

Pearson BTEC Level 1/Level 2 Firsts in Sport

Pearson BTEC Level 1/Level 2 First Award 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

Delivery Guide

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Welcome to your BTEC First delivery guide

This delivery guide is a companion to your BTEC First specifications. It contains a wealth of ideas for practical activities, realistic scenarios and independent learning, helping to bring the content of the units to life. The aim of this guide is to show how the content of the specifications might work in practice and to inspire you to start thinking about different ways to deliver your course. The guidance has been put together by teachers who understand the challenges of finding new and engaging ways to deliver a BTEC programme, which means you can be sure the guidance is relevant and achievable.

Unit-by-unit guidance is given and includes suggestions on how to approach the learning aims and unit content, as well as providing ideas for interesting and varied activities. You will also find a list of carefully selected resources for each unit, including suggestions for books, websites and videos that you can either direct your learners to use or that you can use as a way to complement your delivery.

Guidance about the new features of the BTEC Firsts is also included, giving an explanation of how these work and what you will need to consider as you plan the course. You will also find comprehensive coverage of assessment, including useful advice about external assessment, as well as extensive guidance about how to plan, design and deliver your assignments. Information about the Quality Assurance process will help you understand the different roles and responsibilities of individuals within your centre, and how you can work closely with Pearson to enable the successful running of your programme.

This delivery guide is intended to be read in conjunction with the qualification specifications.

- The specifications tell you what must be taught and gives guidance about how it should be assessed.
- This delivery guide gives suggestions about how the content could be delivered.

The suggestions given in this delivery guide link with the suggested assignment outlines in the specifications but they are not compulsory; they are designed to get you started and to spark your imagination.

Remember that all assignments must go through internal verification before being delivered to learners.

When combining units for a BTEC First qualification, it is the centre's responsibility to ensure that the qualification structure(s) in the specification are adhered to.

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1 BTEC First Qualifications

BTEC Firsts are vocationally-related qualifications designed to develop learners' knowledge and understanding through the application of learning and skills in a work-related context. BTEC Firsts are designed to allow learners to progress to other level 2 qualifications or apprenticeships, to junior roles in the industry they are learning about or level 3 qualifications.

Around 100 BTEC First qualifications are available for level 2 learners, each linked to an industry sector. Learners may take BTEC Firsts alongside core GCSE subjects such as English, maths and science, giving them the balanced curriculum recommended by the majority of schools.

There are four sizes of qualification available in the BTEC First suite:

Qualification	Size – Guided Learning Hours	Equivalent in size to	Age group	Delivered predominantly in
Award	120	1 GCSEs	14-19	School
Certificate	240	2 GCSEs	14-19	School
Extended Certificate	360	3 GCSEs	14-19	School/FE college
Diploma	480	4 GCSEs	14-19	FE college

2 Introducing the new BTEC Firsts in Sport

The BTEC Firsts in Sport have been developed to give learners a stimulating and engaging introduction into the world of sport. Learners can gain knowledge, skills and understanding through practical participation and performance in a range of sports, exercise, and health-related fitness activities. This allows them to become familiar with the language, skills and processes required to work in the sport and leisure industry.

The BTEC philosophy of 'learning through doing' remains at the heart of this qualification. Learners are given the opportunity to gain a broad understanding and knowledge of skills in sport. Market research and a consultation process ensure that the new BTEC Firsts demonstrate best practice.

Developing the qualifications in response to change

The new suite of BTEC Firsts is now available on the National Qualifications Framework (NQF). The NQF fully supports both academic and vocationally related progression pathways.

The BTEC Firsts have been designed to reflect recommendations as set out in independent reviews, consultations and government guidance on vocational education. As part of the development of all of the new BTEC Firsts, we have also taken into account many consultations with schools, further, and higher education institutions and employers.

The Wolf Review

Professor Alison Wolf's *Review of Vocational Education* was published in March 2011. The Government has since accepted her proposals in full and the Department for Education (DfE) has produced a list of seven characteristics that all high-value vocational qualifications for learners aged 14+ should demonstrate. Specifically, they should:

- 1 be at least as big as a GCSE in terms of guided learning hours (GLH), i.e. 120 GLH
- 2 contain an element of external assessment, e.g. an externally set and marked test taken under specific conditions
- 3 contain some synoptic assessment so that learners appreciate the breadth of their course and the links between its different elements, rather than just taking units in isolation from each other
- 4 be graded, e.g. Pass, Merit, Distinction and Distinction*
- 5 contain content appropriate for learners aged 14+
- 6 enable progression to further study in the same subject at the next level, and also support progression to broader study at the next level
- 7 have a proven track record, measured by an uptake of at least 100 learners in five centres.

The Extended Certificate and Diploma within Study Programmes for 16–19 year olds

The BTEC Level 1/ Level 2 First Extended Certificate and Diploma in Sport have been designed to meet the requirements of the government's *Study Programmes for 16–19 year olds*. The Department for Education, as part of its *Study Programmes for 16–19 year olds*, requires learners aged 16+ to be offered a high quality study programme giving them the best opportunity to progress to higher education or to secure skilled employment.

As part of this requirement, learners should be able to study a qualification of substantial size that gives them the opportunity to progress to the next stage of learning. The BTEC Level 1/Level 2 First Extended Certificate and Diploma in Sport have been designed to meet this requirement and give learners who wish to progress their learning and development in sport the opportunity to study topics and aspects of the sports sector appropriate for post-16 learners.

The qualification meets the requirements of the *Study Programmes for 16–19 year olds* by:

- 1 providing learning appropriate for learners aged 16+ who have chosen to focus their learning in the sector
- 2 giving learners an opportunity to extend learning from pre- to post-16
- 3 encouraging learners to explore relevant specialisation in their learning, through new optional units designed specifically for learners aged 16+
- 4 supporting learners who may also be working towards achieving level 2 English and/or mathematics qualifications in a post-16 setting and wish to complement their study programme with a qualification that supports preparation for work or progression
- 5 supporting work experience requirements through a specific optional unit, *Unit 24: Work Experience in Sport*.

3 Pathways in the BTEC Level 1/Level 2 First Diploma in Sport

The diploma size qualification includes different pathways that allow learners to follow a programme of study built on specialist units in a particular area of the sports sector.

Sport pathway

The sport pathway is designed for learners with a generic interest in sport and the sports industry. It includes a range of units that allow learners to gain the skills required to develop their knowledge of sport and the sports industry.

The core of the qualification allows learners to demonstrate the practical skills they have developed both in relation to fitness and fitness training (*Unit 1: Fitness for Sport and Exercise*) and as a sports performer and official in a team or an individual sport (*Unit 2 Practical Sports Performance*). In addition, *Unit 14: Carrying Out a Sports-related Project*, requires learners to develop skills in developing and planning a project from start to finish. Learners are required to review the project on completion, assessing the success of the project and their own contribution to the delivery of the project.

The mandatory units for the pathway provide learners with both the theoretical knowledge of sport and the applied knowledge for a career in the sport and exercise industry. Learners will develop their understanding of sports psychology (*Unit 3: The Mind and Sports Performance*) as well as gaining an introduction to the short- and long-term effects of exercise on body systems (*Unit 4: The Sports Performer in Action*). In keeping with the vocational focus of the programme, learners will examine the requirement of a training programme for fitness development (*Unit 5: Training for Personal Fitness*). The sport pathway also requires learners to develop knowledge of human anatomy and physiology (*Unit 7: Anatomy and Physiology for Sports Performance*). While learners will spend the majority of their time developing and applying the skills associated with sport and exercise, the programme also provides the opportunity to develop skills that will improve their employability, and flexibility as an employee, within the sports industry. For example, they will improve their communication skills, leadership skills, technical and tactical knowledge of sports, officiating skills, as well as a wide range of theoretical knowledge.

If you are providing guidance to learners thinking of selecting this pathway, it is important that you stress there is an academic focus within the programme. They will be required to develop an understanding of human anatomy and physiology, sports psychology, leadership of sport, exercise and outdoor adventurous activities, to develop their own levels of confidence and they will be required to communicate effectively to their peers and others.

This pathway provides opportunities for progression to BTEC Nationals in Sport and AS/A2 qualifications in Physical Education. *Unit 1: Fitness for Sport and Exercise* and *Unit 7: Anatomy and Physiology for Sports Performance* will be a useful measure for learners considering progressing to AS/A2 programmes as part of their further education programmes. These units require learners to develop skills in completing external assessment that will support them when they progress on to complete qualifications which also include external assessment as part of the assessment methodology.

Sample curriculum model for the sport pathway

Term	Unit(s)
1	Unit 2: Practical Sports Performance/Unit 13: Profiling Sports Performance – integrated assignment Unit 5: Training for Personal Fitness/Unit 15: Designing Exercise Programmes – integrated assignment
2	Unit 1: Fitness for Sport and Exercise – externally assessed Unit 3: The Mind and Sports Performance Unit 6: Leading Sports Activities/Unit 11: Running a Sports Event – integrated assignment Unit 4: The Sports Performer in Action
3	Unit 24: Work Experience in Sport/Unit 14: Carrying Out a Sports-related Project – integrated assignment Unit 7: Anatomy and Physiology for Sports Performance – externally assessed

Outdoor and adventurous activities pathway

The outdoor and adventurous activities pathway is designed for learners with an interest in the outdoors. It includes a range of units that will allow learners to develop their knowledge and skills in outdoor activities and leadership.

The core of the qualification allows learners to demonstrate the practical skills they have developed in relation to outdoor adventurous activities and fitness training (*Unit 1: Fitness for Sport and Exercise*) and as a sports performer and official in a team or an individual sport (*Unit 2: Practical Sports Performance*). In addition, *Unit 14: Carrying Out a Sports-related Project* requires learners to develop skills in developing and planning a project from start to finish. Learners are required to review the project on completion, assessing the success of the project and their own contribution to the delivery of the project.

The core and mandatory options for the sport pathway and the outdoor and adventurous activity pathway are the same. However, the methods of delivery and assessment focus the units to contextualise each pathway. Obviously, for some units, this is more appropriate than for others. When delivering the practical sport unit as part of the outdoor and adventurous activities pathway, centres should deliver appropriate activities for each learning aim that can completely fulfil the assessment and content requirements of each learning aim. For *Unit 2: Practical Sports Performance*, centres can deliver a different sport for each learning aim. For the other units within the core and mandatory units, the contexts of the assignments can revolve around the focus of the pathway.

It is within the optional specialist units (Group A) that centres can develop the appropriate skills for the outdoor and adventurous vocational area. **Centres must select a minimum of three units from this group.** Units will support the development of learner's skills within either land- or water-based outdoor and adventurous activities (*Unit 19: Practical Land-based Outdoor and Adventurous Activities/Unit 20: Practical Water-based Outdoor and Adventurous Activities*). Learners can also further develop their leadership skills through planning, delivery and review of either a land- or a water-based outdoor and adventurous activity to a client group (*Unit 21: Land-based Outdoor and Adventurous Activity Leadership/Unit 22: Water-based Outdoor and Adventurous Activity Leadership*). If you are providing guidance to learners thinking of selecting this pathway, it is important that you stress there is an outdoor and adventurous activity focus within the programme.

With a particular focus within most of the units on outdoor and adventurous activities, and this particular part of the sports industry, learners will be required to develop an understanding of human anatomy and physiology, sports psychology and leadership of sport. Learners will develop their own levels of confidence. They will be required to communicate effectively to peers and others, through participating in outdoor and adventurous activities, and to develop their leadership skills through planning and leading these sessions.

This pathway provides opportunities for progression to BTEC Nationals in Sport and AS/A2 qualifications in Physical Education. The optional specialist units selected from Group A will be particularly useful to learners intending to apply for places on further education programmes in outdoor adventures, allowing them to demonstrate an understanding of the skills required within the outdoor adventure sector.

Sample curriculum model for the outdoor and adventurous activity pathway

Term	Unit(s)
1	Unit 2: Practical Sports Performance/Unit 19: Practical Land-based Outdoor and Adventurous Activities – integrated assignment Unit 3: The Mind and Sports Performance
2	Unit 1: Fitness for Sport and Exercise – externally assessed Unit 22: Water-based Outdoor and Adventurous Activity Leadership Unit 5: Training for Personal Fitness
3	Unit 14: Carrying Out a Sports-related Project/Unit 18: Expedition Experience – integrated project Unit 4: The Sports Performer in Action – assignment Unit 7: Anatomy and Physiology for Sports Performance – externally assessed

Fitness and exercise pathway

The fitness and exercise pathway is designed for learners with an interest in working in the fitness sector within the sports industry. The qualification will not only enable learners to work directly in the industry, but it will also support learners to develop skills in areas such as work experience, designing exercise programmes and sports leadership. It includes a range of units that allow learners to develop the skills required to work as a leisure attendant, fitness instructor, sports coach, sports events leader, and to apply those skills to a range of contexts.

The core of the qualification allows learners to demonstrate the practical skills they have developed in relation to fitness and fitness training (*Unit 1: Fitness for Sport and Exercise*) and as a sports performer and official in a team or an individual sport (*Unit 2: Practical Sports Performance*). In addition, *Unit 14: Carrying Out a Sports-related Project* requires learners to develop skills in developing and planning a project from start to finish. Learners are required to review the project on completion, assessing the success of the project and their own contribution to the delivery of the project.

The mandatory units for this pathway provide learners with the key skills needed by someone working in the sports industry (*Unit 9: Lifestyle and Well-being*) as well as an introduction to the context of the fitness training they will undertake in *Unit 5: Training for Personal Fitness*, and potentially *Unit 15: Designing Exercise Programmes*. In keeping with the vocational focus of the programme, learners will

explore the causes and treatments of injuries that would be essential to support customers and clients in the industry (*Unit 10: Injury and the Sports Performer*).

While learners will spend the majority of their time on the programme developing and applying practical skills in fitness training, sports performance and sports leadership, the programme also provides the opportunity to develop some theoretical knowledge. This reflects the fact that as a fitness trainer or instructor there is a requirement to have an in-depth knowledge of human anatomy, sports psychology, fitness testing and sports nutrition.

In providing guidance to learners thinking of selecting this pathway, it is important to stress that the focus is on fitness and programming. Learners aiming to develop a broader range of sport should consider the sport pathway.

This pathway provides opportunities for progression to BTEC Nationals in Sport and AS/A2 qualifications in Physical Education.

Sample curriculum model for the fitness and exercise pathway

Term	Unit(s)
1	Unit 5: Training for Personal Fitness/Unit 15: Designing Exercise Programmes – integrated assessment Unit 2: Practical Sports Performance Unit 1: Fitness for Sport and Exercise – externally assessed
2	Unit 3: The Mind and Sports Performance Unit 14: Carrying out a Sports Related Project/Unit 24: Work Experience in Sport – integrated project
3	Unit 4: The Sports Performer in Action Unit 9: Lifestyle and Well-being Unit 10: Injury and the Sports Performer Unit 7: Anatomy and Physiology for Sports Performance – externally assessed

4 Key features of the BTEC Firsts explained

We are always working to ensure our qualifications are relevant, and that they support opportunities and progression for young people. We have updated the current BTECs to meet the needs of today's learners, teachers, educators, employers and universities, and also to reflect the policy decisions being introduced following *The Wolf Report* (March 2011) on vocational education. Our new BTECs contain a number of new features and it is important that you understand these and how they relate to your delivery of the course.

Employability skills within BTEC

Helping learners to progress into employment has always been a cornerstone of BTEC qualifications. Equipping learners with the skills they will use in the workplace is at the very heart of BTEC and remains an important driver in determining the content of each qualification. When developing our qualifications we work closely with employers to understand the skills they are looking for in new entrants to their industries. The vast majority of employers not only require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for what is termed **employability skills**. These are the skills that underpin the different tasks and duties a person can be expected to undertake in their role, and which are applicable across sectors.

Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy.

The CBI definition of employability skills is based on a positive attitude (readiness to take part, openness to new ideas and activities, desire to achieve) that underpins seven characteristics.

- 1 **Self-management:** readiness to accept responsibility, flexibility, time management, readiness to improve own performance.
- 2 **Teamworking:** respecting others, co-operating, negotiating/persuading, contributing to discussions.
- 3 **Business and customer awareness:** basic understanding of the key drivers for business success and the need to provide customer satisfaction.
- 4 **Problem solving:** analysing facts and circumstances and applying creative thinking to develop appropriate solutions.
- 5 **Communication and literacy:** application of literacy, ability to produce clear, structured written work, and oral literacy (including listening and questioning).
- 6 **Application of numeracy:** manipulation of numbers, general mathematical awareness and its application in practical contexts.
- 7 **Application of information technology:** basic IT skills including familiarity with word-processing, spreadsheets, file management and use of internet search engines.

In a recent CBI/Pearson education and skills survey, *Learning to grow: What employers need from education and skills 2012*, it was noted that employers believe schools and colleges should prioritise developing employability skills (71 per cent). They also want to see more done to develop literacy (50 per cent), numeracy (45 per cent) and technology skills (30 per cent).

How employability skills are promoted and developed in BTEC courses

All internally assessed units in BTEC are based on set assignments that require learners to produce evidence of learning applied to a work-related scenario. Within the scenario, learners will typically be put into a junior role in the sector, asked to do some research or preparation, and then asked to provide evidence in the form of a presentation, information leaflet, performance or artefact, depending on the assignment. Suggestions for high-quality assignments are provided in the specification and in the authorised assignment briefs. For example, in *Unit 9: Lifestyle and Well-being*, the following scenario is given:

Assignment – Physical Activity: Are You Doing Enough?

You are working as a trainee 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 to gain health benefits and how they can increase their activity levels.

As assessment evidence, learners are asked to design documentation and prototypes.

Many of the assignments are group assignments and so involve **teamwork**.

Problem solving is developed through the research and/or practice part of the assignment. All assignments require **self-management** in that it is the responsibility of the learners to complete the assignments and ensure they are submitted by the set deadline.

BTECs are vocational qualifications. This means that learners are preparing to work in a particular sector and so must have good **business and customer awareness**: an understanding of how the sector works, what makes it 'tick' and the business and/or customer drivers for the sector. This will vary depending on the sector. For example, in Business or Information & Communication Technology (I&CT) the 'customer' is the person or organisation that buys or uses the products or services, so to make good products, the learner has to understand customer needs; primarily by doing research or surveys. In a sector like Health and Social Care, the customer is the client or a parent; again, the learner will need to learn by doing practical work and undertaking assignments that help develop their understanding and respect of clients' needs and wishes.

In most BTEC specifications there is a unit that introduces the industry to learners. In Sport, this is *Unit 12: The Sport and Active Leisure Industry*. Through this unit, if selected, learners will gain an understanding of the organisations and occupations within the sector, current trends in participation, and the impact of key issues on sport and leisure.

Knowledge and skills signposting for English and mathematics

The mastery of the essential skills of communication and numeracy are at the heart of a young person's ability to progress, as identified in *The Wolf Report*. In BTECs these skills are woven throughout and tackled in two specific ways.

- 1 **Embedded mathematics and English throughout the units, mapped to GCSE and functional skills.** Opportunities to practise these essential skills in naturally occurring and meaningful contexts are provided throughout units, where appropriate to the sector. In the specifications, *Annexes B and C* show where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE English or mathematics subject criteria.

2 Sector-specific mathematics and English units, where appropriate.

For some sectors, there are units specifically devoted to developing mathematical and communication skills in context, for example, *Mathematics for Engineering* and *Effective Communication in Health and Social Care*.

Throughout the course, learners are encouraged to **apply information and creative technology** by producing their assignment work to the highest standard, with forward-looking use of IT at the heart of their work, whether it be using the internet to do research, producing spreadsheets of evidence, or using sophisticated packages to record results aurally or visually. The assessment guidance for every unit provides suggestions for how evidence can be presented, and use of electronic portfolios is highly recommended.

In addition, the new external assessments have looked at innovative use of IT, for example, through the introduction of onscreen testing.

Personal, learning and thinking skills

In addition to those qualities outlined by the CBI/Pearson, the qualifications were also developed with **personal, learning and thinking skills (PLTS)** in mind. The PLTS map closely to the CBI definition of employability skills in that they develop:

- independent enquirers
- creative thinkers
- reflective learners
- teamworkers
- self-managers
- effective participants.

A mapping grid showing coverage of these skills in each unit appears in *Annexe A* of the specifications.

Contextualised English and mathematics

It is recognised that good literacy and numeracy skills are highly valued both by employers and by wider society, and that achievement of English and mathematics at GCSE level is key both to progression through the education system and into employment. The current Government has refocused attention on this need with a number of education policy announcements, and development of English and mathematics was a key recommendation in *The Wolf Report*.

Learners aged 14–16 will be working towards attaining a GCSE grade at C or above in English and mathematics. Post–16 learners who did not achieve GCSE grade C or above may also be continuing to work towards this.

Research has shown that for many learners the most effective way of developing their mathematical skills and of improving their functional skills in English is to learn them within the context of a specific area of vocational interest. Therefore, in the new suite of BTEC Firsts we have provided opportunities for contextualised mathematics and English so that learners can practise these essential skills in a meaningful way within naturally occurring contexts.

As GCSEs in mathematics and English are the current benchmark of achievement, we have signposted the assessment criteria of the BTEC Firsts to content from these GCSE qualifications, specifically to the more functional parts of their content. This signposting, which is indicated by a * sign for maths and a # sign for English, shows where learners should be able to practise and develop their skills. These instances occur naturally within the BTEC Firsts, for example when communicating or compiling reports, but can be emphasised and drawn out during teaching and learning. More

detail on how this can be done is given on a unit-by-unit basis in the qualification specification.

Where signposting does occur in the unit specification, it indicates that English and mathematics knowledge and skills are a constituent part of the assessment requirements of the units. This does not mean that the BTEC assessment criteria cover the whole of the GCSE or Key Stage 4 requirements but that learners can practise specific areas of English and mathematics. You may want to highlight this opportunity to learners during delivery.

Annexes B and C in the specification show the exact relationship between the BTEC assessment criteria and the GCSE subject content. The mathematics content listed is a consolidation of the full requirements in GCSE mathematics. Note that GCSE English and GCSE mathematics already cover functional skills.

The following example demonstrates when learners will be able to develop their mathematical skills within the context of a specific vocational area.

- *Unit 4: The Sports Performer in Action* – 1A.2, 2A.P2, 2A.M2, 2A.D1 – where learners are exploring ways in which the cardiorespiratory system responds and adapts to short-term exercise, they will have the opportunity to carry out some exercise physiology based practical activities collecting and interpreting physiological data to develop mathematical skills, such as carrying out calculations involving $+$, $-$, \times , \div and substituting numerical values into formulae and equations using the appropriate units (GCSE mathematics 1–13, 21, 24).

Delivery tips: examples of good practice

There are a number of different ways that centres can effectively manage the delivery of units to strengthen the provision of English and mathematics, as well as ICT for learners on the Diploma course. Two examples are given below.

