your local leisure centre, you have been asked to design an information booklet that highlights participation and current trends in sport.</p> <ul style="list-style-type: none"> Investigate how people you know participate in sport and the factors that affect their participation. Devise case studies of how people participate in sport and reasons for participation and growth in participation. 	Presentation or information booklet or case studies Presentation slides and notes Observation record

Criteria covered	Assignment	Scenario	Assessment evidence
1C.6, 2C.P6, 2C.M5, 2C.D4	Key Issues in Sport	<p>To find out about key issues in sport you decide to conduct a series of interviews with people employed in the sector, and have arranged interviews with a health fitness instructor, local sports development officer and leisure centre manager.</p> <p>You decide to use this information to prepare a presentation entitled 'Sport: The Impact of Key Issues' to give to your peers.</p>	<p>Presentation or a mixed media product such as a display</p> <p>Presentation slides and notes</p> <p>Observation record</p>

Unit 13: Profiling Sports Performance

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

When watching sport on television or reading about sport in a newspaper, have you ever thought that the pundits who are analysing the performance of the team or the individual performer have got it wrong? This unit will introduce you to the concept of performance profiling and its application in sport.

Performance profiling is a technique used in sport to assess the attributes, qualities and traits of individual sports performers or teams. The performance profile covers the essential attributes, qualities and traits needed for successful participation in the sport(s) to be observed, and establishes the performer's current profile, strengths and areas for performance improvement.

In this unit you will develop the ability to assess and profile the performance of sports teams and individual performers within selected sports. This unit enables you to develop your skills in direct observation and analysis of sports performers in action, which will contribute to your overall ability to produce valid performance profiles.

This unit will develop your knowledge of the required attributes, qualities and traits needed for successful performance within selected sports and will help to develop your communication skills for providing effective feedback to others on their current sports performance and future development needs.

For learning aim A, you will examine the key technical, tactical, fitness, attitudinal and psychological demands of selected sports. It is expected that you will observe live and recorded performances of elite performers in competitive situations and, if possible, during practice sessions and within conditioned situations.

Learning aim B builds on the understanding which you have gained through the completion of the first learning aim, enabling you to apply your skills and effectively profile sports performance.

For learning aim C, you'll need to review the results of the performance profiles which you have carried out, and provide feedback to the performers regarding the strengths of their profiles and their recommended areas for further development.

The ability to profile sports performance is an important requirement of a wide variety of jobs within the sports industry, particularly if you are aiming for a career in sports coaching or sports leadership.

Learning aims

In this unit you will:

- A understand the performance profile of sports
- B be able to analyse and profile sports performance
- C review the performance profiles and set goals for further development.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the performance profile of sports</p> <p>Topic A.1 Performance profile:</p> <ul style="list-style-type: none"> • subjective assessment, e.g. beliefs and opinions • objective assessment, e.g. notational analysis, statistical data of performance, psychological profiles. <p>Topic A.2 Sporting activity:</p> <ul style="list-style-type: none"> • individual sport, e.g. snooker, golf, tennis, skiing • teams and individuals, e.g. goalkeeper or right back for association football, centre or point guard for wheelchair basketball. <p>Topic A.3 Performance profile – qualities, traits and attributes:</p> <ul style="list-style-type: none"> • technical requirements, e.g. shooting, catching, passing, tackling, dribbling • tactical requirements, e.g. decision making, defending and attacking e.g. positioning, choice and use of correct/appropriate strokes, variation, conditions, use of space, positional play, style of play • fitness requirements, e.g. physical (aerobic endurance, muscular endurance, flexibility, speed, strength, body composition), and skill-related (agility, balance, coordination, power, reaction time) • § psychological requirements, e.g. motivation, anxiety, attention, confidence, concentration, enthusiasm, personality traits (intrinsic and extrinsic) • § attitudinal requirements, e.g. desire to win, discipline, competitiveness, determination, willingness to take on anybody, positivity, aggression, dedication. <p>Learning aim B: Be able to analyse and profile sports performance</p> <p>Topic B.1 Use performance profiling to determine current sports performance:</p> <ul style="list-style-type: none"> • observe performance, e.g. live performance, video analysis • establish current profile against pre-selected qualities, traits and attributes • profiling – select relevant qualities, traits, attributes, complete a rating of each and record on the performance profile. <p>Topic B.2 Performance profile assessment:</p> <ul style="list-style-type: none"> • qualities, traits and attributes important for success in the sport to be observed – technical, tactical, fitness, attitudinal, psychological • technical, e.g. notational analysis, assessment of skills and techniques, tally charts, subjective commentary – opinions, tempo, sport-specific requirements • tactical, e.g. tactics required for the sport observed • physical fitness, e.g. aerobic endurance, muscular endurance, flexibility, speed, strength, body composition • skill-related fitness, e.g. agility, balance, coordination, power, reaction time • attitudinal, e.g. desire to win, discipline, competitiveness, determination, willingness to take on anybody, positivity, aggression, dedication <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

- psychological, e.g. focus, emotional control, concentration, level of relaxation, ability to cope with pressure, confidence
- success, e.g. completed passes, shots on target, goals/points scored
- failed achievement, e.g. incomplete passes, shots off target, goals/points conceded.

Learning aim C: Review the performance profiles and set goals for further development**Topic C.1 Review the performance profile:**

- strengths and areas for improvement relating to performance demands.

Topic C.2 Set goals for further development:

- short-term and long-term goals for development
- recommendations for future performance:
 - development and activities, e.g. develop long-range passing, develop aerobic endurance, improve speed, improve jumping ability
 - suggested timescale as appropriate, e.g. weeks, months, season.

§ Topic C.3 Development plan:

- § aims and objectives, goals, SMARTER (specific, measurable, achievable, realistic, time-related, exciting, recorded) targets
- § targets for development of specific qualities, traits and attributes – technical, tactical, fitness, attitudinal, psychological
- § opportunities (e.g. training, courses, qualifications), possible barriers.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the performance profile of sports			
1A.1 Identify the technical, tactical, and fitness profiles required to successfully participate in a selected sport.	2A.P1 Describe the technical, tactical, fitness, psychological and attitudinal profiles required to successfully participate in two selected sports.	2A.M1 Compare and contrast the technical, tactical, fitness, psychological and attitudinal profiles required to successfully participate in two selected sports.	2A.D1 Justify the technical, tactical, fitness, psychological and attitudinal profiles required to successfully participate in two selected sports.
Learning aim B: Be able to analyse and profile sports performance			
1B.2 Design and complete a performance profile to assess performance of a team or individual in a selected sport, with guidance. #	2B.P2 Independently design and complete performance profiles to assess performance of a team or individual in two different selected sports. #	2B.M2 Evaluate the qualities, traits and attributes for a team or individual in two different selected sports.	2B.D2 Justify the completed performance profiles for a team or individual in two different selected sports.
1B.3 Use the completed performance profile to describe the qualities, traits and attributes for a team or individual in a selected sport.	2B.P3 Use the completed performance profiles to describe the qualities, traits and attributes for a team or individual in two different selected sports.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning Aim C: Review the performance profiles and set goals for further development			
1C.4 Review the performance profile for a team or individual, outlining goals and recommendations for future performance.	2C.P4 Review the performance profiles for a team or individual in two different selected sports, summarising goals for future performance and development planning.	2C.M3 Explain set goals for future performance and development for a team or individual in each selected sport, describing the development plans.	2C.D3 Justify the selection of activities within the development plans for the performers in each selected sport.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners need access to sports performers so they can observe their performance, ideally live in action. The sports performers they observe do not need to be peers; they could be a local sports team or a school/college sports performer/team.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

This unit enables learners to develop their observational and analytical skills and techniques by observing other performers in action and completing performance profiles for the performances they have observed. Learners could observe performers directly, live in action, or alternatively indirectly observe performance by reviewing pre-recordings of their selected performers in action.

In order to meet the requirements of 2A.P1, 2A.M1 and 2A.D1 (learning aim A), learners could observe elite performers in action to describe (2A.P1), compare and contrast (2A.M1), and justify (2A.D1) the qualities, traits and attributes required to successfully participate in two selected sports. (In this situation, the performance does not have to be live; it could be pre-recordings of elite performers in competitive situations.) At level 2, learners must cover the technical, tactical, fitness (physical and skill-related), psychological and attitudinal requirements needed for successful participation in two selected sports.

For level 1, learners must cover the technical, tactical and fitness (physical and skill-related) requirements for successful participation in one selected sport (1A.1).

For learning aims B and C, it is recommended that learners complete the profiles for the sports for which they have conducted initial research in learning aim A. However, this is not a requirement, so learners could undertake the profiling on two other sports. Learners must complete performance profiles for two selected sports performers (or teams) from two different sports, not profiles for two sports performers (or teams) from the same sport. Learners could observe their local sports team or a school/college sports performer live in action.

For level 1, learners need to design and complete a performance profile for one selected sport (a team or an individual performer).

For 2B.P2, learners need to independently design and complete performance profiles to assess performance of a team or individual in two different selected sports.

When observing sports performers in action, learners should focus on the technical, tactical, fitness (physical and skill-related), psychological and attitudinal profile and requirements of each selected sport. A report or verbal presentation could be used to meet the requirements of these criteria. If learner presentations are chosen as the assessment method, they must be supported by an assessor's observation record to confirm achievement against the target criteria.

Learners could complete the review of the performance profiles (learning aim C) through direct verbal feedback to the sports performers they observed. If learners use this method of assessment as evidence, it is important that audio or visual recordings are made to demonstrate to internal verifiers how learners have met the requirements of the criteria and unit content in full. This method of assessment must also be supported by an assessor's observation record clearly showing each learner's achievement against the target criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	Sports Performance Requirements	<p>As a volunteer sports leader for local sports clubs, you have been asked by the manager of each junior team (hockey team and football team) to carry out performance profiling to support the development of some of the junior players within the club.</p> <p>In order to introduce the concept of performance profiling to the clubs, the managers have asked that you prepare a short presentation for the parents of the individual players/teams selected.</p> <p>Your presentation should cover the performance requirements for successful participation within each selected sport.</p>	<p>Presentation</p> <p>Audio recordings of learners completing the presentations</p> <p>Presentation slides and supporting notes</p> <p>Observation records to support the evidence submitted for assessment</p>
1B.2, 2B.P2, 1B.3, 2B.P3, 2B.M2, 2B.D2, 1C.4, 2C.P4, 2C.M3, 2C.D3	Performance Profiling	<p>The managers have asked for your objective view on the performance of their players.</p> <p>You decide to carry out performance profiling to support the development of some of the junior players.</p> <p>Complete a performance profile for a team or individual in two different sports.</p> <p>Use the profiles to summarise and review the performances.</p>	<p>Two completed performance profiles</p> <p>Written review of performances or verbal feedback to the performers</p> <p>To support verbal feedback, learners' evidence should include:</p> <ul style="list-style-type: none"> • feedback notes • audio recordings and photographic evidence of learners completing the feedback sessions • observation records/witness statements showing learners' achievement against the target criteria.

Unit 14: Carrying Out a Sports-related Project

Level:	1 and 2
Unit type:	Mandatory
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

Being able to explore ideas, plan activities, collect data and reach conclusions are important study and life skills. This unit gives you the opportunity to use your knowledge and skills and find out more about sports-related topics which are of interest to you. For example, have you ever wondered what training methods are most effective for different sports performers, and why? What traits an elite performer has over an amateur that contribute to their success in sport? Why some people take part in sport and others don't? Or, how sport psychology is used to enhance sports performance? These are some questions that have been explored through sports-related projects.

Sport scientists use research techniques and methods to explore ideas and solve problems. There are different types of project, for example a written sport and exercise sciences-based scientific investigation, or a research-based study in sport. You can choose the type of project you want to do.

For learning aim A, you will research and explore factors which contribute to a successful sports-related project and then apply what you have learned to your own project in sport.

For learning aim B, you will choose and plan a sports-related project, thinking about what the project's aims and objectives might be. You will also explore and consider how constraints might impact on your project plan.

You will then carry out the project, using sport-specific and project management skills, and applying what you have learned from other units. You will review the outcomes of your project and the overall success. This will provide evidence for learning aim C.

For learning aim D, on completion of your project, you will review the project outcomes and your own performance. Through planning, carrying out and reviewing a sports-related project, you will gain confidence and important study skills that can be used elsewhere. These skills should help you with your future plans for education and employment.

Learning aims

In this unit you will:

- A explore factors that affect the success of projects in sport
- B plan a sports-related project
- C carry out a sports-related project
- D reflect on own performance in undertaking a sports-related project.

Learning aims and unit content

What needs to be learnt
Learning aim A: Explore factors that affect the success of projects in sport
<p>Topic A.1 Factors that affect success of projects:</p> <ul style="list-style-type: none"> • setting clear goals • overall timescale • resources and expertise available • internal influences, e.g. workload capacity, project design • external influences, e.g. input from others, current and relevant policies and legislation, previous research • addressing problems quickly • contingencies • project management (monitor progress towards goals, ensure successful completion of project, meet deadline and timescales) • complexity of project, including number of stages, number of people involved.
Learning aim B: Plan a sports-related project
<p>Topic B.1 Choosing a project topic:</p> <ul style="list-style-type: none"> • selecting a topic, e.g. from teacher/tutor-provided project options, own suggestions • reasons for choice, e.g. area of current or future interest, area of current or future research, complements main learning programme, supports development • selecting working title, e.g. with teacher guidance, devising own working title • § relevance: to sport and leisure/sport and exercise sciences, importance of topic, usefulness of project and project outcomes, use of previous research (literature review) • gaining agreement for project topic from teacher/tutor. <p>Topic B.2 Choosing a sports-related project focus:</p> <ul style="list-style-type: none"> • focus: identifying a question, problem to be solved, task or brief, e.g. sports performance analysis, fitness test results, psychological results, exploring the benefits of a training programme or sports event • project aim(s) and objective(s) • appropriateness of: <ul style="list-style-type: none"> ○ project aim(s) in terms of being specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER) ○ project objective(s), including sector relevance, SMARTER, available resources, usefulness of project, importance of project, influence of previous research. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

Topic B.3 Sports-related project plan:

- plan for carrying out the project:
 - statement of the problem/issue or idea to be explored
 - project title
 - project aim(s) and objective(s)
 - project design including method/activities, individual responsibilities (if it is a group project), creating timelines, including a deadline for completion
 - § data collection (design data collection sheets)
 - § data analysis, e.g. select appropriate method of analysis, select appropriate statistical test(s)
 - § resource constraints for the project including people, equipment and time
 - expected outcomes, e.g. sports performance, sports event, fitness test results, psychological results, training programme.
- type of project (qualitative or quantitative):
 - qualitative (designed to explain differences, relationships or causality, using data that does not refer to quantity, e.g. 'participants felt happy')
 - quantitative (designed to establish differences, relationships or causality using numerical data, e.g. 'results from the sit and reach test showed that females in the group were significantly more flexible than males').
- gaining agreement for project plan from teacher/tutor.

§ Topic B.4: Impact of other project constraints:

- § validity, reliability and practicality considerations of the selected project
- § ethical considerations
- § potential errors and risks to project, e.g. adverse weather, lack of resources, familiarity of researcher with techniques, familiarity of researcher with use of equipment and methodology, resource availability
- § ways of reducing errors and risks, e.g. planning for weather, modifying project in line with available resources, gaining familiarity with equipment used and method to be followed.

Learning aim C: Carry out a sports-related project

Topic C.1 Using skills and resources to carry out a sports-related project:

- safely carrying out the chosen project according to the agreed project plan
- time management, including meeting project deadline
- data collection (design and use data collection sheets), e.g. field-based, laboratory-based, interviews, questionnaires, focus groups, surveys, participant observation
- recording data, e.g. use of logbook, diary, spreadsheets, databases, audio recording, transcribing, digital recording, use of ICT
- secure storage of data

continued

What needs to be learnt

- data analysis (selecting appropriate method(s) of analysis), e.g. conducting manual data analysis, qualitative analysis, quantitative analysis, carrying out calculations, processing data for analysis, using appropriate units of measurement, forming initial conclusions, using arithmetic methods (e.g. fractions and percentages, decimal places, use of a scientific calculator); GDPR legislation
- following relevant health and safety practices, safety and welfare of participant(s) and researcher
- following relevant ethical guidelines, including informed consent, participant confidentiality, gaining permission to test, use of disclaimers
- resources, e.g. materials, volunteers, equipment
- using skills to undertake a sports-related project:
 - sport-specific, e.g. observing and monitoring performance, fitness testing, coaching, leadership, health screening, exercise programming
 - other project-related, e.g. communication, research, organisation, planning, teamwork, use of technology, creative thinking, numerical/statistical
 - project management, e.g. monitoring progress, modifying plans where necessary, problem-solving, independent enquiry.

Topic C.2 Present the project:

- coherent and structured presentation of the project following standard format:
 - title page
 - contents page
 - acknowledgements
 - introduction, including aim(s) and objective(s), statement of the problem/issue or idea to be explored, information about the relevance of the project/need for the project/use of the project results, and a review of the literature
 - method, including participant/subject details
 - data collection using appropriate method(s) and technique(s)
 - interpretation of results using appropriate method(s), e.g. use of tables, plotting and drawing graphs from data obtained (e.g. line graphs, bar charts, pie charts, scatter graphs, histograms, selecting appropriate scales for the axes), § translate information between graphical and numerical forms, § interpreting main trends, § using statistical tests
 - § considering validity, reliability and practicality of project results
 - project outcome(s): in relation to original aims and objectives
 - § project conclusion(s)
 - references (Harvard referencing system)
 - appendices (if appropriate).
- use of ICT, e.g. in data analysis, for graphical presentation of results.

continued

What needs to be learnt**Topic C.3 Review the outcomes and success of a sports-related project:**

- project outcomes: success of project in relation to aims and objectives
- strengths of the project (where original aims and objectives were met)
- areas for improvement (where project outcomes did not meet original aims and objectives)
- ways of improving the project, e.g. control of variables, contingency planning
- limitations of resources, research and design.

Learning aim D: Reflect on own performance in undertaking a sports-related project**Topic D.1 Review own performance:**

- meeting project aims and objectives
- meeting project deadlines
- skills and techniques learned and used
- indicators of extent of success, e.g. use of collected feedback
- personal strengths and areas for improvement (use of feedback from assessor, participant(s), observer(s)), e.g. organisation, planning, statistical analysis, ICT, communication.

§ Topic D.2 Targets for own development:

- § ways to improve own performance, e.g. organisation, planning, use of skills and techniques, further practice
- § recommendations for undertaking future sports-related projects, e.g. if project was to be repeated, what would be changed, and why?, benefits of suggested changes, use/application of further research
- § SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded)
- § personal development plan:
 - § aims and objectives
 - § goals
 - § SMARTER targets
 - § activities, e.g. training, use of technology, work-shadowing, work experience, where to seek help and advice
 - § possible barriers.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore factors that affect the success of projects in sport			
1A.1 Outline factors that affect the success of projects in sport.	2A.P1 Describe factors that affect the success of projects in sport.	2A.M1 Explain how different factors affect the success of projects in sport.	2A.D1 Analyse, using relevant research examples, how different factors interact to affect the success of projects in sport.
Learning aim B: Plan a sports-related project			
1B.2 Outline reasons for choosing a given sports-related project, including the chosen project focus.	2B.P2 Describe the sports-related project topic in terms of reasons for selection, relevance and focus.	2B.M2 Explain the potential impact of other project constraints on the sports-related project plan.	2B.D2 Critically evaluate validity, reliability, practicality, and ethical considerations of the sports-related project plan, suggesting ways to reduce potential errors and risks.
1B.3 Outline the aims, objectives, design and expected outcomes of the sports-related project plan, with support.	2B.P3 Create a detailed sports-related project plan, including aims and objectives, design, data collection, analysis, resource constraints and expected outcomes. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Carry out a sports-related project			
1C.4 Use appropriate skills and resources to safely undertake a given sports-related project, with support.	2C.P4 Independently use appropriate skills and resources to safely undertake own sports-related project.		
1C.5 Present the sports-related project following standard format, outlining main results, with support. # *	2C.P5 Present the sports-related project following standard format, describing results, main trends and conclusions. # *	2C.M3 Explain results, main trends and outcomes from the sports-related project, considering original aims and objectives. *	2C.D3 Analyse results, main trends and outcomes from the sports-related project, including validity, reliability and practicality of results obtained. *
1C.6 Outline whether the sports-related project was successful.	2C.P6 Describe outcomes and success of the sports-related project against the original aims and objectives.		
Learning aim D: Reflect on own performance in undertaking a sports-related project			
1D.7 Review own performance in undertaking a sports-related project, outlining strengths and areas for improvement.	2D.P7 Review own performance in undertaking a sports-related project, describing strengths, areas for improvement and targets for own development.	2D.M4 Explain targets and activities within the personal development plan for undertaking future sports-related projects.	2D.D4 Justify targets and activities within the personal development plan for undertaking future sports-related projects.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

This unit gives learners the opportunity to carry out a sport or exercise sciences-based project on any relevant related topic. Therefore, the resources required for this unit will depend on the chosen sports-related project that learners are carrying out. When planning their projects learners need to take into account the resources available to them.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

This unit should be delivered towards the end of the programme. This enables learners to bring together themes and skills, gained from earlier units, in a final synoptic sports-related project. In order to successfully complete this unit, learners will need to draw on knowledge, skills and understanding gained through this and other units, and transfer these to a practically-based project context.

It is recommended that teachers/tutors create one holistic assignment to assess all the assessment criteria, with four separate tasks to divide the sports-related project into distinct stages; the unit follows a simple 'think, plan, do, review' format, with the focus on the development of a range of skills within the process.

Assessment evidence could be collated in a learner portfolio under the following sub-headings:

- Factors affecting success of sports-related projects (Topic A.1)
- Project plan (Topics B.1, B.2 and B.3)
- Impact of other project constraints (Topic B.4)
- Carrying out my project (Topic C.1)
- My project results and outcomes (Topics C.2 and C.3)
- Performance review and targets for own development (Topics D.1 and D.2).

A variety of assessment methods could be used, including learner presentations, reports and group debate. Teachers/tutors must ensure that when learners are undertaking practical activities or tasks, appropriate observation records/witness statements are completed to support achievement. In addition, learners should be encouraged to collect and collate their own assessment evidence of undertaking practical activities or tasks by use of for example, digital recordings, diaries, blogs, logbooks.

This unit gives learners the opportunity to complete a sports-related project that can be seen as the culmination of their programme of study. It allows them to make synoptic links between units studied, select a sports-related topic of interest and carry out their project. Therefore this unit should be delivered after learners have had sufficient opportunity to develop a range of interests and their knowledge, skills and understanding within a variety of sporting contexts.

It is important that the project topic is of personal interest to the learner and that the learner possesses, or develops, an in-depth knowledge and understanding of the scope of the topic and related areas. Learners should develop knowledge, understanding and skills through a combination of independent research, project workshops (for example data collection and analysis) and group discussion.

Teachers/tutors should emphasise that the skills developed through completion of a project, for example communication, research, organisational, planning, time management, data collection and analysis, ICT, and reflective practice, are transferable to other contexts, including higher education and the workplace.

Although a major part of the unit focuses on learners carrying out their sports-related project practically, the unit must be supported by theoretical input from teachers/tutors. Learners should know the correct application of the Harvard referencing system and use, as opposed to simply read, literature from other appropriate sources. Learners must understand concepts related to the project plan and design as well as research skills, techniques and methodologies before they can consider, explore and produce a valid project plan.

The project plan must enable learners to collect and analyse data, ensuring due regard for safety and welfare of self and project participant(s), including relevant ethical considerations. As part of their 'learning through doing', learners should be given the opportunity to collect data using a variety of techniques. Particular attention should be paid to the suitability of data collection methods for different situations. This experience will help learners to develop their ability to select appropriate data collection techniques for different project contexts and sports-related situations.

Before commencing their sports-related project, the project plan must be agreed with teachers/tutors to ensure that it is valid, safe and achievable.