Collaboration between the vocational teacher and mathematics/English/ICT teachers

- In this example, the English, mathematics and ICT concepts are taught by the subject teachers, using contextualised examples from the appropriate vocational sector to make the learning meaningful.
- This approach works well in larger centres where there are many learners taking the same vocational route. It works less well when there is a range of vocational sectors in the same mathematics or English class, or learners are taking different pathways within the same sector.

Mathematics/English/ICT are taught in specific lessons by the vocational teacher

- In this example, the learners have timetabled slots as part of their vocational contact time, in which their vocational teachers focus on presenting and practising mathematics, English or ICT (for Diploma learners). This model is particularly motivating for learners because they see the direct link between skills and application, but it relies on vocational teachers being comfortable with teaching mathematics, English and ICT.

Whichever model is chosen, we recommend that timetables include specific slots to focus on the teaching of mathematics, English and ICT in the context of the vocational course.

Supporting learners who are unable to achieve their level 2 qualification

The new suite of BTEC Firsts is for learners aiming to achieve a level 2 qualification. Most will achieve this, but some will not. These learners may have struggled to provide sufficient evidence in their assignments or they may have failed their external assessment.

The new BTEC First qualifications give you the opportunity to assess your learners, recognising their learning and achievements at level 1, if they are not able to reach level 2 standards.

All the assessments you create must be written against the level 2 criteria and be reliable and fit for purpose. You should not create a separate level 1 assignment. If a learner does not provide sufficient evidence to meet the level 2 criteria, only then should you assess their work against the level 1 criteria. The grade given will be Unclassified if the learner does not meet the level 1 criteria.

You should expect that learners will be able to achieve a level 2 pass or above in at least some of their units. Units where learners have achieved a level 2 pass will be shown in their certification even if the qualification overall is achieved at level 1.

If a learner is identified as having difficulty achieving at level 2, then you may want to consider switching the learner to a smaller size of qualification, such as an Award or Certificate, so that they can focus on achieving in a smaller range of units.

An example of a learner being assessed against a level 1 criterion

Below is an example of assessment criteria for learning aim A, taken from *Unit 3: The Mind and Sports Performance*, which includes level 1 assessment.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate 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.

*Opportunity to assess mathematical skills

In the scenario below, learners are given the following assignment:

Assignment title: Personality and Sports Performance

Scenario: 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 improve the team's performance.

Assessment evidence: Presentation on personality, including views of personality and effect on sports performance, presentation slides, supporting notes, observation record.

To achieve at level 2, learners must use relevant examples to support their description of personality, which will also include methods used to measure personality and the three different views of personality. In the scenario (below), the learner has been given the same assignment task as everyone else in the group; however, they are clearly not working at a level 2 standard:

Jake provides a basic outline which defines personality and its structure, and covers personality types. However, he gives no relevant supporting examples. He does give some links between personality and the effect it can have on sports performance.

The outline Jake provides is clear but lacks detail, depth and examples. He does not describe any examples of questionnaires or observation techniques used to measure personality. Jake provides a description of trait personality, but has not covered 'situational' and 'interactional', which are the other two views of personality required to meet the assessment criteria.

Overall Jake provides sufficient evidence to meet the requirements of 1A.1, but not 2A.P1.

Learners who achieve at level 1 can consider the following progression routes.

- Use the skills, knowledge and experience they have gained to retake their level 2 qualification.
- Choose to study a different subject at level 2.
- Work towards an apprenticeship at level 2.

Learners moving onto a larger qualification: recruiting with integrity

Completing a BTEC First should provide your learner with the skills and knowledge to progress to an alternative level 2 qualification, a level 3 qualification, an academic qualification or employment. In some cases, a learner may not have fulfilled their full potential on a BTEC First. In these cases, the learner can choose to:

- continue studying on the same course by topping up to a larger size qualification, e.g. from Award to Diploma
- re-register at a new centre and restart the course.

In these cases, you should ascertain whether the learner will still be engaged and challenged at level 2, or whether they are capable of progressing to study at level 3. This can usually be judged from a learner's BTEC, GCSE and other grades and the quality of their application. It is also important that further qualification at level 2 will benefit the learner by furthering their progression into their chosen career.

Remember: Your groups may contain a mix of learners studying the qualification for the first time, as well as learners who are topping up. Care should be taken to ensure that all members of these groups are equally engaged and challenged, for example by ensuring all team members in group activities have an opportunity to perform the leadership roles.

Learners moving onto a larger qualification: top-up registration

After you have made a top-up registration for your learner, the achievement of the certificated units will be imported into your records on Edexcel Online. There is no opportunity to retake the assessments in the internally assessed units via a top-up registration so the imported grades are final. It is possible for a learner to retake externally assessed units.

Learners moving onto a larger qualification: re-registration

If your learner did not realise their full potential in an NOF BTEC that they have been certificated for, and wishes to study a larger size BTEC at a new centre, then an entirely new registration may be more appropriate than a top-up registration to enable a fresh start. In this case, the learner must produce entirely new evidence for assessment generated by your centre's assignment briefs.

5 Assessment guidance

Assessment for the new BTEC Firsts

BTEC assessment has always been about:

- ensuring that learners are assessed for their skills as well as their knowledge
- ensuring that learners are given the chance to show what they have learned in vocational and applied contexts
- allowing learners to be assessed when they are ready and when a centre is able to fully support them.

While updating the BTEC Firsts, we have not changed these fundamentals – BTEC assessment will remain a positive statement of achievement.

The introduction of external assessment will reinforce learner engagement, giving them clear goals and targets in a way that helps them to understand the challenges of working life.

Experienced BTEC teachers should think about whether or not they need to change their delivery pattern to make sure they can provide access to external assessment at the best time. At the same time, there are some important developments in internal assessment that you should also be aware of as you plan your assessment for the year.

External assessment

After careful discussion with centres and other stakeholders, we have tailored the type of external assessment to meet the needs of the sector. All the assessments will be distinctively vocational, enabling learners to apply their learning in vocational or applied contexts.

For your sector you need to check:

- which unit(s) are to be externally tested
- the assessment method
- the availability of assessment for the first time
- the availability of retake opportunities (allowing for results)
- the delivery pattern we are recommending for these units and for other units as given in the specifications.

Remember that you have plenty of time to prepare for assessments because you will be delivering over a one- or two-year period. For some sectors, completion of the externally assessed unit at or very near the end of the programme will be the recommended pattern. In others, it may be suggested that learners take the assessment earlier in the programme, but you should always make sure that learners are fully prepared.

The externally assessed unit often provides a core of knowledge, depth of understanding of this knowledge will be enhanced, developed and applied through other units. Therefore, when you are planning and delivering your units, think about how you can bring out examples that would be useful illustrations of issues covered in the external unit(s).

Each specification has details about when assessment is available. To gain access to the assessments, learners have to be registered for a programme – the arrangements for this will be the same as for all BTECs. Please refer to the *Information Manual* on the website.

We will do everything we can to make external assessments relevant, engaging and suited to learner needs so that they support the overall development of the learner rather than being a hurdle or distraction. You should not enter learners for external assessment to check how they are doing or to give them practice – we provide sample materials for use in preparation.

The table below shows the type of external assessment and assessment availability for this qualification.

This assessment forms part of the core knowledge of the programme and is likely to be delivered towards the start of the programme but may be complemented by study in the other core unit(s). The learner's overall readiness to undertake external assessment should be considered before entering for the assessment.

Unit 1: Fitness for Sport and Exercise	
Type of external assessment	The 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	June 2013

Unit 7: Anatomy and Physiology for Sports Performance	
Type of external assessment	The 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

Assessment and grading for internally assessed units

Internal assessment remains the main assessment method for BTEC qualifications because we believe that assignments set and marked within the centre provide the most relevant vocational learning experience for your learners.

You should guide both the teaching and the learning to then ensure that learners are assessed validly and reliably in a way that is relevant for a vocational qualification. Your teaching of the knowledge, skills and vocational applications will underpin a learner being able to demonstrate achievement through assessed assignments. Learners should be given formative feedback on their learning and skills development during the teaching and learning phase. You should consider carefully when your learners are ready to undertake an assessment. An assessed assignment must have a clear structure and timescale, and encourage the learner to work independently to show relevant evidence. You should make sure that the assessment is a clear, discrete activity. You can then make a qualitative judgement on the evidence using the assessment criteria.

Those who are used to teaching BTEC will find that not much has changed, but we are putting more emphasis on some requirements and helping to build good practice.

- You should make sure that the assessment is a clear, discrete activity. Evidence from the guided learning phase is not admissible because evidence for assessment must be produced independently.
- You should use the new presentation of units, where learning aims are placed with associated assessment criteria, to provide building blocks for assessment – these are clear and simple to use and we recommend that you work through them with your learners.
- Your assessment plan for each unit and for the programme must be clear at the outset of the programme and signed off by the Lead Internal Verifier.
- Your Lead Internal Verifier must authorise your assignments. If you don't have a Lead Internal Verifier who has been through standardisation, you should use support from us to ensure that your assignments are fully fit for purpose. You can use the authorised assignment briefs, or you can access the assignment checking service through our website.
- You need to be explicit about the timescales and the evidence for assignments – there is nothing new about this but we will be expecting centres to follow best practice and to be very clear with their learners.
- You need to set out expectations through tasks and evidence – remember that the criteria are used to judge evidence and are not tasks in their own right.
- **Summative** assessment takes place after the final submission date. A learner may be given **one** opportunity to resubmit a completed assessment after a grade has been given where this has been correctly authorised.
- You should ensure that all work has been produced authentically and that you have checks in place to ensure that learners are submitting their own work.

How assignments are used

Assignments are used to assess learner achievement. You may also use assignments as a tool for learning, particularly where practical demonstration or application is involved. You should work with the other people in your programme team to design a plan of activity for the year, or the programme as a whole so that assignments have a clear schedule of start, finish and internal verification dates.

Ask yourself how many assignments you will need. Your assessed assignments should cover a minimum of one complete learning aim. You may choose to set an assignment for a whole unit or even bring units together for assessment. Remember that this means your **assessed** assignments. Of course you may set activities before assessed assignments to provide opportunities for learning from formative feedback and through skills building. These preparatory activities may often use group work and research as a preparation for undertaking the assessment itself but cannot be contributory evidence towards an assessment.

In making a decision about how many assignments to use, you can think about what resources you have in your centre, what is available in the locality, how you could use links with local employers, and what opportunities there are for relating assessment to realistic vocational themes.

Top tips

- If a unit builds up – for example by ‘plan’ and then ‘do’ and then ‘review’ – then one large assignment may work best.
- If a unit requires several forms of evidence then several assignments may be best.
- It is good to emphasise the links between units but it is harder to manage assessment across units – if you feel this is a good approach, then be clear on how you will reach a decision for each individual unit.

You need to think about how the evidence that the learner will produce can be verified, and about how you will know that what each learner has done is authentic. You can only accept learner work for assessment that you know has been produced in a way that demonstrates the learner’s own achievement.

Assignment ‘warm-up’ – active teaching and learning

Your learners will do their best if they are motivated through engaging and realistic activities. All units involve ‘teaching the basics’ but learners need to get involved to understand how their learning fits in.

You can use your resources and your imagination to really bring learning alive. You can encourage learners to try things out in groups, role plays, presentations and practical demonstrations. You can use visits and talks for research – remember you will need to structure what you do so that learners get the information they need, such as by providing a question sheet for them to use during a talk or visit.

You can encourage learners to ‘get their hands dirty’ by trying something out. You can build up their skills so that they will be able to show them off confidently in the assessed assignment.

You can use this ‘warm-up’ time to emphasise practical links between units, so that when learners are carrying out tasks they appreciate that they are often simultaneously drawing on skills/understanding from different units. It is important that learners appreciate the holistic way that their learning prepares them for further study or employment.

Introducing the assignment

Your teaching and learning phase is going to lead directly into the assessed assignment. You may be setting this up in a very specific way – such as everyone completing a practical activity in a timed slot – or this may be independent work spread over a number of weeks.

It is important to remind learners preparing work for assessment that they have to produce it themselves and that they have to meet the deadlines you give them. Once learners begin work on an assignment, no specific assessment feedback can be given. Remember that you should be sure that the learners understand all the requirements for an assessed assignment before the assessment begins. Look at each unit carefully for how the evidence generated will be judged against the assessment criteria, and what degree of input you can make.

Evidence for assignments

You can use different types of evidence for assignments. A description does not have to be written and a presentation could be given in a number of styles – for example PowerPoint®, verbal or a digital/video recording. You need to think about what is fit for purpose. So, if learners need to explain a plan, why not have them present it to an audience with a question and answer session?

You should check that the type of evidence you are planning is feasible – for example, if you ask learners to write a short report, the coverage of one or two sides of A4 must be capable of generating sufficient evidence. Likewise a poster may not be a suitable evidence format for a detailed evaluation. Remember that whatever evidence your learners produce must be capable of being verified as well as assessed. So, if they are actually producing a model, a performance, a meal, a coaching session, a demonstration, etc, you need to think about how it will be observed or recorded so that it can be checked during verification.

Remember: no activity can be evidenced solely by an assessor's observation log or by a witness testimony. All observed evidence must be able to be authenticated to the learner. This means that observation logs must always be supported by learner-generated evidence such as preparation notes or reflective logs, or by photographic or video evidence in which the learner can be identified. The totality of this evidence must be available to the assessor at the point of the assessment decision which must follow hand-in of an assignment. An assessor should not award criteria during an activity – e.g. at the point of completing an observation log.

Learning aims and assessment criteria

A learning aim sets out what you should be covering to prepare the learners for assessment. It may define knowledge, understanding, skills and contexts, and the wording of the aim will suggest appropriate learning experiences. You may set an assessed assignment on more than one learning aim but you should not split a learning aim over assignments. The evidence the learner produces in response to the assignment brief is judged using the assessment criteria, so you must make sure that what you have stated in the task fully covers those criteria.

What about the final grade for a unit?

The final grade for a unit is at Level 2 (Distinction, Merit or Pass), Level 1 or Unclassified. The assessment criteria are detailed in each unit so that you can clearly see what is required. You need to be aware that a unit grade can only be given once all the activities and assignments for that unit are complete. In giving assessment decisions to learners, you need to be clear about when you are giving a formal decision and how this relates to the assessment for the unit as a whole.

If you choose to include a learning aim in more than one assignment, you should be very clear with learners how a judgement will be reached through looking at the evidence *across* the assignments. For example, the learner may be being asked to show the same skills in two different contexts. If so, they need to know if their

performance in either is sufficient for assessment, or if they must perform to the same standard in both.

Keeping clear assessment records

You can only use assignments as assessment instruments effectively if you work closely with other members of the assessment team and keep accurate records of what you are doing. Your records help you and the team to plan, review, monitor and support learners and ensure that assessment is authentic and accurate.

The Lead Internal Verifier has a very important role in ensuring that each teacher, assessor and internal verifier on the programme understands the standards and the processes for keeping assessment documents.

Your records are there to help you get it right for your learners. The main documents that you use, which can be used electronically, are:

- an assessment and verification plan for the programme, showing when each assignment starts and finishes, when it is verified, and which unit(s) or learning aims it covers
- an assignment brief template, ensuring that all the key requirements of an assignment are covered
- a record of internal verification for the assignment brief
- a record that the learner completes when submitting an assignment, which should include the date and a declaration of authenticity
- a record of internal verification for an individual sample of learner work
- a record of progress for each learner, showing the assignments that have been completed and the assessment decisions given.

Giving grades

At the end of an assignment you will need to reach a decision on assessment. If an assignment covers a whole unit then this will be a final summative grade; if it covers part of a unit then it will be a component of a final summative grade. In either case, it counts as an assessment decision and should be subject to internal verification and then finalised.

Your decisions must be checked according to the internal verification plan signed off by the Lead Internal Verifier. For each assignment, a sample of learner work must be reassessed fully by the Lead Internal Verifier or another person acting as an Internal Verifier who has been directed by the Lead Internal Verifier. Once your decisions have been checked you can give these to the learners as 'final'.

Remember: you will then be able to accept only **one** further attempt from the learner to provide further or better evidence for the learning aim(s) covered in that assignment.

An assessment decision must be given to the learner on an appropriate assessment record document which contains the assessment decision, the assessor's declaration of authentication of the learner work, space for the Lead Internal Verifier to authorise a resubmission and specify the conditions where applicable, and the assessment feedback comments. Feedback to the learner for each learning aim must be constructive and criterion-based. The learner should understand why they have been awarded each criterion, and why they have not been awarded any others. It is also helpful to annotate the learner work to show exactly where evidence for each criterion can be found.

The assessment feedback must **not** offer any further guidance to the learner. Further guidance means guidance that is beyond that available to them at the start of the assignment; they must not be told individually or specifically what they can do to be awarded further criteria. Care must be taken to maintain the independence of the learner to enable a resubmission opportunity to be authorised.

You can only award higher grades if a learner has demonstrated the requirements of lower grades. This does not mean that the criteria represent different tasks or stages – you should be able to apply the criteria to the same evidence if the assignment is structured carefully.

A summative 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 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. The award of Level 1 is not achieved through a 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.

Enabling higher achievement

Your assignments should provide opportunities for learners to achieve at the highest level and should promote stretch and challenge. Not all learners will finally achieve a Distinction or a Merit, but it is important that they are provided with the opportunity to do so.

You must look to structure assignments so that learners can produce evidence that can be used across the grade levels – learners should not have to ‘get pass out of the way first’. To ‘aim high’ learners must be well prepared before they start the assignment and be encouraged to attempt to reach the highest standards. All assessment activities must ask the learner to produce evidence that can be assessed against the full range of grades available.

Assignment design

Your assignments are a tool for encouraging learners to provide evidence for you to make assessment judgements. Good assignments are interesting and motivate learners well.

The components of an assignment are:

- **scope** – outlines which unit(s) or learning aims are being covered and which criteria are being addressed
- **a scenario** – provides a setting and rationale for the assessment
- **tasks** – set out what a learner needs to do to provide the evidence

- **evidence requirements** – set out exactly what the learner is expected to produce and how the assessment will take place.
- **a timescale** – sets out start and hand-in dates and interim points for review.

Assignment briefs

Your assignments must be given to a learner formally as an assignment brief so that the learner knows they are being assessed and what is required of them.

The assignment brief includes:

- the qualification
- the title and number of the unit(s)
- an assignment title and number (if more than one per unit)
- the learning aims
- the assessment criteria
- the evidence requirements
- the start date
- the hand-in deadline.

You should include a record that it has been given to the learner, normally by inserting the learner's name into a copy of the assignment brief, but this could be recorded electronically.

Your learners should be provided with a form or other record for declaring that their work is their own and for confirming the date of submission.

Using an authorised assignment brief

We are preparing a bank of authorised assignments briefs that you will be able to access at www.btec.co.uk/authorisedassignments. It will include at least one authorised assignment brief for every internally assessed unit. For mandatory units, there will be enough authorised assignment briefs to cover all assessment criteria.

We ask you to verify every assignment every year, regardless of whether it is your own or one sourced from elsewhere. Once your assignment is verified, you can put it in your timetable and check that you have planned delivery of the appropriate unit content. This can be as simple as making sure you have planned an event, visit or performance as suggested.

- The Lead Internal Verifier should fit these assignments into the overall plan and know when they will be assessed.
- You may want to adjust the assignment to make it fit your learners' needs and your centre's resources.
- You should think about exactly how the evidence is going to be produced and whether or not your learners need guiding to relevant activities that they have already completed.
- You may need to plan for practical activities to be carried out and recorded.

It is important that you are as familiar with the authorised assignment brief as you would be if you had created the assignment yourself. Understanding the assignment will ensure that you plan activities that properly reflect the scenario given in the assignment and that you are prepared for the evidence learners submit.

The scenario

The assignment should be set in a vocational context that helps your learners to show what they have learned in a relevant way. This can often be achieved by asking learners to imagine they are in an appropriate job setting with a job role and job tasks. It could involve providing them with a brief of an activity that would be of value to a local employer, or without using a job context directly. It could draw on a real case study to allow application and analysis. You can draw on understanding of your sector to develop appropriate assessment contexts.

Evidence

You can choose suitable forms of evidence – and it is possible to use a wide range; from reports to presentations, from performances to diaries, from record sheets to digital/video recordings.

Of course you should match the evidence type(s) selected to the requirements of the unit(s) or learning aims(s). For example, if a learning aim requires a practical demonstration then you should think about how that is going to be set up and recorded.

Be careful not to suggest a type of evidence that may be too short – for example, a 'leaflet for new buyers' may be a realistic form of assessment for business learners to produce but may not provide for sufficient breadth in itself, depending on the assessment requirements.

For some evidence, the period for its production must be time-constrained and in some cases you may want to ensure authenticity by having some evidence produced in supervised conditions.

The tasks

The tasks should be a clear statement of what a learner needs to do to produce the evidence. You may explain the tasks to learners in more detail during delivery, but the assignment itself should be clear. You should remember to relate tasks to the scenario and to the evidence. If learners have been carrying out preparatory work – such as visits, rehearsals or skills exercises – then you may want to refer to this in the tasks.

Your tasks must:

- specify the nature and extent of the evidence
- be clear and include any specific materials or steps with times or dates when necessary
- refer to the assessment criteria that the evidence will be judged against
- encourage the generation of evidence that can be judged against the criteria
- be presented in a way the learner can understand – remember that the criteria are not in themselves tasks
- fit together to cover the learning aim sensibly, allowing learners to achieve to the best of their ability.

You must make sure that the tasks can generate evidence that covers the criteria. When you create tasks you should not use the exact wording of the criteria, but you should pay close attention to it and the associated assessment guidance.

You should always list the criteria covered by each assignment – and also normally each task. When you quote the assessment criteria, please don't change their wording. You can, of course, use a glossary of the wording of tasks to highlight what certain words mean. Many words will be repeated across criteria for different grades and your learners may find it useful if you highlight the changes.

Scope

You can choose the scope of an assignment provided that it fits well into the overall assessment plan for the unit(s) and the programme. For some qualifications it is normal practice to bring several units together for large-scale projects, while for others initial coverage of a topic in one unit may then be picked up in later, more specialist units.

When planning a unit-by-unit approach to assessment, you should make sure that learners understand through their learning how the units relate to each other, and that the requirements for synopticity are addressed.

Assignments that span several units should be carefully controlled, and you need to decide whether it is only the learning or both learning and assessment that is considered together.

Learner responsibility

You should make sure that your learners know they must meet their deadlines and provide work that is genuinely their own, otherwise their grades will be affected. To support learners, you should explain how to reference the work of others and how to work in such a way that ensures they can declare that their work is their own.

We recommend that learners are given guidance about their assessment at induction to the programme. You can reinforce the expectations when assessed assignments are handed out.

Quality assurance

What is quality assurance?

Quality assurance is at the heart of vocational qualifications. For many BTEC units, assessment is completed by your centre and your centre is responsible for the grading and standard of assessments.

- You use quality assurance to ensure that the work of your managers, internal verifiers and assessors is standardised and supported.
- We use quality assurance to check that all centres are working to national standards. This is done by sampling your marked assignments.

What is the purpose of quality assurance?

In your centre, quality assurance allows you to monitor and support your BTEC staff and to ensure that they understand, and are working to, national standards. It gives us the opportunity to identify and provide support where it is needed to safeguard certification. It also allows us to recognise and support good practice.

How does it work?

First of all, you need approval to deliver BTEC qualifications. By signing the approval declaration you confirm that you have in place all necessary resources, appropriately experienced staff, and quality-assurance policies and procedures. You should have standardised systems and procedures for registering and certifying learners, tracking learner achievement and monitoring assessment and internal verification.

During the delivery of a programme, internal verification is the quality-assurance system that you use to monitor assessment practice and decisions, ensuring that:

- assessment is consistent across the programme
- assessment tools are fit for purpose
- assessment decisions judge learner work accurately using assessment criteria
- standardisation of assessors takes place.

Internal verification is a recorded discussion between two or more professionals to ensure accuracy, fairness, consistency and quality of assessment. Internal verification procedures must:

- check all the assignment briefs or assessment tools used in every internally assessed unit
- check a sample of assessment decisions made for every internally assessed unit
- check a sample of assessment decisions from every assessor
- ensure that within the sample:
 - the range of assessment decisions made is covered
 - the experience of the assessor is taken into account when setting the sample size
 - the sample size is sufficient to assure the accuracy of the assessment decisions for the whole group
- plan and document the process.

Our external quality-assurance processes include:

- annual visits to each centre to look at quality-assurance systems and procedures (Quality Review and Development)
- standards verification by a subject specialist to sample assessment and internal verification of learner work
- standardisation activities to support assessors, internal verifiers and lead internal verifiers.

Every year we publish an updated *BTEC Quality Assurance Handbook* to explain our external quality-assurance process for the next academic year. Along with the programme specification, the handbook should provide your programme team with everything they need to run vocational programmes successfully.

Centre roles and responsibilities

• Senior managers

The Head of Centre is formally responsible for ensuring that your centre acts in accordance with our terms and conditions of approval. These include ensuring the provision of appropriate resources, recruiting learners with integrity, providing full and fair access to assessment, maintaining full and accurate records of assessment, complying with all quality-assurance processes, and ensuring that all certification claims are secure and accurate. Day-to-day responsibility is normally delegated to the centre's BTEC Quality Nominee.

• BTEC Quality Nominee

Each centre is asked to identify a member of staff as its Quality Nominee for BTEC provision. This person is the main point of contact for information relating to quality assurance. Quality Nominees will receive regular information from us about all aspects of BTECs, which they should share with the relevant staff in their centre. Therefore, it is very important that Quality Nominee details are kept up to date on Edexcel Online. We recommend that your Quality Nominee is someone with responsibility for the

BTEC curriculum because they will be involved in monitoring and supporting staff in your centre. The Quality Nominee should ensure that BTEC programmes are managed effectively and actively encourage and promote good practice in your centre.

- **Examinations Officer**

The Examinations Officer is the person designated by the centre to take responsibility for the correct administration of learners. This person normally acts as the administrator for Edexcel Online – our system for providing direct access to learner administration, external reports and standardisation materials.

- **BTEC Programme Leader**

The Programme Leader (or Programme Manager) is the person designated by your centre to take overall responsibility for the effective delivery and assessment of a BTEC programme. The Programme Leader may also act as the Lead Internal Verifier.

- **Lead Internal Verifier**

The Lead Internal Verifier is the person designated by your centre to act as the sign-off point for the assessment and internal verification of programmes within a principal subject area (for example, BTEC Firsts and Nationals in Business, or BTEC Firsts and Level 1 in Engineering). We provide Lead Internal Verifiers with access to standardisation materials. The Lead Internal Verifier should be someone with the authority to oversee assessment outcomes. Ideally, this would be the Programme Leader, because this would normally be a key part of their role. They should be directly involved in the assessment and delivery of programmes and able to coordinate across assessors and other internal verifiers for a principal subject area.

- **Assessors and internal verifiers**

The *programme team* consists of the teachers responsible for the delivery, assessment and internal verification of the BTEC qualification. An assessor is anyone responsible for the assessment of learners. An internal verifier can be anyone involved in the delivery and assessment of the programme. Please note that if a teacher writes an assignment brief they cannot internally verify it, someone else should perform this function. Where there is a team of assessors, it is good practice for all to be involved in internally verifying each others' work. If there is only one main person responsible for delivery and assessment, then arrangements must be made for their assignments and assessment decisions to be internally verified by someone appropriately experienced.

Tips for successful BTEC quality assurance

- **Recruit with integrity.** Ensure that the learners you register on the programme are able to achieve at level 2 and have a specific interest in the vocational sector.
- **Ensure that you have sufficiently qualified and vocationally experienced staff involved in delivery and assessment.** BTECs are vocational qualifications, designed to be delivered by staff with expertise in their subject.
- **Provide induction, training and ongoing development opportunities for your staff.** Best practice comes from having staff that understand the BTEC ethos and assessment methodology, and have up-to-date knowledge of their vocational sector.
- **Use the free resources available.** There is a wealth of guidance in the specifications and delivery guides that will help you with delivery and assessment.
- **Make quality assurance part of everyone's role.** Quality assurance is a fundamental aspect of every role, from assessor to senior manager. Recognising this and providing time and resources to support quality assurance is the key to success.

- **Plan ahead.** You should begin a programme with a clear schedule for handing out assignments, assessment deadlines and internal verification, so that you are well prepared to ensure ongoing quality and able to address any issues quickly.
- **Ensure good communication.** Assessors, internal verifiers, lead internal verifiers and managers should all be clear on their roles and how they interact. The Lead Internal Verifier must have a clear overview of the plan of assessment and how it is being put into practice.
- **Provide clear, consistent feedback to learners during the guided learning stage. Give clear and accurate assessment feedback based on the grading criteria only after the final submission.** Remember that care must be taken to maintain the independence of the learner during assessment activities. This allows learners to know exactly how they are achieving on the programme, identifies areas for development, and encourages them to take responsibility for their own learning.
- **Undertake internal verification in a timely way.** Assignment briefs must be internally verified before they are given to learners. A sample of assessment decisions should be internally verified as soon after assessment as possible to ensure that learners receive accurate and supportive feedback on their achievement.
- **Track assessment and internal verification accurately as you go along.** Assessment records should be kept at the level of the learning aim and assessment criterion/criteria. This gives a clear confirmation of individual achievement and identifies areas for improvement.
- **Use standardised templates for all quality-assurance documents.** This helps to ensure a consistent approach. We provide templates via our website that you can use for:
 - internal verification of assignment briefs
 - internal verification of assessment decisions
 - observation records and witness statements.These templates are not mandatory and you are free to design your own, but using them will help to ensure that you are meeting requirements.
- **Ensure that learner work is kept secure but is accessible during the programme.** You will be required to provide learner work for external quality assurance while learners are on programme.

Units

Unit 1: Fitness for Sport and Exercise

Delivery guidance

Approaching the unit

You could deliver this unit using a mix of theory to introduce learners to the topics listed in the unit content, and practical approaches and activities in which learners can apply the theoretical concepts they have learned.

Delivering the learning aims

Learning aim A

Learners need to know about the components of physical (Topic A.1) and skill-related (Topic A.2) fitness, and know why these are important for successful participation in sports. You can cover the fitness components via a number of methods including formal lectures, interactive presentations and use of DVDs/videos. Group discussion will enable learners to think about their own sporting experiences and what fitness components are needed for successful performance.

DVDs and videos could be used to show elite performers in action, enabling learners to consider the physical and skill-related demands needed to perform efficiently and at optimal levels (Topic A.3). For example, a golfer needs good coordination, flexibility and balance to be able to perform an efficient and effective swing. They also need good levels of fitness for efficient performance, since poor levels of fitness could affect fine muscle control. A golfer also needs good muscular strength (particularly in the arms and legs) and good levels of muscular endurance to perform efficient trunk rotation and rotary movements of the swing. Abdominal muscle strength is also important in order to prevent problems with the muscles of the lower back.

For Topic A.4, you need to give learners plenty of practical experience measuring and recording heart rate from real class/group data, or alternatively data provided by teachers. Learners also need to know how to calculate maximum heart rate (HR max). From this, they can calculate their own training thresholds and monitor their training during exercise sessions. Practising with basic calculations here is essential. For example, learners could participate in a 40-minute circuit training session. They could record their heart rate every two minutes (either manually via the radial artery, or by using heart rate monitors) and then following the exercise session they could draw a graph showing how their heart rate (bpm) varies over time (minutes) and how this relates to their pre-calculated training zones for cardiovascular health and fitness.

You also need to introduce learners to the concept of the Borg (1970) 6–20 Rating of Perceived Exertion (RPE) Scale, and learners could then apply their learning through practical participation in a number of different exercise activities. Learners need plenty of practice using the RPE Scale in order to understand fully how it can be used as a measure of exercise intensity. With practice an individual can learn to associate a target exercise heart rate with a specific RPE. Effective use of the RPE Scale demands comprehension and translation of verbal expressions of exertion into the corresponding numerical form. In order to correctly use the scale, young people need to experience (or have previously experienced) a wide range of sensations that accompany various exercise activities, from an RPE of '6' (no exertion at all) to '20' (their maximal 'all-out' exertion). Discuss with learners their experiences of participating in different exercise activities, and how they honestly felt during those activities, taking into account all sensations of physical fatigue, including strain and

fatigue in their exercising muscles and feelings of breathlessness or aches in the chest. Anchor the scale by asking learners to undertake physical activity or exercise that they perceive as a '9' on the scale (very light) followed by an all-out maximal effort of '19' or '20' (extremely hard or maximal exertion), like the way they feel during the last shuttle of running the multistage fitness test, just before they have to drop out due to exhaustion.

For Topics A.5 and A.6, you need to formally cover the principles of training, perhaps through interactive presentation/group discussion, and then give learners the opportunity to apply their learning through participation in different fitness training methods such as circuit training, weight training, continuous running, interval training, fartlek training or plyometrics. There are strong links here to *Unit 5: Training for Personal Fitness*, and it is recommended that you integrate delivery of Unit 1 with Unit 5, giving learners appropriate opportunities to put theory into practice.

Learning aim B

For fitness training methods (Topics B.1, B.2 and B.3), the best approach to delivery (after initial input from teachers) is for learners to engage practically in each method. Through practical participation, learners will begin to appreciate links between the training methods, experience first-hand advantages/disadvantages of each, and make the link back to fitness components and the principles of training. After each training session it would be useful for teachers to reflect on the method undertaken, perhaps via group discussion, and encourage learners to consider, through their own experiences, the advantages/disadvantages and applications of each method, etc. Again, learning aim B links closely to Unit 5, giving learners further opportunity to consider their own fitness requirements and the methods they could use to make improvements. Through their own personal fitness training programme design (*Unit 5*), and implementation of their self-designed training programme, learners will experience the practical application of frequency, intensity, time and type, and the additional principles of training and their direct application to training methods.

Learning aim C

Topics C.1, C.2, C.3 and C.4 require formal teacher input with practical demonstrations, i.e. showing learners correct use of equipment and safe and correct technique after which learners could practically undertake each fitness test, recording and interpreting their results using published normative data tables. For example, it would be useful for teachers to practically demonstrate skinfold testing technique, followed by learners working in pairs/small groups to measure and record skinfolds, gaining practice with test methodology and technique. You can also organise activities in which learners analyse class/group data collected and draw conclusions, helping to develop their skills in analysis and evaluation. As with the other learning aims, there are clear links here to Unit 5, giving learners the opportunity to use fitness testing to investigate their own fitness levels, interpret results, consider improvements required and the training methods which they could implement to achieve personal fitness training goals.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 2: Practical Sports Performance*
- *Unit 3: The Mind and Sports Performance*
- *Unit 4: The Sports Performer in Action*
- *Unit 5: Training for Personal Fitness*
- *Unit 6: Leading Sports Activities.*

Resources

Textbooks

This indicative reading list provides learners with a wealth of background learning and wider reading on topics covered in the unit content. Learners may choose to undertake wider reading to broaden their own understanding and/or as a revision technique in preparation for the onscreen test.

The textbooks and 'classic' journals listed are useful for learners should they wish to progress onto higher level vocational qualifications within the sector or ultimately on to a sport or sport and exercise sciences-based degree at university.

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, G. M., *Exercise Physiology Laboratory Manual: Health and Human Performance*, McGraw Hill Higher Education, 2002 (ISBN 978-0-07-248912-5)

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Allen, M. B., *Sports Exercise and Fitness: A Guide to Reference and Information Sources*, Libraries Unlimited Inc, 2005 (ISBN 978-1-56308-819-3)

Borg, G., *Borg's Perceived Exertion and Pain Scales*, Human Kinetics, 1998 (ISBN 978-0-88011-623-7)

Buckley, J. P., Holmes, J. and Mapp, G., *Exercise on Prescription: Cardiovascular Activity for Health*, Butterworth-Heinemann, 1998 (ISBN 978-0-7506-3288-1)

Carter, P. B., *Guide to Physical Fitness and Exercise*, Nova Science Publications Inc, 2006 (ISBN 978-1-5945-4737-9)

Coulson, M. and Archer, D., *Practical Fitness Testing: Analysis in Exercise and Sport – Fitness Professionals*, A&C Black, 2009 (ISBN 978-1-4081-1022-5)

Dalgleish, J. and Dollery, S., *The Health and Fitness Handbook*, Longman, 2001 (ISBN 978-0-5824-1879-0)

Franks, B. D. and Howley, E. T., *Fitness Leader's Handbook*, Human Kinetics Europe, 1998 (ISBN 978-0-8801-1654-1)

Hazeldine, R., *Fitness for Sport*, The Crowood Press, 2000 (ISBN: 978-1-8612-6336-0)

Heyward, V. H., *Advanced Fitness Assessment and Exercise Prescription*, Human Kinetics, 2010 (ISBN 978-0-7360-8659-2)

Leith, L. M., *Foundations of Exercise and Mental Health*, Fitness Information Technology, 2006 (ISBN 978-1-8856-9341-9)

Sharkey, B. J. and Gaskill, S. E., *Fitness and Health*, Human Kinetics, 2006 (ISBN 978-0-7360-5614-4)

Watson, A. W. S., *Physical Fitness and Athletic Performance: A Guide for Students, Athletes and Coaches*, Longman, 1996 (ISBN 978-0-5820-91108)

Journals

Baun, W. B., Baun, M. R. and Raven, P. B., *A Nomogram for the Estimate of Percent Body Fat from Generalised Equations. Research Quarterly for Exercise and Sport* 52 (3): 284–380 (1981)

Borg, G., Perceived Exertion as an Indicator of Somatic Stress. *Scandinavian Journal of Rehabilitation Medicine* 2 (2–3): 92–98 (1970)

Jackson, A. S., Pollock, M. L. and Ward, A., Generalised Equations for Predicting Body Density of Women. *Medicine and Science in Sports and Exercise*, 12, 175–182 (1980)

Jackson, A. S. and Pollock, M. L., Generalised Equations for Predicting Body Density of Men. *British Journal of Nutrition*, 40, 497–504 (1978)

Websites

www.acsm.org
American College of Sports Medicine

www.humankinetics.com
Human Kinetics – the information leader in physical activity and health

www.lifeclinic.com/focus/nutrition/fitness.asp
Life Clinic

www.nhs.uk/livewell/fitness/pages/fitnesshome.aspx
National Health Service UK

www.sportscoachuk.org
Sports Coach UK

www.topendsports.com
Top End Sports

Unit 2: Practical Sports Performance

Delivery guidance

Approaching the unit

To help your learners get to grips with the learning outcomes of this unit, make sure they have plenty of opportunities for practical participation in a range of sports and lots of hands-on tasks. You will need to give them the opportunity to participate in at least two sports. The aim is to introduce the fundamental rules/laws, regulations, skills, techniques and tactics of each sport by letting the learner take part in that sport. They should become able to effectively apply the rules, regulations, skills, techniques and tactics as appropriate in different situations, as required by the assessment criteria.

The unit gives you the opportunity to introduce learners to a wide range of sports. These may include more traditional sports, such as football, tennis and athletics, but may also include outdoor and adventurous activities such as climbing, orienteering, skiing, and sailing, as well as specially developed and adapted activities like Boccia and/or wheelchair basketball.

While most of the unit is based around learners participating in sports, you could also make arrangements for learners to observe sports performers and officials in action in each selected sport. This will allow learners to develop their own understanding of the applications of rules, regulations, skills, techniques and tactics. This could be done through live observation or through video/television observation.

Delivery should motivate and excite learners and be as practical as possible, with learners participating in regular practical sessions. Delivery could start with sessions that introduce the relevant rules, regulations, skills, techniques and tactics for both sports; these could be followed by appropriate assignments that allow learners to meet the assessment criteria.

At the start of this unit, it is essential that learners are made aware of health and safety issues relating to participating in sports. They must know how to reduce the risk to themselves and others by carrying out an appropriate warm-up before each activity and a cool down on completion of each activity. You should also ensure that learners act appropriately and listen to all guidance and support within each session.

Delivering the learning aims

Learning aim A

The theory for learning aim A could be delivered through practical participation when possible. Allowing learners to observe and experience the application of rules within different situations should help them gain an understanding of the rules, regulations and scoring systems that apply to selected sports. Observation should ideally be in competitive situations and at the highest level of both sports. This would allow learners to observe a range of officials in action and give them the opportunity to see what the roles and responsibilities are of different officials.

Learning aim B

For learning aim B, learners could be given the opportunity to participate in different sports and learn the skills, techniques and tactics associated with them. These sports do not have to be the same as those that the learners have been assessed in for learning aim A.

Learners could be introduced to each skill, technique and tactic, and allowed to demonstrate each of them in different situations (isolated, conditioned and competitive situations). It would be beneficial, at the end of each session, for learners to be given the opportunity to take part in a 'competition', enabling them to demonstrate effective use of the skills, techniques and tactics as appropriate, with and against their peers.

Learning aim C

For learning aim C, you could introduce the concept of performance review by getting learners to assess other people. This would give you scope to introduce a variety of methods that can be used to assess performance, and can then prompt discussion about methods of developing performance. Learners could be introduced to the concept of assessing strengths and areas for improvement against 'perfect' models of performance, as appropriate for the level of performer been observed.

Learners could also be given case studies of real-life sports performers and asked to provide activities that could be used to develop their performance.

After this concept has been introduced to learners, it is important that learners then assess their own performance. Learners will be required to obtain a recording of their own performance in each sport, and then to complete the above process for themselves.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 2: Practical Sports Performance
<p>Introduction</p> <p>Introduce learners to safe preparation for physical activity – methods of warming up, participating in each sport effectively and safely, and methods of cooling the body down.</p>
<p>Learning aim A: Understand the rules, regulations and scoring systems for selected sports</p> <ul style="list-style-type: none"> • Introduce each sport – you could select two outdoor and adventurous activities – refer to Topic A.5 in the unit content. These should be introduced through practical participation in the skills and techniques needed for each of the two sports, which will be led by the teacher. • Introduce the rules/laws and regulations of both sports by asking learners to take part in them. • Present the scoring systems and methods of victory to the class. This could be introduced through learners actively playing the sport and the teacher stopping play and explaining how points and scoring systems are applied within each of the sports. • Within practical sessions, demonstrate the methods used by each appropriate official. Learners could be asked within practical sessions to take the role of different officials. At the start of each session, the teacher could introduce new officials and ask learners to take the roles of these officials and apply the rules that these officials are responsible for within each sport. The teacher could ensure that members of the group all take a turn as an official throughout each session. • Outside of lessons, ask learners to observe officials and application of rules, or watch a video recording of rules being applied. Learners should research the rules/laws and regulations of each sport and their application by each specific official. Learners could record their observations using a log book or diary.
Assignment 1: Sports Rules, Regulations and Scoring Systems*
<p>Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports</p> <ul style="list-style-type: none"> • Introduce the skills, techniques and tactics required to participate in each sport through a practical session (this could be combined with the delivery of learning aim A). • Deliver correct application of skills and techniques initially through drills and conditioned practices to support and develop understanding and ability. • Within conditioned practices, introduce your learners to the concept of tactics and how to apply them effectively. • Put your learners in a competitive situation where they can be observed applying the skills, techniques and tactics in their sport (as appropriate to the sport and/or position within the competitive situation). • Visually record performers applying the skills, techniques and tactics in each situation. • Ask learners to participate in sports outside school (e.g. for a local team) to develop their own knowledge and understanding of each sport. Ask learners to research the correct application of each skill/technique within each sport, and the correct application of each within competitive situations.
Assignment 2: Sports Coaching Company*

Unit 2: Practical Sports Performance

Learning aim C: Be able to review sports performance

- Introduce the concept of analysis and methods of analysing performance to your learners. Learners could be introduced to this through watching a snippet of a recorded performance of a performer competing in a particular sport and then providing a summary of their performance.
- Introduce observational analysis through application and ask your learners to observe peers and an elite performer. Ask them to highlight the strengths and areas for improvement that they notice and to record these in a report.
- Hold a class discussion encouraging your learners to consider methods that can be used by sports performers to develop sports performance. Learners should at this stage have used both subjective and objective methods of assessment and, as a group, learners could discuss which methods they prefer and be encouraged to use the form of assessment which best suits them.
- Ask learners to complete a self-analysis of their own performance, observing videos of their performance in different situations within each sport.
Ask learners to complete a review highlighting their own strengths and areas for improvement within each sport, as well as areas for development, through the completion of a development plan.

Assignment 3: Sports Performance Review*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

BTEC Firsts in Sport:

- o *Unit 1: Fitness for Sport and Exercise*
- o *Unit 4: The Sports Performer in Action.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., BTEC First Sport Student Book, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Commons, R., Rizzo, G. and Swales, M., *Level 2 BTEC Firsts in Sport Student's Book*, Oxford University Press, 2010 (ISBN 978-1-8500-8515-7)

Edwards, J., *Badminton: Technique, Tactics, Training (Crowood Sports Guides)*, The Crowood Press Ltd, 1997 (ISBN 978-1-8612-6027-7)

Parkhurst, A., *Tennis: A Complete Guide to Tactics and Training (Sporting Skills)*, First Stone Publishing, 2005 (ISBN 978-1-9044-3947-9)

Redknapp, H., *Soccer Skills and Tactics*, Parragon, 2002 (ISBN 978-0-7525-9044-8)

Woodlands, J., *The Netball Handbook*, Human Kinetics Europe Ltd, 2006 (ISBN 978-0-7360-6265-7)

Websites

www.britishswimming.org
Amateur Swimming Association

www.thefa.com
The Football Association

www.badmintonengland.co.uk
Badminton Association of England

www.lta.org.uk
The Lawn Tennis Association

www.britishcycling.org.uk
British Cycling

www.rfu.com
The Rugby Football Union

www.british-gymnastics.org.uk
British Gymnastics

www.sportofficialsuk.com
Sports Officials UK

www.olympics.org.uk
The British Olympic Association

www.ukathletics.net
UK Athletics

www.britishvolleyball.org
British Volleyball Association

www.uksport.gov.uk
UK Sport

www.englandbasketball.co.uk
English Basketball Association

Unit 3: The Mind and Sports Performance

Delivery guidance

Approaching the unit

It is important that learners develop a basic understanding of what sport psychologists do, ensuring that they understand the impact that the mind can have on an athlete's performance. There is a range of ways to deliver the content of this unit, for example giving learners access to a range of different psychological questionnaires as well as the opportunity to practise a range of psychological skills will help them understand these concepts and how they affect performance.