Teachers/tutors will need to give level 1 learners a list of suitable sports-related topics, from which they can select one on which to base their project, and provide support to learners on developing an outline, basic project plan.

Learners should also consider why they have chosen the particular project area, why it will be useful to carry out the project, and who will benefit from the project results.

The sports-related project outcomes will depend on the chosen topic and could be:

- ephemeral – for example, a one-off event (such as a sports event or activity)
- design – for example, a pro forma (such as a performance profile, observation checklist or an exercise plan/exercise programme)
- written – for example, a research report presenting results (such as a sports-related case study or a sport and exercise sciences-based research investigation).

In exploring factors that affect the success of sports-related projects (learning aim A) and choosing and planning their project (learning aim B), level 2 learners must review literature related to the chosen project area in order to consider the relevance and use of previous research carried out. Information obtained from reviewing literature will help learners with their overall project design and selected method, perhaps by enabling them to follow a previously proven research design 'that works', or by modifying an existing design to reduce or counteract previous errors or issues encountered.

- Assessment evidence for 1A.1, 2A.P1, 2A.M1, 2A.D1, 1B.2, 1B.3, 2B.P2, 2B.P3, 2B.M2 and 2B.D2 could be through a presentation with supporting notes and project plan, which learners could present to their peers and assessor. For 2A.D1, learners should use relevant examples obtained from their literature review to analyse how different factors interact to affect the success of sports-related projects. Teachers/tutors must complete observation records to confirm individual learner achievement against the target criteria.

Level 2 learners can use their project to explore an area of personal interest, by thinking of their own idea for the basis of their project and independently producing a detailed project plan covering all areas stated in the *Unit content (Topic B.3)*. Before learners commence their projects, teachers/tutors must ensure that the proposed topics and intended designs are valid, achievable and safe.

For 2B.M2, learners will explain the potential impact of other project constraints on the sports-related project plan. Learners will consider the other project constraints (*Topic B.4*), providing details and giving reasons and/or evidence regarding how each constraint might impact on their project plan. For 2B.D2, learners need to develop a critical perspective, evaluating the project plan, including validity, reliability, practicality, and ethical considerations, suggesting ways to reduce potential errors and risks. Learners need to include precise and detailed information and assess possible alternatives, keeping in mind their strengths and weaknesses if they were applied instead.

For learning aim C, before carrying out their project, learners need sufficient opportunities to practise using appropriate methods and techniques of data collection and analysis. It is recommended that teachers/tutors present a variety of practical situations in which they can practise collecting and analysing data. The focus should be on learners analysing the data they collect so they are effectively working with their own questionnaires, or their own 'numbers', as opposed to being given sample data sets. Enabling learners to gain a feel for their role as a researcher, and the whole research process, will give them the opportunity to develop vital skills valued by both employers and higher education. The unit should feel like a practical research experience, rather than a theoretical mathematics lesson!

Learners can plan and carry out projects in small groups; however they must provide sufficient evidence to meet the unit assessment criteria on an individual basis.

Practical observations, for example of learners observing performance or collecting data from fitness tests, must be evidenced with signed observation records and/or witness statements which clearly show learner achievement against the target criteria. This evidence can be supplemented with, for example, digital recordings and annotated photographs.

For level 2 (2C.P4), learners will independently use skills (sport-specific, other project-related, project management) and resources to safely carry out their sports-related project. Teachers/tutors must complete observation records to confirm individual learner achievement. Assessment must be authenticated by an appropriate individual. Centres are ultimately responsible for verifying evidence and should be confident that those who sign witness statements are competent to do so. Signed witness statements, observation records and supporting learner evidence should be retained by the centre for quality assurance purposes.

For 2C.P5, learners will present their sports-related project following the standard format as set out under *Topic C.2*, describing results, main trends and conclusions. For 2C.P6, learners will describe the project outcomes, reflecting on the overall project success, and whether original aims and objectives were met.

At level 1 (1C.4, 1C.5), learners will present the project following standard format; however the data they record will enable them to provide an outline only of the main project results.

For 1C.6, the review will lack detail, with learners providing a brief outline only on the project success.

For 2C.M3, learners will explain their results, main trends and outcomes, providing reasons and/or evidence to support the information they provide, considering the original project aims and objectives. For 2C.D3, learners will analyse the project results, main trends and outcomes, including the validity, reliability and practicality of results obtained. Learners must be familiar with these key terms to be able to apply them to the sports-related project they have undertaken. For this, learners need to analyse all potential factors, say how each are related and how they contribute to the overall project outcomes. The project must be presented following the standard format as stated in the *Unit content (Topic C.2)*.

For learning aim D (2D.P7), learners will reflect on their own performance in undertaking their sports-related project, looking at their strengths, areas for improvement and targets for their own development. Learners need to make use of feedback collected from the assessor, participant(s), and any other observers to help them to describe their personal strengths and areas for improvement.

For 2D.M4, learners will explain the targets and activities within their personal development plan, and for 2D.D4, justify their targets and activities, giving reasons and/or evidence to support their views and how they arrived at these conclusions.

At level 1 (1D.7), learners will reflect on their performance, providing a brief outline only of their strengths and areas for improvement. The review will lack detail and will not consider ways to improve their performance, or targets for their own development.

Learners could present their sports-related project plan and review to others, for example their peers. Verbal evidence, for example presentations or question and answer sessions, must be evidenced with a signed observation record or witness statement, with a supporting digital recording or written transcript. Such evidence must be retained for quality assurance purposes.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	Task 1 Planning a Successful Sports- related Project	Create an article for a sports research tips website, detailing the factors that affect the success of projects in sport.	Word-processed article, with diagrams/tables Literature review Visual presentation with supporting notes Observation records
1B.2, 2B.P2, 1B.3, 2B.P3, 2B.M2, 2B.D2	Task 2 My Sports-related Project Plan	Choose and plan a sports-related project. Include a commentary describing why you selected your project topic.	Literature review Written project plan Visual presentation with supporting notes Observation records
1C.4, 2C.P4, 1C.5, 2C.P5, 1C.6, 2C.P6, 2C.M3, 2C.D3	Task 3 My Sports-related Research Project	You decide to carry out a project to investigate the effect of six weeks of plyometric training on the jumping ability of basketball players. Research and carry out your sports-related project, using appropriate skills and resources. Review the outcomes and success of your sports-related project against the original aims and objectives.	Project portfolio (following standard format): <ul style="list-style-type: none"> • title page • contents page • acknowledgements • introduction • method • data collection • results • validity, reliability, practicality issues • project outcomes • project conclusions • references • appendices (if appropriate)

Criteria covered	Assignment	Scenario	Assessment evidence
			<p>Signed witness statements and/or observation records of learners carrying out their sports-related project.</p> <p>Supplementary portfolio evidence, e.g. annotated photographs, digital evidence, diaries, logbooks.</p>
1D.7, 2D.P7, 2D.M4, 2D.D4	Task 4 My Sports-related Project Review	<p>On completing your sports-related project, it is important to reflect on your own performance and learn from your experiences.</p> <p>Review your own performance in undertaking a sports-related project looking at your strengths, areas for improvement and targets for your own future development.</p>	<p>Personal development plan</p> <p>Visual presentation</p> <p>Supporting presentation notes/cards</p> <p>Digital recording</p> <p>Observation records</p>

Unit 15: Designing Exercise Programmes

Level:	1 and 2
Unit type:	Mandatory/Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

The exercise and fitness industry has grown rapidly over the past 25 years, and now employs over 50,000 people. This is mainly due to the fact that people are more aware of the health benefits of exercise. Working in the exercise and fitness sector or in sports coaching requires an understanding of the principles behind exercise programme design and how to plan safe and effective exercise programmes.

This unit covers key topics you need to know in order to successfully plan, monitor and review different exercise programmes for different individuals.

For this unit you will plan, design, implement and review an exercise programme for each of two selected individuals. You'll need to ensure each exercise programme is designed specifically to meet the individual needs of each participant.

Learning aim A covers the principles behind exercise programme design, including goal setting, warm-up and cool down, and the principles of training.

Learning aim B looks at how to plan exercise programmes for individuals with different needs. This may include a peer, friend, or family member. You will cover what information needs to be collected to ensure that the exercise programmes are safe and effective. You will also develop the skills needed to design safe and effective exercise programmes in a format that individuals can understand and follow.

For learning aim C, you'll look at how to monitor the progress of individuals undertaking exercise programmes, keeping a diary or log to record activities carried out.

For learning aim D, you will learn how to establish the relative success of the exercise programmes undertaken by gaining feedback from the individual participants and identifying those areas that have been successful and the areas requiring improvement.

The ability to design exercise programmes is particularly relevant if you are considering working in the sport and active leisure industry as a personal trainer, and also for other roles, such as a sports leader or coach.

Learning aims

In this unit you will:

- A know the principles of exercise programme design
- B plan exercise programmes for selected individuals
- C monitor the progress of individuals undertaking exercise programmes
- D review the success of exercise programmes undertaken.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know the principles of exercise programme design</p> <p>Topic A.1 Warm-up:</p> <ul style="list-style-type: none"> • functions of the warm-up (prepares the body for exercise, reduces risk of injury) • structure of the warm-up (mobility section, pulse raising section, static stretching). <p>Topic A.2 Cool down:</p> <ul style="list-style-type: none"> • functions of the cool down (gradually returns the body to its resting state, reduces the risk of muscle soreness) • structure of the cool down (pulse-lowering section, static stretching, developmental stretching). <p>Topic A.3 Benefits of exercise:</p> <ul style="list-style-type: none"> • social and developmental well-being, e.g. meeting new people, learning new skills, tactics and techniques, improved self-esteem and self-confidence • health-related benefits, e.g. weight management, stress reduction, cholesterol reduction, improved heart and respiratory function, prevention and management of disease (Coronary Heart Disease – CHD), improved mental health and well-being. <p>Topic A.4 The basic principles of training (FITT):</p> <ul style="list-style-type: none"> • FITT – <u>f</u>requency, <u>i</u>ntensity, <u>t</u>ime, <u>t</u>ype • application of FITT in the planning of an exercise programme. <p>§ Topic A.5 Additional principles of training:</p> <ul style="list-style-type: none"> • § overload • § specificity • § progression • § individual differences • § variation • § reversibility • § application of the additional principles of training in the planning of an exercise programme, e.g. progression (starting with 10 minutes of brisk walking then increasing by 1 minute each day until reach 30 minutes), variation (taking part in an aerobics session one day, gym session another day and bike ride on the third day). <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Learning aim B: Plan exercise programmes for selected individuals****Topic B.1 Collecting information from selected individuals:**

- planning meeting, e.g. face-to-face, virtual
- selected individuals (not self), e.g. peer, work colleague, family member, individual with particular needs
- lifestyle history questionnaire
- physical activity history questionnaire
- personal goals and needs, e.g. increase fitness, increase strength, reduce weight/manage weight, reduce stress levels, performance-related goals, social reasons (meeting new people)
- informed consent
- § medical screening questionnaire
- § attitudes and motivation to exercise
- § barriers to exercise and how to overcome them.

Topic B.2 Exercise programme design:

- use results/outcomes from screening questionnaires and information collected, e.g. to assess physical activity levels and training needs/requirements, to assess lifestyle and personal training goals, to identify individuals who have particular needs or requirements
- safe and effective programme design, e.g. considering results/outcomes from screening questionnaires, considering ability level
- programme aims and objectives
- components of fitness, e.g. aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, power, reaction time.
- training method(s) for components of fitness, e.g. flexibility (static stretching, ballistic stretching, § PNF – proprioceptive neuromuscular facilitation stretching), strength, muscular endurance and power (resistance training, circuit training, § plyometrics), aerobic endurance (continuous training, fartlek training, circuit training, interval training), speed (hollow sprints, acceleration sprints, interval training)
- frequency, intensity, time and type of activities
- sequencing activities/programme components, e.g. warm-up, cool down, cardiovascular training, resistance training, skills, games
- select activities that can fit easily into individual's daily routine, e.g. brisk walking to work
- resources required, e.g. facilities, equipment
- § using target heart rate zones to determine exercise intensity e.g. 60–85% HR max is the recommended training zone for cardiovascular health and fitness: $\text{HR max} = 220 - \text{age (years)}$ multiplied by 0.60 to 0.85
- § using the Rating of Perceived Exertion (RPE) Scale to determine exercise intensity
- § activity selection to take into account client's enjoyment, cost, availability, transport
- producing exercise programmes in a format that can be understood and followed.

continued

What needs to be learnt**Learning aim C: Monitor the progress of individuals undertaking exercise programmes****Topic C.1 Monitoring the progress of individuals:**

For example, wearing correct attire, taking part in all planned sessions, correct technique, warming-up and cooling down properly, checking that each individual performs to best of their ability, fitness gains, other positive outcomes, e.g. improved self-esteem and self-confidence, weight management, stress reduction, meeting personal goals and needs.

§ Topic C.2 Monitoring the progress of individuals including use of target heart rate zones and Rating of Perceived Exertion (RPE) to monitor exercise intensity:

- § using heart rate and RPE to monitor exercise intensity
- § using progressive overload to ensure each individual continues to have improvement gains
- § checking their programme continues to meet individual needs over time
- § whether activity selection/training method(s) continue to be appropriate, taking into account, e.g. individuals' enjoyment, cost, availability, transport.

Topic C.3 Training diaries recording details for each session undertaken:

- training carried out
- individual feedback
- individual achievements against original personal goals and needs
- § motivation for training
- § personal feelings before, during and after exercise training.

Learning aim D: Review the success of exercise programmes undertaken**Topic D.1 Review with the individual during, and after, programme completion:**

- gaining feedback from the individual on whether they enjoyed the programme and benefits gained
- strengths – areas of the programme which have been successful, e.g. what the individual particularly enjoyed, benefits of training, achievements against original personal goals/needs
- areas for improvement, e.g. where outcomes do not meet planned goals, where an individual did not enjoy an activity
- § recommendations for future training, e.g. alternative training methods, change in exercise intensity, more sessions, longer sessions.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know the principles of exercise programme design			
1A.1 Outline the functions and structure of a warm-up and cool down.	2A.P1 Explain the functions and structure of a warm-up and cool down.		
1A.2 Outline two different social and two different health-related benefits of exercise.	2A.P2 Explain three different social and three different health-related benefits of exercise.		
1A.3 Describe the application of the FITT principle using relevant examples.	2A.P3 Describe how principles of training may be applied in the planning of an exercise programme.		
Learning aim B: Plan exercise programmes for selected individuals			
1B.4 Collect and summarise information for exercise programme design, from each of two selected individuals, with support. #	2B.P4 Independently collect and summarise information for exercise programme design, from each of two selected individuals. #		
1B.5 Design appropriate, safe and effective two-week exercise programmes for each of two selected individuals, with support. #	2B.P5 Independently design appropriate, safe and effective four-week exercise programmes for each of two selected individuals. #	2B.M1 Explain the design of the four-week exercise programmes for each of two selected individuals.	2B.D1 Justify the design of the four-week exercise programmes for each of two selected individuals.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Monitor the progress of individuals undertaking exercise programmes			
1C.6 Monitor two selected individuals undertaking two-week exercise programmes, using training diaries to outline progress. *	2C.P6 Monitor two selected individuals undertaking four-week exercise programmes, using training diaries to describe progress. *	2C.M2 Explain, using relevant examples, the progress of two selected individuals undertaking four-week exercise programmes. *	2C.D2 Assess the progress of two selected individuals undertaking four-week exercise programmes. *
Learning aim D: Review the success of exercise programmes undertaken			
1D.7 Review two-week exercise programmes for each of two selected individuals, identifying strengths and areas for improvement.	2D.P7 Review four-week exercise programmes for each of two selected individuals, describing strengths and areas for improvement.	2D.M3 Explain strengths of each four-week exercise programme and areas for improvement, describing recommendations for future training.	2D.D3 Evaluate the four-week exercise programmes for each of two selected individuals, comparing progress and justifying recommendations for future training.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners need access to heart rate monitors and an RPE Scale for determining and monitoring exercise intensity.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

For learning aim A the principles behind exercise programme design could be assessed via a presentation or written report. Presentations need to be supported by the learners' notes/slides where used and teacher/tutor observation records which detail learners' achievement against the target criteria.

Assessment evidence for learning aims B–D are best presented in a portfolio of evidence which includes the following sections:

- Designing exercise programmes
- Monitoring exercise programmes
- Reviewing exercise programmes.

Evidence for learning aim B, the planning and designing of an exercise programme for each of two selected individuals, could be produced in electronic or written format, but the programmes must be presented in a format that can be easily understood and followed by the two selected individuals. Learners must give careful consideration to the individuals they select, and choose those who are easily accessible, for example friends, peers, family. Learners must *not* select themselves as one of the participating individuals. The two individuals selected must be aware that they will be required to undertake a four-week exercise programme. Should the actual implementation of the programme be an issue for the selected individuals, then learners will need to have contingencies in place and select different individuals for this unit assessment. Learners must work independently at level 2.

At level 1, the exercise programmes designed for each of two selected individuals will be for two weeks.

The training methods/activities selected, frequency of sessions, and duration and intensity of sessions should be appropriate for each individual's age and previous activity level. Learners need to use the information they have collected from each individual (lifestyle history, physical activity history) to ensure that the programmes they design are safe, effective and meet the individual's personal goals/needs.

For learning aim C, learners need to provide evidence that they have monitored the individuals undertaking their exercise programmes. Monitoring can either be carried out directly by learners observing the selected individuals taking part in their programmes (and learners can then maintain their own diaries to monitor the progress of each individual), and/or indirectly, via regularly accessing the personal training diary maintained by each participating individual.

Direct observation does not have to be as a sedentary observer – learners could train alongside their selected individuals. In this way, learners could maintain the training diaries themselves on behalf of each individual participant, gaining direct feedback and input from participants on their training, ongoing motivation for training and personal feelings before, during and after each training session. Data relating to HR training zones and RPE for each individual can also be recorded in the training diary. Learners must also

account for whether the activity selection/training method(s) continue to be appropriate for each individual, and show evidence of how progressive overload has been applied. Notes and evidence to show monitoring of each individual can be recorded in the training diary. Learners could produce a report to show the overall progress of each individual.

If an individual misses a training session due to illness, injury or failure to turn up, this should be recorded but should not negatively affect the learner's overall achievement. Learners should make relevant comments about this in their review. It may be that barriers to training exist. Learners must discuss and establish reasons why training has been missed with the individual and seek resolution (which, for example, might mean adapting the training method) to ensure the individual is able to adhere to their programme.

For learning aim D, the exercise programmes could be reviewed in the form of a report for each participating individual or via a verbal presentation, supported by a teacher/tutor observation record clearly showing the learner's achievement against the target criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 1A.2, 2A.P2, 1A.3, 2A.P3	Principles of Exercise Programme Design	<p>You are employed as a trainee fitness instructor at a local health club. A key part of your role is to design, monitor and evaluate exercise programmes.</p> <p>Your supervisor wants to assess your knowledge and skills with a view to giving you more responsibility in the organisation, so has asked you to complete a number of tasks.</p> <p>Your first assignment is to give a presentation to your supervisor on the principles of exercise programme design and the benefits of exercise.</p>	<p>Presentation</p> <p>Presentation notes and slides</p> <p>Observation record</p>
1B.4, 2B.P4, 1B.5, 2B.P5, 2B.M1, 2B.D1	Designing Exercise Programmes	<p>Your second assignment is to design safe and effective exercise programmes for each of two selected individuals.</p> <p>Before you can do this you'll need to collect relevant information from each participating individual to aid your exercise programme design.</p>	<p>Collected information from individuals (questionnaires)</p> <p>Witness statements/observation records to confirm planning meetings have taken place</p> <p>Exercise programme for each individual</p>
1C.6, 2C.P6, 2C.M2, 2C.D2	Monitoring Exercise Programmes	<p>Your supervisor asks you to monitor the progress of each individual over the course of their exercise programme by training alongside them.</p>	<p>Training diary for each individual</p> <p>Written report</p> <p>Observation records/witness statements</p>
1D.7, 2D.P7, 2D.M3, 2D.D3	Reviewing Exercise Programmes	<p>The final task your supervisor has set you is to review the exercise programmes you have designed and make recommendations for each individual for future training.</p>	<p>Presentation</p> <p>Presentation notes and slides</p> <p>Observation record</p>

Unit 16: The Provision of Sport and Active Leisure

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

People are increasingly recognising the benefits of taking part in sport and active leisure activities. The potential benefits are not just related to health and fitness, but also include increased self-esteem and confidence and improved social interaction.

Where can people go to participate in sport and active leisure if they are beginners and want to take up a new sport? Where do elite performers go, and what support is available to them? How can all those people who do not take part in sport and active leisure be encouraged to participate?

This unit looks at the range of provision available and the different types of organisations responsible for the development of sport and active leisure, both locally and nationally. These organisations use a vast range of initiatives to encourage people to participate in sport and active leisure. You may have come across some of these initiatives, for example through the Duke of Edinburgh Award Scheme, the Scout Association or local clubs and sports centres.

For learning aim A, you will investigate the range of sport and active leisure provision available both locally and nationally. Using a range of sports, you will explore and compare the different types of provision from grassroots to national sports provision initiatives.

Sports development is a fast-growing and dynamic area, with an increasing number of organisations involved in promoting sport and active leisure activities and encouraging participation. For learning aim B, you will explore the different types of organisations responsible for the development of sport and active leisure. Your research will focus on the role of these organisations, and how they are involved in the development and support of new initiatives. You will look at organisations from the voluntary, private and public sectors working locally and nationally.

Following on from this, for learning aim C, you will look at how successful local sports development initiatives have been, recommending how they could be improved in the future. This will give you the opportunity to investigate what initiatives are available locally and their impact.