This unit lends itself to a lot of discussion in lessons. This will help learners to develop broader thinking, communication and reflective skills. You will have the opportunity to introduce many of the topics in a very user-friendly way, for example by facilitating discussion around the learners' own experiences of preparing for different types of sports events, whilst still giving learners the knowledge and skills necessary for the next level of study.

Delivering the learning aims

There is a strong link between learning aims A and B as personality type influences motivation and self-confidence. Analysis of well-known negative sporting incidents and examination of the psychology behind these will provide you with an opportunity to explore both these aims. For example, Zinedine Zidane's headbutt in the 2006 World Cup final or David Nalbandian's disqualification for injuring a line judge in the final of the AEGEON Championships will work well here, as they are incidents that most learners will be familiar with and are likely to have an opinion about. You could show videos of these incidents and then ask learners to discuss why they think the individual reacted in the way they did.

Learning aim A

To deliver learning aim A, you should introduce learners to key definitions related to personality before helping them to understand the structure of personality. This will then form the foundation of further analysis of the apparent personality type of famous athletes. For example, comparing and contrasting the approaches to sprinting of Usain Bolt and Tyson Gay will help you further explore personality types, and you can discuss how personality may play a role in their achievements.

Consider providing learners with personality assessment tests such as Eysenck's Personality Inventory (EPI) or the Profile of Mood States (POMS). This is a good activity to help learners explore their own personality types, and for encouraging group discussions about how the results might impact on their performance in sport. Also consider giving learners the opportunity to discuss the benefits and limitations of using such tests, by drawing on their own experience of completing them.

Learning aim B

Learning aim B can be delivered in a similar way, with learners drawing on their own experiences to understand the concept of motivation. You could consider introducing key definitions to learners alongside getting learners to discuss why they take part in particular activities, which may create a richer understanding of intrinsic and extrinsic motivation.

When learning about self-confidence and self-efficacy, learners may benefit from the use of video clips that show athletes with a lack of confidence so that learners can see the influence they can have on sports performance.

Learning aim B also lends itself to practical skill development, whereby learners can learn how to write effective goals and how to develop self-confidence by using these skills to try to develop their own sports performance.

Learning aim C

To deliver learning aim C, you could begin with a teacher-led presentation, giving a definition of anxiety and outlining its different forms.

Learners will need to understand how anxiety affects sports performance, covering drive theory, inverted U hypothesis, catastrophe theory and reversal theory. You could ask learners to research these different theories and to present their findings back to the class, providing a definition for each and how it affects performance.

Learning the skills to control anxiety is an important tool which sports performers use. Ask learners to take in part in relaxation methods, with you leading; ask them to discuss how they feel afterwards and how they might use these methods themselves in preparation for a sporting event.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 3: The Mind and Sports Performance
<p>Introduction</p> <p>Introduce the unit to your learners, providing a brief outline of the scope of the unit and how it links to other units, followed by a group discussion.</p>
Learning aim A: Investigate personality and its effect on sports performance
<ul style="list-style-type: none"> • Learners to produce a poster presentation on the definitions and structure of personality that is aimed at enhancing the knowledge of sports coaches. • Learners could then discuss the personalities of different athletes based on the theory of personality types. • Learners to take part in an extended discussion on the possible differences between groups (e.g. athletes versus non-athletes) or type of sport (e.g. individual versus team sports). For example, the teacher could start this discussion by talking about how introverts were traditionally thought to take part in individual sports whereas extroverts were thought to be drawn to more team sports, and then ask learners to think about different athletes that may support or contradict this viewpoint. • Learners to complete their personality measurement, using EPI and POMS, either individually or through role play. • Learners could undertake wider research into these questionnaires, to reinforce prior learning. • Provide learners with worksheets on the different views of personality to complete. Follow this with a group discussion on the different views of personality to reinforce prior learning. Sporting examples should be used throughout the delivery. For example, the teacher could discuss how a football player, such as Paul Scholes, is very quiet and unassuming away from the football pitch, but on the pitch is a very dominant and focal player because the situation demands it. This could be used as a way of introducing the importance of the interaction of personality and environment in shaping behaviour.
Assignment 1: Personality and Sports Performance*
Learning aim B: Explore the influence that motivation and self-confidence have on sports performance
<ul style="list-style-type: none"> • Ask learners to define motivation, the different types of motivation (intrinsic, extrinsic), and the different views of motivation (trait centred, situation centred, interactional). Learners to reflect on their own motivation and link their thoughts to the different types of motivation. For example, the teacher could ask learners to think about the 'real' reason they take part in their chosen sport. This could be along the lines of 'Why do you take part in your sport?' Many learners will respond with answers like 'fun' or 'because I like it'; so the teacher could then ask extension questions that will help learners think about why their sport is 'fun', which will then help the learner understand their true motivating factors. • Learners could discuss in small groups the different benefits of motivation on sport; looking at, choice of activity, effort to pursue goals, intensity of effort, persistence in adversity, etc. • Learners could then develop own goals for a specific sport and discuss how these goals will help to benefit motivation, and thus benefit sports performance.

Unit 3: The Mind and Sports Performance
<ul style="list-style-type: none"> • You could introduce self-confidence, self-efficacy and the factors that can influence these. • Learners could take part in a practical session to develop skills in using strategies to enhance self-confidence and self-efficacy, such as self-talk and imagery training. • Learners could then research and discuss how these strategies can improve self-confidence and self-efficacy. • The teacher could then provide either real-life or simulated case studies and learners to provide 'case notes and recommendations' that discuss factors that have influenced self-confidence and self-efficacy in the case, as well as providing suggestions to improve both factors
Assignment 2: The Influence of Motivation and Self-confidence on Sports Performance*
Learning aim C: Know about arousal and anxiety, and the effects they have on sports performance
<ul style="list-style-type: none"> • Introduce the new topic, followed by a class discussion on arousal and anxiety with the teacher to facilitate links between the two concepts. • Ask learners to discuss the signs and symptoms of anxiety and arousal. Providing learners with real-life sporting examples of how arousal and anxiety may have influenced performance will help (e.g. Wayne Rooney's red card in Euro 2012 qualifier, Usain Bolt's false start in 2011 World Championships). • Learners could use these examples as the basis for discussing the different theories of arousal. • Learners to learn how to use imagery and relaxation techniques to control anxiety and then discuss the strengths and limitations of the different techniques based on their own experiences of using them. • Learners to suggest strategies for the athlete(s) used in the discussion above to control their arousal and anxiety, and to explain <i>how</i> these strategies would help the athlete(s). You should encourage learners to look at the benefits and limitations of the different techniques as part of this.
Assignment 3: Arousal and Anxiety and Effects on Sports Performance*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications and to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 2: Practical Sports Performance*
- *Unit 5: Training for Personal Fitness.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Burton, D. and Raedeke, T. D., *Sport Psychology for Coaches*, Human Kinetics, 2008 (ISBN 978-0-7360-3986-4)

Cox, R., *Sport Psychology: Concepts and Applications* 7th Edition, McGraw-Hill Higher Education, 2010 (ISBN 978-0-0710-8622-6)

Weinberg, R. S. and Gould, D., *Foundations of Sport and Exercise Psychology* 5th Edition, Human Kinetics, 2010 (ISBN 978-0-7360-8323-2)

Websites

www.appliedsportpsych.org/Resource-Center/athletes/articles/goalsetting
Association for Applied Sport Psychology Principles of Effective Goal Setting

www.brianmac.co.uk
Brian Mac Sports Coach

www.mindtools.com
Mind Tools

www.pponline.co.uk
Peak Performance Online

www.sportpsych.co.uk
Rhonda Cohen Sport Psychologist for Extreme Sports

www.stress-management-for-peak-performance.com/progressive-muscle-relaxation
Stress Management for Peak Performance

Unit 4: The Sports Performer in Action

Delivery guidance

Approaching the unit

In this unit, learners should be given the opportunity to experience practically the different responses of the body to exercise. They will therefore need access to a range of facilities and equipment, for example heart-rate monitors, to use when taking part in a physical activity. This will help learners to understand the effects of exercise on the different body systems.

Delivering the learning aims

Try to engage learners' interest by using a wide range of sporting examples in these lessons. This will help you to demonstrate concepts in an uncomplicated way so that learners develop confidence in their understanding of the topic. By using a range of sporting activities to contextualise the topic, learners will be able to see a greater relevance of the topic to their targeted careers.

Learning aim A

For learning aim A, you could use different types of training methods as a lead into the topics of short-term responses and long-term adaptations of the body systems to exercise, which would give learners a practical context to relate to.

Learners could take part in practical activities to test the short-term responses of body systems to exercise (such as heart rate responses), where data could be recorded and then analysed in line with the targeted learning aim. Learners could also research the long-term adaptations of body systems across a variety of sporting activities. This could be followed up with discussion activities to help the learner to demonstrate understanding of why those physiological responses have occurred.

Learning aim B

For learning aim B, learners will explore the different energy systems; the anaerobic energy systems (a lactic acid anaerobic system and lactic acid anaerobic system), and the aerobic energy system, and how these systems are used during sports performance.

Learners need to have knowledge of sports that use these systems to provide energy and how the energy system used will change depending on the sports activity/event and the exercise intensity. Learners need to know that most types of physical activity use different proportions of the anaerobic and aerobic energy systems. For example, a marathon runner will predominantly use the aerobic energy system to provide energy during this sustained physical activity, but when the runner at the front of the pack makes their final push towards the finishing line they will 'move up a gear', producing an all-out maximal sprint towards the finish, using energy produced via anaerobic glycolysis supplied by muscle glycogen.

Delivery of topics covered in learning aim B should be via a mix of teacher formal input to cover the theoretical knowledge requirements, supported by practical activities for learners. For example, learners could undertake different physical activities to determine the approximate intensity at which their anaerobic threshold occurs. The RPE Scale (refer to Unit 1) could be used to determine intensity of exercise and therefore give an estimation of blood lactate according to level of muscular fatigue and breathlessness experienced and reported. You can then

reinforce that the anaerobic threshold is a good predictor of aerobic performance and can be enhanced with training. *NB. Due to ethical issues associated with blood sampling, blood lactate testing may only be carried out by trained physicians/qualified professionals; for example, within a human performance laboratory setting, with the correct safeguards and consent in place. Your centre may have guidelines banning learners from participating in blood testing activities. In this case, estimation of blood lactate levels using learners' feelings/sensations of muscular fatigue and breathlessness, reported via the RPE Scale, can be done instead.*

Other practical activities which learners could undertake to put theory into practice include the vertical jump test (see Unit 1) to determine the anaerobic power of their quadriceps muscle group (in kgm/s). Learners could also undertake fitness tests to determine their maximal oxygen uptake, e.g. via the multistage fitness test or the forestry step test (see Unit 1). Whichever practical activities are undertaken, teachers should reinforce the energy systems used and make clear links to different sports activities. For example, a lactic acid anaerobic system used for production of explosive power and jumping ability (tested via the vertical jump test).

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 4: The Sports Performer in Action
<p>Introduction</p> <p>Introduce the unit with a group discussion about short- and long-term responses of the body to exercise, and give a brief outline of the scope of the unit and how it can be linked to other units.</p>
<p>Learning aim A: Know about the short-term responses and long-term adaptations of the body systems to exercise</p> <ul style="list-style-type: none"> • Ask learners to watch a video covering the short-term effects of exercise on the musculoskeletal system. They can then complete a worksheet to enhance and confirm this knowledge. • Learners can take part in a range of different practical sporting activities (at least three is recommended), investigating the short-term responses of the cardiorespiratory system to participation in these activities. • Learners can work in small groups to produce posters for their local gym/fitness centre, relating to the long-term adaptations of the cardiorespiratory system to exercise. • Use a practical simulated case study to introduce learners to the long-term adaptations of the musculoskeletal system to exercise. Follow this with a group discussion to enhance and confirm understanding. • Learners can then produce the first part of a coaching magazine article, on the long-term adaptations of the musculoskeletal system to exercise, using sporting examples. • Learners can then produce the second part of a coaching magazine article, on the long-term adaptations of the cardiorespiratory system to exercise, using sporting examples.
<p>Assignment 1: Your Body: Responding and Adapting to Exercise*</p>
<p>Learning aim B: Know about the different energy systems used during sports performance</p> <ul style="list-style-type: none"> • Begin with a teacher-led session, examining the different energy systems used in sport. Provide examples of sports that are of the same nature but with different demands (e.g. 60m sprint, 400m sprint and a marathon) before moving on to different sports that may require a more complex understanding. • Ask learners to put together their own energy continuum diagrams for a variety of sports. • Learners then produce a PowerPoint® presentation that contains these diagrams, with explanations of each, and compares and contrasts the requirements of different sports.
<p>Assignment 2: Your Body: Energy for Sports Performance*</p>

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications and to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 1: Fitness for Sport and Exercise*
- *Unit 5: Training for Personal Fitness.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Howley E.T. and Franks B.D., *Health Fitness Instructor's Handbook*, Human Kinetics Europe, 2003 (ISBN 978-0-7360-4210-9)

Palastanga, N., *Anatomy and Human Movement*, 6th edition, Elsevier, 2011 (ISBN 978-0-7020-3553-1)

Sharkey, B.J. and Gaskell, S.E., *Fitness and Health*, Human Kinetics, 2006 (ISBN 978-0-7360-5614-4)

Tortora, G.J. and Derrickson, B.H., *Principles of Anatomy and Physiology*, John Wiley and Sons, 2011 (ISBN 978-0-4709-2918-6)

Websites

www.bbc.co.uk/science/humanbody

BBC Science and Nature – Interactive section on the human body that will challenge higher level learners

www.bbc.co.uk/schools/gcsebitesize/pe/appliedanatomy

GCSE Bitesize – Anatomy and physiology section of the GCSE Bitesize website with useful tutorials and revision activities

www.getbodysmart.com

Get Body Smart – An online anatomy and physiology textbook that has detailed tutorials about each of the body systems as well as useful interactive quizzes

www.teachpe.com

Teach PE – Informative website that contains anatomy and physiology sections for levels 2 and 3

Unit 5: Training for Personal Fitness

Delivery guidance

Approaching the unit

Learners need access to appropriate facilities and equipment to be able to complete training programmes for their specific needs. They will need informed consent forms, heart rate monitors and the Rating of Perceived Exertion Scale, and access to lifestyle, physical activity and medical history questionnaires would be beneficial. Visits to commercial fitness centres could also interest and benefit learners.

Delivering the learning aims

Learning aim A

Learning aim A will give learners the opportunity to design a personal fitness training programme. For this, learners will need to know and understand the basic and further principles of training, and to understand the role of personal information (personal goals, aims, objectives, lifestyle and physical activity history, medical history, attitudes and personal motivation for training) in training programme design. Learners will then need to design their training programme, making sure that it is safe, appropriate and creative, whilst also considering personal information to aid training programme design. You could use case studies to get learners to think about, and evaluate, appropriate, safe and creative training programme design.

Learning aim B

For learning aim B, learners will need to consider exercise adherence factors and strategies for training success. You could use a group discussion as a good way of getting your learners to think about factors affecting exercise adherence, and how they might overcome a range of different barriers (for example, access to facilities, time, commitment, lack of interest, personal injury, emotional, motivation and cost.) You could teach learning aims A and B in conjunction with each other, giving learners the opportunity to develop generic transferable skills, such as creativity in planning, planning to surpass barriers, and contingency planning.

Learning aim C

After the planning stage, learning aim C requires learners to take part in their own exercise programme and keep a training diary detailing each session. This can be used to monitor progress towards set goals, record how they feel particular sessions went and note any changes made to the programme as they progressed. Learners will be able to use their training diaries to reflect on their own performance and formally review the programme as part of learning aim D.

Learning aim C provides an excellent opportunity for learners to take responsibility for tracking their own progress, making sure they have correct training gear and contingency planning. Learning aim C goes further than simply reinforcing the need for training programmes and describing how to take part in them, it also encourages learners to develop a sense of personal responsibility and involvement in their training programme.

Learning aim D

Learning aim D focuses on how your learners can reflect on their progress and, importantly, how they could improve their programme for future use. Teaching this learning aim alongside learning aim C will allow learners to get into the habit of reviewing their training before and after each session and recognising the value of planning for future sessions. For example, if a learner is a competitive athlete and has been conducting a strength training programme to benefit their sport performance, then carrying out reflective activities after each session will help them to realise when it is time to initiate progressive overload to continue their fitness gains.

This unit also provides an opportunity for your learners to develop career skills as they use the approach expected if they were working as a personal trainer or fitness instructor. You could place particular emphasis on how your learners could detect key strengths and areas for improvement as this is also a valuable work-related skill in terms of providing a higher quality of service to clients in this type of role.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 5: Training for Personal Fitness
<p>Introduction</p> <p>This unit should give learners a blend of theoretical knowledge and understanding that underpins the practical skills associated with designing, taking part in and reviewing fitness training programmes.</p>
Learning aim A: Design a personal fitness training programme
<ul style="list-style-type: none"> • Introduce Topics A.1 to A.4 to your learners. You might want to use PowerPoint® or other presentation methods to do this. • Learners could then take part in activities on gaining personal information (personal goals, aims, objectives, lifestyle and physical activity history, medical history questionnaire, attitudes to personal training) to plan programmes. • As a follow-up activity, ask your learners to think about a sport or exercise activity they take part in and to record two goals for this sport or exercise activity. Learners should make sure that both of their goals are SMARTER (specific, measurable, achievable, realistic, time-related, exciting and recorded.) • Examine the basic and further principles of training, including use of RPE. • As a follow-up activity, ask your learners to calculate their heart rate training zones. • As a group, discuss different training methods. To encourage participation you could ask learners to think of appropriate training methods to improve the following: flexibility, strength, muscular endurance and power, aerobic endurance, and speed. You should also encourage learners to think about how training methods can be used to meet more specific, personal training needs, goals, aims and objectives. • Introduce appropriate activities for warm-ups and cool downs, using DVDs and online videos.
<p>Assignment 1: My Personal Fitness Training Programme*</p> <p>Task 1: Training programme design</p>
Learning aim B: Know about exercise adherence factors and strategies for continued training success
<ul style="list-style-type: none"> • As a group, discuss barriers to exercise and strategies to work around these barriers. To encourage conversation, you might want to give learners a range of factors affecting exercise adherence (access to facilities, time, commitment, lack of interest, personal injury, emotional, motivation and cost) and ask them how they might be overcome these barriers. • As a follow-up activity, your learners could identify their own barriers to a sport or exercise activity they take part in and record strategies to overcome these. • Introduce strategies for continued success to your learners. You might want to use PowerPoint® or other presentation methods to do this.
<p>Assignment 1 (continued): My Personal Fitness Training Programme*</p> <p>Task 2: Exercise adherence</p>
Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives
<ul style="list-style-type: none"> • Your learners take part in their training programmes.

Unit 5: Training for Personal Fitness
<ul style="list-style-type: none"> ● Training sessions could integrate training diary work and looking at measures for success. These could be achieved through completing review forms, audio diaries or discussions with teachers that are supported by appropriate observation records/witness statements.
<p>Assignment 1 (continued): My Personal Fitness Training Programme*</p> <p>Task 3: My training diary</p>
Learning aim D: Review a personal fitness training programme
<ul style="list-style-type: none"> ● Learners should review their training programme before and after each training session, considering the principles of training, how they feel the training went and: <ul style="list-style-type: none"> ○ programme strengths ○ areas for improvement ○ recommendations for improving future training and performance. ● This could be completed through small group peer-review sessions. ● Arrange final training programme reviews after the training programme time has finished, specifically focusing on providing recommendations for future training and performance.
<p>Assignment 1 (continued): My Personal Fitness Training Programme*</p> <p>Task 4: Programme review: what's next?</p>

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

BTEC Firsts in Sport:

- o *Unit 1: Fitness for Sport and Exercise*
- o *Unit 3: The Mind and Sports Performance*
- o *Unit 4: The Sports Performer in Action.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-0-5820-9110-8)

The following are excellent guides, with lots of examples of exercises in various areas that learners could incorporate into their programmes.

Ackland, J., *The Complete Guide to Endurance Training*, A & C Black, 2007 (ISBN 978-0-7136-6635-9)

Bean, A., *The Complete Guide to Strength Training*, A & C Black, 2008 (ISBN 978-1-4081-0539-9)

Hazeldine, R., *Fitness for Sport*, The Crowood Press, 2000 (ISBN 978-1-8612-6336-0)

Heyward V H – *Advanced Fitness Assessment and Exercise Prescription*, Human Kinetics, 2010 (ISBN 978-0-7360-8659-2)

Hope, R. and Lawrence, D., *The Complete Guide to Circuit Training*, A & C Black, 2011 (ISBN 978-1-4081-5635-3)

Howley, E. T. and Franks, B. D., *Health Fitness Instructor's Handbook*, Human Kinetics Europe, 2003 (ISBN 978-0-7360-4210-9)

Norris, C.M., *The Complete Guide to Stretching*, A & C Black, 2007 (ISBN 978-0-7136-8348-6)

Shepherd, J., *The Complete Guide to Sports Training*, A & C Black, 2006 (ISBN 978-0-7136-7835-2)

Websites

www.brianmac.co.uk/trainprog
Brian Mac Sports Coach: Training Programmes

www.livestrong.com/fitness
LiveStrong

www.sport-fitness-advisor.com
Sports Fitness Advisor

www.thinqfitness.com/video.asp
Thinq Fitness: Exercise Videos

Unit 6: Leading Sports Activities

Delivery guidance

Approaching the unit

This unit is an introduction to sports leadership. Initially, learners could be introduced to a range of sports leaders. This could be done through learners participating in a variety of sports activity sessions led by sports leaders within their local community. Examples of appropriate sports include cricket, hockey, netball, rounders, volleyball, golf, judo, athletics, archery, as well as specially developed or adapted activities like Boccia or wheelchair basketball. This will help learners develop an understanding of the roles that sports leaders perform, whether paid or unpaid.

To develop learners' understanding of sports leadership, it is important that you cover the skills, qualities and responsibilities of leaders through a range of theoretical and practical methods. Throughout the delivery of this unit, you could highlight various successful leaders (these could vary from famous sports managers, such as Sir Alex Ferguson, to a sports leader from the learner's own sports club), and give further explanation of how to apply skills, qualities and responsibilities effectively as leaders within a sporting context. From an early stage in the unit, learners could see practical leadership in action and learn about effective methods of planning and delivery of sports activity sessions.

Delivering the learning aims

Learning aim A

For learning aim A, you could introduce the concepts of planning and leading sports activity sessions early on, and use leadership methods and styles to introduce some of the attributes that are covered in the unit content. Before learners are taught how to plan sessions, they could develop ideas and methods for the delivery of sports activity sessions to a variety of target groups, from observing sports activity sessions and participating in them. These ideas and methods could be introduced to learners in a practical environment and, whenever possible, learners should be encouraged to develop the skills, qualities and responsibilities required to lead sport sessions within these situations.

Learning aim B

Learning aim B focuses on the planning and leading of sports activities. Once learners have the necessary knowledge and skills to plan sessions, they should be introduced to concepts such as health and safety planning and other considerations such as coverage of each session component, meeting set aims and objective, and organisation. Learners should plan two sports activities, justifying their choice of activities in relation to the above considerations.

Prior to leading sports activity sessions, learners need to understand what makes a successful session. To do this, they could observe sports leaders in action; this could be arranged through the centre's own links with clubs/fitness centres, or through curricular or extracurricular sessions within the centre. Learners should consider the successes and areas for development within the sessions observed.

Assessment for learning aim B can be ongoing throughout the delivery of the unit, but ideally learners will plan their final session as part of their final assessment, ensuring that the planning process is complete and that they, as leaders, are fully prepared for the session they are to deliver to their target group.

Learning aim C

After the session, for learning aim C learners could obtain feedback from participants, peers, observers and their assessor. This should be used to develop their review. At this stage, learners could be introduced to methods of development as a sports leader and methods of planning and recording this development, for example courses that will develop their leadership attributes and responsibilities or observing successful sports leaders within their local community to develop ideas and experience of leading.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 6: Leading Sports Activities
<p>Introduction</p> <p>This unit introduces learners to leading different sports sessions. The sessions will give learners a range of ideas on how to deliver sport and physical activity sessions to particular target groups.</p> <p>In preparation, ask learners to investigate the qualifications and experience required to be a leader in each of the activities they participate in.</p>
Learning aim A: Know the attributes associated with successful sports leadership
<ul style="list-style-type: none"> ● Introduce your learners to different sports leaders, and the skills required by each of them: <ul style="list-style-type: none"> ○ skills (communication, organisation of equipment, knowledge) ○ advanced skills (activity structure, target setting, use of language, evaluation). ● These could be delivered through practical sessions, using games and scenarios that could arise when leading sessions. ● Learners develop their understanding of the qualities required by sports leaders: <ul style="list-style-type: none"> ○ qualities (appearance, enthusiasm, confidence) ○ additional qualities (leadership style, motivation, humour, personality). ● In the same way that you introduced the skills of sports leadership, you should encourage learners to complete role plays and activities which demonstrate their ability to apply each of these qualities within practical situations as leaders to their peers. ● In practical sessions show learners new methods of practical delivery for specific components of sessions (warm-up, main component, cool down) to develop their own resource bank for learning aim B. ● Throughout these sessions ensure that you include references to the core responsibilities (professional conduct, health and safety, equality) and wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations), and how these must be applied at all times when planning and leading sports activity sessions. ● Give learners a home or workplace activity asking them to observe sports leaders within the community to support their own development, knowledge and understanding of the application of attributes and responsibilities as sports leaders. Learners could record their findings in a log book and discuss their findings with the group at the start of each lesson. Learners should highlight both good practice and any issues with regard to malpractice or areas for development.
Assignment 1: Sports Leadership Article*
Learning aim B: Undertake the planning and leading of sports activities
<ul style="list-style-type: none"> ● Introduce learners to sports activities (e.g., individual sports, team sports, fitness activities) and components of a sports activity session (warm-up, main component, cool down) through their observation of and participation in sports sessions. You could deliver each of the following components using a mixture of both theory and practical sessions: warm-up, main component/components of activity, such as skill introduction, development and conditioned game, final activity and cool down.

Unit 6: Leading Sports Activities

- Learners then plan whole sports activities. Make them aware at this stage of the different components of planning a session:
 - participants
 - aims and objectives
 - resources
 - health and safety considerations (risk assessment and informed consent).
- Learners are required to complete risk assessments and consent forms for participants prior to delivering their sessions.
- Prior to leading the session, ask learners to consider methods of obtaining feedback from a range of people who will be participating in the session and observing the session.
- After completing all the above stages, ask learners to independently lead the sessions for a specific target group of sports performers (this could be their class peers if required).
- Ask learners to do a home or workplace activity. Each learner observes a sports leader within the community to support their own development and knowledge of how to plan and lead sports activities. Learners at this stage could be observing the specifics of planning and leading sessions with the local sports club. Learners could be asked to specifically observe session plans and consider effective activities within the sessions which they observe.

Assignment 2: Planning and Leading Sports Activities***Learning aim C: Review the planning and leading of sports activities**

- Introduce learners to the various methods of gathering feedback and using the feedback to assess performance. This can be done through learners themselves completing different methods of feedback for a session and then as a group collating the feedback and providing recommendations for improvement to the sessions which they participated in as a group. This should also show how these methods of feedback can be used effectively.
- After the completion of the delivery of their own session, ask learners to complete feedback on their own performance. Learners would be requested to complete a self-assessment of their performance as a sports leader.
- Introduce your learners to the methods of developing their performance as sports leaders. Learners could be introduced to a variety of methods of developing their ability as a sports leader. They could look at the website for their national governing body and investigate the leadership and coach education programme for their selected sport. This may be followed by peer group discussion where learners discuss qualifications and experience that could be obtained to develop their confidence and ability to lead sports activity sessions.
- Introduce learners to the concept of development plans and using goals and SMART targets to support personal development as sports leaders.
- Give learners a home or workplace activity. Ask learners to research local courses that they could undertake to support their development as sports leaders. Learners could present their findings to the class, highlighting how the skills learned on the course will be used when they are a sports leader.

Assignment 3: Session Evaluation*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 2: Practical Sports Performance*
- *Unit 5: Training for Personal Fitness.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Dorfman, H. A., *Coaching the Mental Game: Leadership Philosophies and Strategies for Peak Performance in Sports and Everyday Life*, Taylor Trade, 2005 (ISBN 978-1-5897-9258-6)

Edginton, C., et al, *Leadership for Recreation and Leisure Programs and Settings*, Sports Publishing, 1999 (ISBN 978-1-5716-7437-1)

Hellison, P., and Martinek, T., *Youth Leadership in Sport and Physical Education*, Palgrave Macmillan, 2009 (ISBN 978-0-2306-1236-5)

Martens, R., *Successful Coaching*, Human Kinetics Europe, 2004 (ISBN 978-0-7360-4012-9)

Rhodes, R., and Hayward, S., *Basic Coaching Skills: Building Leadership in Youth Sports. Based on the National Standard for Athletic Coaches*, American Coaching Institute, 2000 (ISBN 978-0-9677-9410-5)

Websites

These websites could be used to highlight to learners the variety of methods available to them for developing their ability to lead and coach in selected sports. Learners could investigate coach education programmes in each of the websites listed.

www.britishswimming.org
Amateur Swimming Association

www.britishcycling.org.uk
British Cycling

www.british-gymnastics.org.uk
British Gymnastics

www.olympics.org.uk
The British Olympic Association

www.englandbasketball.co.uk
English Basketball Association

www.thefa.com
The Football Association

www.lta.org.uk
The Lawn Tennis Association

www.rfu.com
The Rugby Football Union

www.ukathletics.net
UK Athletics

www.uksport.gov.uk
UK Sport

Unit 7: Anatomy and Physiology for Sports Performance

Delivery guidance

Approaching the unit

This unit involves a variety of concepts that will be new to some learners. With this in mind it is important that the theoretical content is delivered via a variety of practical activities to inspire and maintain motivation with potentially complicated anatomical and physiological topic areas. You could use a variety of visual aids, including posters and anatomical models, to reinforce learning. As this unit is assessed via an Edexcel-set externally assessed onscreen test, practice tests and quizzes can be a huge benefit to supporting your learners in achieving success. It may be useful to deliver this unit by using practical-style methods alongside to help to embed the underpinning knowledge required to support both the internal assessment of another unit (e.g., Unit 4, Unit 10) and reinforce learning of this externally assessed unit.

Delivering the learning aims

Learning aim A

Learning aim A focuses on the structure and function of the musculoskeletal system, and can be achieved via a combination of formal lecture delivery, short scenario-based tasks and learning reinforcement through the use of DVDs/videos and/or practical involvement with another unit. You could consider using group work and mini presentations to encourage peer learning and personal knowledge checks.

The use of digital/video recordings of learners completing sports skills, reinforced by real-time observation of learners participating in different activities, can be motivating and inspiring to encourage learners to apply the anatomical theory to real life situations, particularly with regard to the bones and joints and the different types of muscle contraction.

A range of teaching and learning strategies will help to maintain enthusiasm and encourage deep learning of the subject area. On the spot quizzes during a practical demonstration or activity helps to apply the information into a working example for learners.

For example, you may wish to consider delivering the content related to the bones of the human skeleton in conjunction with *Unit 10: Injury and the Sports Performer*. Learners might relate the anatomical injuries suffered by sportsmen and women, reflecting on their own experiences and even bringing in X-ray films of fractured bones to share with the rest of the class. You should encourage learners to research specific injuries and the role of the skeletal system in injury prevention, and how the skeletal functions apply to a range of different sports.

It is essential that you cover the different types of muscles, voluntary muscle movements, types of contraction, muscle movements and sports performance, bones of the skeleton, functions of the skeletal system, classification of joints, types of cartilage, the synovial joint structure, and joint movement. This can be done through practical examples, use of formal lecture delivery and/or work sheet investigations.

Learning aim B

For learning aim B you should, where possible, allow learners to engage in practical activities during your delivery of the cardiorespiratory system. The functions of the cardiovascular system should be delivered through formal lectures and group activities. To give examples of thermoregulation you might consider the use of DVD/video footage of exercise in extreme environments (e.g. polar/desert expeditions).

If you have the benefit of respiratory equipment, such as a spirometer, to give learners hands-on practical experience of the functions of the respiratory system, it would be helpful to allow them to design an experiment on the mechanics of breathing and the process of gaseous exchange.

To help learners develop their knowledge of the functions of the cardiorespiratory system, a useful strategy might be to organise a trip to a university exercise physiology laboratory or professional sports club. A subsequent group presentation, encouraging learners to outline how the blood flows through the heart, body and lungs supplying oxygenated blood to body tissues would reinforce learning.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

BTEC Firsts Sport:

- *Unit 1: Fitness for Sport and Exercise*
- *Unit 4: The Sports Performer in Action*
- *Unit 5: Training for Personal Fitness.*
- *Unit 10: Injury and the Sports Performer.*

Resources

Textbooks

This reading list gives learners a wealth of background learning and wider reading on topics covered in the unit content. Learners may choose to undertake wider reading to broaden their own understanding and/or as a revision technique in preparation for the onscreen test.

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First in Sport Student Book*, Pearson Education, 2012 (ISBN 978-1-4469-0161-8)

Howley, E. T. and Franks, B. D., *Health Fitness Instructor's Handbook*, Human Kinetics Europe, 2003 (ISBN 978-0-7360-4210-9)

Marieb, E. N. and Hoehn, K., *Human Anatomy & Physiology (7th Edition)*, Benjamin Cummings, 2006 (ISBN 978-0-8053-5909-1)

Mareib, E. N., *Anatomy & Physiology Coloring Workbook: A Complete Study Guide (8th edition)*, Benjamin Cummings, 2008 (ISBN 978-0-8053-4778-4)

Martini, F. H., *Fundamentals of Anatomy & Physiology (7th edition)* Pearson/Benjamin Cummings, 2006 (ISBN 978-0-8053-8312-6)

Palastanga, N., Field, D. and Soames, R. W., *Anatomy and Human Movement: Structure and Function (Physiotherapy Essentials)*, Butterworth-Heinemann, 2002 (ISBN 978-0-7506-5241-4)

Sharkey, B. J. and Gaskill, S. E., *Fitness and Health*, Human Kinetics Publishers, 2006 (ISBN 978-0-7360-5614-4)

Tortora, G. J. and Derrickson, B. H., *Principles of Anatomy and Physiology*, John Wiley and Sons, 2011 (ISBN 978-0-4709-2918-6)

DVDs/videos

Inside the human body, DVD, London, BBC1, 2011

Four-part series exploring the wonders of the human body.

Websites

www.brianmac.co.uk
Brian Mac Sports Coach

www.topendsports.com
Top End Sports

www.sportsci.org
Sport Science

Unit 8: Promotion and Sponsorship in Sport

Delivery guidance

Approaching the unit

This unit should give an interesting perspective for your learners on promotion and sponsorship in sport, with the opportunity to reflect on why they support certain teams, buy particular brands, and look up to specific role models. They should also gain a greater understanding of the effects on them as spectators and participants.

Delivering the learning aims

Learning aim A

Learning aim A gives learners the opportunity to understand the reasons for promoting sport. You could form discussion groups with learners identifying, for example, sport in the community projects and healthy living campaigns that take place both locally and nationally. This will help develop the group dynamics through research and communication. You could also invite a guest speaker from the local sports development unit, NHS, or voluntary group to support delivery.

To help learners understand the role of the media, ask them to produce a table identifying different forms of media and how these can be used to promote sport; for example, TV radio/programmes can be used to broadcast sporting events and information about them, and social media can be used to create a 'buzz' around a sporting event.

Through this learning aim, encourage learners to share experiences and reflect on the effects of promotion on themselves as both spectators and participants.

Learning aim B

For learning aim B, introduce learners to the different sources of sponsorship in sport (public, private, regional, national, international, global) and the ways to secure these different types of sponsorship. It might help to use case studies to reinforce learning. You could also invite a commercial manager from a local professional sports club to speak with your learners. Then ask learners to identify examples of the different types of sponsorship; for example, a local business as a form of private sponsorship.

As a way of introducing your learners to ethical issues arising from sponsorship, you could promote discussions on the London 2012 Olympic and Paralympic Games with a range of topics, including ticket sales, public-to-sponsor ratio, GB team codes of conduct and promotional activities with athletes. Learners need not be restricted to the Olympics – they may choose their own pathway and wish to discuss other sporting events.

You will need to look at the impact of sponsorship. As a start, you could ask learners to work in small groups to identify one example of successful sponsorship and one example of unsuccessful or unethical sponsorship. These examples can then be discussed as a whole group.

Learning aim C

Learning aim C asks learners to create a plan to promote a sporting event or scenario, and then review this plan.

Learners will be able to develop transferable skills, such as creativity in planning.

Give learners examples of event promotion campaigns and make sure all the necessary resources are available to produce an effective plan.

You could link this unit with *Unit 11: Running a Sports Event*, planning the promotion of the sporting event which would take place in Unit 11. Learners could then complete a report after the event to meet the final part of learning aim C (review the plan, looking at strengths, areas for improvement, and recommendations for future promotions).

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 8: Promotion and Sponsorship in Sport

Introduction

Explain that this unit gives learners the knowledge and understanding that underpins the issues behind promoting sport and the practicalities of planning the promotion of a sports event or scenario. Then show pictures of sporting events, stadiums, logos, shirt sponsors and so on. Ask learners to identify them and discuss their initial responses to each. Are they positive or negative? This will help form a discussion on the importance of promotion and sponsorship in sport.

Learning aim A: Investigate issues involved in promoting sport

- Introduce the topics to your learners who will then take part in discussions to identify the key reasons for promotion in sport.
- Learners should research and save news articles that discuss and promote:
 - sport in the community
 - a healthy living campaign
 - sport and social inclusion/exclusion
 - the role of sport in creating local and national identity.
- Learners should cover the specification content for the key reasons.
- Ask the learners to produce a newsletter to promote sport, taking into account the key reasons they have investigated. You could use a group discussion to identify the different ways in which the media promote sporting events.
- As a follow-up activity, ask the learners to identify sporting events in a range of sports and the most popular way these events are promoted through different forms of media, including communication, imagery and presentation. Can the learners identify the target audiences?
- Learners could then assess the role of the media in the promotion of two selected sporting events.
- Introduce learners to specification content for the effects of promotion of sport on spectators and the effects of promotion of sport on participants. You might want to use PowerPoint®, digital/video content or other presentation tools for this.
- Split the group into research teams and ask each team to research the following areas: effects the promotion of sport has on spectators (constraints, psychological effects); effects the promotion of sport has on participants (availability, accessibility, under-represented groups, perceived status). Then ask research teams to feed back their findings to the group.
- Explore the psychological effects of sports promotion by producing a quiz for the learners. Use pictures of roles models, brand sponsorship, merchandising and advertising campaigns with key words blanked out. Can the learners fill in the blanks? As a follow-up discuss why they got the answers correct or wrong – and is the promotion a factor?
- As a group, review the results of the questionnaires and quiz through a discussion presenting results and forming conclusions.

Assignment 1: Sports Promotion and the Role of the Media*

Assignment 2: Effects of Sports Promotion on Participants, Spectators and Other Consumers*

Unit 8: Promotion and Sponsorship in Sport**Learning aim B: Explore sponsorship in sports promotion**

- Introduce learners to the aim by asking them to identify in a discussion the main sources of sponsorship: public, private, regional, national, international, global, and the procedures to secure sponsorship.
- Ask learners to design a table with each of the above headings and to use their own knowledge to input individuals, teams, organisations or events. For example, their football team and who sponsors them under the heading 'private' and add other teams from their league; local sports ground development under the heading 'public' (via the football foundation/Sport England grant) and so on.
- Learners could then research advertising campaigns. Ask them to find the top three campaigns that, in their opinion, bring into question sponsorship ethics, e.g. campaigns with rebellious sport stars who are not necessarily good role models.
- Produce a timeline of sponsors in specific sports to highlight the ethical issues. Ask learners to identify sponsors who are no longer allowed in the sport and give reasons. Good examples are timelines for snooker, cricket and Formula 1 and their association with cigarette companies.
- You could suggest learners take the role of a touring sports team going abroad and ask them to write a professional code of conduct that the governing body of sport and sponsor would expect them to follow. Include ethical and sponsorship expectations, for example wearing branding clothing at all times/appropriate behaviour and so on.

Assignment 3: Sponsorship: Sources and Ethical Issues***Learning aim C: Plan the promotion of a sports event or scenario**

- Discuss with learners different types of sporting events that they could promote; for example, a sports day, or a sports event scenario. Alternatively, you could link this learning aim to the delivery of *Unit 11: Running a Sports Event*.
- Ask learners to form an organising events committee where learners are assigned different roles with different promotional responsibility tasks, for example:
 - press officer to produce press release
 - graphic designer to produce posters
 - e-marketing officer to send emails and text messages
 - commercial officers to write sponsorship packages.
- The group should discuss and decide clear aims and objectives for the event/scenario.
- Each member of the group should write down their own aims and objectives with a clear timeline for their work. These aims and objectives can then feed into the group's plans for their event. Make sure that each learner gets a chance to share their aims and objectives for promoting a sports event with the group, and that all individual ideas are fed into the larger group plan.
- Further planning should then be conducted. Learners should provide details of the following: choice of media, press release, advertising and advertising timeline, sponsor and feedback to sponsor, and an evaluation questionnaire.
- Once the planning portfolio has been completed, the learners should hold a review meeting that could be filmed, discussing strengths, areas for improvement, recommendations for future promotions, and justifying the recommendations. Each learner should address their assigned area with other learners asking questions to evidence learning.

Unit 8: Promotion and Sponsorship in Sport

- Learners should then work independently to review their own plan, taking into account comments from peers, making recommendations for future promotion, and justifying these recommendations.

Assignment 4: Promoting a Sports Event*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 6: Leading Sports Activities*
- *Unit 11: Running a Sports Event.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Allen, J., *Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences. Conventions*, John Wiley & Sons, 2000 (ISBN 978-0-4716-4412-5)

Kapsi, N. and Beneki, E., *The Business of Olympic Games Sponsorship: Incentives and Rewards*, Kerkyra 2011 (ISBN 978-9-6083-8606-8)

Boyle, R. and Haynes, R., *Power Play: Sport, the Media and Popular Culture* (2nd Edition), Edinburgh University Press, 2009 (ISBN 978-0-7486-3592-4)

Helitzer, M., *The Dream Job: Sports Publicity, Promotion and Marketing* (3rd Edition), University Sports Press, 2001 (ISBN 978-0-9630-3872-2)

Owen, R., *Sports Sponsorship: Going for Gold*, Upfront Publishing, 2006 (ISBN 978-1-8442-6358-5)

Parmar, V., *Sports Promotion in Schools*, Sports Publication, 2007 (ISBN 978-8-1787-9366-5)

Websites

www.gamesbids.com/eng
Games Bids

www.rugbyworldcup.com
Rugby World Cup

www.fifa.com/worldcup/index.html
FIFA World Cup

www.europeantour.com
Golf European Tour

www.london2012.com
London 2012 Olympics

Unit 9: Lifestyle and Well-being

Delivery guidance

Approaching the unit

This unit provides learners with a great opportunity to explore their own lifestyle and well-being. Learners will be able to construct and complete food diaries based on the food intake of a selected individual. This makes the unit very relevant and therefore interesting to the learner, affording them opportunities to discuss with their classmates the pros and cons of their food intake. Learners will be introduced to the concept of what makes a healthy diet, and explore the risks associated with smoking and excessive alcohol consumption. Learners will also gain knowledge of the impact of performance enhancing drugs and their effects on sports performance, this is an interesting area and learners will be able discuss the impact of drugs on health and performance.

Delivering the learning aims

Learning aim A

For learning aim A, give your learners the opportunity to discuss physical activity levels. Ask them to devise and undertake lifestyle questionnaires to establish physical activity levels of individuals and then compare their results with national guidelines. You could use sample questionnaires, linking with the lifestyle and physical activity questionnaires used in Unit 5: *Training for Personal Fitness*, or take your learners on a visit to a local leisure centre and see what lifestyle questionnaires are undertaken during a centre induction. An alternative visit for your learners could be to a 'friendly' NHS Centre. These centres give lots of information for members of the public on exercise, diet and lifestyle changes; alternatively a visit to the NHS website would also be beneficial. This will be an excellent opportunity to introduce your learners to industry-related sector skills development.