Learning aims

In this unit you will:

- A investigate types of sport and active leisure provision
- B know about the organisations responsible for the development of sport and active leisure
- C explore the success of local sports development initiatives.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Investigate types of sport and active leisure provision</p> <p>Topic A.1 Types of sport and active leisure:</p> <ul style="list-style-type: none"> activities that people undertake as part of an active and healthy lifestyle, e.g. team and individual games, gymnastics, dance, athletics, outdoor and adventurous activities. <p>Topic A.2 Sport and active leisure provision:</p> <ul style="list-style-type: none"> provision: <ul style="list-style-type: none"> voluntary sector (organisations which exist for their members and users, not focused on making a profit), e.g. local sports clubs, Youth Hostel Association (YHA) public sector (funded by the government and/or local authorities), e.g. local authority leisure and park facilities, National Governing Bodies (NGBs) private sector (companies whose aim is to make money, but who also often help to fund sport), e.g. private health clubs, professional sports clubs. national sports provision initiatives, e.g. Swim England – Love Swimming, England Netball – Open Active.
<p>Learning aim B: Know about the organisations responsible for the development of sport and active leisure</p> <p>Topic B.1 Organisations responsible for the development of sport and active leisure:</p> <ul style="list-style-type: none"> local organisations, e.g. local authority sports development departments, School Sports Partnerships, County Sports Partnerships national organisations, e.g. National Governing Bodies (NGBs), Youth Sports Trust, UK Sports Councils, Sport and Recreation Alliance, Forestry Commission, Scout Association. <p>Topic B.2 The roles of organisations responsible for the development of sport and active leisure:</p> <ul style="list-style-type: none"> roles, e.g. supporting and implementing the sports development process (promoting and developing behavioural change), community sports development (promoting mass participation), sports-specific development (grassroots, elite performance), facility development (promoting and extending use of facilities). <p>§ Topic B.3 Areas for future development of sport:</p> <ul style="list-style-type: none"> § areas for future development, e.g. new initiatives, responses to changes in funding, changes in priority (e.g. in response to political change, London 2012 Olympic and Paralympic Games legacy, health development), specific target groups, e.g. minority sports and social groups. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Learning aim C: Explore the success of local sports development initiatives****Topic C.1 Local sport and active leisure development initiatives:**

- initiatives, e.g. local sports centre courses for the over 50s, sports clubs for people with disabilities run by the local authority sports development unit, multiskills clubs for 8–10 year olds funded by the county sports partnership
- aims of initiatives, e.g. to increase participation, grassroots provision, elite development, address social problems
- target groups, e.g. women, young people, 50+, people with disabilities, black and minority ethnic groups (BMEs)
- success of initiatives:
 - meeting the aims and objectives, use of collected feedback, e.g. has participation for the target groups increased? Has engagement improved? Has crime and disorder been reduced as a result?
 - § areas for improvement, e.g. were targets met? If not, what could be improved? Is the initiative sustainable? How could it be further improved to target other groups or engage more participation? Was the initiative inclusive? If not, how could inclusivity be improved for the future?
 - § recommendations for future improvement: further research into where and why the aims and objectives of the local sports development initiative have not been met, inform areas for improvement and/or development.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate types of sport and active leisure provision			
1A.1 Outline a selected local voluntary, public and private sector opportunity for participation in each of two different sport and active leisure activities.	2A.P1 Describe a selected local voluntary, public and private sector opportunity for participation in each of three different sport and active leisure activities.	2A.M1 Compare local provision for three different sport and active leisure activities, identifying areas for improvement in provision.	2A.D1 Evaluate local and national provision for a selected sport, suggesting ways in which they could be improved. #
1A.2 Outline two national sports provision initiatives for a selected sport. #	2A.P2 Describe three national sports provision initiatives for two selected sports. #	2A.M2 Compare national sports provision initiatives for two selected sports, identifying areas for improvement in provision. #	
Learning aim B: Know about the organisations responsible for the development of sport and active leisure			
1B.3 Outline the roles of one local and one national organisation involved in the development of sport and active leisure.	2B.P3 Explain the roles of one local and one national organisation involved in the development of sport and active leisure.	2B.M3 Compare the roles of one local and one national organisation involved in the development of sport and active leisure.	2B.D2 Analyse the roles of one local and one national organisation involved in the development of sport and active leisure, recommending areas for future development.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Explore the success of local sports development initiatives			
1C.4 Outline one local sports development initiative, identifying successes. *	2C.P4 Describe one local sports development initiative, including successes and areas for improvement. *	2C.M4 Explain the successes and areas for improvement of one local sports development initiative, making recommendations for future improvement. *	2C.D3 Justify recommendations for future improvement for one local sports development initiative.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Assessment methods should stimulate and motivate learners. It is therefore recommended that centres involve real sport and active leisure providers as much as possible in the assessment process, to help learners see how what they have learned applies in a real work environment. Centres are also encouraged to link with organisations responsible for the development of sport and active leisure locally, to give learners the opportunity to see and review current initiatives.

For learning aim A, learners need to investigate the type of provision available locally for different activities, as well as national sports provision initiatives.

Learners would benefit from visits to a range of sports providers from the public, private and voluntary sectors, to see how sports are provided for and to ask questions about provision and future sports provision.

Once back in the centre, they could share their observations and experiences of the visits in teacher/tutor-led whole-class discussions. Learners could then write up notes they made during the visit, including the responses to their questions.

If visits are not possible, learners could be given case study material and work in small groups to investigate local and national sport and active leisure provision. They could produce posters or leaflets highlighting what provision is available and how people can take part. Learners could present their findings in small groups to the rest of the class.

If learners work in groups, each learner must provide sufficient evidence to meet the assessment criteria on an individual basis. Teachers/tutors must complete observation records to confirm individual learner achievement against the target criteria.

For learning aim B, learners need to know about the different organisations responsible for the development of sport locally and nationally. For 2B.P3, they will explain the roles of one local and one national organisation involved in the development of sport and active leisure. Learners' explanation will set the organisation roles out in detail, providing the 'how' and 'why', with supporting examples and reasons. For 2B.M3, learners will compare the roles, and for 2B.D2, they will analyse the roles, recommending areas for future development. This means that they will consider all the separate roles, say how they are related and how each contributes to the overall development of sport and active leisure, recommending areas for future development of sport.

At Level 1 (1B.3), learners need to outline the roles of one local and one national organisation involved in the development of sport and active leisure.

The use of visits would enhance learners' experience and a similar approach to learning aim A could be adopted. A variety of assessment methods other than written reports could be used, for example producing case studies based on visits to facilities, presentations, posters or brochures for athletes or teams.

For learning aim C, learners will explore the success of local sports development initiatives. Visits to, or from representatives of organisations involved in the development of sport locally would enable learners to put this area into a real work context. Learners would benefit from seeing projects or initiatives in action, and the opportunity to interview participants would help them in identifying successes and areas for improvement.

For 2C.P4, learners could work in pairs or small groups to prepare and deliver a presentation to the whole class on a selected local sports development initiative, describing the aims, target group(s), successes and areas for improvement. Learners in the audience could ask questions and give feedback on the presentations.

For 2C.M4, learners will explain the successes and areas for improvement of one local sports development initiative, suggesting recommendations for future improvement. Learners' explanation will be detailed, and will include the 'how' and 'why'. For 2C.D3, learners will justify their recommendations for future improvement of the local sports development initiative, giving reasons and/or evidence to support their views and how they arrived at these conclusions.

At level 1 (1C.4), learners will provide a basic outline only of one local sports development initiative, identifying the successes. Areas for improvement will not be considered.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1	The Nature of Sport and Active Leisure Provision	<p>You have gained a placement with your local County Sports Partnership (CSP) and you will explore the nature of sports and active leisure provision.</p> <p>You have been asked to produce a brochure or series of posters to show what sports are available, and it is hoped that this information will encourage people to participate. You will need to investigate local voluntary, public and private sector provision for each of three different sport and active leisure activities. You must also research national sports provision initiatives for two selected sports.</p>	<p>Brochure or poster</p> <p>Case studies</p> <p>Presentation and supporting notes</p> <p>Observation records</p>
1B.3, 2B.P3, 2B.M3, 2B.D2	Organisations Involved in Sport and Active Leisure	<p>Following on from this, you have been asked to research and produce case studies looking at the roles of one local and one national organisation responsible for the development of sport and active leisure. The CSP will use your case studies in their work with local schools and colleges.</p>	<p>Case studies or written report</p> <p>Interview records</p> <p>Presentation and supporting notes</p> <p>Observation records</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 2C.P4, 2C.M4, 2C.D3	Sports Development Initiatives	<p>As the final part of your placement, you are required to investigate local sports development initiatives.</p> <p>For this you will need to choose a specific local sports development initiative and investigate the successes that can be shared as good practice across the partnership, and recommend areas for future improvement.</p>	<p>Feedback from participants</p> <p>Interview records</p> <p>Written reports/presentation and supporting notes</p> <p>Observation records</p>

Unit 17: Facility Operations for Sport and Leisure

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

The role of Games Makers at the London 2012 Olympic and Paralympic Games has emphasised the importance of the role that staff play in ensuring an excellent sport and leisure experience for their customers. This unit introduces you to different types of sport and leisure facilities, the staff who work within them and their roles and responsibilities.

The unit gives you the opportunity to visit sport and leisure providers, so you can see how what you have learned applies in real work environments. You will be able to explore the procedures in place to ensure the facilities are safe and secure for staff and customers alike. You will also learn about the need to ensure a positive experience for all customers. You will have the opportunity to develop practical customer service skills which are important for employment in the sport and leisure industry.

Learning aim A looks at the organisational structures of different sport and leisure facilities, and explores the roles and responsibilities of key members of staff involved in the daily running of these facilities.

For learning aim B, you will examine how staff in sport and leisure facilities ensure a safe and secure environment for customers, staff and visitors, including the legislation and regulations that relate to this area.

Learning aim C explores the importance, and impact, of customer service in sport and leisure facilities. You will have the opportunity to demonstrate practical customer service skills when dealing with different types of customers.

On completion of the unit, you will review your customer service delivery, considering your strengths and areas where you could improve. It is important that you reflect on your performance – what went well, what may not have gone as well – so you can learn from the experience and develop your customer service skills and knowledge for the future. This type of review is key to working in sport and leisure facilities and should always be seen as a positive opportunity to learn. You will also be encouraged to make recommendations for your own personal development.

Learning aims

In this unit you will:

- A know about the organisational structures of sport and leisure facilities, and the roles and responsibilities of those working in them
- B know about safety and security in sport and leisure facilities
- C deliver effective customer service for sport and leisure.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know about the organisational structures of sport and leisure facilities, and the roles and responsibilities of those working in them</p> <p>Topic A.1 Sport and leisure facility organisational structures:</p> <ul style="list-style-type: none"> • types of sport and leisure facilities, e.g. leisure centres, swimming pools, gyms, health clubs • organisational structure, e.g. hierarchical, flat, committee. <p>Topic A.2 The roles and responsibilities of individuals in sport and leisure facilities:</p> <ul style="list-style-type: none"> • different roles in sport and leisure facilities, e.g. management, instructors, reception staff, maintenance staff, lifeguards, grounds staff, cleaning, security • responsibilities: <ul style="list-style-type: none"> ◦ e.g. personal presentation, attitude, professionalism, timekeeping, accountability, reporting to line management, communication skills, updating skills (continuing professional development), opening and closing the facility, tidying, taking bookings, record keeping, financial (cash handling, budget holder responsibilities) ◦ linking responsibilities to different roles. • different types of employment, e.g. casual, seasonal, full and part-time.
<p>Learning aim B: Know about safety and security in sport and leisure facilities</p> <p>Topic B.1 Safety and security procedures:</p> <ul style="list-style-type: none"> • normal operating procedures (NOP): <ul style="list-style-type: none"> ◦ facility opening procedure ◦ end of day procedures ◦ checking of facilities ◦ risk assessment ◦ health and safety ◦ reporting of injuries ◦ safety procedures and protocols. • emergency operating procedures (EOP): <ul style="list-style-type: none"> ◦ procedures for fire ◦ major first aid incident ◦ emergency evacuation ◦ contacting emergency services ◦ theft and vandalism. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

Topic B.2 Importance of providing a safe and secure environment:

- For example, the need to understand that it is essential for any facility to apply safe working practices. Failure to do so can lead to loss of business and criminal or civil prosecution.

Topic B.3 Legislation and regulations for sport and leisure facilities:

- current legislation and regulations, for example:
 - Health and Safety at Work Act
 - Management of Health and Safety at Work (Amendment) Regulations
 - Health and Safety (First Aid) Regulations
 - Control of Hazardous Substances to Health (COSHH)
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
 - Children Act
 - Fire Safety and Safety of Places of Sport Act
 - GDPR legislation.

§ Topic B.4 Impact of legislation and regulations on sport and leisure facilities:

- § For example, how legislation and regulations shape daily working practices in sport and leisure facilities to ensure they are safe and secure.

Learning aim C: Deliver effective customer service for sport and leisure

Topic C.1 Effective customer service:

- importance of effective customer service, e.g. greater customer satisfaction, increased membership, increased profits, better reputation, competitive edge, meeting internal and external quality assurance standards
- § impact of effective customer service, e.g. customer loyalty and repeat business, better public image, increase in customers and sales, happier and more effective workforce, lower staff turnover.

Topic C.2 Procedures for dealing with customers in sport and leisure facilities:

- procedures for:
 - managing customer complaints and enquiries, e.g. reporting, follow-up action, timescales
 - dealing with customer enquiries, e.g. bookings, information requests, timescales
 - improving customer service, e.g. informal feedback, surveys, mystery shoppers, suggestion boxes, focus groups, observations.

continued

What needs to be learnt**Topic C.3 Practically deal with customers in a variety of sport and leisure contexts:**

- customer service skills, e.g. communication skills (written, oral, non-verbal), active listening and effective questioning, body language, facial expression, posture, problem solving
- types of customers, e.g. families, groups, customers of different ages, customers of different cultures, non-English speaking customers, customers with specific needs
- customer complaints, e.g. cancelled classes, dissatisfaction with products and services, stolen personal belongings
- customer enquiries, e.g. providing information (e.g. about products and services, times of classes, membership information), taking and replaying messages (e.g. a customer who is unable to attend an induction), providing assistance (e.g. help with access to the building)
- methods of receiving complaints and enquiries, e.g. face-to-face (either on a one-to-one basis or dealing with a group), in writing (receiving and replying to letters, emails or other written communication), telephone (making and receiving calls)
- § competently deal with customers: having the necessary skills and/or knowledge to deal with customers in sport and leisure in a timely and effective manner, following appropriate processes and procedures, to reach a satisfactory resolution.

Topic C.4 Review performance:

- keeping a diary or logbook of own performance in dealing with customers in sport and leisure
- collecting and using feedback:
 - from customers and assessor
 - for example verbal, use of comment cards, questionnaires, surveys.
- strengths of own performance, e.g. where aims and objectives have been achieved
- § areas for improvement, e.g. customer service skills and techniques
- § recommendations for personal development, e.g. personal communication skills, timely and appropriate follow-up action, use of body language, conflict resolution, problem-solving, self-confidence, personal training needs.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know about the organisational structures of sport and leisure facilities, and the roles and responsibilities of those working in them			
1A.1 Outline the organisational structure of a selected sport and leisure facility.	2A.P1 Describe the organisational structure of two different selected sport and leisure facilities.		
1A.2 Describe the responsibilities of two different roles from a selected sport and leisure facility.	2A.P2 Describe the responsibilities of four different roles from a selected sport and leisure facility.	2A.M1 Compare the responsibilities of four different roles from a selected sport and leisure facility.	
Learning aim B: Know about safety and security in sport and leisure facilities			
1B.3 Outline operating procedures used to ensure sport and leisure facilities are safe and secure.	2B.P3 Explain operating procedures used to ensure a safe and secure environment, within a selected sport and leisure facility.		
1B.4 Outline two pieces of legislation and/or regulations that relate to safety and security in sport and leisure facilities. #	2B.P4 Describe four pieces of legislation and/or regulations that relate to safety and security in sport and leisure facilities. #	2B.M2 Explain the impact of four pieces of safety and security legislation and/or regulations on sport and leisure facilities. #	2B.D1 Analyse the impact of four pieces of safety and security legislation and/or regulations on a selected sport and leisure facility. #

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Deliver effective customer service for sport and leisure			
1C.5 Outline the importance of, and procedures used to provide, effective customer service in sport and leisure facilities.	2C.P5 Describe the importance of, and procedures used to provide, effective customer service in sport and leisure facilities.	2C.M3 For a selected sport and leisure facility, explain procedures used to provide effective customer service.	
1C.6 Deal with one complaint and one enquiry from each of two different types of customers, with support. #	2C.P6 Competently deal with two complaints and two enquiries from each of two different types of customers. #		
1C.7 Review own performance when dealing with customers in sport and leisure, identifying strengths. #	2C.P7 Review own performance when dealing with customers in sport and leisure, describing strengths and areas for improvement. #	2C.M4 Explain own strengths and areas for improvement when dealing with customers, making recommendations for personal development. #	2C.D2 Evaluate own strengths and areas for improvement when dealing with customers, justifying recommendations for personal development. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Learners should be assessed using a variety of methods. Assessment methods should stimulate and motivate learners, and teachers/tutors should, wherever possible, incorporate visits to sports and leisure facilities to help learners see how what they have learned applies in a real work environment. Centres are encouraged to link with local sport and leisure facilities to give learners real experience of working in this sector.

For learning aim A, learners should know how different facilities are structured and organised. For 2A.P1, learners will describe the organisational structures for two different selected sport and leisure facilities, which should be local providers or facilities linked to the centre which learners are familiar with.

For 2A.P2, learners will describe the responsibilities of four different roles from a selected sport and leisure facility. Learners must choose very different roles, for example senior manager, security officer, lifeguard and instructor, as this will also help them to develop a broad understanding of the variety of roles that are required within a sport and leisure facility. For 2A.M1, learners will compare the responsibilities of four different roles looking at similarities and differences. Learners could present their evidence formally as a written report, or, alternatively, by producing brochures, web pages or leaflets.

At level 1 (1A.1), learners will provide an outline of the organisational structure for one selected sport and leisure facility only.

At level 1 (1A.2), learners will describe the responsibilities of two different roles only from a selected sport and leisure facility.

For learning aim B, learners should know about safety and security in sport and leisure facilities and the associated legislation and/or regulations, recognising that such legislation and regulations apply to all facilities. All sport and leisure facilities will have their own NOPS and EOPs. Those centres that have developed links with sport and leisure facilities will give learners the opportunity to see procedures and legislation and regulations in action. This will also allow learners to draw on real situations and examples.

Learners could prepare a list of questions to ask on visits. Once back in the centre, they could share their observations and experiences of the visits in teacher/tutor-led whole-class discussions. Learners could then write up notes they made during the visit, and present in a manual, including the responses to their questions.

If visits are not possible, learners could be given case study material from real sport and leisure facilities and work in small groups to investigate safety and security procedures and key legislation and regulations. They could produce posters, leaflets or a manual for new members of staff.

For 2B.P3, learners will explain operating procedures used to ensure a safe and secure environment within a selected sport and leisure facility. Learners' explanations will be detailed, and will include how and why operating procedures exist and are used within such facilities, with supporting reasons.

For 2B.P4, learners will describe four pieces of legislation and/or regulations that relate to safety and security in sport and leisure facilities, and for 2B.M2, they will explain the impact of four pieces of safety and security legislation and/or regulations on sport and leisure facilities. For 2B.D1, learners will analyse the impact of four pieces of safety and security legislation and/or regulations on a selected sport and leisure facility. In their analysis, learners will give careful consideration to all the factors that apply and say how they are related and how they contribute to overall safety and security in the selected sport and leisure facility.

At level 1 (1B.3), learners will provide a brief outline only of operating procedures used.

At level 1 (1B.4), learners will provide a brief outline of only two pieces of legislation and/or regulations that relate to safety and security in sport and leisure facilities.

Learning aim C focuses on the importance and demonstration of effective customer service skills in sport and leisure facilities. Where possible, learners will benefit from working with customers in real sport and leisure settings. However, where this is not possible, simulated assessments in sport and leisure contexts are acceptable.

For 2C.P5, learners will describe the importance of, and procedures used to provide, effective customer service in sport and leisure facilities. For 2C.M3, they will explain procedures used to provide effective customer service for a selected sport and leisure facility. They must provide details and/or evidence to support their explanation.

At level 1 (1C.5), learners will provide a brief outline only of the importance of, and procedures used to provide, effective customer service in sport and leisure facilities.

For 2C.P6, learners must competently deal with two complaints and two enquiries from each of two different types of customers. Learners should select two customers of different types which could be a family, group, customer of different age, customer of different culture, non-English speaking customer, or a customer with specific needs.

Learners should keep a diary or logbook of their performance. In dealing competently with their customers, learners will follow relevant processes and procedures, demonstrating the necessary skills and/or knowledge for timely, effective and satisfactory resolution. Teachers/tutors must ensure that customers, whether real or simulated, are briefed on the requirements of the unit and that all learners have the opportunity to deal with complaints and enquiries.

Teachers/tutors must complete observation records to confirm learner achievement against the target criteria, and digitally record/video learners carrying this out.

If learners are dealing with customers in a live sport and leisure setting, the appropriate permission must be sought and gained in advance of making any recording. Recording sessions visually means that assessment can also take place after the event and learners can use the recordings in reviewing their own performance.

At level 1 (1C.6), learners will deal with one complaint and one enquiry only from each of two different types of customers. Learners at level 1 will not demonstrate competency in dealing with their customers.

For 2C.P7, learners will devise methods for collecting feedback from their customers and, together with evidence from their own personal diary or logbook, use this information to review their own performance, describing strengths and areas for improvement.

For 2C.M4, learners will explain their strengths and areas for improvement, making recommendations for their own personal development. In their explanation, learners must provide details and/or evidence to support their views.

For 2C.D2, learners will evaluate their strengths and areas for improvement, reviewing the feedback obtained from others, and from their own records, and then bring this information together to form a conclusion. They will also justify their recommendations for personal development, giving reasons and/or evidence to support their opinion.

The review is most likely to be in a written form, but could be a presentation to the rest of the class, supported by an observation record confirming learner achievement against the target criteria.

At level 1 (1C.7), learners will review their performance, identifying strengths only.

Signed observation records and accompanying learner evidence must be retained for internal and standards verification purposes.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment method
1A.1, 2A.P1, 1A.2, 2A.P2, 2A.M1	Careers in Sport and Leisure	<p>The sport and leisure facility where you work is starting to work more closely with local schools and colleges.</p> <p>You have been asked to develop careers advice for young people who are interested in working in the sport and leisure sector. The information should include the organisational structure for two different sport and leisure facilities, and the responsibilities of four different roles within a selected sport and leisure facility.</p>	<p>Organisational chart</p> <p>Leaflets, brochures, careers fact files, posters, or written report</p>
1B.3, 2B.P3, 1B.4, 2B.P4, 2B.M2, 2B.D1	Manual of Safe Practice for Sport and Leisure Facilities	<p>Your supervisor is pleased with the careers advice you have produced. They have now asked you to devise a safety and security manual for new members of staff at your sport and leisure facility. You should include:</p> <ul style="list-style-type: none"> • NOPs and EOPs for your facility • Four pieces of current legislation and/or regulations that apply to safety and security in sport and leisure facilities. 	<p>Manual of evidence, including:</p> <ul style="list-style-type: none"> • facility guidelines • operating procedures • safety and security legislation and/or regulations.

Criteria covered	Assignment	Scenario	Assessment method
1C.5, 2C.P5, 2C.M3, 1C.6, 2C.P6, 1C.7, 2C.P7, 2C.M4, 2C.D2	Providing Effective Customer Service	<p>You have been asked to support new members of staff in developing effective customer service skills.</p> <p>You need to produce information on the importance of good customer service within sport and leisure facilities</p> <p>You will also practically demonstrate using effective customer service skills with two customers of different types, sharing good practice with the new employees.</p> <p>As well as supporting other members of staff, you must look at your own performance. As part of your continued professional development, you will review your own performance when dealing with customers in sport and leisure, including strengths, areas for improvement and recommendations for personal development.</p>	<p>Leaflets/guidelines</p> <p>Diary or logbook of performance</p> <p>Video/digital recordings of learners dealing with customers/practical scenarios</p> <p>Feedback from customers/observers</p> <p>Presentation and supporting notes</p> <p>Witness statements/observation records</p>

Unit 18: Expedition Experience

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

More people now want to take part in outdoor and adventurous activities for a variety of reasons, with expeditions into different types of countryside increasing. It is extremely important for those taking part to understand what goes into planning and undertaking an expedition. A high level of responsibility is required to ensure that activities are carried out safely and successfully. However, this should not be seen as off-putting as this type of activity can be extremely rewarding and motivating.

In this unit, you will develop the skills and techniques needed to take part in a multi-day expedition safely and effectively. The term 'multi-day' is used to define an expedition of a minimum of two days with one overnight stay.

For learning aim A, you will look at all the factors that must be considered to ensure the safety of all participants during the expedition, including the guidelines and legislation that need to be taken into account and adhered to.

Learning aim B focuses on the planning and preparation which need to be undertaken for a multi-day expedition, so that it runs as it should. You will have the opportunity to carry out these tasks and review your performance.

For learning aim C, you will have the opportunity to participate in a multi-day expedition and put what you have learned into practice. During the expedition, you will spend a night away and be responsible for looking after yourself. However, the expedition you take part in will be within a safe and controlled environment and your teacher/tutor will be there to support and encourage you. An expedition may be land or water-based and may be on foot or using transportation.

On completion of the expedition, you will review your performance, looking at both your strengths and areas where you could improve. It is important that you reflect on your performance – what went well, what may not have gone as well – so you can learn from the experience and develop your knowledge, skills and techniques for the future. This type of review is key to the role of outdoor and adventurous activity leaders working in the sector, and should always be seen as positive and an opportunity to learn. You will also be encouraged to provide recommendations for your own future development.