Learning aim B

For learning aim B, learners need to explore what makes a healthy diet, including why we need to eat the foods that are recommended. This learning aim could be introduced via discussion, how much do they know? Where have they gained this knowledge from? Why is this information so readily available for the general public? To develop their understanding, introduce your learners to food games and the 'eatwell plate'. An interesting method of delivery is to engage the support from dieticians and speakers from slimming groups, for example. Use of outside agencies to assist learners in the process of understanding healthy diet and dietary planning will be useful for learners when designing their healthy meal plans. Prepared dietary plans could be distributed to learners; they could identify strengths and areas for improvement in these plans, making recommendations for change where they feel there are areas for improvement in the proposed diet. Learners could devise dietary plans and information leaflets specific to replenishing fluids and food for specific individuals (e.g. for someone who participates in a lot of exercise and someone who does not).

Learning aim C

Learning aim C also gives an excellent opportunity for learners to develop their skills, such as planning and creativity. Learners could produce evidence in the form of a magazine article. You may also wish to use group work and mini presentations to encourage peer learning and personal knowledge checks. YouTube is a good source of short clips to demonstrate the impact of smoking and excess alcohol consumption. You could also use anatomical models to demonstrate the process of breathing and the effects of smoke damage on the lungs. To enhance learning of the subject area you could give learners the opportunity to use a spirometer, the apparatus for measuring the volume of air inspired and expired by the lungs. Learners could also take their blood pressures and compare their results with published normative data.

Learning aim D

Learning aim D focuses on the impact of drugs on health and sports performance. You may ask learners to participate in a variety of sports so they can identify the performance factor/physiological demands associated with those sports. It is essential that you reinforce the role of performance enhancement drugs in different sports, so you could encourage learners to discuss the different physiological demands of sports and why some performers from those sports may take those performance enhancement drugs. You may wish to link this section with *Unit 3: The Mind and Sports Performance*, where athletes' motivation, stress and anxiety are also discussed.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 9: Lifestyle and Well-being
<p>Introduction</p> <p>Introduce this unit to your learners by showing them a video on the importance of nutrition, lifestyle and well-being. An ideal video would be any from the series 'Obese: A Year to Save My Life', as the series demonstrates the processes of increased physical activity and awareness of nutrition and the changes it can make to an individual's lifestyle.</p> <p>Outline to learners that the unit investigates lifestyle and well-being by providing: an understanding of the guidelines for physical activity; the knowledge and understanding that underpins a balanced and healthy diet; opportunity for: identification and exploration of food groups, their diet intake, nutrients, health risks associated with smoking, alcohol consumption and the use of drugs in sport.</p>
Learning aim A: Be able to apply recommended guidelines for physical activity
<ul style="list-style-type: none"> • Introduce the topic to your learners and lead a group discussion on what physical activity is. Find out how much activity they engage in; how much activity they think we should all do as a minimum; whether they think this amount should change for different individuals (e.g. older/younger people). Distribute fact sheets from www.dh.gov.uk on physical activity guidelines to pairs or small groups, asking groups to highlight key points on their fact sheets and to feedback on their age group, leading to discussion comparing age groups and requirements. • In groups of two or three, share ideas about the types of questions that may be asked to find out about different people's lifestyles (adults; young people; children) and the amount of participation they engage in. Feed back to the rest of the group and compare these questions to those from lifestyle questionnaires, e.g. from local leisure centres and NHS support centres. • Ask your learners to complete the questionnaires with family members, friends and peers. Learners then feed back to the group the following week. Ask your learners to compare their results with national recommended guidelines for each population group. They will need this information later to assess whether three selected individuals are undertaking sufficient physical activity to benefit their health. • Lead a seminar on methods to increase physical activity in daily life. You could write key recommendations on separate sheets of paper and place them into a suitable container. Split your learners into small groups. Each group should choose one recommendation from the container. Each group should prepare a presentation to highlight how each recommendation increases physical activity levels. • Each group should present to the whole group. The rest of the groups should be given the opportunity to add any further information they have researched.
Assignment 1: Physical Activity: Are You Doing Enough?*
Learning aim B: Explore what makes a healthy diet and carry out dietary planning
<ul style="list-style-type: none"> • Introduce your learners to the different types of food groups by using the food game. Ask your learners to place the 'example' foods into the corresponding section on the food pyramid. This is good fun and reinforces the learning process. You can follow this by discussing the different functions of the essential nutrients with your learners, concluding with a matching exercise, linking the nutrient to the correct

Unit 9: Lifestyle and Well-being

food group and its function. You can then introduce the 'eatwell plate'. Ask your learners where their diet fits in.

- Invite a nutritionist in to your centre to deliver a talk to your learners covering topics including, functions of the essential nutrients, difference between nutrients, fats and carbohydrates.
- Introduce your learners to dietary information and meal planning, and discuss why meal planning is a good idea in relation to a healthy diet. Ask learners to record their dietary intake for one week and ask learners if it (or any aspect of it) was 'planned'. You can produce diary sheets that include meals, type of food, food group, amount, timing of food intake and personal feelings as headings. An alternative method would be for learners to complete a video diary, depending on resources. Ask your learners to work in pairs and discuss each other's diary, is anything missing? Is there too much of something? If this was eaten on a regular basis would it be healthy?
- Following this activity, divide the group into pairs: one person assumes the role of interviewer and one person acts as a client. Interviewers should then give meal guidance to the client. When one learner has completed an interview with guidance, learners should swap partners and swap roles.
- Organise a sport dietician to come in and talk to the learners. Professional sports clubs might be a useful source, as they give nutritional advice to their players as part of their coaching.
- Ask learners to record the advice given on the importance of a healthy diet in leading a healthy lifestyle. They could produce 'Top Trump' style cards that can have recommendations for change, advice and improvements for meal plans. For example, a card might have a picture of spaghetti bolognaise, followed by food groups contained, amount, timing of food intake, replace mince with quorn mince, pasta with wholegrain pasta and so on.
- Learners could also include snack style cards, which replace meal plans that don't meet guidelines with appropriate alternatives. For example replace chocolate bars with fruit snacks. Information on the cards should include the benefits of eating correctly.

Assignment 2: Healthy Eating Guidelines and Meal Planning***Learning aim C: Know the health risks associated with smoking and excessive alcohol consumption**

- Lead a group discussion to introduce the different health risks and effects associated with smoking and alcohol consumption. You could ask learners to visit their local surgeries or libraries and pick up leaflets explaining the impact of smoking and alcohol on health. Once learners understand the risks, ask them to think about types of sports where these risks would have a negative impact on performance and why. Discuss the number of elite performers they have seen smoking, why are there so few elite performers who smoke? Why do managers of national teams try to ensure their players do not drink alcohol during major competitions?
- After the initial group discussion, divide your learners into small groups. In the allocated groups ask your learners to carry out further research about smoking and alcohol related health risks using textbooks, leaflets/educational literature and relevant websites.
- Learners could produce a video on the health risks and effects on sports performance that they have researched. By the end of the activity learners should be able to describe risks associated with smoking and alcohol consumption and their potential impact on sports performance.

Unit 9: Lifestyle and Well-being
<ul style="list-style-type: none"> Organise a guest speaker to deliver a talk to your learners on the techniques used to stop smoking and reduce alcohol consumption. The NHS is a good source for this.
Assignment 3: Smoking and Alcohol: What's the Damage?*
Learning aim D: Know the impact of drugs on health and sports performance
<ul style="list-style-type: none"> Introduce the topic to your learners and organise a professional drug tester from UK Athletics to come and speak to the group. Learners can interview the guest speaker about drug-testing protocols in sport and drug-taking effects. Prior to the arrival of the guest speaker, learners should research elite performers who have been found guilty of taking performance-enhancing drugs. During discussion your learners should try to establish why the performers would have taken these banned substances, i.e. what advantage they would have on their performance. Ask your learners to continue their investigation into drug use in sport, in small groups. Each group should take a particular type of activity to see if there is a link between the types of drugs taken and the physical activity. Activities such as endurance cycling, power events, swimming and activities where performers need to 'make weight' should provide the required differentiation. Learners should discuss their findings with the whole group.
Assignment 4: Drugs, Health and Sports Performance*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

BTEC Firsts in Sport:

- o *Unit 5: Training for Personal Fitness*
- o *Unit 12: The Sport and Active Leisure Industry.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P., Sergison, A., *BTEC First in Sport Student Book*, Pearson Education, 2012 (ISBN 978-1-4469-0161-8)

Bean, A., *Food for Fitness*, A & C Black, 2002 (ISBN 978-0-7136-6386-0)

Bean, A., *Sports Supplements: Which Nutritional Supplements Reall Work*, A & C Black, 2007 (ISBN 978-0-7136-8259-5)

Burke, L., *Practical Sports Nutrition*, Human Kinetics, 2007 (ISBN 978-0-7360-4695-4)

Griffin, J., *Food for Sport: Eat Well, Perform Better*, Crowood, 2001 (ISBN 978-1-8612-6216-5)

HMSO, *Manual of Nutrition* (11th Edition), TSO, 2008 (ISBN 978-0-1124-3116-9)

Karinch, M., *Diets Designed for Athletes*, Human Kinetics, 2001 (ISBN 978-0-7360-3834-8)

Larson-Meyer, D. E., *Vegetarian Sports Nutrition*, Human Kinetics, 2006 (ISBN 978-0-7360-6361-6)

Manore, M., et al, *Sport Nutrition for Health and Performance*, Human Kinetics, 2009 (ISBN 978-0-7360-5295-5)

Meltzer, S. and Fuller, C., *Complete Book of Sports Nutrition*, New Holland, 2007 (ISBN 978-1-8453-7081-7)

Websites

www.brianmac.co.uk
Brian Mac Sports Coach

www.smokefree.nhs.uk
NHS: Smokefree

www.nutrition-org.uk
The British Nutrition Foundation

www.sportsci.org
Sport Science

www.nhs.uk/Livewell/alcohol
Livewell: drinking and alcohol

www.topendsports.com
Top End Sports

www.foodstandards.gov.uk
The Food Standards Agency

Unit 10: Injury and the Sports Performer

Delivery guidance

Approaching the unit

This unit provides learners with an opportunity to understand how sports injuries can occur and how to manage and treat injuries. Learners can discuss their own direct or indirect experience of injury and those of professional/elite performers by reviewing case studies or information gained via the internet, television, news articles, etc. You could use a variety of visual aids, including posters and anatomical models, to reinforce learning. Visits to commercial fitness centres could also be beneficial when introducing learners to legislation and regulations.

Delivering the learning aims

Learning aim A

Learning aim A gives learners the opportunity to understand risks and hazards associated with sports participation. Wherever possible, practical work should be used to complement theoretical information. You could link practical work with Unit 2: Practical Sports Performance and Unit 11: Running a Sports Event. Linking with Unit 2 will also be an excellent opportunity to introduce different items of equipment and protective clothing, and other health and safety measures to help prevent injuries from occurring. You could use group discussion for learners to discuss the role of equipment, physique, playing position and skill level. Ask your learners to bring a piece of equipment or protective clothing that they wear for their sport to show and explain how it works to their peers. Each of the sports that the learners experience may take place on different surfaces, so ask your learners to report on the risks and hazards of different surfaces. This unit also asks learners to consider the use of drugs in sport, and how this can contribute to people-related risks and hazards associated with sports participation. This is a subject that could be introduced through the use of case studies followed by group discussion.

Learning aim B

For learning aim B, you may wish to consider delivering the content related to dislocations, fractures, and back and spinal cord injuries of the human skeleton in conjunction with Unit 7: Anatomy and Physiology for Sports Performance and Unit 3: The Mind and Sports Performance. With the range of potential injuries, both physiological and psychological, to high level sports performers you can give examples to support the learners' own examples of research. Invite a visiting speaker who is 'semi/elite/pro' in their sport to give a first hand description of how they have coped, and how they have been helped, when they have suffered from a sports injury. You might consider engaging the support of a qualified first aider; you could collate and give your learners scenarios for a variety of types of signs of illness. Or you could role-play scenarios to help learners gain a feel for what to do in a first-aid situation.

Learning aim C

For learning aim C, as well as asking learners about their first-hand experience of sports injury, ask your learners to engage in research to identify physiological responses to injury in sport. Case studies can be used to enhance learning of this unit. To help learners develop understanding of the management of physiological injuries, a useful strategy would be to organise guest speakers from different treatment and rehabilitation professions, e.g. sports therapists, physiotherapists, chiropractors, sports coaches, etc. This will help learners to produce a series of injury management cards designed for first aiders and leisure centre staff that cover responses to injury and the methods used to manage those injuries.

Learning aim D

Learning aim D should be covered primarily through practical means. Learners could be taken to a leisure centre or outdoor pursuits facility and research the organisation's policy on treating casualties or undertake a risk assessment of the differing facilities available. The use of a visit or a visiting speaker who has health and safety responsibility at a sports venue as their main role, can often make the mundane more exciting with real-life examples that learners can relate to. Following this, a question and answer session could be held so that learners can clearly establish who the designated first aider is, the different methods used to call for assistance within the centre, and how to give clear and accurate information to the first aider. They should also research how they would report an accident and the health and safety legislation that is essential to the organisation.

This unit gives learners plenty of opportunity to develop skills that would be expected if they were to work as a leisure attendant or sports coach. While it is not essential to undertake a first-aid qualification, this may be a means to achieving some of the unit content.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 10: Injury and the Sports Performer

Introduction

Introduce this unit to your learners by designing a quiz on sports injuries. This will enable you to assess previous learning and is a fun way to engage learners. Outline to learners that the unit investigates different types of injury and illness associated with sports participation and that they will explore basic definitions of risks and hazards and look at how people, equipment and environmental factors may contribute towards injury. Explain that the unit will enable them to describe physiological, immediate and long-term psychological responses to injury. This unit will also give learners a good understanding of health and safety, and the rules, regulations and legislation in working in sport.

Learning aim A: Understand risks and hazards associated with sports participation

- Introduce the topic to the learners, who can then take part in a warm-up and cool down.
- As a follow-up activity, ask your learners to record the risks and hazards of an inappropriate warm-up or cool down, or of not completing a warm-up/cool down at all.
- You can then examine:
 - physique (e.g. mismatch of physique between opponents)
 - drugs (e.g. alcohol, recreational drugs, drug-induced aggressive play)
 - technique (e.g. poor technique giving rise to inappropriate movements)
 - skill level (e.g. injuries occurring if players play against each other but have very different skill levels)
 - over-training (e.g. not allowing the body sufficient time to recover between training sessions.)
- Use practical demonstrations to support your examinations (e.g. poor technique in rugby tackling due to wrong head positioning; over-stretching and over-striding during warm-up and cool-down activities).
- As a follow-up activity, ask your learners to discuss as a group physique between opponents, inappropriate physique for sport, playing position and skill level.
- In a classroom session ask your learners to discuss overtraining and its link to performance, i.e. fatigue and burnout. Use examples to support learning.
- Ask your learners to find examples of drug usage in sport and discuss the risks and hazards to performance.
- Ask your learners to participate in a range of sports where protective clothing and equipment is a key element of sports performance, e.g. athletics, hockey (field and ice), rugby, football, cricket, and so on.
- Your learners should then reflect on their sports performances, discussing the role of protective clothing and equipment in each sport. Learners should think about the consequences of the following in the sports they have just participated in:
 - lack of protective clothing
 - lack of protective equipment
 - damaged equipment

Unit 10: Injury and the Sports Performer

- wrong equipment
- incorrect use of equipment.
- In a follow-up classroom workshop ask your learners to explain the role of the environment in sports participation, from the range of sports they participated in previously. Ask learners to investigate the different types of sports surfaces and the injuries that can take place on those surfaces.
- As sport is truly global, you could give your learners some examples (FIFA World Cup in Brazil, Winter Olympics in Russia, and so on) and ask them to explain the role of weather and temperature and its effect on the athlete.

Assignment 1: Risks and Hazards in Sport***Learning aim B: Know about different injuries and illnesses associated with sports participation**

- In a classroom with computer access, ask your learners to research examples of muscular and skin injury case studies on the internet. Learners should reflect on their findings and describe the basic injuries associated with sports participation (e.g. muscular or skin injuries), using their case studies as examples.
- Introduce your learners to complex sports injuries, through providing them with examples of athletes who have suffered those types of injuries, including overuse, concussion, dislocation and fractures, back and spinal cord injuries.
- You or a qualified first aider should introduce the types and signs of illness, for example asthma, heart attack, viral infection and hypoglycaemia. This can be delivered through role play with you and/or the first aider.
- Learners to record their thoughts on each role play, recording the types and signs of illness they identify for each role play. The role play could be digitally recorded and then analysed by the learner after they have undertaken the first aid role play to see what they did right, well, correctly, etc.

Assignment 2: Injury and Illness in Sports Participation***Learning aim C: Know about the response to injury and injury management**

- Ask learners to research the physiological responses to injury in sport using a variety of different resources such as the internet, textbooks and journals.
- Once this activity is completed, ask learners to present their findings back to the group and promote discussion until all physiological responses to injury have been described, including pain, swelling, redness, heat, and loss or partial loss of movement.
- Introduce your learners to immediate and long-term psychological responses to injury in sport. Ask your learners to devise a questionnaire they could use to investigate psychological response to injury of an athlete/sports person. Individually or in small groups ask learners to carry out an interview with an athlete/sports person who has sustained an injury in the past. Ask learners to report their findings to the group.
- Following the interview, ask learners to devise methods to manage psychological injuries that the group have identified. This could be done through a short- and long-term goal-setting process.
- Introduce management of physiological injuries and introduce the learners to appropriate professionals. Arrange guest speakers, including a first aider, hospital staff and physiotherapists. Ask the guest speakers to give the learners information on basic treatment methods, including PRICE and SALTAPS, hot and cold therapy, basic strapping and sports creams for treatment of a variety of injuries.

Unit 10: Injury and the Sports Performer

- As a follow-up activity, ask learners to produce a series of physiological and psychological injury management cards designed for first aiders and leisure centre staff that cover responses to injury and the methods used to manage those injuries.

Assignment 3: Managing Sports Injuries***Learning aim D: Know about rules, regulations and legislation associated with health and safety in sport**

- Give learners the legislation and regulations acts (Health and Safety at Work Act 1974, Management of Health and Safety at Work (Amendment) Regulations 1994, Healthy and Safety (First Aid) Regulations 1981, Control of Substances Hazardous to Health (COSHH) 2002, Safety at Sports Ground Act 1975, Children Act 2004). Ask learners to research these acts using the internet, to summarise each act within a presentation and to give an example of each act in practice.
- Ask learners to feed back their research to the group. You can then follow this with a group discussion on the importance of health and safety rules, regulations and legislation in sport.
- You could also organise trips to different sport, leisure or fitness facilities to see health and safety in practice.
- Following these trips, your learners could produce presentations on the health and safety rules, regulations and legislation that they observed on their trips, which they can present to the group.

Assignment 4: Sports Injuries: Know the Rules*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

BTEC Firsts Sport:

- *Unit 1: Fitness for Sport and Exercise*
- *Unit 2: Practical Sports Performance*
- *Unit 3: The Mind and Sports Performance*
- *Unit 6: Leading Sports Activities*
- *Unit 7: Anatomy and Physiology for Sports Performance*
- *Unit 11: Running a Sports Event*
- *Unit 12: The Sport and Active Leisure Industry.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P., Sergison, A., *BTEC First in Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Buschbacher, R. M., Prahlow, N. D., Shashank, J. D, *Sports Medicine and Rehabilitation: A Sports Specific Approach*, 2nd Edition, Lippincott Williams & Wilkins, 2009 (ISBN 978-0-7817-7745-2)

Hutson, M., *Sports Injuries: Recognition and Management*, 3rd Edition, Oxford Medical Publications, 2001 (ISBN : 978-0-1926-2675-2)

Peterson, L., Renstrom, P., *Sports Injuries: Their Prevention and Treatment*, Martin Dunitz, 2000 (ISBN 978-1-8531-7119-2)

Prentice, W. E., *Rehabilitation Techniques in Sports Medicine*, 5th International Edition, McGraw-Hill, 2011 (ISBN 978-0-0733-7661-5)

Read, M. T. F. and Wade, P., *Sports Injuries: A Unique Guide to Self-diagnosis and Rehabilitation* (3rd edition), Churchill Livingstone, 2009 (ISBN 978-0-4430-6816-4)

Whyte, G. P., Harries, M., Williams, C., *ABC of Sports and Exercise Medicine*, 3rd edition, London BMJ, ABC series, 2005 (ISBN 978-0-7279-1813-0)

Journals

The journals listed are provided for you to research delivery strategies and also to give able learners wider reading if they wish to progress onto further study and potentially sport or sports science-related subjects at university.

British Journal of Sports Medicine

Exercise and Sport Sciences Reviews

Medicine and Science in Sports and Exercise

Websites

www.brianmac.co.uk
Brian Mac Sports Coach

www.sja.org.uk
St John Ambulance

www.hse.gov.uk
Health and Safety Executive

www.legislation.gov.uk
UK legislation

www.sportsci.org
Sport Science

www.topendsports.com
Top End Sports

www.sportsmedicine.about.com
Sports Medicine

Unit 11: Running a Sports Event

Delivery guidance

Approaching the unit

This unit looks at each of the stages required to plan, organise and deliver a sports event for a selected group of people. The unit could be delivered alongside *Unit 6: Leading Sports Activities* and will further build upon the knowledge developed through this unit.

Visits from personnel with event management expertise would give learners an insight into the planning process and examples of events that have been organised locally. Learners should also be encouraged to make links with local sports clubs, regional national governing bodies and charitable organisations within the local community who deliver sports to a wide range of target groups.

Delivering the learning aims

Initially it is important to make learners aware of the different types of sports event that are regularly organised within their own community, across the country and internationally. Encourage learners to take part in some events and also discuss the implications of organising events with event organisers where possible.

Learners are then required to work in a group and decide the event that they as a group are going to plan and organise. Once agreed, it is important that you make your learners aware of the process required to plan an event. This first stage of the process is designed to get learners working in groups to plan their event. You will need to give guidance to support your learners initially, but as their confidence develops the support might adjust to simply overseeing the process as appropriate.

Learning aims A and B

Learning aims A and B should be delivered and assessed together. Learners will automatically complete the requirements of learning aim B through their contribution to organising the event. It is important that throughout the planning and organisational stages the learners' progress is monitored to ensure that the plan is attainable within the constraints given to them. Throughout the planning process learners should consider keeping a diary to document their own involvement through each stage of the event organisation. Assessors should complete observation records for each learner to confirm their contribution.

Learning aim C

For learning aim C, when the plan has been agreed and all the pre-event checks have been carried out, then learners will be required to support within the delivery of the actual event. You will need to give some guidance and support regarding the skills, qualities and attributes required to be a sports leader. This should be encouraged through practical development of these skills.

Prior to the event, make sure learners are aware of the areas in which they as sports leaders will be assessed during the running of the event (running, leading and demonstrating leadership skills and qualities). Each learner should be assessed against the role(s) and responsibilities designated to them. Digital recordings of the event delivery should be made to support the contributions and achievements of each of learner. Witness statements/observation records should also be completed.

Learning aim D

For learning aim D, on completion of the event learners will be required to review their performance and the performance of the group. At this stage you should make learners aware of the importance of self-reflection. A sports leader from the local community could discuss the role of reflective practice and its importance for personal development.

Learners should use both qualitative and quantitative feedback, including strengths of the event, areas for improvement, SMARTER targets for development and recommendations for future events.

This unit should be used to develop learners' teamwork skills and further develop their leadership attributes and responsibilities. Both *Unit 6: Leading Sports Activities* and this unit could be delivered and assessed using an integrated assessment model.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 11: Running a Sports Event
<p>Introduction</p> <p>Learners could be introduced to the unit through taking part in a sports event and then after the event having a discussion with the event organiser about the planning, delivery and review stages.</p>
Learning aim A: Plan a sports event
Learning aim B: Contribute to the organisation of a sports event
<ul style="list-style-type: none"> • Learners will initially be required to plan the time they have until the actual event. When the time is mapped out learners should agree a meeting schedule. • Remind learners that they are to maintain a diary that logs the group's involvement within the planning stages, as well as their own progress. • Within one of the initial meetings learners should distribute staffing roles and responsibilities as appropriate for the event type. Learners should then agree aims and objectives of the event, nature of the event, target audience, required resources and methods to be used to promote the event. Each of these should be discussed within each of the future meetings. • Methods of obtaining feedback should be discussed and learners should agree on the four methods that will be used to gather qualitative or quantitative feedback from the participants during and after the session. • At an early stage each learner should be set regular tasks and targets on which they are required to feed back to the group within the scheduled meetings. • Learners should document the planning of the event as a group and develop the plan within each meeting. The plan may change at numerous stages but this is acceptable. • Learners should all discuss the risk assessments and first-aid procedures to ensure that each group member is aware of these prior to the event. • Towards the date of the event it is important that the group looks through completed consent and medical forms to clarify any particular performer needs that will need to be considered prior to the event. • It is important that the assessor assesses each individual contribution using an observation checklist that analyses each learner's contribution to each stage of the planning and organisation of the event.
Assignment 1: Planning and Organising a Sports Event*
Learning aim C: Assist with running and leading a sports event
<ul style="list-style-type: none"> • Prior to the event discuss the particular components that learners will be assessed on: <ul style="list-style-type: none"> ○ setting up (e.g. signs, sports equipment, entertainment, food and drink, etc) ○ during event (e.g. responding to unexpected occurrences, meeting customer requests, etc) ○ setting down (e.g. sports equipment waste disposal, signs) ○ leading (e.g. demonstration of skills qualification and responsibilities appropriate to activity, etc) ○ responsibilities (e.g. professional conduct, health and safety awareness, etc)

Unit 11: Running a Sports Event

- measures of success (e.g. participant enjoyment, meeting aims and objectives, coverage of planned components, etc)
- demonstration of leadership skills (e.g. communication, organisation of equipment, knowledge, etc)
- demonstration of leadership qualities (e.g. appearance, leadership style, personality, enthusiasm, etc.)
- You should also explain to learners the means by which they will be assessed during the event.
- Throughout the event visual evidence should be taken that demonstrates each learner fulfilling the roles and responsibilities assigned to them as appropriate. Evidence may include digital/video and photographic evidence.
- Learners need to ensure that the event is set up appropriately and that all equipment and resources are safe prior to the arrival of the participants. During the event learners should contribute to the running and leading of the event appropriately and safely and deal with any unexpected occurrences as appropriate.
- The success of the event will be measured in terms of participant enjoyment, meeting aims and objective, coverage of planned components, organisation, and safety, so learners must make sure that they consider these throughout the event, and obtain relevant evidence/feedback to support their attainment.
- You need to ensure that throughout the session learners will be supervised and supported so the session is run in a safe and effective manner.
- Learners will also be required to set down appropriately and ensure that the facility is left in the same condition as they found it prior to the event starting.
- On completion of the event, it is important that learners have collated all the feedback from participants, spectators, assessors and other witnesses.

Assignment 2: The Sports Event***Learning aim D: Review your own contribution to running a sports event**

- Learners will need to think about the sports event and initially they should consider whether or not they felt that the session was a success or not and give a rationale for their judgement. It is important that learners also consider their own contribution to the planning and running of their event.
- Evidence should come from the feedback obtained after the session. If possible after the event, learners should also watch the video evidence of the event. Each member of the group should assess each other's performance and this feedback can be used when each member assesses their own performance.
- Results should be obtained from the feedback completed by the participants, spectators, assessors and other witnesses. This feedback can also be used to assess further the strengths and areas for improvement.
- To conclude the review, learners should prepare a presentation in small groups, with supporting notes, which reviews feedback obtained and looks at recommendations for developing future events. This should focus on both personal targets and group targets. When providing recommendations for future events, learners should ensure that they set themselves SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded). An observation record will also need to be completed to support each individual learner's presentation and to confirm learners' achievement.

Assignment 3: Evaluating your Sports Event*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications and to other relevant units/qualifications

BTEC Firsts in Sport:

- o *Unit 6: Leading Sports Activities*
- o *Unit 10: Injury and the Sports Performer.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P., Sergison, A., *BTEC First in Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Allen, J., *The Business of Event Planning: Behind-the-Scenes Secrets of Successful Special Events*, John Wiley & Sons, 2002 (ISBN 978-0-4708-3188-5)

Graham, S., *Ultimate Guide to Sport Event Management and Marketing*, Irwin Prof, 1995 (ISBN 978-0-7863-0244-4)

Hoyle, L. H., *Event Marketing: How to Successfully Promote Events, Festivals, Conventions and Expositions*, John Wiley & Sons, 2002 (ISBN 978-0-4714-0179-7)

Shone, A. and Parry, B., *Successful Event Management: a Practical Handbook*, Thomson Learning, 2004 (ISBN 978-1-8448-0076-6)

Supovitz, F. and Goldblatt, J. J., *The Sports Event Management and Marketing Playbook: Managing and Marketing Winning Events*, John Wiley & Sons, 2004 (ISBN 978-0-4714-6007-7)

Westerbeek, H., et al, *Managing Sport Facilities and Major Events*, Allen & Unwin, 2006 (ISBN 978-0-4154-0109-8)

Websites

www.britishswimming.org
Amateur Swimming Association

www.britishcycling.org.uk
British Cycling

www.olympics.org.uk
The British Olympic Association

www.eis2win.co.uk
English Institute of Sport

www.sportsleader.org
Sports Leaders UK

www.ukathletics.net
UK Athletics

www.uksport.gov.uk
UK Sport

Unit 12: The Sport and Active Leisure Industry

Delivery guidance

Approaching the unit

This unit gives your learners an opportunity to gain a real insight into the sport and active leisure industry.

To really engage learners it is important that they visit a variety of facilities in the sport and active leisure industry, and also have access to practitioners who currently work in the industry. Relevant guest speakers could give learners up-to-date information and answer questions about their occupation. Case studies can also be used to illustrate different organisations, occupations, current trends and key issues in the sport and active leisure industry.

Learners should be encouraged to interview and question local people to discover the factors that affect participation in sport for members of their local community. Learners will enjoy and benefit socially through interviewing or using questionnaires with a cross-section of the community and the input this brings from people beyond their usual circle of communication.

This unit lends itself well to learners discussing their thoughts and opinions on relevant sporting issues. This will allow learners to improve their understanding and to learn from each other.

Delivering the learning aims

Learning aim A

For learning aim A, learners should investigate the different types of organisations in the sport and active leisure industry. You can introduce different organisations through group discussions that draw on learners' experiences of using different facilities. Learners should be provided with an opportunity to visit an example of each of the four types of organisation (public, private, voluntary, joint and dual use) so they can decide on the benefits of each. Visiting the facilities will also give learners an opportunity to talk to members of staff, which will link well with their investigation of occupations in the industry. Occupational aspirations should be discussed with your learners and guest speakers invited that represent a wide variety of career pathways within the sport and active leisure industry. You should prepare your learners for guest speaker visits by discussing relevant questions to ask the speakers.

Learning aim B

For learning aim B, your learners should be encouraged to investigate reasons for taking part in sport and factors that affect participation through questioning members of the local community. Learners will need to be guided as they prepare questionnaires that can be used with members of the public or with peers who are not on a sport course. This will help learners obtain realistic findings and gain an understanding of other people's views on participation in sport.

Learning aim C

Learning aim C requires learners to know about and discuss key issues in sport and active leisure. This will give learners an opportunity to consider how key issues can impact upon sport in both a positive and negative way. Learners should create a lively discussion about the impact on sport of key issues, such as fashion, discrimination, the media and social influences. Encourage learners to start researching information on key issues as soon as they start the unit so that they have a number of articles/reports to share with the whole group.

This unit gives learners an opportunity to develop their research skills and techniques, encouraging them to analyse data, trends and questionnaire results in relation to current trends in sport/sports participation and key issues in sport and active leisure.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 12: The Sport and Active Leisure Industry
<p>Introduction</p> <p>Discuss the sport and active leisure industry with your learners.</p> <ul style="list-style-type: none"> • What do they think makes up the industry? • How do they think the industry is changing? <p>Then outline the scope of the unit and discuss the purpose and learning outcomes.</p>
Learning aim A: Investigate organisations and occupations in sport and active leisure
<ul style="list-style-type: none"> • In pairs, learners prepare questions for visits to local sport facilities about the type and benefits of each organisation and the requirements, responsibilities and skills required by different occupations within the organisation. • Learners then visit a variety of sports organisations and research the occupations within each type. • To follow up the visits learners should discuss, compare and contrast possible benefits of each type of organisation, using relevant examples. • Arrange for guest speaker(s) to visit your centre and discuss responsibilities, skills and requirements of their occupation as an example for learners. • Learners could then select a variety of job sources that advertise a range of jobs from within the sports and active leisure sector and research occupations that interest them. • Lead a group discussion on the advantages and disadvantages of different occupations using research findings.
Assignment 1: What Jobs are there in Sport?*
Learning aim B: Recognise current trends in sport and sports participation
<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.
Assignment 2: Participation and Current Trends in Sport*
Learning aim C: Know about the impact of key issues on sport and active leisure
<ul style="list-style-type: none"> • Lead a discussion on factors that impact on sport and discuss current examples of key issues in sport and active leisure. • Ask learners, in pairs, to consider the impact (positive and negative) that each key issue may have on sport and active leisure. • In small groups learners could then review articles on key issues. You could ask learners to collect these throughout their work on the unit, in readiness. • Organise a series of interviews with people employed in the sector, for example health and fitness instructor, local sports development officer and leisure centre manager. Learners should prepare relevant questions relating to key issues in sport. • As a group learners should share findings and consider the impacts (positive and negative) that the collected key issues have on sport and active leisure.

Unit 12: The Sport and Active Leisure Industry**Assignment 3: Key Issues in Sport***

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units, qualifications, and to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 6: Leading Sports Activities*
- *Unit 8: Promotion and Sponsorship in Sport*
- *Unit 11: Running a Sports Event.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P., Sergison, A., *BTEC First in Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Bramham, P., et al, *Sports Development: Policy, Process and Practice*, Routledge, 2001 (ISBN 978-0-4154-2183-6)

Ferguson, J. G., *Preparing for a Career in Sports (What Can I Do Now?)*, Facts on File Inc, 2006 (ISBN 978-0-8943-4254-7)

Field, S., *Managing Your Career in the Sports Industry*, Checkmark Books, 2008 (ISBN 978-0816053537)

Houlihan, B., White, A., *The Politics of Sport Development*, Routledge, 2002 (ISBN 978-0-4152-7749-5)

Oswald, A., *Sports Facilities, Links International*, 2004 (ISBN 978-8-4898-6153-4)

Websites

www.activeplaces.com
Active Places

www.careers-in-sport.co.uk
Careers in Sport

www.growingkids.co.uk
Growing Kids

www.imspa.co.uk
Institute for the Management of Sport and Physical Activity

www.leisurejobs.com
Leisure jobs

www.skillsactive.com
Skills Active

www.sportdevelopment.org.uk
Sports development in the UK

www.sportengland.org
Sport England

www.sportscoachuk.org
Sports Coach UK

Unit 13: Profiling Sports Performance

Delivery guidance

Approaching the unit

This unit looks at the methodology behind profiling the performance of a team or individual sports performer, and how performance profiling can be used to encourage further development. It will develop learners' ability to assess and profile the performance of a team or individual sports performer within selected sports. Through completing this unit, learners will gain a greater knowledge and understanding of the attributes, qualities and traits needed for successful performance within selected sports, and will develop their performance analysis and communication skills for providing feedback to others.

Delivering the learning aims

For this unit, learners need to understand the technical, tactical, fitness, psychological and attitudinal profiles required to successfully participate in selected sports. They need to be able to analyse and profile sports performance, evaluating and justifying results.

Learning aim A

For learning aim A, this could be done through using case studies from different sports to examine technical, tactical, fitness, psychological and attitudinal requirements. For example, introduce your learners to a sports performer who demonstrates exceptional technical skills within a selected sport and ask your learners to list the technical requirements for the selected sport and discuss findings with the group. Elements of this unit could also be delivered alongside *Unit 2: Practical Sports Performance*.

Learning aim B

For learning aim B, learners are required to design actual performance profiles that they will use. Again, give your learners the opportunity to try out methods for profiling sports performance to enable them to select the most appropriate for their own profile.

Within the performance profiles for each sport, learners will be required to include all the qualities, traits and attributes that are vital for success in each sport. They will also need to include the technical, tactical, physical fitness, skill-related fitness and attitudinal requirements. Learners should then use the designed performance profiles (templates/pro forma) to complete performance profiles to assess performance of a team or individual in two different selected sports, evaluating and justifying profiling results.

Learning aim C

For learning aim C, after the completion of each of the performance profiles, make your learners aware of the importance of the review of performance and goal and target setting. Show them how to set aims and objectives, goals and SMARTER targets through the use of a development plan. Encourage learners to do this initially in small groups for the profiling they have completed and then share outcomes with the rest of the group.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 13: Profiling Sports Performance
<p>Introduction</p> <p>Introduce learners to the unit through examining different methods used to complete a performance profile (subjective and objective methods of assessments). For example, learners could be asked to observe a selected sports performer and use each method of assessment to develop an opinion upon the sports performer's overall performance.</p>
Learning aim A: Understand the performance profile of sports
<ul style="list-style-type: none"> • Learners should initially consider the technical and tactical requirements for success within each of the selected sports. This research could be carried out through learners observing recorded competitive performances of these sports. • Learners should then consider which components of fitness are required to participate within these sports. For this learners themselves could participate within each of the sports, and on completion of their performance formulate a discussion with the rest of the group of all the components of fitness that they used within the game and the relevance to each sport. • You could then lead a discussion that introduces learners to the psychological requirements within each sport. If possible a guest lecturer could be used to give learners further understanding of the psychological requirements with the selected sports, but also within sport in general. • Make learners aware of attitudinal requirements within sport. To support this, learners may find it useful to watch some documentaries that give an insight into the personalities of elite sports performers.
Assignment 1: Sports Performance Requirements*
Learning aim B: Be able to analyse and profile sports performance
Learning aim C: Review the performance profiles and set goals for further development
<ul style="list-style-type: none"> • Give learners an opportunity to try out different methods of subjective and objective assessment. Complete this as a group and discuss the findings. • Learners then discuss and trial methods of profiling teams and individuals through teacher-led discussion and activities. • Using previous research (possibly from Assignment 1), encourage learners to design their own performance profile for each of their selected sports. • Once the performance profiles have been designed, learners should then use the completed profiles to assess the performance of a team or individual in two different selected sports. • Encourage learners to visually record the performance so they have the opportunity to observe it as many times as required to complete the performance profile in full. • Make learners aware of methods of summarising and reviewing sports performance through analysing the results of the performance profiles that they have completed. Learners should discuss strengths and areas for improving the performance of the sports teams or individuals within each sport. • Learners should also develop an understanding of goal setting. This could be done through setting goals for their own development within their own select sport. Discussions should take place on how time-related goals can be measured.

Unit 13: Profiling Sports Performance
<ul style="list-style-type: none"> To conclude the unit, make learners aware of what a development plan is and how it can be used to support the short- and long-term development of an individual sports performer or team.
Assignment 2: Performance Profiling*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 1 Fitness for Sport and Exercise*
- *Unit 2: Practical Sports Performance*
- *Unit 3: The Mind and Sports Performance*
- *Unit 4: The Sports Performer in Action*
- *Unit 5: Training for Personal Fitness.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P., Sergison, A., *BTEC First in Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Atkinson, J., Sweenham, B., *Championship Swim Training*, Human Kinetics Europe, 2003 (ISBN 978-0-7360-4543-8)

Barber, G., *Getting Started in Track and Field Athletics: Advice and Ideas for Children, Parents and Teachers*, Trafford Publishing, 2005 (ISBN 978-1-4120-6557-3)

Jarvis, M., *Sport Psychology: A Student's Handbook*, Routledge, 2006 (ISBN 978-1-8416-9582-2)

Mgee, K., *Coaching Basketball: Technical and Tactical Skills*, Human Kinetics Europe, 2007 (ISBN 978-0-7360-4705-0)

Mifune, K., *Canon of Judo: Classic Teachings on Principles and Techniques*, Kodansha International Ltd, 2004 (ISBN 978-4-7700-2979-9)

Parkhurst, A., *Tennis: A Complete Guide to Tactics and Training – Sporting Skills*, First Stone Publishing, 2005 (ISBN 978-1-9044-3947-9)

Stafford, I., *Coaching for Long-term Athlete Development*, Sports Coach UK, 2005 (ISBN 978-1-9025-2370-5)

Websites

www.britishswimming.org
Amateur Swimming Association

www.ausport.gov.au/ais
Australian Institution of Sport. This site is specific to swimming and contains information about sporting excellence in Australia.

www.badmintonengland.co.uk
Badminton Association of England, and specific to badminton.

<http://www.brianmac.co.uk>
Brian Mac Sports Coach. Provides information on the use of sports psychology within sport.

www.britishcycling.org.uk
British Cycling, and specific to cycling.

www.british-gymnastics.org
British Gymnastics - specific to gymnastics.

www.olympics.org.uk
The British Olympic Association, specific to British Olympic Association and affiliated Olympic Sports.

<http://www.eis2win.co.uk>
English Institute of Sport - contains information about sporting excellence in England.

www.lta.org.uk
The Lawn Tennis Association, specific to tennis.

www.pzfootball.co.uk
Prozone is an example of an objective assessment method; this website is dedicated to Prozone technology and its use within a variety of sports.

www.sisport.com
Scottish Institute of Sport, containing information about sporting excellence in Scotland.

www.ukathletics.net
UK Athletics – this site is specific to athletics.

www.uksport.gov.uk
UK Sport works in partnership to lead Olympic and Paralympic sport in the UK to World Class Success.

Unit 14: Carrying Out a Sports-related Project

Delivery guidance

Approaching the unit

In this unit learners will have the opportunity to find out more about sports-related topics which are of interest to them. You should deliver this unit towards the end of the programme to enable learners to bring together themes and skills, gained from earlier units, in a final synoptic sports-related project.

Learners will be introduced to the stages involved when carrying out a research project. This will help learners develop important transferable skills for further study and employment (e.g. problem solving, critical thinking, time management and organisation).

At the start of your delivery it is a good idea to introduce different forms of questioning that will help learners to become more inquisitive and appreciative of the role of research within the different levels of sport and active leisure. For example, you could pose questions such as: Have you ever wondered which training methods are beneficial for developing different components of fitness? Have you ever wondered how sport can be used to enrich the lives of particular groups of athletes, such as athletes with disabilities?

Delivering the learning aims

Learning aim A

In learning aim A, learners are introduced to the different factors that can affect the success of sports-related project. Delivery of this learning aim lends itself heavily to inquiry-led learning, case-based learning and discussion activities. Discussions could be teacher-led in the first instance.

Use different types of research or investigation scenarios and ask a variety of questions such as that mentioned above, so that learners will be able to think about the different factors in context, as opposed to trying to digest the unit content in a context-free setting.

Learning aim B

For learning aim B, learners will plan a sports-related project of their choice. A key aspect of the aim is helping learners to develop an understanding of ethical issues, validity, reliability and practicality. Within this, it would be a good idea to present learners with different research ideas – each with flaws – so that learners can develop their understanding by critically evaluating the different research ideas. This approach will also help learners when it comes to critically evaluating their own research ideas.

Where learners are struggling to decide on a general research topic, or to refine a research idea, you could use different probe questions to help extend thinking towards different topics. Once learners have decided on an idea that you think is suitable for the level of learner, they can then start working on how they may put together a plan to complete the project.

Learning aim C

In learning aim C, learners should carry out their own sports-related project. The manner in which this is done will be determined by the type of project. This will give learners the opportunity to apply the work from the previous learning aim. It is important that learners are guided through the different stages of writing the project, and that they are encouraged to start writing the research or investigation report as early as possible. You could use example sections of projects to help learners understand the structure and content of different sections, and could make use of sample data sets to show different data analysis techniques.

Learning aim D

For learning aim D, learners would benefit from taking part in discussion work with their peers and teacher to reflect on their own performance. Within this, learners will need to consider strengths, areas for improvement and ways of improving the project. Importantly, you could support the learners' thinking about why they have selected the improvement strategies, making specific references to how they would improve the project if it was to be completed again.

Getting started

This gives you a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 14: Carrying Out a Sports-related Project
<p>Introduction</p> <p>Introduce the unit through discussions around the concept of research and the roles of research in modern-day sport and exercise (e.g. performance enhancement, increasing health, investigating the benefits of different treatments). Learners could be asked to produce two spider diagrams for each of these topics; one for their understanding of the concept of research and a second for the roles of research. They could then share these in group-based peer learning activities.</p>
Learning aim A: Explore factors that affect the success of projects in sport
<ul style="list-style-type: none"> ● Lead a discussion about the different factors that can affect the success of projects in sport. Questions could include: <ul style="list-style-type: none"> ○ Why is it important to set clear goals when you are conducting a research project? ○ How will the resources that you have available influence the goals that you are able to set? ○ Why is it important to monitor your progress towards goals? ○ What are some of the key problems that you could face when conducting a project and why would it be important to solve these quickly and efficiently? ● Once learners are familiar with the different factors that can affect the success of projects, you could use more inquiry-led or case-based learning activities to help learners apply these to sporting examples. For example, imagine you are conducting a research project into public opinions of player wages in football: <ul style="list-style-type: none"> ○ What are the different factors that could affect the success of this project? ○ How can the different factors interact and influence each other to affect the success of the project?
Assignment 1: Planning a Successful Sport-related Project*
Learning aim B: Plan a sports-related project
<ul style="list-style-type: none"> ● Research activity: using credible websites (e.g. Sky Sports, BBC Sport, ESPN, NISMAT, Runner's World – this list of websites is not exhaustive and should be adapted for different groups) learners to research different contemporary issues in sport/ exercise/leisure. <ul style="list-style-type: none"> ○ Support activities: you could provide suggestions of different topics to research and discuss why these may be relevant for learners (e.g. help understanding on their course, current issue in sport). ○ Extension activities: why would it be important to research these topics? Is there any research already available? ● Mind-map activity to answer the following question: What are the different contemporary issues within sport/exercise/leisure that you are interested in? As part of this, consider the following questions: <ul style="list-style-type: none"> ○ What would you like to know more about within these areas? ○ Are there any specific questions that you would like answered about these areas? ○ Why do you think it is important to research these topics? ● From their mind-map, learners are to select the research idea that they are most interested in and agree this with you. From this, learners can then decide on the

Unit 14: Carrying Out a Sports-related Project

project aims, objectives and the plan for completing the project.