Learning aims

In this unit you will:

- A know about safety and environmental considerations for participating in a multi-day expedition
- B plan and prepare for a multi-day expedition
- C undertake a multi-day expedition.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know about safety and environmental considerations for participating in a multi-day expedition

Topic A.1 Safety considerations for a multi-day expedition:

- precautions (predicting hazards and acting to reduce risks):
 - assessing risks
 - checking forecasts
 - sharing information (ensuring that you let someone know where you are going and when you predict you will be back)
 - carrying appropriate equipment, e.g. clothing, shelter, first aid, food and water, communication such as VHF, mobile phone, flares or whistle and a means of carrying said equipment.
- emergency procedures, e.g. contacting emergency services, first aid, planning escape routes, considering access, basic survival principles (protection from the elements by creating shelter if needed, organising assistance, managing supplies)
- following guidelines from governing bodies and own centre, including National Governing Body instructor to participant ratios
- following legislation:
 - relating to children, e.g. Adventurous Activity Licensing Authority guidelines, ensuring leaders are DBS (Disclosure and Barring Service) checked
 - relating to health and safety, e.g. producing risk assessments as appropriate, carrying appropriate support equipment.

Topic A.2 Environmental considerations for a multi-day expedition:

- minimising environmental footprint, e.g. reducing erosion, minimising disturbance to wildlife, respecting plant life and preventing damage to it
- the significance of designated areas, including Areas of Outstanding Natural Beauty, Sites of Special Scientific Interest, national parks, rights of way, common land
- following guidelines as listed by the countryside code and governing bodies.

continued

What needs to be learnt**Learning aim B: Plan and prepare for a multi-day expedition****Topic B.1 Planning a multi-day expedition:**

- multi-day expedition: an expedition of a minimum of two days with one overnight stay
- aims and objectives of the expedition
- designing a route using a route card, route description considering distance, terrain, timeframes, escape routes
- conditions and weather: researching, planning, contingencies
- logistics, e.g. accommodation, transport, equipment, food and water
- seeking permission:
 - from parents and guardians for young people to take part
 - for access.
- collecting emergency contact details
- completing a risk assessment prior to undertaking a multi-day expedition: details of risk (e.g. natural, human, equipment-related), who might be affected, likelihood of occurrence, severity, risk rating
- contingency planning.

Topic B.2 Preparing for a multi-day expedition:

- checking weather forecasts (responding appropriately)
- checking local information (responding appropriately)
- emergency contact details and procedures
- equipment, including personal, group and safety:
 - choosing appropriate equipment
 - checking and maintaining equipment
 - distribution across a team
 - packing and carrying equipment.
- § competent preparation: having the necessary skills and/or knowledge to prepare sufficiently to participate effectively and safely in a multi-day expedition.

Topic B.3 Reviewing own performance in planning and preparing for a multi-day expedition:

- keeping a diary or log of own performance in planning and preparing for a multi-day expedition
- collecting feedback:
 - from participants and supervisor(s)
 - for example, verbal, use of comment cards, questionnaires, video diaries.
- strengths of planning and preparation, e.g. where aims and objectives have been achieved, specific skills and techniques
- § areas for improvement, e.g. where outcomes do not meet planned goals, relating to specific skills and techniques
- § making recommendations to improve performance, e.g. short-term and long-term goals, attending courses, training programmes, where to seek help and advice.

continued

What needs to be learnt**Learning aim C: Undertake a multi-day expedition****Topic C.1 Use of relevant equipment:**

- equipment needed to undertake an expedition:
 - personal protective equipment
 - tents and related equipment
 - cooking equipment
 - navigation tools, e.g. map, compasses, GPS
 - communication equipment, e.g. mobile phones, VHF radios
 - emergency equipment, e.g. first aid, bivy bags.
- completing a dynamic risk assessment (application of planned risk assessment to actual expedition)
- use of equipment (relevant equipment must be used safely, effectively and efficiently in accordance with manufacturer's guidelines).

Topic C.2 Skills and techniques:

- skills, e.g. teamwork, communication, organisation, balance, endurance, coordination, negotiation, motivational skills, allocating roles, making group decisions, using navigation tools (map, compass, GPS, pacing)
- techniques, e.g. choosing an area to camp, use of terrain for shelter, avoiding hazards, conserving energy, keeping pace and rhythm, traversing difficult ground, navigating, preparing food, disposing of waste, maintaining personal hygiene.

Topic C.3 Reviewing own performance in undertaking a multi-day expedition:

- keeping a diary or log of own participation in undertaking a multi-day expedition
- collecting feedback:
 - from participants and supervisor(s)
 - for example, verbal, use of comment cards, questionnaires, video diaries.
- considering relative success against expedition objectives, e.g. increasing motivation, building teamwork skills, appreciating the outdoors, learning new skills
- strengths of own performance, e.g. where aims and objectives have been achieved, specific skills and techniques
- § areas for improvement, e.g. where outcomes do not meet planned goals, relating to specific skills and techniques
- § making recommendations to improve performance, e.g. short-term and long-term goals, attending courses, training programmes, where to seek help and advice.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know about safety and environmental considerations for participating in a multi-day expedition			
1A.1 Identify safety considerations for a multi-day expedition.	2A.P1 Describe safety considerations for a multi-day expedition.	2A.M1 Explain safety and environmental considerations for a multi-day expedition.	
1A.2 Identify environmental considerations for a multi-day expedition.	2A.P2 Describe environmental considerations for a multi-day expedition.		
Learning aim B: Plan and prepare for a multi-day expedition			
1B.3 Produce a plan for a multi-day expedition, with support. #	2B.P3 Produce a plan for a multi-day expedition. #	2B.M2 Explain preparations in relation to the plan for a multi-day expedition. #	
1B.4 Prepare for a multi-day expedition, with support.	2B.P4 Competently prepare for a multi-day expedition.		
1B.5 Review own performance in the planning and preparation for a multi-day expedition, identifying strengths.	2B.P5 Review own performance in the planning and preparation for a multi-day expedition, describing strengths and areas for improvement.	2B.M3 Explain strengths and areas for improvement in the planning and preparation for a multi-day expedition, suggesting recommendations to improve performance.	2B.D1 Justify recommendations to improve performance in the planning and preparation for a multi-day expedition.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Undertake a multi-day expedition			
1C.6 Demonstrate appropriate use of relevant equipment during a multi-day expedition, with support. #	2C.P6 Demonstrate appropriate use of relevant equipment during a multi-day expedition. #		
1C.7 Demonstrate appropriate use of skills and techniques during a multi-day expedition, with support. #	2C.P7 Demonstrate appropriate use of skills and techniques during a multi-day expedition. #		
1C.8 Review own performance in undertaking a multi-day expedition, identifying strengths. *	2C.P8 Review own performance in undertaking a multi-day expedition, describing strengths and areas for improvement. *	2C.M4 Explain strengths and areas for improvement in undertaking a multi-day expedition, suggesting recommendations to improve performance. *	2C.D2 Justify recommendations to improve performance in the undertaking of a multi-day expedition.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are:

- access to a safe and suitable venue to conduct an expedition
- expedition resources, possibly including tents, cooking equipment, communication equipment
- suitably qualified staff to oversee the expedition.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

This unit focuses on developing the planning, preparation and practical skills and techniques needed to undertake a multi-day expedition safely in the outdoors. Learners will benefit from visits to a variety of different moorland and mountainous areas to develop their skills and techniques. Centres may wish to deliver the unit through a residential visit to an outdoor centre.

The term 'multi-day' is used to define an expedition of a minimum of two days with one overnight stay. Learners are required to take part in a multi-day expedition and centres need to take this into account when selecting this unit.

Assessment methods should stimulate and motivate learners and should reflect real life practice wherever possible to help learners see how what they have learned applies in a real work environment.

Centres are encouraged to link with local outdoor and adventurous activity organisations to give learners real experience of working in this sector and to involve real expedition providers as much as possible in the assessment process. This could include visits to local organisations and/or the use of guest speakers currently involved in organising and leading expeditions, which would be useful for all aspects of this unit.

Learners could prepare a list of questions to ask on visits or to ask guest speakers. Teachers/tutors could then lead a whole-class discussion so learners can share their observations and experiences. Learners could write-up any notes they have made, including the responses to their questions. Activities like these could be used to obtain assessment evidence towards meeting the criteria for learning aim A.

For learning aim A, learners should know the safety and environmental considerations that relate to participation in expeditions. For 2A.P1, learners will describe safety considerations for a multi-day expedition covering precautions, emergency procedures, following relevant guidelines and legislation.

For 2A.P2, learners will describe environmental considerations for a multi-day expedition covering minimising the environmental footprint, the significance of designated areas and following relevant guidelines as listed by the countryside code and governing bodies.

For 2A.M1, learners will explain safety and environmental considerations, giving reasons and/or evidence to support their explanation.

Learners could produce posters or leaflets designed to cover safety and environmental considerations, ensuring sufficient evidence is provided to cover the unit content. They could work in small groups and then present their material to the whole group. If learners work in groups, each learner must produce sufficient evidence to meet the target criteria on an individual basis. Teachers/tutors must complete observation records to confirm individual learner achievement.

At level 1 (1A.1 and 1A.2), learners will provide a brief outline only of the safety and environmental considerations for a multi-day expedition, listing the main considerations.

For learning aim B, learners could produce a portfolio of evidence detailing how they planned and prepared for the multi-day expedition. The portfolio should include coverage of the *Unit content* specified under *Topic B.1* and *Topic B.2*: expedition aims and objectives, route cards, weather forecasts and contingency plans, logistics, permissions, emergency contacts, risk assessments, weather checks, local information checks, emergency procedures and equipment checklists.

At level 2, learners will produce a plan independently (2B.P3) and show competent preparation for a multi-day expedition (2B.P4). This means that they will demonstrate the necessary skills and/or knowledge to prepare sufficiently to participate effectively and safely in a multi-day expedition.

For 2B.M2, learners will explain preparations in relation to the plan for a multi-day expedition, providing reasons and/or evidence to support their explanation.

At level 1 (1B.3 and 1B.4), learners plan and preparing for the multi-day expedition will be produced at a basic level, and they will not demonstrate competent preparation.

For the practical aspects of planning and preparing for an expedition, teachers/tutors must ensure appropriate observation records are completed and digitally record learners carrying this out.

Learners should keep a diary or log during their planning and preparation for the expedition, documenting the activities undertaken. Learners should use evidence from their diary or log together with collected feedback from other participants and supervisor(s) to aid the review of their own performance in planning and preparing for the multi-day expedition.

For 2B.P5, learners will review their performance in planning and preparing for the multi-day expedition, describing both strengths and areas for improvement. For 2B.M3, learners will explain their strengths and areas for improvement in planning and preparing for the multi-day expedition, giving reasons and/or evidence to clearly support their explanation. They will also make recommendations for improving their performance.

For 2B.D1, learners will justify the recommendations they have suggested, giving reasons or evidence to support how they reached these conclusions.

At level 1 (1B.5), learners will review their performance, identifying their strengths only.

For learning aim C, learners will undertake a multi-day expedition, demonstrating appropriate practical skills and techniques during the expedition (2C.P7), including appropriate use of relevant equipment (2C.P6).

Learners should keep a diary or log during their participation in the multi-day expedition, documenting their strengths and areas for improvement (for example, in achieving aims and objectives, and in demonstrating relevant skills and techniques).

Teachers/tutors should encourage learners to carry this out as a natural part of the assessment process so it does not seem intrusive or off-putting. Learners must recognise that producing and maintaining appropriate records is key within real work environments. Teachers/tutors must ensure they complete appropriate observation records and digitally record learners undertaking the multi-day expedition.

Recording sessions visually means that assessment can also take place after the multi-day expedition, and learners can use the recordings in reviewing their own performance. Completed observation records must include clear details of what the learner did during the multi-day expedition, how they performed and which assessment criteria they achieved. When working in groups, each learner must provide sufficient evidence to meet the assessment criteria on an individual basis.

At level 1, learners will demonstrate a basic use of relevant equipment (1C.6), and skills and techniques (1C.7) during the multi-day expedition.

For 2C.P8, learners will review their performance in undertaking the multi-day expedition, describing both strengths and areas for improvement. The review is most likely to be in a written form, but could be a presentation to the rest of the class, supported by a teacher/tutor observation record confirming learner achievement against the target criteria.

For 2C.M4, learners will explain their strengths and areas for improvement in undertaking the multi-day expedition, giving reasons and/or evidence to clearly support their explanation. They will also make recommendations for improving their performance. For 2C.D2, learners will justify the recommendations they have suggested for 2C.M4, giving reasons or evidence to support how they reached these conclusions.

For 1C.8, learners will review their performance, identifying strengths only.

Teachers/tutors must provide an appropriate level of direction and guidance, which may include working with other appropriately qualified professionals and/or licensed centres, and ensure learners participate safely throughout the expedition. Learners should not be left on their own at any time during the multi-day expedition.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 1A.2, 2A.P2, 2A.M1	Safety and Environmental Considerations Relating to Expeditions	You are working as an expedition leader in an outdoor activity centre and have been asked to provide information for less experienced members of staff on the importance of considering safety and environmental factors when planning and participating in expeditions.	Presentation and supporting notes Training video Posters or leaflets Observation records
1B.3, 2B.P3, 1B.4, 2B.P4, 2B.M2, 1B.5, 2B.P5, 2B.M3, 2B.D1	Expedition Planning, Preparation and Review	You will shortly participate in a multi-day expedition and you must plan and prepare for the trip appropriately. Within your plan, you should include aims and objectives of the expedition, the weather and other conditions, equipment required and contingency plans. On completion of your planning and preparation, you should reflect on your own performance. Review your planning and preparation, discussing your strengths and areas for improvement.	Portfolio of evidence, including: <ul style="list-style-type: none"> • expedition plan • completed risk assessment • diary or logbook • digital recording/video logging • collected feedback • observation records.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.6, 2C.P6, 1C.7, 2C.P7, 1C.8, 2C.P8, 2C.M4, 2C.D2	Expedition Participation and Review	<p>When you have carried out all the necessary planning and preparation, you can participate in your multi-day expedition.</p> <p>You must demonstrate the skills and techniques needed to ensure the expedition is successful, including the use of relevant equipment.</p> <p>On completion of any expedition it is important to reflect on what you have done and learn from your experiences. Review your multi-day expedition experience, considering your strengths and areas for improvement.</p>	<p>Presentation and supporting notes</p> <p>Completed dynamic risk assessment</p> <p>Diary or logbook</p> <p>Collected feedback</p> <p>Observation records</p> <p>Digital recording/video logging</p> <p>Development plan</p>

Unit 19: Practical Land-based Outdoor and Adventurous Activities

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

There are many land-based outdoor and adventurous activities, but among the most popular are climbing, walking and skiing. Land-based outdoor and adventurous activities encourage confidence, communication and motivation. This unit introduces you to what is involved in these challenging and rewarding activities, and gives you the opportunity to take part, learning new skills and techniques.

All the activities you take part in will be within safe and controlled environments and your teacher/tutor will be there to support and encourage you. Where appropriate, your teacher/tutor will also encourage you to take responsibility for your own learning and development – this could be linked to achieving any personal goals you may have.

For learning aim A, you will explore the different requirements of various land-based outdoor and adventurous activities. You will learn about equipment, facilities and the environment that are needed, as well as the risks and hazards associated with taking part in these types of activities.

For learning aim B, you will plan and prepare to take part in two different land-based outdoor and adventurous activities. This will include taking appropriate safety precautions and key considerations when planning for participation.

For learning aim C, you will practise and then take part in two land-based outdoor and adventurous activities. You will receive feedback and watch demonstrations so you are confident before practising yourself and then undertaking the activities.

On completion of the activities, you will review how you demonstrated your skills and used techniques, considering both your strengths and areas where you could improve. It is important that you reflect on your performance – what went well, what may not have gone as well – so you can learn from the experience and develop your knowledge, skills and techniques for the future.

Learning aims

In this unit you will:

A know about different land-based outdoor and adventurous activities

B plan and prepare for participation in land-based outdoor and adventurous activities

C demonstrate skills and techniques in land-based outdoor and adventurous activities.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know about different land-based outdoor and adventurous activities</p> <p>Topic A.1 Equipment, facilities and environmental requirements for participation:</p> <ul style="list-style-type: none"> land-based outdoor and adventurous activities, e.g. mountain biking, walking, orienteering, mountainboarding, skiing, snowboarding, rock climbing, caving, mountaineering, indoor climbing required equipment: <ul style="list-style-type: none"> personal protective equipment activity-specific equipment emergency equipment choice and cost of equipment. facilities: <ul style="list-style-type: none"> location changing and shelter storage teaching and training man-made, e.g. climbing walls enhancing environmental resources such as reinforcing existing paths, or adding bolts to climbing areas. environmental requirements: <ul style="list-style-type: none"> terrain, e.g. type, gradient, features weather, e.g. temperature, precipitation, humidity access to land. <p>Topic A.2 Risks and hazards:</p> <ul style="list-style-type: none"> types of risks and hazards: <ul style="list-style-type: none"> human, e.g. lack of concentration or lack of experience environment, e.g. uneven terrain, severe weather mechanical, equipment and facilities, e.g. inappropriate personal protective equipment, poorly maintained technical equipment risk assessment: details of risk, e.g. natural (rock, water, temperature), human, equipment-related, who might be affected, likelihood of occurrence, severity, risk rating § appropriate controls to reduce risk, e.g. risk controls, contingencies. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Learning aim B: Plan and prepare for participation in land-based outdoor and adventurous activities****Topic B.1 Planning to participate in land-based outdoor and adventurous activities:**

- aims and objectives of the session
- participant considerations, e.g. ability, confidence, experience
- choosing appropriate venue(s)
- key considerations when planning for participation:
 - weather: checking conditions and forecasts, how to access weather forecasts, e.g. wind strength (relating to the Beaufort scale), mist and fog, precipitation, air temperature
 - terrain, e.g. appropriateness of terrain to activities, how weather causes changes in terrain, water levels and land saturation
 - safety precautions, e.g. planning escape routes, letting someone know your plans and when you should return.

Topic B.2 Preparing for participation:

- equipment appropriate to participants, venue, environmental considerations, checking and maintenance, setting-up (correctly and safely in relation to environmental considerations and personal requirements)
- § competent preparation: having the necessary skills and/or knowledge to prepare sufficiently to participate effectively and safely in selected land-based outdoor and adventurous activities.

continued

What needs to be learnt**Learning aim C: Demonstrate skills and techniques in land-based outdoor and adventurous activities****Topic C.1 Demonstrate skills and techniques:**

- skills, e.g. motivation, communication, balance, patience, decisiveness, adaptability, awareness of changing conditions, awareness of other participants, efficient movement
- techniques will be specific to the selected land-based outdoor and adventurous activities, e.g. correctly fitting personal protective equipment such as climbing harnesses, navigating effectively during short journeys while walking or mountain biking, turning and stopping while skiing, belaying safely for another climber, breaking sharply without skidding on a mountain bike, parallel turning on skis, climbing demonstrating balance and poise, navigating with limited resources, appropriate use of rope and knots
- § competitive situation: a direct and formalised situation, agreed in advance with the teacher/tutor, in which skill, technique and/or ability are tested to achieve a goal, which may be to establish better performance over other individuals or against an individual's own personal goals/standards, or a combination of the two.

Topic C.2 Reviewing own performance:

- keeping a reflective log or diary of own participation in land-based outdoor and adventurous activities including planning, preparation and participation
- collecting feedback:
 - from participants and supervisor(s)
 - for example, verbal, use of comment cards, questionnaires, video diaries.
- strengths of own performance, e.g. where aims and objectives have been achieved, specific skills and techniques
- § areas for improvement, e.g. where outcomes do not meet planned goals, relating to specific skills and techniques
- § strategies to improve future performance, e.g. short-term and long-term goals, attending courses, training programmes, where to seek help and advice.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know about different land-based outdoor and adventurous activities			
1A.1 Outline the equipment, facilities and environmental requirements for participation in two land-based outdoor and adventurous activities.	2A.P1 Describe the equipment, facilities and environmental requirements for participation in four land-based outdoor and adventurous activities.	2A.M1 Explain the equipment, facilities and environmental requirements for participation in four land-based outdoor and adventurous activities.	2A.D1 Analyse the equipment, facilities, environmental requirements, and controls to reduce risks and hazards, for participation in four land-based outdoor and adventurous activities.
1A.2 Identify risks and hazards relating to participation in two land-based outdoor and adventurous activities.	2A.P2 Describe risks and hazards relating to participation in four land-based outdoor and adventurous activities, including appropriate controls to reduce them.	2A.M2 Explain appropriate controls to reduce identified risks and hazards relating to participation in four land-based outdoor and adventurous activities.	
Learning aim B: Plan and prepare for participation in land-based outdoor and adventurous activities			
1B.3 Plan for participation in a land-based outdoor and adventurous activity, with support.	2B.P3 Plan for participation in two different land-based outdoor and adventurous activities.	2B.M3 Explain key considerations when planning for participation in two different land-based outdoor and adventurous activities.	2B.D2 Evaluate key considerations when planning for participation in two different land-based outdoor and adventurous activities.
1B.4 Prepare for participation in a selected land-based outdoor and adventurous activity session, with support.	2B.P4 Competently prepare for participation in two different selected land-based outdoor and adventurous activities.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Demonstrate skills and techniques in land-based outdoor and adventurous activities			
1C.5 Demonstrate appropriate skills and techniques in one land-based outdoor and adventurous activity, with support.	2C.P5 Demonstrate appropriate skills and techniques in two different land-based outdoor and adventurous activities.	2C.M4 Demonstrate appropriate skills and techniques in two different land-based outdoor and adventurous activities in competitive situations.	
1C.6 Review own performance in a land-based outdoor and adventurous activity, identifying strengths. *	2C.P6 Review own performance in two different land-based outdoor and adventurous activities, describing strengths and areas for improvement. *	2C.M5 Explain strengths and areas for improvement relating to performance in two different land-based outdoor and adventurous activities, suggesting strategies to improve future performance. *	2C.D3 Justify suggested strategies to improve future performance in two different land-based outdoor and adventurous activities.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

When choosing land-based outdoor and adventurous activities, centres must ensure that they are able to access resources, for example equipment and facilities of the appropriate quality to meet industry standards.

It is recommended that centres develop links with outdoor and adventurous activity centres. Opportunities should be built in, where possible, to enable learners to discuss issues with, and ask questions of, appropriate members of staff before, during and after participating in activities. This will enhance the learning experience for learners and enable centres to maximise the benefits of their links with these organisations.

The special resources required for this unit are:

- access to a land-based environment suitable for the selected activities/access to man-made facilities for the selected activities
- appropriate personal protective equipment
- appropriate safety equipment
- specific technical equipment relating to the selected activities.

Assessment guidance

This unit is assessed internally by the centre and externally by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*. It is strongly advised that learners complete this unit before undertaking *Unit 21: Land-based Outdoor and Adventurous Activity Leadership*.

Much of this unit is focused around learners participating in land-based outdoor and adventurous activities. Learners should ensure they keep adequate records of their ongoing performance, using a reflective log or diary. Teachers/tutors should encourage learners to carry this out as a natural part of the assessment process so it is not seen as intrusive or off-putting. Learners must recognise that producing and maintaining appropriate records is key within real work environments.

When learners are considering different activities for learning aim A, they will need an awareness of the outdoor industry as a whole so that they can gain knowledge of the scope of land-based outdoor and adventurous activities. Learners could create a web page or blog giving information on their chosen activities, including equipment (personal protective, activity-specific, emergency, choice, cost), facilities (location, changing and shelter, storage, teaching and training, man-made, enhancing environmental resources), environmental requirements (terrain, weather and access to land) and risks and hazards (human, environmental, mechanical, equipment, facilities, risk assessment and controls to reduce risks).

For 2A.P1, learners will describe the equipment, facilities and environmental requirements for participation in four different land-based outdoor and adventurous activities. For 2A.P2, learners will describe the risks and hazards, including controls to reduce them, relating to participation in four different land-based outdoor and adventurous activities.

For 2A.M1 and 2A.M2, learners will provide details and give reasons and/or evidence to support their explanations. In their analysis for 2A.D1, learners will identify all the separate factors, say how they are related and how each contributes to participation in four different land-based outdoor and adventurous activities.

At level 1, learners will give a brief outline of the equipment, facilities and environmental requirements (1A.1), identifying risks and hazards (1A.2) relating to participation in two different land-based outdoor and adventurous activities only.

For learning aim B, learners must demonstrate the ability to independently plan (2B.P3), and competently prepare to take part in (2B.P4), two different selected activities. In demonstrating competent preparation, learners will show the necessary skills and/or knowledge to prepare sufficiently to participate effectively and safely in the two different selected land-based outdoor and adventurous activities.

For 2B.M3, learners will explain key considerations when planning for participation in two different land-based outdoor and adventurous activities, covering weather checks, terrain and relevant safety precautions.

For 2B.D2, learners will evaluate key considerations, reviewing the information and then bringing it together to form a conclusion. Learners should give evidence for each of their views or statements.

At level 1 (1B.3 and 1B.4), learners will plan and prepare to participate in one land-based outdoor and adventurous activity only, and they will not demonstrate competent preparation.

Learners could design a pro forma to use covering their planning and preparation requirements. Learners must include appropriate safety precautions and key considerations in their planning and preparation.

Additionally, learners could create a portfolio of evidence including details of the aims and objectives of each activity, participant considerations, venue(s), key considerations including weather forecasts, terrain, safety precautions, and available equipment/resources.

For the practical aspects of planning and preparing to participate in the activities, teachers/tutors must ensure appropriate observation records are completed and digitally record learners carrying this out. If centres are delivering this unit through specialist outdoor and adventurous activity centres, learners could obtain feedback and/or witness statements from instructors at these centres.

For learning aim C (2C.P5), learners will demonstrate appropriate skills and techniques when participating in two different land-based outdoor and adventurous activities. For 2C.M4, learners will demonstrate appropriate skills and techniques in two different land-based outdoor and adventurous activities in competitive situations. A 'competitive situation' is defined as a direct and formalised situation in which skill, technique and/or ability are tested to achieve a goal, which may be to establish better performance over other individuals or against an individual's own personal goals/standards, or a combination of the two. Appropriate, valid and safe competitive situations must be agreed in advance with the teacher/tutor.

Teachers/tutors must ensure appropriate observation records are completed, supported by digital/video evidence of learners carrying this out. Recording sessions digitally means that assessment can also take place after the event and learners can use the recordings in reviewing their own performance. Completed observation records must include clear details of what the learner did within the activity sessions, how they performed and which assessment criteria they achieved.

If centres are delivering this unit through specialist outdoor and adventurous activity centres, learners could obtain feedback and/or witness statements from instructors at these centres. Teachers/tutors must ensure that those who sign witness statements are fully briefed on the assessment requirements of the unit and are sufficiently competent to witness and assess learners' practical performance.

At level 1 (1C.5), learners will demonstrate appropriate skills and techniques when participating in one land-based outdoor and adventurous activity only. Teachers/tutors must provide an appropriate level of direction and guidance, which may include working with other appropriately qualified professionals and/or licensed centres, and ensure learners perform safely throughout the sessions. Learners should not be left on their own at any time.

Learners should complete their performance review using a personal reflective log or diary, as well as collected feedback from other participants and supervisors. For 2C.P6, they should use this feedback to describe both strengths of their own performance and areas for improvement.

For 2C.M5, learners will explain their strengths and areas for improvement (relating to, for example, aims and objectives, demonstrating specific skills and techniques), giving reasons and/or evidence to support their explanation. They will also suggest strategies to improve future performance (for example, attending courses or training programmes).

For 2C.D3, learners will justify the strategies they have suggested, giving reasons or evidence to support how they reached these conclusions.

At level 1 (1C.6), learners will review their performance, identifying their strengths only.

The review is most likely to be in a written form, but could be a presentation to the rest of the class, supported by a teacher/tutor observation record confirming learner achievement against the target assessment criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1	Investigate Land-based Outdoor and Adventurous Activities	<p>You have started a job at an outdoor activity centre which delivers a wide range of land-based activities.</p> <p>You have been given a group of young people to look after for a week. They have never experienced participation in any land-based outdoor and adventurous activities.</p> <p>Create a learning aid to introduce them to four activities before they participate. The learning aid should include equipment, facilities, environmental requirements, risks and hazards and appropriate controls to reduce them.</p>	<p>Presentation and supporting notes</p> <p>Observation record</p> <p>Poster or leaflets</p> <p>Web page or blog</p>
1B.3, 2B.P3, 2B.M3, 2B.D2, 1B.4, 2B.P4	Plan and Prepare to Take Part in Land-based Outdoor and Adventurous Activities	<p>As part of your job role at the outdoor activity centre, you must be able to participate in different land-based outdoor and adventurous activities.</p> <p>Produce an appropriate plan for participation in two different activities and carry out the required preparations for each activity.</p>	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> • video log/reflective log or diary • observation records.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.5, 2C.P5, 2C.M4, 1C.6, 2C.P6, 2C.M5, 2C.D3	Participate in Land-based Outdoor and Adventurous Activities	<p>After presenting your plan and preparation to your supervisor, they now feel you are ready to take part in two different land-based outdoor and adventurous activities. As part of this, you should learn and demonstrate appropriate skills and techniques.</p> <p>On completion of any activity, it is important to reflect on your own performance and learn from your experiences. Your supervisor has asked you to review your performance in each activity, looking at your strengths, areas for improvement, and strategies to improve future performance.</p>	<p>Reflective log or diary</p> <p>Audio/video diary</p> <p>Collected feedback</p> <p>Observation records/witness statements</p>

Unit 20: Practical Water-based Outdoor and Adventurous Activities

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

There are many water-based outdoor and adventurous activities, but among the most popular are sailing, kayaking and surfing. Water-based outdoor and adventurous activities encourage confidence, communication and motivation. This unit introduces you to what is involved in these challenging and rewarding activities and gives you the opportunity to take part, learning new skills and techniques.

All the activities you take part in will be within safe and controlled environments and your teacher/tutor will be there to support and encourage you. Where appropriate, your teacher/tutor will also encourage you to take responsibility for your own learning and development – this could be linked to achieving any personal goals you may have.

For learning aim A, you will explore the different requirements of various water-based outdoor and adventurous activities. You will learn about equipment, facilities and the environment that are needed as well the risks and hazards associated with taking part in these types of activities.

For learning aim B, you will plan and prepare to take part in two different water-based outdoor and adventurous activities. This will include taking appropriate safety precautions and key considerations when planning for participation.

For learning aim C, you will practise on the water and then take part in two activities. You will receive feedback and watch demonstrations so you are confident before practising yourself and then undertaking the water-based outdoor and adventurous activities.

On completion of the activities, you will review how you demonstrated your skills and used techniques, considering both your strengths and areas where you could improve. It is important that you reflect on your performance – what went well, what may not have gone as well – so you can learn from the experience and develop your knowledge, skills and techniques for the future.

Learning aims

In this unit you will:

- A know about different water-based outdoor and adventurous activities
- B plan and prepare for participation in water-based outdoor and adventurous activities
- C demonstrate skills and techniques in water-based outdoor and adventurous activities.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know about different water-based outdoor and adventurous activities</p> <p>Topic A.1 Equipment, facilities and environmental requirements for participation:</p> <ul style="list-style-type: none"> • water-based outdoor and adventurous activities, e.g. sailing, kayaking, surfing, scuba diving, paddleboarding, canoeing, kitesurfing, windsurfing, dinghy sailing • required equipment: <ul style="list-style-type: none"> ◦ personal protective equipment ◦ activity-specific equipment ◦ emergency equipment ◦ choice and cost of equipment. • facilities: <ul style="list-style-type: none"> ◦ location ◦ changing and shelter ◦ storage ◦ teaching and training ◦ man-made, e.g. lakes, artificial white water courses ◦ enhancing environmental resources such as creating beaches or altering the flow of a river. • environmental requirements: <ul style="list-style-type: none"> ◦ type of water, e.g. sea, lake, river ◦ state of water, e.g. tidal, flowing, flat, surf ◦ access to water. <p>Topic A.2 Risks and hazards:</p> <ul style="list-style-type: none"> • types of risks and hazards: <ul style="list-style-type: none"> ◦ human, e.g. lack of concentration or lack of experience ◦ environment, e.g. slippery access ramps or severe weather ◦ mechanical, equipment and facilities, e.g. tools used to make repairs or safety boats. • risk assessment: details of risk, e.g. natural (rocks, water, temperature), human, equipment-related, who might be affected, likelihood of occurrence, severity, risk rating • § appropriate controls to reduce risk, e.g. risk controls, contingencies.

What needs to be learnt**Learning aim B: Plan and prepare for participation in water-based outdoor and adventurous activities****Topic B.1 Planning to participate in water-based outdoor and adventurous activities:**

- aims and objectives of the session
- participant considerations, e.g. ability, confidence, experience
- choosing appropriate venue(s)
- key considerations when planning for participation:
 - weather: checking conditions and forecasts, how to access weather forecasts, e.g. wind strength (relating to the Beaufort scale), wind direction (such as onshore or offshore), mist and fog, precipitation, air temperature
 - water state, e.g. tides (understanding the rule of twelfths, springs and neaps, and how to access tidal information), water movement (flow and currents), water levels
 - safety precautions, e.g. planning escape routes, letting someone know your plans and when you should return.

Topic B.2 Preparing for participation:

- equipment appropriate to participants, venue, environmental considerations, checking and maintenance, setting-up (correctly and safely in relation to environmental considerations and personal requirements)
- § competent preparation: having the necessary practical skills and/or knowledge to prepare sufficiently to participate effectively and safely in selected water-based outdoor and adventurous activities.

What needs to be learnt**Learning aim C: Demonstrate skills and techniques in water-based outdoor and adventurous activities****Topic C.1 Demonstrate skills and techniques:**

- skills, e.g. balance, coordination, patience, motivation, communication, decisiveness, adaptability, awareness of changing conditions, awareness of other water users, efficient movement
- techniques will be specific to the selected water-based outdoor and adventurous activities, e.g. launching and landing, paddling a kayak in a straight line, making simple adjustments to course and exiting an inverted kayak, sailing in a straight line, tacking and righting a capsized dinghy, paddling a kayak backwards, more defined changes to course, moving sideways and simple support strokes, strokes mastered, ability to read water, sailing upwind and using the five essentials
- § competitive situation, i.e. a direct and formalised situation, agreed in advance with the teacher/tutor, in which skill, technique and/or ability are tested to achieve a goal, which may be to establish better performance over other individuals or against an individual's own personal goals/standards, or a combination of the two.

Topic C.2 Reviewing own performance:

- keeping a reflective log or diary of own participation in water-based outdoor and adventurous activities including planning, preparation and participation
- collecting feedback:
 - from participants and supervisor(s)
 - for example verbal, use of comment cards, questionnaires, video diaries.
- strengths of own performance, e.g. where aims and objectives have been achieved, specific skills and techniques
- § areas for improvement, e.g. where outcomes do not meet planned goals, relating to specific skills and techniques
- § strategies to improve future performance, e.g. short-term and long-term goals, attending courses, training programmes, where to seek help and advice.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know about different water-based outdoor and adventurous activities			
1A.1 Outline the equipment, facilities and environmental requirements for participation in two water-based outdoor and adventurous activities.	2A.P1 Describe the equipment, facilities and environmental requirements for participation in four water-based outdoor and adventurous activities.	2A.M1 Explain the equipment, facilities and environmental requirements for participation in four water-based outdoor and adventurous activities.	2A.D1 Analyse the equipment, facilities, environmental requirements, and controls to reduce risks and hazards, for participation in four water-based outdoor and adventurous activities.
1A.2 Identify risks and hazards relating to participation in two water-based outdoor and adventurous activities.	2A.P2 Describe risks and hazards relating to participation in four water-based outdoor and adventurous activities, including appropriate controls to reduce them.	2A.M2 Explain appropriate controls to reduce identified risks and hazards relating to participation in four water-based outdoor and adventurous activities.	
Learning aim B: Plan and prepare for participation in water-based outdoor and adventurous activities			
1B.3 Plan for participation in a water-based outdoor and adventurous activity, with support.	2B.P3 Plan for participation in two different water-based outdoor and adventurous activities.	2B.M3 Explain key considerations when planning for participation in two different water-based outdoor and adventurous activities.	2B.D2 Evaluate key considerations when planning for participation in two different water-based outdoor and adventurous activities.
1B.4 Prepare for participation in a selected water-based outdoor and adventurous activity session, with support.	2B.P4 Competently prepare for participation in two different selected water-based outdoor and adventurous activities.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Demonstrate skills and techniques in water-based outdoor and adventurous activities			
1C.5 Demonstrate appropriate skills and techniques in one water-based outdoor and adventurous activity, with support.	2C.P5 Demonstrate appropriate skills and techniques in two different water-based outdoor and adventurous activities.	2C.M4 Demonstrate appropriate skills and techniques in two different water-based outdoor and adventurous activities in competitive situations.	
1C.6 Review own performance in a water-based outdoor and adventurous activity, identifying strengths. *	2C.P6 Review own performance in two different water-based outdoor and adventurous activities, describing strengths and areas for improvement. *	2C.M5 Explain strengths and areas for improvement relating to performance in two different water-based outdoor and adventurous activities, suggesting strategies to improve future performance. *	2C.D3 Justify suggested strategies to improve future performance in two different water-based outdoor and adventurous activities.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

When choosing water-based outdoor and adventurous activities, centres must ensure that they are able to access resources, for example equipment and facilities of the appropriate quality to meet industry standards.

It is recommended that centres develop links with outdoor and adventurous activity centres. Opportunities should be built in, where possible, to enable learners to discuss issues with, and ask questions of, appropriate members of staff before, during and after participating in activities. This will enhance the learning experience for learners and enable centres to maximise the benefits of their links with these organisations.

The special resources required for this unit are:

- access to a water-based environment suitable for the selected activities/access to man-made facilities for the selected activities
- appropriate personal protective equipment
- appropriate safety equipment
- specific technical equipment relating to the selected activities.

Assessment guidance

This unit is assessed internally by the centre and externally by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*. It is strongly advised that learners complete this unit before undertaking *Unit 22: Water-based Outdoor and Adventurous Activity Leadership*.

Much of this unit is focused around learners participating in water-based outdoor and adventurous activities. When choosing two activities, centres are advised to deliver one wind-powered activity and one paddle-powered activity.

Learners should ensure they keep adequate records of their ongoing performance, using a reflective log or diary. Teachers/tutors should encourage learners to carry this out as a natural part of the assessment process so it is not seen as intrusive or off-putting. Learners must recognise that producing and maintaining appropriate records is key within real work environments.

When learners are considering different activities for learning aim A, they will need an awareness of the outdoor industry as a whole so that they can gain knowledge of the scope of water-based outdoor and adventurous activities. Learners could create a web page or blog giving information on their chosen activities, including equipment (personal protective, activity-specific, emergency, choice, cost), facilities (location, changing and shelter, storage, teaching and training, man-made, enhancing environmental resources), environmental requirements (type, state, access to water), and risks and hazards (human, environmental, mechanical, equipment, facilities, risk assessment and controls to reduce risks).

For 2A.P1, learners will describe the equipment, facilities and environmental requirements for participation in four different water-based outdoor and adventurous activities. For 2A.P2, learners will describe the risks and hazards, including controls to reduce them, relating to four different water-based outdoor and adventurous activities.

For 2A.M1 and 2A.M2, learners will provide details and give reasons and/or evidence to support their explanations. In their analysis for 2A.D1, learners will identify all the separate factors, say how they are related and how each contributes to participation in four different water-based outdoor and adventurous activities.

At level 1, learners will give a brief outline of the equipment, facilities and environmental requirements (1A.1), identifying risks and hazards (1A.2) relating to participation in two different water-based outdoor and adventurous activities only.

For learning aim B, learners must demonstrate the ability to independently plan (2B.P3), and competently prepare to take part in (2B.P4), two selected activities. In demonstrating competent preparation, learners will show the necessary skills and/or knowledge to prepare sufficiently to participate effectively and safely in the two different selected water-based outdoor and adventurous activities.

For 2B.M3, learners will explain key considerations when planning for participation in two different water-based outdoor and adventurous activities, covering weather checks, water state and relevant safety precautions.

For 2B.D2, learners will evaluate key considerations, reviewing the information and then bringing it together to form a conclusion. Learners should give evidence for each of their views or statements.

At level 1 (1B.3 and 1B.4), learners will produce a basic plan and will prepare to participate in one water-based outdoor and adventurous activity only, they will not demonstrate competent preparation.

Learners could design a pro forma to use covering their planning and preparation requirements. Learners must include appropriate safety precautions and key considerations in their planning and preparation. Teachers/tutors must check and agree all plans before learners undertake any activities.

Additionally, learners could create a portfolio of evidence including details of the aims and objectives of each activity, participant considerations, venue(s), key considerations including weather forecasts, water state, safety precautions and available equipment/resources.

For the practical aspects of planning and preparing to participate in the activities, teachers/tutors must ensure appropriate observation records are completed and digitally record learners carrying this out. If centres are delivering this unit through specialist outdoor and adventurous activity centres, learners could obtain feedback and/or witness statements from instructors at these centres.

For learning aim C (2C.P5), learners will demonstrate appropriate skills and techniques when participating in two different water-based outdoor and adventurous activities. For 2C.M4, learners will demonstrate appropriate skills and techniques in two different water-based outdoor and adventurous activities in competitive situations. A 'competitive situation' is defined as a direct and formalised situation in which skill, technique and/or ability are tested to achieve a goal, which may be to establish better performance over other individuals or against an individual's own personal goals/standards, or a combination of the two. Appropriate, valid and safe competitive situations must be agreed in advance with the teacher/tutor.

Teachers/tutors must ensure appropriate observation records are completed, supported by digital/video evidence of learners carrying this out. Recording sessions digitally means that assessment can also take place after the event and learners can use the recordings in reviewing their own performance. Completed observation records must include clear details of what the learner did within the activity sessions, how they performed and which assessment criteria they achieved.

If centres are delivering this unit through specialist outdoor and adventurous activity centres, learners could obtain feedback and/or witness statements from instructors at these centres. Teachers/tutors must ensure that those who sign witness statements are fully briefed on the assessment requirements of the unit and are sufficiently competent to witness and assess learners' practical performance.

At level 1 (1C.5), learners will demonstrate appropriate skills and techniques when participating in one water-based outdoor and adventurous activity only.

Teachers/tutors must provide an appropriate level of direction and guidance, which may include working with other appropriately qualified professionals and/or licensed centres, and ensure learners perform safely throughout the sessions. Learners should not be left on their own at any time.

Learners should complete their performance review using a personal reflective log or diary, as well as collected feedback from other participants and supervisors. For 2C.P6, they should use this feedback to describe both strengths of their own performance and areas for improvement.

For 2C.M5, learners will explain their strengths and areas for improvement (relating to, for example, aims and objectives, demonstrating specific skills and techniques), giving reasons and/or evidence to support their explanation. They will also suggest strategies to improve future performance (for example, attending courses or training programmes).

For 2C.D3, learners will justify the strategies they have suggested, giving reasons or evidence to support how they reached these conclusions.

At level 1 (1C.6), learners will review their performance, identifying their strengths only.

The review is most likely to be in a written form, but could be a presentation to the rest of the class, supported by a teacher/tutor observation record confirming learner achievement against the target assessment criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1	Investigate Water-based Outdoor and Adventurous Activities	<p>You have started a job at an outdoor activity centre which delivers a wide range of water-based activities.</p> <p>You have been given a group of young people to look after for a week. They have never experienced participation in any water-based outdoor and adventurous activities.</p> <p>Create a learning aid to introduce them to four activities before they participate. The learning aid should include equipment, facilities, environmental requirements, risks and hazards and appropriate controls to reduce them.</p>	<p>Presentation and supporting notes</p> <p>Observation record</p> <p>Poster or leaflets</p> <p>Web page or blog</p> <p>Video/digital recording</p>
1B.3, 2B.P3, 2B.M3, 2B.D2, 1B.4, 2B.P4	Plan and Prepare to Take Part in Water-based Outdoor and Adventurous Activities	<p>As part of your job role at the outdoor activity centre, you must be able to participate in different water-based outdoor and adventurous activities.</p> <p>Produce an appropriate plan for two different activities and carry out the required preparations for each activity.</p>	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> • video log/reflective log or diary • observation records.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.5, 2C.P5, 2C.M4, 1C.6, 2C.P6, 2C.M5, 2C.D3	Participate in Water-based Outdoor and Adventurous Activities	<p>After presenting your plan and preparation to your supervisor, they now feel you are ready to take part in two different water-based outdoor and adventurous activities. As part of this, you should learn and demonstrate appropriate skills and techniques.</p> <p>On completion of any activity, it is important to reflect on your own performance and learn from your experiences. Your supervisor has asked you to review your performance in each activity, looking at your strengths, areas for improvement and strategies to improve future performance.</p>	<p>Reflective log or diary</p> <p>Audio/video diary</p> <p>Collected feedback</p> <p>Development plans</p> <p>Observation records/witness statements</p>

Unit 21: Land-based Outdoor and Adventurous Activity Leadership

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

Have you ever considered what it would be like to lead land-based outdoor and adventurous activities? This role comes with a high level of responsibility to ensure that activities are carried out safely and successfully, ensuring the safety of all involved. Leading activities on the land carries some risk and requires solid leadership skills to ensure a positive experience where participants feel safe and valued and their goals are achieved. Leading these types of activities can be extremely rewarding and motivating.

This unit guides you through the first steps to becoming a land-based outdoor and adventurous activity leader, giving you the required background knowledge and the chance to use this, together with your skills and techniques, in practical settings.

Learning aim A, takes you through the skills, qualities and responsibilities associated with being a successful land-based outdoor and adventurous activity leader and you will have the opportunity to develop these areas for yourself.

For learning aim B, you will have the opportunity to practise planning and preparing to lead two different land-based outdoor and adventurous activities. You will look at what is needed to ensure adequate planning and preparation, and why this is so important, so that you are fully prepared to deliver safe and successful sessions.

For learning aim C, you will have the opportunity to lead two activity sessions within a controlled environment. You must select two different land-based outdoor and adventurous activities to lead. You will be fully supported in doing this so you can concentrate on, and gain confidence in, leading the sessions. As a result, you will gain valuable experience.

On completion of the land-based outdoor and adventurous activity sessions, you will review how you demonstrated your skills and used techniques, looking at both your strengths and areas where you could improve. It is important that you reflect on your performance – what went well, what may not have gone as well – so you can learn from the experience and develop your knowledge, skills and techniques for the future. When you complete this unit, you will have taken your first steps in leading land-based outdoor and adventurous activities!

Learning aims

In this unit you will:

- A know the requirements of, and responsibilities associated with, leading land-based outdoor and adventurous activities
- B plan and prepare to lead land-based outdoor and adventurous activities
- C lead land-based outdoor and adventurous activities.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know the requirements of, and responsibilities associated with, leading land-based outdoor and adventurous activities</p>
<p>Topic A.1 The skills, qualities and responsibilities associated with successful leadership:</p> <ul style="list-style-type: none"> land-based outdoor and adventurous activities, e.g. mountain biking, walking, orienteering, mountainboarding, skiing, snowboarding, rock climbing, caving, mountaineering, indoor climbing requirements of leaders: <ul style="list-style-type: none"> leadership skills, e.g. punctuality, teamwork, communication, group control, personal competency, organisation, decision-making leadership qualities, e.g. self-confidence, professionalism, humour, patience, motivation, enthusiasm § leadership responsibilities, e.g. instructing, controlling risks, maintaining equipment and facilities, positively promoting the activity.
<p>Learning aim B: Plan and prepare to lead land-based outdoor and adventurous activities</p>
<p>Topic B.1 Developing plans:</p> <ul style="list-style-type: none"> considering participant characteristics in terms of age, gender, ability, disabilities, number, special requirements, needs session: <ul style="list-style-type: none"> definition: a minimum of a 30-minute session focusing on the development of specific skills and/or techniques, or a 'taster' session aims and objectives SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded) risk assessments prior to undertaking activity sessions: details of risk, (e.g. natural, human), equipment-related, who might be affected, likelihood of occurrence, severity, risk rating. producing session plans: <ul style="list-style-type: none"> checking conditions, e.g. weather forecasts, state of terrain considering available resources (human and physical, including equipment) timings instruction and demonstration development activities gaining agreement for session plans from teacher/tutor. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic B.2 Preparing to lead:**

- choosing appropriate equipment in relation to:
 - aims, objectives and SMARTER targets for sessions
 - participants
 - venue
 - environmental considerations.
- checking and maintaining equipment
- setting up equipment correctly and safely in relation to environmental considerations and participant requirements
- § competent preparation: having the necessary skills and/or knowledge to prepare sufficiently to effectively and safely lead activity sessions.

Learning aim C: Lead land-based outdoor and adventurous activities**Topic C.1 Leading land-based outdoor and adventurous activity sessions:**

- dynamic risk assessments (application of planned risk assessments to actual activity sessions)
- demonstrating skills including punctuality, organisation, communication, personal competency, teamwork, group control, decisiveness
- demonstrating techniques including motivation, verbal briefing and explanation of goals, silent demonstration, control of tight group, multimedia explanation of goals, verbal demonstration, control of spread out group
- § competently lead: having the necessary practical skills and techniques to safely and effectively lead two different land-based outdoor and adventurous activity sessions.

Topic C.2 Review own leadership performance:

- reflective log/diary of own performance in leading activity sessions including planning, preparing and leading the selected land-based outdoor adventurous activities
- collecting feedback:
 - from participants and supervisor(s)
 - for example verbal, use of comment cards, questionnaires, video diaries.
- strengths of own performance, e.g. where aims and objectives have been achieved, specific skills and techniques
- § areas for improvement, e.g. where outcomes do not meet planned goals, relating to specific skills and techniques
- § strategies to improve future performance, e.g. short-term and long-term goals, attending courses, training programmes, where to seek help and advice.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know the requirements of, and responsibilities associated with, leading land-based outdoor and adventurous activities			
1A.1 Outline the skills and qualities associated with successful land-based outdoor and adventurous activity leadership.	2A.P1 Describe the skills, qualities and responsibilities associated with successful land-based outdoor and adventurous activity leadership.	2A.M1 Explain the skills, qualities and responsibilities associated with successful land-based outdoor and adventurous activity leadership.	2A.D1 Evaluate the skills, qualities and responsibilities associated with successful land-based outdoor and adventurous activity leadership.
Learning aim B: Plan and prepare to lead land-based outdoor and adventurous activities			
1B.2 Produce a plan to lead a session for a selected land-based outdoor and adventurous activity, with support. #	2B.P2 Produce plans to lead sessions for two different selected land-based outdoor and adventurous activities. #	2B.M2 Explain preparations in relation to each session plan for two different selected land-based outdoor and adventurous activities. #	2B.D2 Evaluate preparations in relation to each session plan for two different selected land-based outdoor and adventurous activities. #
1B.3 Prepare to lead a session for a selected land-based outdoor and adventurous activity, with support.	2B.P3 Competently prepare to lead sessions for each of two different selected land-based outdoor and adventurous activities.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Lead land-based outdoor and adventurous activities			
1C.4 Lead a land-based outdoor and adventurous activity session, with support. #	2C.P4 Lead two different land-based outdoor and adventurous activity sessions. #	2C.M3 Competently lead two different land-based outdoor and adventurous activity sessions. #	
1C.5 Review own performance in leading a land-based outdoor and adventurous activity session, identifying strengths. *	2C.P5 Review own performance in leading two different land-based outdoor and adventurous activity sessions, describing strengths and areas for improvement. *	2C.M4 Explain strengths and areas for improvement in leading two different land-based outdoor and adventurous activity sessions, suggesting strategies to improve future performance. *	2C.D3 Justify suggested strategies to improve future performance in leading two different land-based outdoor and adventurous activity sessions.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are:

- access to land-based outdoor and adventurous activity environments/venues
- appropriate personal protective equipment
- appropriate safety equipment
- specific technical equipment relating to the activities selected.

Assessment guidance

This unit is assessed internally by the centre and externally by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*. It is strongly advised that learners complete *Unit 19: Practical Land-based Outdoor and Adventurous Activities* before undertaking this unit.

Much of this unit is focused around learners delivering activity sessions. Learners should ensure they keep adequate records of their planning, preparation and delivery of the activity sessions, using a reflective log or diary. Teachers/tutors should encourage learners to carry this out as a natural part of the assessment process so it is not seen as intrusive or off-putting. Learners must recognise that producing and maintaining appropriate records is key within real work environments.

For learning aim A, learners should distinguish between skills, qualities and responsibilities for the effective leadership of land-based outdoor and adventurous activities. For 2A.P1, learners will describe the skills, qualities and responsibilities associated with successful land-based outdoor and adventurous activity leadership, and for 2A.M1 they will explain the skills, qualities and responsibilities. To support their explanation learners need to provide details and give reasons and/or evidence, which must relate specifically to successful land-based outdoor and adventurous activity leadership. For 2A.D1, learners will evaluate the skills, qualities and responsibilities associated with successful land-based outdoor and adventurous activity leadership, reviewing the information and then bringing it together to form a conclusion, providing evidence to support their views. Learners could present evidence as sections of an induction pack for new employees or as a brief 'training' video. Written material could then be discussed, and/or the video analysed, as a group, encouraging peer development.

At level 1 (1A.1), learners will cover skills and qualities only, which must be specifically related to successful land-based outdoor and adventurous activity leadership.

For learning aim B, learners must demonstrate the ability to design and structure two activity sessions appropriately. A 'session' will be for a minimum of 30 minutes, focusing on the development of specific skills and/or techniques, or a 'taster' session.

Learners will independently produce plans (2B.P2), and competently prepare to lead sessions for (2B.P3), two different land-based outdoor and adventurous activities. Competent preparation means learners will demonstrate the necessary skills and/or knowledge to prepare sufficiently to effectively and safely lead each activity session.

For 2B.M2, learners will explain their preparations for each session plan including choice of appropriate equipment (in relation to aims, objectives, and SMARTER targets for each session, participants, venue, and environmental considerations), equipment checks and maintenance, and setting up equipment.

For 2B.D2, learners will evaluate their preparations for each session plan, reviewing the information and then bringing it together to form a conclusion. Learners should give evidence to support their views or statements.

Learners could design a pro forma to use based on examples of those currently used in local establishments. If guest speakers form part of the unit delivery, they could also provide examples for learners to use.

At level 1, learners will plan (1B.2) and prepare to lead (1B.3) one activity session only, and they will not demonstrate competent preparation.

Teachers/tutors must check and agree all plans before learners deliver any activity sessions.

Learners could create a portfolio of evidence including participant characteristics, aims, objectives, SMARTER targets, and risk assessments for each session, session plans and equipment requirements. For the practical aspects of preparing to lead each activity session, teachers/tutors must ensure appropriate observation records are completed and digitally record learners carrying this out.

For learning aim C, learners will demonstrate their ability to independently lead activity sessions for two different land-based outdoor and adventurous activities (2C.P4), using appropriate skills and techniques. It is important that learners have the experience and confidence to deliver the selected activity sessions. A 'session' is defined as a minimum of 30 minutes, focusing on the development of specific skills and/or techniques, or a 'taster' session. Learners need to complete dynamic risk assessments for each activity session. For 2C.M3, learners will lead two different land-based outdoor and adventurous activities competently. This means they will demonstrate the necessary practical skills and techniques to lead the two land-based outdoor and adventurous activities in a safe and effective manner.

At level 1 (1C.4), learners will lead one land-based outdoor and adventurous activity only, demonstrating appropriate skills and techniques.

Teachers/tutors must ensure appropriate observation records/witness statements are completed and digitally record learners carrying this out. Recording sessions digitally means that assessment can also take place after the event and learners can use the recordings in reviewing their own performance. Completed observation records must include clear details of what the learner did within the activity sessions, the skills and techniques demonstrated, how they performed and which assessment criteria they achieved.

Teachers/tutors must provide an appropriate level of direction and guidance, which may include working with other appropriately qualified professionals, and ensure learners work safely throughout the sessions. Learners should not be left on their own when leading activity sessions. However, teachers/tutors need to balance this with allowing learners to independently lead their sessions 'uninterrupted'. The health and safety of everybody involved in the activity sessions is paramount and teachers/tutors are ultimately responsible for this.

Learners should complete their performance review (2C.P5) as close to the end of the sessions as possible to ensure thoughts are fresh in their mind. For this, learners need to use their reflective log or diary, which could be a written or video diary or blog. In addition, learners should use collected feedback from participants and supervisor(s). They should describe both strengths and areas for improvement.

For 2C.M4, learners will explain their strengths and areas for improvement, providing clear strategies to improve their performance.

For 2C.D3, learners will justify the strategies they have suggested to improve future performance in leading two different land-based outdoor and adventurous activity sessions, giving reasons or evidence to support their opinions and how they arrived at these conclusions.

At level 1 (1C.5), learners will review their performance, identifying their strengths only.

The review is most likely to be in a written form, but could be a presentation to the rest of the class, supported by an observation record confirming learner achievement against the target criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	The Skills, Qualities and Responsibilities of a Good Leader of Land-based Outdoor and Adventurous Activity Sessions	<p>You are responsible for inducting a new team of instructors at a land-based outdoor and adventurous activity centre.</p> <p>You have been asked to produce guidance on what will be expected of the new team in terms of their skills, qualities and responsibilities.</p>	<p>Induction pack/poster or leaflet</p> <p>Video or web page</p> <p>Presentation and supporting notes</p> <p>Observation records</p>
1B.2, 2B.P2, 1B.3, 2B.P3, 2B.M2, 2B.D2	Planning and Preparing to Lead Land-based Outdoor and Adventurous Activity Sessions	<p>Part of your job involves delivering land-based activity sessions. You must plan and prepare to lead activity sessions for two different land-based outdoor and adventurous activities, ensuring that your participants are safe and happy.</p> <p>For this, you should consider factors such as participant characteristics, session goals, available resources and appropriate equipment.</p>	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> • participant characteristics • aims and objectives • SMARTER targets • completed risk assessments • session plans • equipment requirements • observation records/witness statements • video log/diary.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 2C.P4, 2C.M3, 1C.5, 2C.P5, 2C.M4, 2C.D3	Leading Land-based Outdoor and Adventurous Activity Sessions	<p>Now you are prepared, you must lead the two different activity sessions, ensuring that everyone enjoys themselves, learns something and stays safe.</p> <p>On completion of any session, it is important to reflect on your own performance and learn from your experiences. Review your leadership performance in each land-based outdoor and adventurous activity session, discussing strengths, areas for improvement and strategies to improve your performance in the future.</p>	<p>Reflective log/diary</p> <p>Collected feedback</p> <p>Observation records/witness statements</p> <p>Development plans</p>

Unit 22: Water-based Outdoor and Adventurous Activity Leadership

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

Have you ever considered what it would be like to lead water-based outdoor and adventurous activities? This role comes with a high level of responsibility to ensure that activities are carried out safely and successfully, ensuring the safety of all involved. Leading activities on the water carries some risk and requires solid leadership skills to ensure a positive experience where participants feel safe and valued and their goals are achieved. Leading these types of activities can be extremely rewarding and motivating.

This unit guides you through the first steps to becoming a water-based outdoor and adventurous activity leader, giving you the required background knowledge and the chance to use this, together with your skills and techniques, in practical settings.

Learning aim A, takes you through the skills, qualities and responsibilities associated with being a successful water-based outdoor and adventurous activity leader and you will have the opportunity to develop these areas for yourself.

For learning aim B, you will have the opportunity to practise planning and preparing to lead two different water-based outdoor and adventurous activities. You will look at what is needed to ensure adequate planning and preparation, and why this is so important, so that you are fully prepared to deliver safe and successful sessions.

For learning aim C, you will have the opportunity to lead two activity sessions within a controlled environment. You must select two different water-based outdoor and adventurous activities to lead. You will be fully supported in doing this so you can concentrate on, and gain confidence in, leading the sessions. As a result, you will gain valuable experience.

On completion of the water-based outdoor and adventurous activity sessions, you will review how you demonstrated your skills and used techniques, looking at both your strengths and areas where you could improve. It is important that you reflect on your performance – what went well, what may not have gone as well – so you can learn from the experience and develop your knowledge, skills and techniques for the future. When you complete this unit, you will have taken your first steps in leading water-based outdoor and adventurous activities!

Learning aims

In this unit you will:

- A know the requirements of, and responsibilities associated with, leading water-based outdoor and adventurous activities
- B plan and prepare to lead water-based outdoor and adventurous activities
- C lead water-based outdoor and adventurous activities.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know the requirements of, and responsibilities associated with, leading water-based outdoor and adventurous activities</p>
<p>Topic A.1 The skills, qualities and responsibilities associated with successful leadership:</p> <ul style="list-style-type: none"> • water-based outdoor and adventurous activities, e.g. sailing, kayaking, surfing, scuba diving, paddleboarding, canoeing, kitesurfing, windsurfing, dinghy sailing • requirements of leaders: <ul style="list-style-type: none"> ◦ leadership skills, e.g. punctuality, teamwork, communication, group control, personal competency, organisation, decision-making ◦ leadership qualities, e.g. self-confidence, professionalism, humour, patience, motivation, enthusiasm ◦ leadership responsibilities, e.g. instructing, controlling risks, maintaining equipment and facilities, positively promoting the activity.
<p>Learning aim B: Plan and prepare to lead water-based outdoor and adventurous activities</p>
<p>Topic B.1 Developing plans:</p> <ul style="list-style-type: none"> • considering participant characteristics in terms of: age, gender, ability, disabilities, number, special requirements, needs • session: <ul style="list-style-type: none"> ◦ definition: a minimum of a 30-minute session focusing on the development of specific skills and/or techniques, or a 'taster' session ◦ aims and objectives ◦ SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded) ◦ risk assessments prior to undertaking activity sessions: details of risk, (e.g. natural, human), equipment-related, who might be affected, likelihood of occurrence, severity, risk rating. • producing session plans: <ul style="list-style-type: none"> ◦ checking conditions, e.g. weather forecasts, water/sea state ◦ considering available resources (human and physical, including equipment) ◦ timings ◦ instruction and demonstration ◦ development activities ◦ gaining agreement for session plans from teacher/tutor. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic B.2 Preparing to lead:**

- choosing appropriate equipment in relation to:
 - aims, objectives and SMARTER targets for session
 - participants
 - venue
 - environmental considerations.
- checking and maintaining equipment
- setting up equipment correctly and safely in relation to environmental considerations and participant requirements
- § competent preparation: having the necessary skills and/or knowledge to prepare sufficiently to effectively and safely lead activity sessions.

Learning aim C: Lead water-based outdoor and adventurous activities**Topic C.1 Leading water-based outdoor and adventurous activity sessions:**

- dynamic risk assessments (application of planned risk assessments to actual activity sessions)
- demonstrating skills including punctuality, organisation, communication, personal competency, teamwork, group control, decisiveness
- demonstrating techniques including motivation, verbal briefing and explanation of goals, silent demonstration, control of tight group, multimedia explanation of goals, verbal demonstration, control of spread out group
- § competently lead: having the necessary practical skills and techniques to safely and effectively lead two different water-based outdoor and adventurous activity sessions.

Topic C.2 Review own leadership performance:

- reflective log/diary of own performance in leading activity sessions including planning, preparing and leading the selected water-based outdoor adventurous activities
- collecting feedback:
 - from participants and supervisor(s)
 - for example verbal, use of comment cards, questionnaires, video diaries.
- strengths of own performance, e.g. where aims and objectives have been achieved, specific skills and techniques
- § areas for improvement, e.g. where outcomes do not meet planned goals, relating to specific skills and techniques
- § strategies to improve future performance, e.g. short-term and long-term goals, attending courses, training programmes, where to seek help and advice.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know the requirements of, and responsibilities associated with, leading water-based outdoor and adventurous activities			
1A.1 Outline the skills and qualities associated with successful water-based outdoor and adventurous activity leadership.	2A.P1 Describe the skills, qualities and responsibilities associated with successful water-based outdoor and adventurous activity leadership.	2A.M1 Explain the skills, qualities and responsibilities associated with successful water-based outdoor and adventurous activity leadership.	2A.D1 Evaluate the skills, qualities and responsibilities associated with successful water-based outdoor and adventurous activity leadership.
Learning aim B: Plan and prepare to lead water-based outdoor and adventurous activities			
1B.2 Produce a plan to lead a session for a selected water-based outdoor and adventurous activity, with support. #	2B.P2 Produce plans to lead sessions for two different selected water-based outdoor and adventurous activities. #	2B.M2 Explain preparations in relation to each session plan for two different selected water-based outdoor and adventurous activities. #	2B.D2 Evaluate preparations in relation to each session plan for two different selected water-based outdoor and adventurous activities. #
1B.3 Prepare to lead a session for a selected water-based outdoor and adventurous activity, with support.	2B.P3 Competently prepare to lead sessions for each of two different selected water-based outdoor and adventurous activities.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Lead water-based outdoor and adventurous activities			
1C.4 Lead a water-based outdoor and adventurous activity session, with support. #	2C.P4 Lead two different water-based outdoor and adventurous activity sessions. #	2C.M3 Competently lead two different water-based outdoor and adventurous activity sessions. #	
1C.5 Review own performance in leading a water-based outdoor and adventurous activity session, identifying strengths. *	2C.P5 Review own performance in leading two different water-based outdoor and adventurous activity sessions, describing strengths and areas for improvement. *	2C.M4 Explain strengths and areas for improvement in leading two different water-based outdoor and adventurous activity sessions, suggesting strategies to improve future performance. *	2C.D3 Justify suggested strategies to improve future performance in leading two different water-based outdoor and adventurous activity sessions.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are:

- access to water-based outdoor and adventurous activity environments/venues
- appropriate personal protective equipment
- appropriate safety equipment
- specific technical equipment relating to the activities selected.

Assessment guidance

This unit is assessed internally by the centre and externally by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*. It is strongly advised that learners complete *Unit 20: Practical Water-based Outdoor and Adventurous Activities* before undertaking this unit.

Much of this unit is focused around learners delivering activity sessions. Learners should ensure they keep adequate records of their planning, preparation and delivery of the activity sessions, using a reflective log or diary. Teachers/tutors should encourage learners to carry this out as a natural part of the assessment process so it is not seen as intrusive or off-putting. Learners must recognise that producing and maintaining appropriate records is key within real work environments.

For learning aim A, learners should distinguish between skills, qualities and responsibilities for the effective leadership of water-based outdoor and adventurous activities. For 2A.P1, learners will describe the skills, qualities and responsibilities associated with successful water-based outdoor and adventurous activity leadership, and for 2A.M1 they will explain the skills, qualities and responsibilities. To support their explanation learners need to provide details and give reasons and/or evidence, which must relate specifically to successful water-based outdoor and adventurous activity leadership. For 2A.D1, learners will evaluate the skills, qualities and responsibilities associated with successful water-based outdoor and adventurous activity leadership, reviewing the information and then bringing it together to form a conclusion, providing evidence to support their views. Learners could present evidence as sections of an induction pack for new employees or as a brief 'training' video. Written material could then be discussed, and/or the video analysed, as a group, encouraging peer development.

At level 1 (1A.1), learners will cover skills and qualities only, which must be specifically related to successful water-based outdoor and adventurous activity leadership.

For learning aim B, learners must demonstrate the ability to design and structure two activity sessions appropriately. A 'session' will be for a minimum of 30 minutes, focusing on the development of specific skills and/or techniques, or a 'taster' session.

Learners will independently produce plans (2B.P2), and competently prepare to lead sessions for (2B.P3), two different water-based outdoor and adventurous activities. Competent preparation means learners will demonstrate the necessary skills and/or knowledge to prepare sufficiently to effectively and safely lead each activity session.

For 2B.M2, learners will explain their preparations for each session plan including choice of appropriate equipment (in relation to aims, objectives, and SMARTER targets for each session, participants, venue and environmental considerations), equipment checks and maintenance, and setting up equipment.

For 2B.D2, learners will evaluate their preparations for each session plan, reviewing the information and then bringing it together to form a conclusion. Learners should give evidence to support their views or statements.

Learners could design a pro forma to use based on examples of those currently used in local establishments. If guest speakers form part of the unit delivery, they could also provide examples for learners to use.

At level 1, learners will plan (1B.2) and prepare to lead (1B.3) one activity session only, but they will not demonstrate competent preparation.

Teachers/tutors must check and agree all plans before learners deliver any activity sessions.

Learners could create a portfolio of evidence including participant characteristics, aims, objectives, SMARTER targets, and risk assessments for each session, session plans and equipment requirements. For the practical aspects of preparing to lead each activity session, teachers/tutors must ensure appropriate observation records are completed and digitally record learners carrying this out.

For learning aim C, learners will demonstrate their ability to independently lead activity sessions for two different water-based outdoor and adventurous activities (2C.P4), using appropriate skills and techniques. It is important that learners have the experience and confidence to deliver the selected activity sessions. A 'session' is defined as a minimum of 30 minutes, focusing on the development of specific skills and/or techniques, or a 'taster' session. Learners need to complete dynamic risk assessments for each activity session. For 2C.M3, learners will lead two different water-based outdoor and adventurous activities competently. This means they will demonstrate the necessary practical skills and techniques to lead the two water-based outdoor and adventurous activities in a safe and effective manner.

At level 1 (1C.4), learners will lead one water-based outdoor and adventurous activity only, demonstrating appropriate skills and techniques.

Teachers/tutors must ensure appropriate observation records/witness statements are completed and digitally record learners carrying this out. Recording sessions digitally means that assessment can also take place after the event and learners can use the recordings in reviewing their own performance. Completed observation records must include clear details of what the learner did within the activity sessions, the skills and techniques demonstrated, how they performed and which assessment criteria they achieved.

Teachers/tutors must provide an appropriate level of direction and guidance, which may include working with other appropriately qualified professionals and/or licensed centres, and ensure learners work safely throughout the sessions. Learners should not be left on their own when leading activity sessions. However, teachers/tutors need to balance this with allowing learners to independently lead their sessions 'uninterrupted'. The health and safety of everybody involved in the activity sessions is paramount and teachers/tutors are ultimately responsible for this.

Learners should complete their performance review (2C.P5) as close to the end of the sessions as possible to ensure thoughts are fresh in their mind. For this, learners need to use their reflective log or diary, which could be a written or video diary or blog. In addition, learners should use collected feedback from participants and supervisors. They should describe both strengths and areas for improvement.

For 2C.M4, learners will explain their strengths and areas for improvement, providing clear strategies to improve their future performance.

For 2C.D3, learners will justify the strategies they have suggested to improve future performance in leading two different water-based outdoor and adventurous activity sessions, giving reasons or evidence to support their opinions and how they arrived at these conclusions.

At level 1 (1C.5), learners will review their performance, identifying their strengths only.

The review is most likely to be in a written form, but could be a presentation to the rest of the class, supported by an observation record confirming learner achievement against the target criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	The Skills, Qualities and Responsibilities of a Good Leader of Water-based Outdoor and Adventurous Activity Sessions	You are responsible for inducting a new team of instructors at a watersports centre. You have been asked to produce guidance on what will be expected of the new team in terms of their skills, qualities and responsibilities.	Induction pack/poster or leaflet Video or web page Presentation and supporting notes Observation records
1B.2, 2B.P2, 1B.3, 2B.P3, 2B.M2, 2B.D2	Planning and Preparing to Lead Water-based Outdoor and Adventurous Activity Sessions	Part of your job involves delivering water-based activity sessions. You must plan and prepare to lead activity sessions for two different water-based outdoor and adventurous activities, ensuring that your participants are safe and happy. For this, you should consider factors such as participant characteristics, session goals, available resources and appropriate equipment.	Portfolio of evidence, including: <ul style="list-style-type: none"> • participant characteristics • aims and objectives • SMARTER targets • completed risk assessments • session plans • equipment requirements • observation records/witness statements • video log/diary.
1C.4, 2C.P4, 2C.M3, 1C.5, 2C.P5, 2C.M4, 2C.D3	Leading Land-based Outdoor and Adventurous Activity Sessions	Now you are prepared, you must lead the two different activity sessions, ensuring that everyone enjoys themselves, learns something and stays safe. On completion of any session, it is important to reflect on your own leadership performance and learn from your experiences. Review your performance in each water-based outdoor and adventurous activity session, discussing strengths, areas for improvement and strategies to improve your performance in the future.	Reflective log/diary Collected feedback Observation records/witness statements Development plans

Unit 23: Sport Community Volunteering

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	30
Assessment type:	Internal

Unit introduction

Why do people contribute time and energy to volunteering in sport? What opportunities exist to volunteer in your local sports community? What are the benefits of volunteering in sport to the local community, the organisation and the volunteer? Working as a sport community volunteer can be rewarding and fun, and enables you to 'give something back' to your local sports community. It can be a good way for you to meet people of different ages, cultures and nationalities who have the same interests as you. It is also a great way for you to learn new skills and to contribute to a good cause.

Sport community volunteers are a diverse workforce, with a wide range of experience, and they bring different skills to the role. Examples of sport community volunteering include helping coach sports teams at the local youth centre, officiating at Saturday morning community football clubs, assisting with the making and distribution of refreshments at sports events or designing promotional materials and websites. Without these volunteers, community sport would effectively cease to exist. Volunteers also play a valuable role in helping to stage major sports events in the UK.

For learning aim A, you will explore the importance of volunteering in sport, both to the organisations and your local community. You will look at the advantages and disadvantages of being a volunteer, and the advantages and disadvantages to organisations of using volunteers.

For learning aim B, you will investigate opportunities available locally and nationally for sport community volunteering, looking at different organisations and the roles available.

For learning aim C, you will undertake a sport community voluntary placement. Your placement will be for a total of 20 hours, which may be accumulated over a number of weeks. This will enable you to be fully involved in the placement, develop the skills needed and demonstrate your ability to work in the sector.

At the end of the unit, you will review your voluntary placement. You might discover that you have developed skills that can be used in other situations. This will help to give you an idea of the sports-related career you might like to follow, or which course you would like to progress to.

Learning aims

In this unit you will:

- A explore the importance of sport community volunteering
- B investigate opportunities for sport community volunteering and the organisations involved
- C undertake and review a sport community voluntary placement.

Learning aims and unit content

What needs to be learnt

Learning aim A: Explore the importance of sport community volunteering

Topic A.1 Benefits of sport community volunteering:

- Reasons why people volunteer and the benefits of volunteering, including to:
 - give something back to their local community
 - gain experience and develop skills
 - support a particular cause
 - they have an interest in a particular sector/organisation
 - meet new people and make friends
 - meet course/training requirements
 - gain National Governing Body and other sports-related qualifications/awards, e.g. Community Sports Leaders Award (CSLA), Youth Sport Trust (Step Into Sport)
 - improve and enhance their CV.

§ Topic A.2 Disadvantages of sport community volunteering:

- § Potential disadvantages of volunteering for the volunteer, including:
 - § difficulties in balancing other commitments with volunteering
 - § loss of opportunity to carry out paid employment
 - § lack of recognition for voluntary work, e.g. financial, verbal, written
 - § lack of training and support
 - § high/low expectations of volunteers by organisations and service users.

Topic A.3 Benefits of using volunteers:

- Benefits of, and reasons why, organisations use volunteers, including to:
 - save on staffing costs
 - utilise the experience and skills of others
 - involve the wider community in the organisation/sports activity, raising its profile
 - set an ideological example, e.g. charitable organisations that are fully staffed by volunteers (or heavily dependent on volunteers)
 - enable community-based sports clubs to stay open.

§ Topic A.4 Disadvantages of using volunteers:

- § Potential disadvantages of using volunteers within the organisation, including:
 - § unreliability or lack of commitment from volunteers
 - § high turnover of volunteers, lack of consistency.

continued

What needs to be learnt**Learning aim B: Investigate opportunities for sport community volunteering and the organisations involved****Topic B.1 Sport community volunteering opportunities and organisations involved:**

- sport community voluntary placement for a total of 20 hours, which may be accumulated over a number of weeks, e.g. in local sports clubs, community groups or at sports events
- aim and purpose of organisations involved
- volunteer roles, e.g. back office support functions, serving customers, sport specialist roles
- importance of voluntary roles in relation to organisational aims
- the role of schools/colleges in sport community volunteering
- purpose of activities carried out by volunteers, e.g. provision of opportunities, raise funds, run sports clubs and community-based events
- activities carried out by volunteers locally, e.g. coaching sports activities, officiating, leading sports activities, contributing to running sports events, contributing to running sports clubs, promotional activities
- national organisations in sport community volunteering, e.g. National Governing Bodies, County Sport Partnerships (CSPs), Sport England, Youth Sport Trust, National Association for Voluntary and Community Action (NAVCA), Sports Leaders UK, Leadership Academies
- sports events in sport community volunteering, e.g. local, regional, and national competitions, links to sports charities.

Learning aim C: Undertake and review a sport community voluntary placement**Topic C.1 Identifying and developing the required skills:**

- general work skills, e.g. positive work attitude, punctuality, reliability, organisational skills, teamwork, confidentiality, till work, manual handling, serving customers, responding to enquiries, verbal and written communication skills, receiving and giving instructions, listening, non-verbal communication, using problem-solving skills to address and resolve issues
- § competently demonstrate general work skills: appropriately applying the necessary skills and/or knowledge to effectively undertake a sport community voluntary placement.

Topic C.2 Undertaking a sport community volunteering placement:

- personal aims and objectives
- reflective log/diary of own performance during the placement
- follow health and safety practices applicable to placement
- use skills to complete tasks (transferable skills, sport-specific skills).

continued

What needs to be learnt**Topic C.3 Reviewing your role as a volunteer:**

- collecting feedback:
 - from colleagues, supervisor(s) and assessor
 - for example, verbal, use of comment cards, questionnaires, video diaries.
- strengths, e.g. how effective you were in a volunteer role (what you learned, what you did well, achieving personal aims and objectives, skills used)
- § areas for improvement, e.g. what you found challenging and why, where outcomes do not meet planned goals
- § considering the real benefits of your contribution to the organisation, reflecting on:
 - § feedback obtained, e.g. from colleagues, supervisor(s)
 - § the skills and knowledge needed to be successful in the role.
- § recommendations for future training and development to achieve personal sport community volunteering aims and objectives, e.g. training needs, use of different training courses/activities or strategies, new challenges and volunteering opportunities linked to personal development.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore the importance of sport community volunteering			
1A.1 Outline the benefits of sport community volunteering to the volunteer.	2A.P1 Describe the benefits and disadvantages of sport community volunteering to the volunteer.	2A.M1 Assess the benefits and disadvantages of sport community volunteering to the volunteer.	2A.D1 Evaluate, using local relevant examples, the contribution of sport community volunteering.
1A.2 Outline the benefits to organisations of using volunteers.	2A.P2 Describe the benefits and disadvantages to organisations of using volunteers.	2A.M2 Assess the benefits and disadvantages to organisations and service users of using volunteers.	
Learning aim B: Investigate opportunities for sport community volunteering and the organisations involved			
1B.3 Identify the aims of two sports organisations where volunteers work in the local community. #	2B.P3 Describe the aims and purposes of two different sports organisations and how they use volunteers within the local community. #	2B.M3 Compare two contrasting sports organisations that successfully use volunteers to meet their aims. #	2B.D2 Evaluate own suitability for different voluntary roles in local sports organisations. #
1B.4 Outline roles in community sport, carried out by volunteers. #	2B.P4 Describe roles in community sport carried out by volunteers, and two volunteering opportunities available locally. #	2B.M4 For a selected sport, compare local and national roles available for sport community volunteering. #	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Undertake and review a sport community voluntary placement			
1C.5 Outline the general work skills needed for a selected sport community voluntary placement. #	2C.P5 Describe, using relevant examples, the general work skills needed for a selected sport community voluntary placement. #		
1C.6 Demonstrate general work skills while undertaking a sport community volunteer placement, with support. #	2C.P6 Competently demonstrate general work skills while undertaking a sport community volunteer placement. #		
1C.7 Review own experience of undertaking a sport community volunteer placement, identifying strengths.	2C.P7 Review own experience of undertaking a sport community volunteering placement, describing strengths, areas for improvement, and contribution to the organisation.	2C.M5 Explain strengths, areas for improvement and contribution to the organisation, providing recommendations for future training and development as a sport community volunteer.	2C.D3 Justify recommendations for future training and development as a sport community volunteer.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are a large number of organisations and agencies that centres could contact for advice and guidance on volunteering opportunities in sport. These include National Governing Bodies, Sport England, Youth Sport Trust and the National Association for Voluntary and Community Action (NAVCA).

Forming links with local youth centres, community-run sports clubs or groups and leisure centres could also prove useful. Centres may also wish to explore the efficacy of volunteering schemes, such as the Youth Sport Trust 'Step into Sport' scheme, a sport community volunteering programme for learners aged 14 to 19 years.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

The emphasis in this unit is on enabling learners to find and undertake sport community voluntary work that matches their skill set and interests. Learners will work towards reviewing how their voluntary work can contribute to their personal and career plans.

It is recommended that teachers/tutors create one holistic assignment (comprising two tasks) to assess all the criteria for this unit.

Assessment evidence for this unit could be presented in the form of a portfolio of evidence, including initial learner research into the benefits and disadvantages of sport community volunteering, the aim and purpose of organisations involved, and the different roles and opportunities available; reflective log/diary notes and annotated photographs from undertaking the sport community voluntary work placement; and, finally, learners' reflection on their experience.

For learning aim A, learners will explore the importance of sport community volunteering. Learners need to describe the benefits and disadvantages of sport community volunteering to the volunteer (2A.P1), and describe the benefits and disadvantages to organisations of using volunteers (2A.P2).

For 2A.M1, learners will assess the benefits and disadvantages of sport community volunteering to the volunteer, and for 2A.M2, assess the benefits and disadvantages to organisations and service users of using volunteers. Learners' assessment should provide precise and detailed information.

For 2A.D1, learners will evaluate, using local relevant examples, the contribution of sport community volunteering. Learners should review the information they have gathered and then bring it together to form a conclusion, giving evidence for their views or statements.

At level 1, learners will provide a brief outline only of the benefits of sport community volunteering to the volunteer (1A.1), and the benefits to organisations of using volunteers (1A.2).

For learning aim B, learners will investigate opportunities for sport community volunteering and the organisations involved. For 2B.P3, learners will describe the aims and purposes of two different sports organisations and how they use volunteers within the local community.

For 2B.M3, learners will compare two contrasting sports organisations that successfully use volunteers, explaining the similarities and differences between them.

For 2B.P4, learners need to describe different roles in community sport carried out by volunteers, and two volunteering opportunities available locally.

For 2B.M4, learners will, for a selected sport, compare local and national roles available for sport community volunteering, explaining the similarities/differences and advantages/disadvantages between the roles.

For 2B.D2, learners need to evaluate their own suitability for different voluntary roles in local sports organisations, reviewing the information and then bringing it together to form a conclusion. Learners will provide evidence to support their views.

At level 1, learners will point out the aims of two sports organisations where volunteers work in the local community (1B.3) and provide a brief outline only (1B.4) of the roles in community sport carried out by volunteers.

For Learning aim C, learners will undertake and review a sport community voluntary placement. For 2C.P5, learners need to describe, using relevant examples, the general work skills required for a selected sport community voluntary placement. At level 1 (1C.5), learners will provide a brief outline only of the general work skills required.

At level 2, the sport community voluntary placement will be for a total of 20 hours, which may be accumulated over a number of weeks. This will enable learners to be fully involved in the placement, develop the skills needed and demonstrate their ability to work in the sector.

Learners may need to have relevant Disclosure and Barring Service (DBS) checks carried out before they can take up a sport community voluntary placement.

The voluntary placement cannot contribute evidence towards any part of *Unit 24: Work Experience in Sport*. Evidence or part-evidence gained from simulation is not acceptable.

At level 1, there is no set amount of time for the voluntary work placement. However, it must be sufficient to allow learners to gain the knowledge and experience they need to meet the requirements of the assessment criteria.

Evidence of practical work should be recorded by making use of witness statements, observation records and annotated video/audio recordings. Learners could use annotated images or video clips as evidence, with the appropriate agreement from the customers and organisation(s).

Evidence should be gathered throughout the placement and should be authenticated by the teacher/tutor or a person in authority from the voluntary organisation. Centres are ultimately responsible for verifying evidence and should be confident that those who sign witness statements and observation records for a sport community voluntary placement are sufficiently competent to do so.

Observation records should clearly show learner achievement against the target assessment criteria. Signed witness statements and supporting learner evidence should be retained by the centre for quality assurance purposes.

For 2C.P6, learners must competently demonstrate general work skills while undertaking a sport community volunteer placement. This means that learners will appropriately apply the necessary skills and/or knowledge to effectively undertake their placement. In addition to maintaining a reflective log/diary of their own performance during their placement and the skills used, learners need to collect relevant feedback from their colleagues, supervisor(s) and assessor. Witness statements/observation records must be completed to support assessment decisions.

For 2C.P7 learners will review their experience of undertaking a sport community volunteering placement, describing strengths, areas for improvement, and contribution to the organisation. In describing their contribution to the organisation, learners should use feedback obtained from colleagues and supervisor(s), considering the skills and knowledge needed to be successful in the role.

For 2C.M5 learners will explain their strengths, areas for improvement and contribution to the organisation, providing recommendations for future training and development as a sport community volunteer. Learners need to provide details and give reasons/evidence to support their explanation.

For 2C.D3 learners will justify the recommendations for their future training and development as a sport community volunteer, which they suggested for 2C.M5. Learners need to give reasons or evidence to support their opinions and show how they arrived at these conclusions.

At Level 1 (1C.6), learners will demonstrate general work skills while undertaking a sport community voluntary placement. At level 1, learners will not demonstrate competent use of skills during their placement. For 1C.7, learners will review their experience of undertaking a sport community volunteer placement, identifying their strengths only.

Centres must ensure that learners have obtained permission to make use of evidence including photos and videos of individuals in voluntary sport-related contexts.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1, 1B.3, 2B.P3, 2B.M3, 1B.4, 2B.P4, 2B.M4, 2B.D2	Task 1 Sport Community Volunteering	<p>You have seen a number of amateur sports clubs in your local area and thought it might be fun to volunteer.</p> <p>You should carry out some research into the benefits and disadvantages of sport community volunteering, the aim and purpose of organisations involved and the roles in community sport carried out by volunteers. Find out about the opportunities available and include comments on how suitable the roles are for you.</p>	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> • benefits and disadvantages of sport community volunteering • opportunities available • an assessment of own suitability for the different voluntary roles in sports organisations.
1C.5, 2C.P5, 1C.6, 2C.P6, 1C.7, 2C.P7, 2C.M5, 2C.D3	Task 2 Being a Sport Community Volunteer	<p>Having been accepted as a volunteer, you need to consider the general work skills that you are going to use. You will then competently demonstrate the appropriate use of skills.</p> <p>On completion of your sport community voluntary placement, reflect on what you have learned about yourself and the contribution you have made to the organisation.</p> <p>You'll also need to suggest appropriate future training and development that you could undertake to support work in this area.</p>	<p>Portfolio of evidence, including:</p> <ul style="list-style-type: none"> • personal aims and objectives • reflective log/diary • witness statements/observation records • annotated photos of the activities carried out • annotated video recordings • written review or presentation and supporting notes.

Unit 24: Work Experience in Sport

Level:	1 and 2
Unit type:	Optional specialist
Guided learning hours:	60
Assessment type:	Internal

Unit introduction

Career opportunities in the sports industry are growing all the time and there is an ever-increasing requirement to improve the skills of the current and future workforce.

Undertaking a work experience in sport is an excellent way for you to gain an idea of what happens in the workplace, giving you the opportunity to develop your knowledge, skills and understanding first-hand within sports environments.

The experience and skills you develop will be important when you start looking for a job in the sport and leisure sector, and will add value to your job applications.

This unit gives you the opportunity to undertake a work experience in sport which will give you the opportunity to gain first-hand experience of some of the demands of the industry. This will also help you to decide whether it is the right type of work and industry for you.

For learning aim A, you will prepare for your work experience in sport by learning how to find and apply for a suitable vacancy. You participate in the interview process, gaining experience of using interview skills. You will also discuss and agree personal targets and goals to be achieved during your work experience placement.

For learning aim B, you will undertake a work experience in sport, working towards personal and professional development goals. You will look at work-based health and safety issues, and learn more about the workplace, gaining knowledge, skills and understanding to help you to progress in a career in the sports industry.

Your work experience should be approximately 20 hours, this could be over five consecutive working days, or spread over a wider period of time. Through your work experience you will investigate and use skills that are needed in the workplace and you will gain first-hand experience of the sports industry in action. You will also have opportunity to consider the personal contribution you have made to the organisation and your future career aims.

For learning aim C, on completion of your work experience in sport, you will have the opportunity to reflect on the benefits of undertaking the work experience, and the next steps you need to take to get into a career in sport.

Learning aims

In this unit you will:

- A prepare for a work experience in sport
- B work towards personal and professional development goals during a work experience in sport
- C reflect on the benefits of undertaking a work experience in sport.

Learning aims and unit content

What needs to be learnt

Learning aim A: Prepare for a work experience in sport

- work experience, e.g. placement, part-time employment, full-time employment
- job opportunities, e.g. assisting a sports coach/teacher/fitness instructor, stewarding, shadowing a sports development officer, sports and exercise scientist, physiotherapist, or professional athlete.

Topic A.1 Job-searching techniques:

- different career paths available to sports students, e.g. sports therapist, teacher, referee, coach, fitness instructor, personal trainer, professional athlete, sports nutritionist
- using criteria for job searches, including type of sport and leisure-based placement, length of placement, role
- matching own skills and sports interests to specific jobs
- setting criteria for job search
- recognising suitable opportunities, even when learners do not meet all the specified criteria in the job advert
- places to search for vacancies, e.g. job databases, local and national newspapers, job-hunting and work experience websites, recruitment agencies, employer websites, trade journals, job centres, local community noticeboards, word-of-mouth.

Topic A.2 Applying for jobs in the sport and leisure industry:

- application methods, e.g. CV and cover letter, application form, online
- § tailoring application documents to fit the requirements of a specific employer, e.g. using research into an organisation to amend a CV and covering letter, use of company website, contact with personnel at a specific organisation
- relevant education, skills and interests
- how to meet employer expectations
- how gaps could be addressed, e.g. on-the-job training, further reading, completing a course
- detailing achievements to date, e.g. school or college awards, sporting achievements, voluntary work
- presentation of application, e.g. form filled out correctly, spelling, format, appropriate language, format and structure suitable for vacancy
- checking accuracy of application, e.g. no embellishments, facts are correct
- § own suitability for job roles in the sport sector, in terms of education, interests, including if in possession of skills and knowledge to be successful in role, Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis.

continued

What needs to be learnt

Topic A.3 Interview skills:

- using communication skills, including verbal (listening, speaking) and non-verbal (body language, facial expressions)
- presentation of self, appearance, clothing, cleanliness
- asking questions about workplace, e.g. uniform or dress code requirements, working hours, key contacts at workplace
- asking for clarification or further information when necessary
- preparing answers to common questions, e.g. reason(s) for applying for the role, skills and knowledge needed to carry out role(s) in the sport and leisure industry, current sector-specific issues
- § competently use interview skills: applying the necessary interview skills and/or knowledge to effectively manage self during the interview process, demonstrating professionalism.

Topic A.4 Target setting in preparation for work experience:

- setting appropriate SMARTER (specific, measurable, achievable, realistic, time-related, exciting, and recorded) targets, e.g. for the work experience, for longer term career goals
- collecting evidence of achievement in the workplace, e.g. witness statements, observation records, digital images, audio and visual recordings, documents, artefacts.

continued

What needs to be learnt**Learning aim B: Work towards personal and professional development goals during a work experience in sport****Topic B.1 Health and safety considerations at work:**

- measures to ensure personal health and safety, e.g. Disclosure and Barring Service (DBS) check, posture and screen position when using a computer, frequent breaks, personal protective equipment (PPE), safe manual handling procedures
- current and relevant legislation, e.g. Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH) Regulations, Reporting of Diseases and Dangerous Occurrences Regulations (RIDDOR)
- § measures to ensure safety of others, e.g. working in a safe manner individually, DBS check, keeping fire exits clear, safe disposal of waste products, safe operation of machinery
- § possible health and safety risks, e.g. repetitive strain injury (RSI), back problems arising from incorrect handling of equipment
- § measures to reduce risk, e.g. risk assessment, risk controls, contingency planning, training.

Topic B.2 Use work-related skills to carry out work-related tasks:

- work-related tasks in sport and leisure: related to work experience undertaken, e.g. assisting with sports activities/events (equipment set-up, delivery, equipment set-down), undertaking promotional activities, instructing, coaching, monitoring participants, stewarding, taking bookings, inducting, undertaking maintenance, undertaking cleaning, general administrative (record keeping)
- maintain a personal diary/logbook (documenting skills used, tasks completed and experiences)
- basic work-related skills including: communicating with others, (e.g. manager, colleagues, customers/clients, sports participants), team-working, completing tasks within agreed timescales, following instructions, following health and safety practices, asking for help and guidance when necessary, administrative (e.g. maintaining records, using communication systems), providing customer service (e.g. internal, external), adapting communication methods and skills for different tasks and people
- § advanced work-related skills including: demonstrating leadership skills (when working with others), problem-solving, e.g. finding a new way to complete tasks, using technology to complete tasks more efficiently, organising resources
- § competently demonstrate basic and advanced work-related skills: applying the necessary skills and/or knowledge to effectively complete work-related tasks in sport and leisure.

Topic B.3 Development within and beyond the workplace:

- gathering 360 degree feedback:
 - from colleagues, supervisor(s), customers, assessor(s)
 - for example verbal, use of comment cards, questionnaires, video diaries.
- relevance of feedback to personal career goals
- reviews and appraisals, target setting, assessing the progress toward goals, technical skills, interpersonal skills

continued

What needs to be learnt

- evaluating own contribution to business targets, e.g. key performance indicators (KPIs), SMARTER targets, operational and strategic objectives, departmental objectives
- reviewing personal contribution to the organisation, reflecting on:
 - key achievements, work-related tasks and activities completed
 - feedback obtained, e.g. from colleagues, supervisor, customers
 - areas for improvement, e.g. where outcomes do not meet planned goals, relating to specific skills and techniques, what you found challenging and why
 - the skills and knowledge needed to be successful in the role.
- § recommendations for future career development, e.g. further education, relevant part-time or voluntary work, future work experience placement or shadowing opportunities, research other sectors, speak to careers adviser, identifying potential future job roles of interest, including qualifications required (e.g. mathematics, English, ICT, sports coaching), skills and training needed
- § planning short-term and long-term objectives for career development, e.g. within next six months, a year, two years.

Topic B.4 Maintaining a reflective journal:

- keeping a daily record of significant events during a work experience
- documenting experiences
- reflecting on personal and professional development
- monitoring the completion of SMARTER targets.

continued

What needs to be learnt**Learning aim C: Reflect on the benefits of undertaking a work experience in sport****Topic C.1 Benefits of undertaking a work experience in sport:**

- use a personal diary/logbook to review skills gained and developed, and work-related tasks completed, e.g. customer service, teamwork, administrative, sports coaching, instructing, leadership, communication
- collecting feedback:
 - from colleagues, supervisor(s), customers, assessor(s)
 - for example verbal, use of comment cards, questionnaires, video diaries.
- considering benefits of work experience (where aims and objectives have been achieved):
- skills gained and developed, e.g. customer service, teamwork, administration, sport-specific
- personal development benefits, e.g. improved self-confidence, development of communication skills, development of interpersonal skills, better insight into working life, learning new skills and techniques, increasing own knowledge of the sport and leisure industry, transferability of skills developed, reference from employer
- reviewing interest in the sport and leisure industry, e.g. strengthened by experience, decreased due to experience, created interest in another related sector/area.
- short-term benefits, including reference from employer, improvement of CV, ability to highlight experiences and achievements in job interviews
- long-term benefits, including transferability of skills developed
- identifying potential future job roles of interest, including qualifications, skills and training needed
- identifying next steps, e.g. further education, relevant part-time or voluntary work, work experience placement or shadowing, research other sectors, speak to careers adviser, impact on career plans, professional development opportunities
- key achievements and examples, e.g. contributions to projects, experience of specific tasks, opportunities to participate in and observe a range of specialist activities.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Prepare for a work experience in sport			
1A.1 Use job-searching techniques to find a work experience in sport from given sources of information. #	2A.P1 Use job-searching techniques to find three suitable opportunities for a work experience in sport from researched sources of information. #	2A.M1 Compare the suitability for self of three selected work experience opportunities in sport, recommending the most suitable option.	2A.D1 Justify own suitability for a selected work experience in sport based on research into a specific career path.
1A.2 Use job application methods to apply for a suitable work experience in sport, selecting essential personal information, with support. #	2A.P2 Use job application methods to apply for a suitable work experience in sport, selecting relevant personal information that supports the application. #	2A.M2 Use research into a selected sports-related career path to tailor application documents. #	
1A.3 Use interview skills during an interview for a work experience in sport. #	2A.P3 Competently use interview skills during an interview for a work experience in sport. #		
1A.4 Set simple targets to be achieved during a work experience in sport. #	2A.P4 Negotiate SMARTER targets with an employer to be achieved during a work experience in sport, in support of personal career goals. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Work towards personal and professional development goals during a work experience in sport			
1B.5 Identify health and safety considerations to ensure personal safety during the work experience in sport.	2B.P5 Describe health and safety considerations that ensure the safety of self and others during the work experience in sport.	2B.M3 Discuss three potential health and safety risks that could occur during the work experience in sport, and appropriate measures to reduce these risks.	
1B.6 Demonstrate basic work-related skills to complete a given work-related task in sport.	2B.P6 Competently demonstrate basic and advanced work-related skills to complete work-related tasks in sport.	2B.M4 Explain own contribution to the organisation of having undertaken a work experience in sport and recommendations for future career development.	2B.D2 Justify own contribution to the organisation of having undertaken a work experience in sport and recommendations for future career development.
1B.7 Gather feedback on own performance during a work experience in sport.	2B.P7 Gather 360 degree feedback on own performance while undertaking a work experience in sport.		
1B.8 Outline own contribution to the organisation.	2B.P8 Describe own contribution to the organisation and recommendations for future career development.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Reflect on the benefits of undertaking a work experience in sport			
1C.9 Identify benefits to self of undertaking a work experience in sport.	2C.P9 Describe benefits to self of undertaking a work experience in sport in relation to skills developed.	2C.M5 Explain the benefits of undertaking a work experience in sport in relation to self and to the organisation.	2C.D3 Analyse the short- and long-term benefits to self and to the organisation of completing a work experience in sport.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

This unit focuses on learners gaining a work experience in sport of approximately 20 hours. Learners should be given the background knowledge and understanding of the job market and the skills required when applying to work, and working, in a competitive vocational environment.

Centres are encouraged to develop links with a wide cross-section of sport and leisure organisations with diverse roles. These could include private health clubs, sports development organisations, voluntary sports clubs, outdoor and adventurous activity centres, and local authority leisure centres.

Visits by staff from potential work experience placements would add context and realism to the preparation process (for example, using interview skills).

Links could be made with the careers service/local job centres who could provide advice on the sport and leisure job market as well as the skills needed when applying for a job in this sector.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

It is recommended that teachers/tutors create one holistic assignment (comprising three tasks) to assess all the criteria for this unit.

Learners should be clear about the practical tasks they are expected to perform. They should also be responsive to broader issues such as timekeeping and health and safety during their work experience.

Centres must take responsibility in ensuring that all aspects of safeguarding learners on work experience have been covered. This includes DBS checks (where applicable) and risk assessments.

It is recommended that learners complete approximately 20 hours' work experience in sport and leisure. This could be over five consecutive working days, or spread over a wider period of time. This work experience cannot contribute evidence towards any part of *Unit 23: Sport Community Volunteering*. Evidence from a simulated work experience is not acceptable.

Learners cannot gain evidence from working in general sports retail. However, evidence generated from learners working in specialist sports retail, where, for example, biomechanical analysis of sports footwear is undertaken, may be acceptable. Also, working with a golf pro, where some work in golf retail may be required, but other work shadowing undertaken during the work experience, is acceptable.

For learning aim A (2A.P1), learners will carry out independent research, using job-searching techniques to search for three appropriate work experience opportunities in sport, they will not rely on vacancies supplied by teachers/tutors. Level 2 learners must complete their own application forms (2A.P2), ensuring relevant personal information is selected to support the application. Evidence should include real documents from the application process.

For 2A.M1 learners will compare the suitability of three selected work experience opportunities in sport, recommending the most suitable option for themselves. For 2A.M2, learners will use research into a selected sports-related career path to tailor application documents to fit the requirements of a specific employer. For example,

amending their CV and covering letter by applying research into a selected sports business. For 2A.D1, learners will then justify their reasons for selecting the work experience in sport, giving reasons or evidence to support their opinion, based on research into a specific career path.

At level 1 (1A.1), teachers/tutors will need to give learners a list of suitable sources of information, from which they can find an appropriate work experience in sport. Level 1 learners will complete the job application process at a basic level. (1A.2). Learners could be given a pro forma of an application form to complete.

For 2A.P3, learners will competently use interview skills during an interview for a work experience in sport. This means they will apply the necessary interview skills and/or knowledge to effectively manage themselves during the interview process, demonstrating professionalism.

The interview for the position must be witnessed and ideally recorded. Witness statements/observation records must be completed to support assessment decisions. Interviews may be simulated if there is no employer available, but learners should be encouraged to consider this process as a realistic preparation for their work experience.

At level 1 (1A.3), learners will use interview skills during an interview for a work experience in sport, however they will not demonstrate competent use of skills.

For 2A.P4, learners will negotiate specific, measurable, achievable, realistic, time-related, exciting, and recorded (SMARTER) targets with an employer, to be achieved during a work experience in sport, in support of personal career goals. The negotiation and agreement of targets could be conducted via a face-to-face meeting or telephone discussion with the employer, which should ideally be recorded and must be supported with a witness statement/observation record.

At level 1 (1A.4), learners will set simple targets to be achieved during a work experience in sport, the targets will not be subject to prior negotiation and agreement with an employer.

For Learning aim B (2B.P5), learners need to describe health and safety considerations that ensure the safety of both themselves and others during the work experience in sport.

For 2B.M3 learners will discuss three potential health and safety risks that could occur during the work experience in sport, and appropriate measures to reduce these risks. Learners need to consider how the risks and measures interrelate and the extent to which they contribute to overall health and safety.

At Level 1 (1B.5), learners will identify health and safety considerations, for self only, during the work experience in sport.

For 2B.P6, learners need to competently demonstrate basic and advanced work-related skills to complete work-related tasks during their work experience. Competent demonstration means learners will demonstrate application of the necessary basic and advanced skills and/or knowledge to effectively complete work-related tasks in sport and leisure.

Work-related tasks could be assisting with running sports activities or events, undertaking promotional activities, instructing, coaching, monitoring participants, stewarding, taking bookings, inducting, undertaking maintenance or cleaning, or carrying out general administrative tasks. It is recommended that at least ten different work-related tasks are completed during the work experience: the tasks selected should give learners a broad taster experience of the industry. Learners must keep clear records of work-related tasks completed in their personal diary/logbook, together with supporting witness statements/observation records.

At level 1 (1B.6), learners will demonstrate basic work-related skills only to complete a given work-related task in sport.

Learners must collect evidence from their work experience using a personal diary/logbook; evidence could include a record of duties and work-related tasks undertaken, skills used, personal and/or team experiences, annotated photographs, observation records and witness statements. Evidence generated and/or demonstrated during the work experience must be authenticated by a workplace supervisor or manager, or a visiting teacher/tutor.

Centres are ultimately responsible for verifying evidence and should be confident that those who sign witness statements and observation records in a workplace are sufficiently competent to do so. Observation records must clearly show learner achievement against the target criteria. Signed witness statements, observation records and supporting learner evidence should be retained by the centre for quality assurance purposes.

For 2B.P7, learners need to collect 360 degree feedback on their performance from colleagues, supervisor(s), customers, assessor(s), and use this evidence to help them to describe the contribution they have made to the organisation and their recommendations for future career development (2B.P8). In describing their personal contribution to the organisation learners need to consider their key achievements, the skills and knowledge needed to be successful in the role, and areas for improvement.

For 2B.M4, learners will explain their contribution to the organisation and recommendations for future career development, providing details and giving reasons and/or evidence to support their explanation.

For 2B.D2, learners will justify their own contribution to the organisation and recommendations for future career development. They need to give reasons or evidence to support how they arrived at these conclusions.

At level 1 (1B.7) learners will gather basic feedback on their performance during the work experience, the feedback collected will lack detail and when looked at collectively will not provide a well-rounded view of performance.

For 1B.8, learners will provide a brief outline only of the contribution they have made to the organisation, recommendations for future career development will not be considered.

Learners should use their personal diary/logbook to reflect on and review their experiences and what they have achieved and learned as a result. It is important for learners to focus on positive issues and to be constructive about the whole work experience.

For Learning aim C (2C.P9), learners will describe the personal benefits of their work experience in relation to skills developed. For 2C.M5, learners will explain the benefits of undertaking a work experience in sport both to themselves and to the organisation. Learners need to provide details and give reasons and/or evidence to support their explanation. Learners' personal log/diary and collected feedback will prove useful in helping shape the explanation.

For 2C.D3, learners will analyse the short- and longer-term benefits to themselves and to the organisation of completing a work experience in sport. In preparing their analysis, learners should use evidence from their personal log/diary together with collected feedback to identify each benefit, say how these are related and how each one contributes to their overall experience.

At level 1 (1C.9) learners will briefly identify the personal benefits of undertaking a work experience in sport.

Learners could produce a presentation to deliver to the teacher/tutor and group reflecting on the benefits of their work experience in sport, giving them an opportunity to share their thoughts and experiences and the contributions they have made. If presentations are the chosen assessment method, teachers/tutors must complete observation records confirming learner achievement against the target criteria.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1, 1A.3, 2A.P3, 1A.4, 2A.P4	Task 1 Preparation for My Work Experience in Sport	You need to prepare for employment by searching for suitable work experience opportunities in sport, completing job applications, using interview skills and researching health and safety considerations. Following a successful application, you undertake an interview showing competent use of interview skills.	Portfolio of evidence, including: <ul style="list-style-type: none"> • details of selected vacancies • job application(s) • signed observation record of interview skills demonstrated • SMARTER targets negotiated and accompanying witness statement.
1B.5, 2B.P5, 2B.M3, 1B.6, 2B.P6, 1B.7, 2B.P7, 1B.8, 2B.P8, 2B.M4, 2B.D2	Task 2 Work Experience Logbook and Review	During your work experience in sport, you demonstrate work-related skills in the workplace to address work-related tasks. Keep a personal diary/logbook of skills used and developed and work-related tasks that you carried out. Include details of how things went, your own contribution to the organisation, what you learned from the experience, and recommendations for your future career development in sport and leisure.	Short report detailing health and safety considerations Personal diary/logbook (written or electronic) Signed witness statement(s) from organisation Presentation reviewing the work experience, and supporting notes Observation record(s)
1C.9, 2C.P9, 2C.M5, 2C.D3	Task 3 Benefits of a Work Experience in Sport	What benefits did you gain from undertaking a work experience in sport? What benefits did the organisation gain? Use evidence from your personal diary/logbook, together with collected feedback to reflect on the benefits of your work experience in sport.	Personal diary/logbook (written or electronic) Signed witness statement(s) from organisation Presentation reflecting on the work experience, and supporting notes Observation record(s)

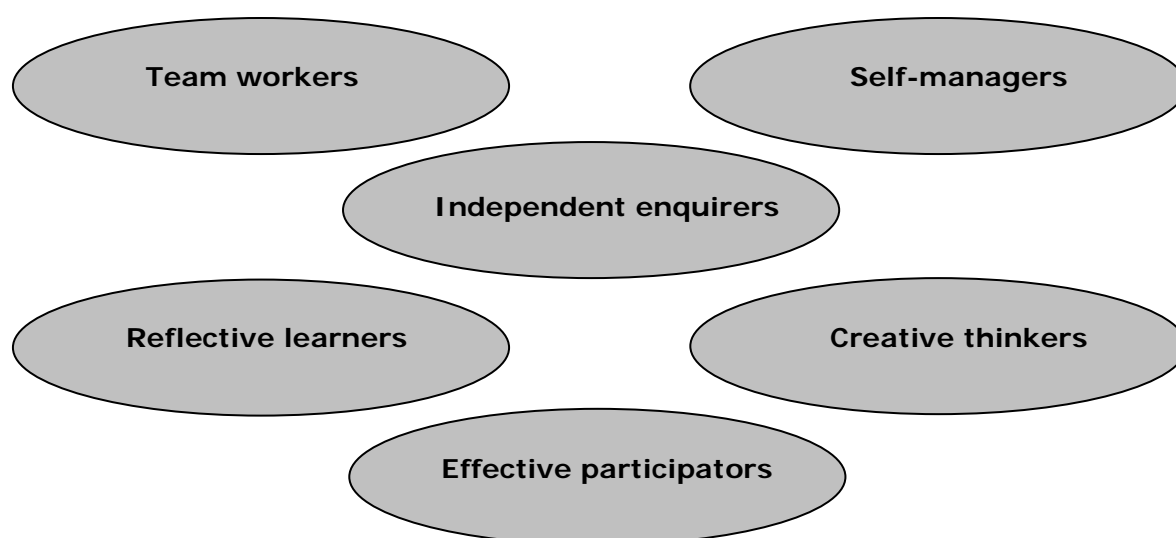
Annexe A

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that is indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

The skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key:

- ✓ indicates opportunities for development
- a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participants
1	✓	✓				
2	✓		✓		✓	
3	✓	✓				✓
4	✓					
5		✓	✓		✓	
6		✓	✓	✓	✓	
7	✓					
8	✓	✓	✓		✓	
9	✓	✓			✓	✓
10	✓	✓				
11		✓	✓	✓	✓	
12	✓	✓				
13	✓	✓	✓		✓	
14	✓	✓	✓	✓	✓	✓
15	✓	✓	✓	✓	✓	✓
16	✓			✓		✓
17		✓	✓	✓	✓	✓
18	✓	✓	✓	✓	✓	✓
19	✓	✓	✓	✓	✓	✓
20	✓	✓	✓	✓	✓	✓
21	✓	✓	✓	✓	✓	✓
22	✓	✓	✓	✓	✓	✓
23			✓	✓	✓	✓
24	✓	✓	✓	✓	✓	✓

Annexe B

Level 2 Functional Skills

Functional Skills standards for English Level 2

Speaking, listening and communication
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations
Reading
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions
Writing
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

Functional Skills standards for mathematics Level 2

Representing
<ol style="list-style-type: none"> 1. Understand routine and non-routine problems in familiar and unfamiliar contexts and situations 2. Identify the situation or problems and identify the mathematical methods needed to solve them 3. Select a range of mathematics to find solutions
Analysing
<ol style="list-style-type: none"> 1. Apply a range of mathematics to find solutions <p>Use appropriate checking procedures and evaluate their effectiveness at each stage</p>
Interpreting
<p>Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations</p> <p>Draw conclusions and provide mathematical justifications</p>

Functional Skills standards for ICT Level 2

Using ICT
<ol style="list-style-type: none"> 1. Plan solutions to complex tasks by analysing the necessary stages 2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts 3. Manage information storage to enable efficient retrieval
Finding and selecting information
<ol style="list-style-type: none"> 1. Use appropriate search techniques to locate and select relevant information 2. Select information from a variety of sources to meet requirements of a complex task
Developing, presenting and communicating information
<ol style="list-style-type: none"> 1. Enter, develop and refine information using appropriate software to meet requirements of a complex task 2. Use appropriate software to meet the requirements of a complex data-handling task 3. Use communications software to meet requirements of a complex task 4. Combine and present information in ways that are fit for purpose and audience 5. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information

Mapping to Level 2 Functional Skills

This table shows where a **learning aim** in a unit is of particular relevance for learners being prepared for assessment in Functional Skills in English, mathematics and/or ICT at Level 2. Centres may identify further opportunities arising in their own programmes in addition to those identified below, for example group work, research, employment-related activities and work experience.

Key: a letter, e.g. A, indicates the learning aim where there are opportunities for development; a blank space indicates no opportunities for development

Unit	English			Mathematics			ICT		
	Speaking, listening and communication	Reading	Writing	Representing	Analysing	Interpreting	Using ICT	Finding and selecting information	Developing, presenting and communicating information
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	A, C	A	C	N/A	N/A	N/A	A, C	N/A	A, C
3	A, C	C	B	N/A	N/A	N/A	A, C	A, B, C	A, C
4	A, B	N/A	N/A	A	A	A	A, B	A, B	A, B
5	A	N/A	A, C	A, C	C	C	A	A, B	A, C
6	B, C	N/A	B	N/A	N/A	C	A	A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	B, C	C	C	N/A	N/A	N/A	B, C	B, C	B, C
9	B, D	A, B, C, D	B	B	N/A	N/A	A, B, C, D	A, B, C, D	A, B, C, D
10	A, B, C, D	D	D	N/A	N/A	N/A	A, B, C, D	A, B, C, D	A, B, D
11	A, C, D	A, D	A, D	N/A	D	D	A, D	N/A	A, D
12	A, B, C	A	A	B	B	B	A, B, C	A, B, C	A, B, C

Unit	English			Mathematics			ICT		
	Speaking, listening and communication	Reading	Writing	Representing	Analysing	Interpreting	Using ICT	Finding and selecting information	Developing, presenting and communicating information
13	A, B	N/A	B	N/A	N/A	N/A	N/A	N/A	A, B
14	B, C, D	B, C, D	B, C, D	C	C	C	C	B, C	B, C, D
15	A, B, D	B	B	C	C	C	N/A	B	A, C, D
16	A	A, C	B	N/A	C	C	A, B, C	A, B, C	A
17	C	A, B, C	C	N/A	N/A	N/A	A, B	A, B	A, B, C
18	A, B, C	A	B, C	N/A	C	C	A, B, C	N/A	A, B, C
19	A, B	A	B	N/A	C	C	A	N/A	A
20	A, B	A	B	N/A	C	C	A	N/A	A
21	B, C	N/A	B, C	N/A	C	C	A	A	A, C
22	B, C	N/A	B, C	N/A	C	C	A	A	A, C
23	C	B, C	C	N/A	N/A	N/A	A, B	A, B	N/A
24	A, B, C	A, B	A, B	N/A	N/A	N/A	A, B	A, B	B, C

Annexe C

Synoptic assessment

Synoptic assessment in these qualifications is embedded throughout the assessment criteria across the units of study. The mandatory units provide the essential knowledge, understanding and skills required in the sport sector and underpin the content of the optional specialist units.

In addition, there is a further mandatory unit in the Diploma, *Unit 19: Carrying out a Project in Sport*, that is specifically designed to allow learners to draw together all the themes and skills gained from other units of study and apply them to planning and carrying out a project.

Learners studying these qualifications are able to demonstrate a number of synoptic approaches towards meeting the assessment criteria. These include:

- showing links and holistic understanding/approaches to units of study from the specification
- being able to interrelate overarching concepts and issues, bringing together their knowledge of the sport sector
- drawing together and integrating knowledge, understanding and skills across different units, in order to develop an appreciation of how topics relate to one another, and how each may contribute to different sport context or situations
- making and applying connections to particular sport contexts or situations
- demonstrating their ability to use and apply a range of different methods and/or techniques
- being able to put forward different perspectives and/or explanations to support decisions they have made or evidence they have presented
- being able to suggest or apply different approaches to sport contexts or situations
- synthesising information gained from studying a number of different sport activities
- applying knowledge, skills and understanding from across different units to a particular sport situation, issue or case study
- using specialist sport terminology where appropriate
- demonstrating analytical and interpretation skills (of evidence and/or results) and the ability to formulate valid well-argued responses
- evaluating and justifying their decisions, choices and recommendations.

Annexe D

Summary of units in the BTEC Level 1/Level 2 First in Sport

The BTEC First suite in Sport contains four qualifications:

Award (120 GLH), Certificate (240 GLH), Extended Certificate (360 GLH) and Diploma (480 GLH).

The smaller qualifications are 'nested' within the larger qualifications, which means that learners may take a smaller-sized qualification, then top up to a larger size without repeating the units already achieved in the smaller size.

This table lists each unit in the suite and how it is used within individual qualifications, i.e. is the unit mandatory (Mand), optional specialist (Opt) or not included (—).

Key: Mand – Mandatory; Opt – Optional specialist; — indicates where the unit does not appear in the qualification

Unit	Unit Title	GLH	Qualifications				
			Certificate	Extended Certificate	Diploma		
					Sport	Sport (Outdoor and Adventurous Activities)	Sport (Fitness and Exercise)
1	Fitness for Sport and Exercise	30	Mand	Mand	Mand	Mand	Mand
2	Practical Sports Performance	30	Mand	Mand	Mand	Mand	Mand
3	The Mind and Sports Performance	30	Opt	Opt	Mand	Mand	Mand
4	The Sports Performer in Action	30	Opt	Opt	Mand	Mand	Mand
5	Training for Personal Fitness	30	Opt	Opt	Mand	Mand	Mand
6	Leading Sports Activities	30	Opt	Opt	Opt	Opt	Opt
7	Anatomy and Physiology for Sports Performance	30	Mand	Mand	Mand	Mand	Mand

Unit	Unit Title	GLH	Qualifications				
			Certificate	Extended Certificate	Diploma		
					Sport	Sport (Outdoor and Adventurous Activities)	Sport (Fitness and Exercise)
8	Promotion and Sponsorship in Sport	30	Opt	Opt	Opt	Opt	Opt
9	Lifestyle and Well-being	30	Opt	Opt	Opt	Opt	Mand
10	Injury and the Sports Performer	30	Opt	Opt	Opt	Opt	Mand
11	Running a Sports Event	30	Opt	Opt	Opt	Opt	Opt
12	The Sport and Active Leisure Industry	30	Opt	Opt	Opt	Opt	Opt
13	Profiling Sports Performance	30	Opt	Opt	Opt	Opt	Opt
14	Carrying out a Sports-related Project	60	—	Opt	Mand	Mand	Mand
15	Designing Exercise Programmes	60	—	Opt	Opt	Opt	Mand
16	The Provision of Sports and Active Leisure	30	—	—	Opt	Opt	Opt
17	Facility Operations for Sport and Leisure	60	—	—	Opt	Opt	Opt
18	Expedition Experience	60	—	Opt	Opt	Opt	—
19	Practical Land-based Outdoor and Adventurous Activities	60	—	Opt	Opt	Opt	—

Unit	Unit Title	GLH	Qualifications				
			Certificate	Extended Certificate	Diploma		
					Sport	Sport (Outdoor and Adventurous Activities)	Sport (Fitness and Exercise)
20	Practical Water-based Outdoor and Adventurous Activities	60	—	Mand	Opt	Opt	—
21	Land-based Outdoor and Adventurous Activity Leadership	60	—	Mand	Opt	Opt	—
22	Water-based Outdoor and Adventurous Activity Leadership	60	—	Mand	Opt	Opt	—
23	Sport Community Volunteering	30	—	—	Opt	Opt	Opt
24	Work Experience in Sport	60	—	Mand	Opt	Opt	Opt

Specification

BTEC FIRST SPORT

Certificate
Extended Certificate
Diploma

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