- Present learners with different issues that can affect the validity, reliability, practicality and ethics of research projects. Learners can work in small groups to find solutions to these problems.
- Learners to take part in 'mini' data collection sessions to develop an understanding of each of the data collections methods (field-based and laboratory-based, interviews, questionnaires, focus groups, surveys and observations). Give learners a short introduction to the data collection method and then allow them to take part in a pre-determined data collection section.
- This would also be a useful time to introduce learners to appropriate methods for recording data (e.g. using audio recording for an interview). Follow up with a question and answer session or worksheet on why that particular data collection method was appropriate.
- Learners to take part in discussion activities to decide on appropriate data analysis methods for the data they collected in the earlier sessions. You can facilitate this process by guiding learners to reflect on the initial aims of the data collection and using this to help form an argument (e.g. if the aim was to see how stretching affected flexibility, learners could use percentage change as a method of data analysis as it would indicate the size of the effect of the stretching programme).
- Present learners with potential errors and risks to the research project. Learners work in small groups to try to come up with solutions to these problems which can then be fed back to the rest of the group to facilitate peer learning.

Assignment 2: My Sports-related Project Plan***Learning aim C: Carry out a sports-related project**

- As the teacher, lead a series of sessions advising how to write the different sections of the project. Typically, these sessions will comprise a presentation by you followed by independent work by learners. You could provide exemplar research project sections and lead discussions about the content of each (e.g. show learners an exemplar introduction and ask them to identify the sections that form the rationale, the aims, the objectives, the hypothesis/null hypothesis, etc).
- Have learners safely and ethically carry out a practice research project, collecting, recording and analysing the data. This should be on a small topic. Ensure learners are aware of relevant ethical guidelines. Learners are to then present the project in a standard format and using appropriate ICT skills.

Assignment 3: My Sports-related Research Project***Learning aim D: Reflect on own performance in undertaking a sports-related project**

- Mind-map activity – 'How did I do?': Learners to produce a mind-map that reflects on their own performance during the process of completing the practice research project
- Presentation activity – 'What should I do now?': Learners to produce targets for improvement, explain the targets that have been set and then say why those targets have been set.

Assignment 4: My Sports-related Project Review*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

Depending on the type of project that a learner chooses to produce, this unit could have links with any other unit in the BTEC First in Sport.

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. And Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 9781446901618)

Gratton, C. and Jones, I., *Research Methods for Sports Studies* (2nd edition), Routledge, 2010 (ISBN 9780415493932)

Pitney, W.A. and Parker, J., *Qualitative Research in Physical Activity and the Health Professions*, Human Kinetics, 2009 (ISBN 9780736072137)

Websites

www.crlsresearchguide.org/

Website that offers tips and advice on completing research projects. Learners are likely to need support using this website.

www.scholastic.com/resources/article/write-a-winning-research-report

Useful tips on writing a research report.

Unit 15: Designing Exercise Programmes

Delivery guidance

Approaching the unit

This unit requires the application of theory in a practical environment. It is intended to give learners the skills to plan, monitor and review exercise programmes, something that is needed in a variety of careers within the sports and leisure industry. This unit should deliver this unit in a practical environment where you have easy access to a fitness suite, sports hall and/or outside area, as well as an area to deliver the key theory aspects.

Creating simulated environments through the use of different case studies will engage the learners, particularly if they are related to their key areas of interest. Encourage autonomy through research activities alongside teacher-led sessions to provide variety and increase learner engagement. Give the learners key roles in practical sessions to increase their confidence before they are required to deliver their individual programmes, for example, they could lead warm-ups/cool downs or deliver mini-sections of the session.

Delivering the learning aims

Learning aim A

The learners need to know about the function and structure of a warm-up (Topic A.1) and a cool down (Topic A.2). You can cover the structure and function of a warm-up and cool down through a practical demonstration, class discussions or interactive presentation.

The benefits of exercise (Topic A.3) could be partly delivered through a guest speaker, potentially someone that has had significantly positive experiences through exercise. For example, someone that has been attending personal training sessions could reflect with the group on the experiences they have had and why it has been beneficial. Alternatively this could be set as a research activity, or a series of pictures could be given to the learners to show different scenarios, for example, of people exercising in a group or someone that is overweight exercising with a personal trainer, and they could be asked to identify the benefits the exercise is providing.

Basic (Topic A.4) and additional training principles (Topic A.5) can be delivered through an interactive presentation with supporting handouts. Parts of these topics could also be taught practically alongside group discussions to demonstrate how exercise sessions can be manipulated through simple changes (e.g. in a gym environment variation could be demonstrated to the learners by showing them a range of exercises for just one body part).

Learning aim B

Prior to any programme being written, your learners need to collect data from their selected individuals (Topic B.1). To engage the learners in this topic you could split your group into small teams and give them a large piece of paper, asking them to list the types of information they think they will need to collect. This will encourage the learners to work as a group and highlight what they know already so that you can concentrate on areas they don't know. This topic could also be delivered through handouts (for example, PAR-Q, Lifestyle questionnaire) and learners could complete them with a partner to increase their awareness of the types of questions and information they need to collect.

After your learners have collected their individual's information they must then learn how to design a programme for them (Topic B.2). Programme design can be delivered in many ways; one method would be to give the learners a variety of different programmes and then discuss with them the information that is included and how this can be adapted for the programme they write. Another method of delivery would be through interactive presentations and case studies, particularly case studies that give the learners different scenarios and where they have to plan one week's training for them, taking into consideration the topics covered in the presentation (e.g. sequencing of exercises, FITT and training methods).

Learning aim C

After the programme has been written but before it is implemented, learners need to understand how to monitor the progress the individuals are making (Topic C.1). This can be delivered through a group discussion to help identify methods of monitoring and what needs to be monitored. Following the discussion the learners could be asked to design a check list for over the four weeks (e.g. the checklist could include fitness testing after two weeks of training, and a section to check the individuals are wearing the correct attire every session). Alternatively this could be delivered through an interactive presentation to identify the different aspects that they should be monitoring.

Target heart rate zones and rate of perceived exertion are useful methods to help monitor the progress (Topic C.2) of the individuals throughout the programme. Your learners will need to know how to use these methods correctly. Methods of delivery include practical role plays (e.g. give the learner a case study that provides detail about what target heart rate zone and rate of perceived exertion they need to get a client to work in) so the learner needs to demonstrate their understanding of the two methods. Combining practical teaching methods with worksheets that instruct the learners on how to monitor heart rate zones and rate of perceived exertion will also benefit the learners because they will be able to refer to these throughout the delivery of their programme.

Your learners also need to keep a training diary (Topic C.3) through the course of the programme. Group discussion or interactive presentations can be used to identify the information that they are required to collect. Alternatively, providing them with examples of diary entries would allow them to see the key information required and then they can create their own diary template.

Learning aim D

Post-programme, your learners need to review (Topic D.1) how successful the process has been. It would be useful for the learners to observe you carrying out a simulated review; this could be done at the front of the class with one of its members. The learners need to be encouraged to take notes related to the information that you asked during the review and then practise with other group members in preparation for their review. Another method that could be used is a group discussion; using a white board to document their responses, ask the learners to consider the information they need to get from a review. This method should actively engage all learners, whereas demonstrating a simulated review will allow the learners to see how it is conducted in an applied situation.

This unit intends to engage the learners in a process that is needed in many future careers they may be interested in. In order for the process to successfully prepare them for potential future careers, the environment and methods of delivery need to be simulated to real life as close as possible. The learners may find it particularly challenging to remain professional throughout this process because it is only a simulated environment, so throughout the unit consider inviting another group to the class for them to practise instructing. Your learners may find it exceedingly difficult to write a programme that incorporates all the information from Topic B.2 therefore it is recommended that you break this down into smaller sections to support successful outcomes.

Getting started

This gives you a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 15: Designing Exercise Programmes
<p>Introduction</p> <p>Introduce the unit to your learners, providing a case study with a series of questions relating to the unit; for example, ask the learners to put themselves in the position of a personal trainer with a new client. Get them discuss the types of questions the client would have to be asked in order to be able design an exercise programme for them.</p>
Learning aim A: Know the principles of exercise programme design
<ul style="list-style-type: none"> • Deliver a warm-up and a cool down to the learners so they can observe the structure and functions of a warm-up/cool down through active participation. • Invite a guest speaker to talk about their personal experiences of the benefits of exercise. • Split the group into small teams and set them a research task to investigate the benefits of exercise. Ask one team to investigate the social benefits and the other team to investigate the health-related benefits of exercise. Ask them to present their findings through a presentation. • Prepare an interactive presentation to teach the learners about the FITT principles. This would be a good time to introduce good practice in giving presentations to help prepare learners for any assignment task. • Within practical sessions, demonstrate the additional principles of training (if possible) to the learners. Provide supporting handouts.
Assignment 1: Principles of Exercise Programme Design Presentation*
Learning aim B: Plan exercise programmes for selected individuals
<ul style="list-style-type: none"> • Give learners sample documents that show the information that they would need to collect before their clients can engage in exercise programmes (e.g. health screening form, PAR-Q). • Using an interactive presentation engage the learners with the key components of their programme design. • Give the learners case studies and ask them to produce a week-long programme to see if they understand the principles of programme design.
Assignment 2: Designing Exercise Programmes*
Learning aim C: Monitor the progress of individuals undertaking exercise programmes
<ul style="list-style-type: none"> • Lead a group discussion on the areas that need monitoring throughout exercise programmes. • Learners could design a checklist to remind them of the areas they should monitor over the course of the programme. • Practically demonstrate how to monitor and use target heart rate zones. • Practically demonstrate how to monitor rate of perceived exertion. • Give a teacher-led presentation on the information that needs to be included in an exercise diary.
Assignment 3: Monitoring Exercise Programmes*

Unit 15: Designing Exercise Programmes

Learning aim D: Review the success of the exercise programmes undertaken

- Give a teacher-led presentation on the information that is required in a review
- Provide the learners with a review worksheet that can initially engage them in the review process. The worksheet should provide the learners with the opportunity to review the programmes taking into account the feedback gained from the individuals. It should also allow the learners to compare the progress of the individuals, to help evaluate the programme's success.
- Carry out a simulated role play with one member of the group for the rest to observe. The aim of the role play is to help your learners identify the information that is needed for a review.
- The learners can then practise giving oral feedback to the individuals that undertook the programmes.

Assignment 4: Reviewing Exercise Programmes*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

This unit has links with the other units in the BTEC First Sport qualification:

- *Unit 1: Fitness for Sport and Exercise*
- *Unit 5: Training for Personal Fitness*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P., Sergison, A., *BTEC First in Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Ackland, J., *The Complete Guide to Endurance Training*, A & C Black, 2007 (ISBN 978-0-7136-7903-8)

Bean, A., *The Complete Guide to Strength Training*, A & C Black, 2008 (ISBN 978-1-4081-0539-9)

Hope, R. and Lawrence, D., *The Complete Guide to Circuit Training*, A & C Black, 2011 (ISBN 978-1-4081-5635-3)

Lawrence, M., *The Complete Guide to Core Stability*, A & C Black, 2011 (ISBN 978-1-4081-3324-8)

Norris, C. M., *The Complete Guide to Stretching*, A & C Black, 2007 (ISBN 978-1-7136-8348-6)

Shepherd, J., *The Complete Guide Sports Training*, A & C Black, 2006 (ISBN 978-0-7136-7835-2)

Websites

<http://www.brianmac.co.uk/warmup.htm>
Information on warm-ups and cool downs

<http://www.csep.ca/cmfiles/publications/parq/par-q.pdf>
An example of a PAR-Q form

<http://www.sport-fitness-advisor.com/fitt-principle.html>
Information related to the FITT principles

<http://www.brianmac.co.uk/trnprin.htm>
Introduces the learners to the additional principles of fitness

Unit 16: The Provision of Sport and Active Leisure

Delivery guidance

Approaching the unit

The aim of this unit is to introduce the learners to the range of sports and active leisure providers, the variety of organisations involved in the development of sport, and the initiatives that have been set up nationally and locally to promote participation. Learners will need to explore the different types of facilities, from local club structures to local authority public facilities and privately owned or franchised clubs. Learners would also develop a greater understanding of this topic by engaging with guest speakers involved in the provision of sport and leisure. Relevant case studies can be used to highlight recent developments for specific sports and target groups. Post-Olympics, there will be a range of new initiatives focused on the legacy of the games. As these evolve and other agencies become involved in the provision of sport and active leisure, these can be used as examples for this unit.

Delivering the learning aims

Learning aim A

For learning aim A, the use of visits to local and national clubs and facilities should be encouraged for learners to meet key staff and gain a greater appreciation of how these facilities work. Learners should also have the opportunity to find out more from local authority sports development departments, School Sports Partnerships, County Sports Partnerships and national organisations where possible. This could be through visits to centres where initiatives are currently running or by inviting key people from these organisations to be guest speakers.

Learning aim B

For learning aim B, learners need to understand the different organisations involved in the development of sport and expand their knowledge of voluntary, public and private, and national sports-related initiatives. Learners should explore which local and national organisations are involved and their roles. Use of local case studies will help to identify the roles of the organisations as well as visits to local clubs and facilities to meet key staff and understand how these centres operate. Learners also need to be aware of how new initiatives and changes in funding can effect provisions of sport and active leisure.

Learning aim C

Learning aim C will allow learners to review local sports development initiatives. Use of local case studies from local initiatives would allow learners to gain an understanding of the types of activities used to promote sport. Learners should explore the aims and target groups for activities. By working with local providers of sports development initiatives, learners will be able to gain a greater insight into what is on offer for a range of groups and sports. It will also give learners the opportunity to see first-hand the range of provision and local initiatives and will allow them to investigate their success further to meet the higher grading criteria. This could be done by learners completing feedback forms from participants which could then be presented back to the providers.

Getting started

This gives you a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 16: The Provision of Sport and Active Leisure
<p>Introduction</p> <p>Introduce learners to the unit with a brief outline of the three different types of sport and active leisure provider, voluntary, public and private. What are their key features and what do they provide for whom?</p> <p>Follow with a discussion about what learners believe to be the roles and responsibilities of local and national organisations in the development of sport and leisure activities. Can they name any national or local sport development initiatives that currently operate?</p>
Learning aim A: Investigate types of sport and active leisure provision
<ul style="list-style-type: none"> ● Introduce each of the sectors individually (local voluntary, public and private). This could be via a brief introduction identifying the key features of each, followed by visits or guest speakers. ● Prior to visits or guest speakers, learners should devise questions to be asked. These can be formulated via small group discussion in class. For example, what provision offered should they explore? What type of organisation are they; profit or not for profit? What are the similarities and differences between them? ● Where visits or guest speakers are unavailable you will need to produce relevant case studies about each sector. ● Within classroom sessions learners can investigate what provision for sport and active leisure is available locally via online research. ● Ask learners to identify any national sports initiatives they are aware of for any specific sport. ● Learners could discuss what initiatives are used nationally and why? What is the purpose and the effect of these initiatives?
Assignment 1: The Nature of Sport and Active Leisure Provision*
Learning aim B: Know about the organisations responsible for the development of sport and active leisure
<ul style="list-style-type: none"> ● Learners could watch video clips from County Sports Partnerships, National Governing Bodies (NGBs) and Youth Sports Trusts, identifying roles and achievements. Learners could complete a worksheet confirming this knowledge. ● Learners then could visit or listen to a guest speaker from a local organisation involved in sports development, e.g. County Sports Partnership, county or regional NGB officer, etc. Learners to investigate the roles of the organisations, local and national sports initiatives. If visits or a guest speaker are not available suitable case study information should be available for learners. ● Learners could discuss the different roles and organisations involved in the development of sport and active leisure. <p>Class discussions can be held about the future of sport and participation, the effect of the Olympics on participation and new trends for sport and active leisure.</p>
Assignment 2: Organisations Involved in Sport and Active Leisure*

Unit 16: The Provision of Sport and Active Leisure**Learning aim C: Explore the success of local sports development initiatives**

- From the previous visit, guest speaker or case study, learners to identify a local sports development initiative. This could be one that the learners are involved in with County Sports Partnership, county or regional NGB officer, etc. A 'live' project would be beneficial if possible to allow learners to investigate the outcomes in depth. For example, an NGB may run a taster session at your centre to encourage greater participation from one target group.
- Learners could discuss what the aims of the initiative are and who it is targeted at? What would stop this group from participating and what has been done to encourage people to participate?
- Introduce the key requirements of a successful sports development initiative, what makes it successful?

Learners could devise a feedback sheet to assess the success of a given sports development initiative they could be involved with. They would need to use the feedback to identify if the initiative was a success and how it could be improved in the future.

Assignment 3: Sports Development Initiatives*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC First in Sport:

- *Unit 8: Promotion and Sponsorship in Sport*
- *Unit 11: Running a Sports Event*
- *Unit 12: The Sport and Active Leisure Industry.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2012 (ISBN 9781446901618)

Adams, M., Beashel, P., Hancock, J., Harris, B., Phillippo, P., Sergison, A. and Taylor, I., *BTEC Level 2 First Sport Student Book*, Pearson Education, 2010 (ISBN 9781846906220)

Websites

www.businesscasestudies.co.uk

Gives a detailed and concise explanation of types of business and relevant case studies.

National governing body websites: national initiatives and case studies

www.britishswimming.org
Amateur Swimming Association

www.englandbasketball.co.uk
English Basketball Association

www.badmintonengland.co.uk
Badminton Association of England

www.thefa.com
The Football Association

www.britishcycling.org.uk
British Cycling

www.lta.org.uk
The Lawn Tennis Association

www.british-gymnastics.org.uk
British Gymnastics

www.rfu.com
The Rugby Football Union

www.britishvolleyball.org
British Volleyball Association

www.uka.org.uk
UK Athletics

Organisations responsible for the development of sport and leisure activities:

www.olympics.org.uk
The British Olympic Association

www.sportengland.org
Sport England

www.london2012.com
London Olympics 2012

www.youthsportstrust.org
Youth Sports Trust

You will also need to refer websites for local facilities, clubs and to your local County Sports Partnership.

Unit 17: Facility Operations for Sport and Leisure

Delivery guidance

Approaching the unit

It is important that learners recognise the need to develop safe and secure sports and leisure facilities. The learners need to understand the procedures and legislation that regulates sport and leisure facilities. This should be explored when visiting or working in sports and leisure facilities.

Learners should have the opportunity to be a customer in one of these facilities and reflect on their experience. They should also have the opportunity to either be assessed in that environment or during realistic scenario-based assessments.

Access to facilities should be encouraged, as should the opportunity to work with employees. If this is not available, realistic scenarios will be essential to allow learners to develop their customer service skills.

Delivering the learning aims

Learning aim A

In learning aim A, learners are introduced to the different types of organisational structures and roles found in sport and leisure facilities. The theory for learning aim A could be delivered with the support of visits to sport and leisure facilities and the use of guest speakers who work in the industry. This will allow learners to see the range of facilities and employee roles in action. By working with those in a variety of roles, learners will be able to learn more about the way facilities are structured and how they operate. Learners will therefore have the opportunity to observe working practices and gain a valuable insight into job roles and responsibilities. The opportunity to observe and work with staff in these facilities will also allow further opportunities to observe procedures and skills that can be used for learning aims B and C. If visits to sports and leisure facilities are not possible then the use of detailed case studies and examples will be required.

Learning aim B

In learning aim B, learners are introduced to the variety of operating procedures followed in sports and leisure facilities. The opportunity to see these in practice will be important in developing learners' awareness of the need for and the key components of facility procedures. Having the opportunity to see procedures in action will help learners to develop their understanding of them. The use of visits to centres and talks from managers will also allow learners to learn more about the key legislation and regulations that facilities have to comply with.

Learning aim C

For learning aim C, learners should ideally be able to observe a range of employees working in facilities. Learners will need to understand the importance of good customer service and this would be best achieved by shadowing experienced employees. Realistic scenarios can also be used to allow learners to develop their customer service skills. The scenarios should include a range of different customers and allow for learners to follow facility procedures. As part of the assessment, learners may wish to keep a reflective diary or logbook of their successes and areas for improvement when dealing with customers. Learners should have the opportunity to work with customers and reflect upon their performance.

Getting started

This gives you a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 17: Facility Operations for Sport and Leisure
<p>Introduction</p> <p>Introduce the unit with a whole group activity. What sports and leisure facilities are available locally? Who runs them? What facilities do they have and what types of customers would use them?</p>
Learning aim A: Know about the organisational structures of sport and leisure facilities, and the roles and responsibilities of those working in them
<ul style="list-style-type: none"> ● Introduce your learners to the different types of sports and leisure facilities on offer locally. ● Learners could investigate the different organisational structure of the facilities via visits and guest speakers. The knowledge gained from this information will also contribute to learning aims B and C. At this stage learners should discuss the different roles of a range of employees, e.g. management, instructors, reception staff, maintenance staff, lifeguards, grounds staff, cleaning, security. Learners could interview staff at facilities to find out what roles and responsibilities are part of their position. ● Learners can then complete organisational charts for two different sports and leisure facilities. These should be preselected by the teacher to ensure each facility is different. These can be selected from local, regional or national facilities. ● Introduce your learners to the different types of employment at the different types of facilities, e.g. casual, seasonal, full and part-time. ● Learners can then produce careers posters that could be used to show progression opportunities at the end of the course.
Assignment 1: Careers in Sport and Leisure*
Learning aim B: Know about safety and security in sport and leisure facilities
<ul style="list-style-type: none"> ● Introduce your learners to the Normal and Emergency Operating Procedures (NOPs/EOPs), including the purpose and contents of what each should include. Learners can then discuss the importance and need for both. A variety of scenarios could be used to identify when and how the NOP and/or EOP should be used. Information from visits and guest speakers can also contribute to the learners' understanding of the operating procedures, and actual examples and case studies would be useful. ● Learners can then produce their NOPs and EOPs for their facility, using the information from their visits and/or guest speaker in learning aim A plus their in-class research. ● Throughout this learning aim teachers will need to reinforce the importance of providing a safe and secure environment for all customers. Learners will need to know the key legislation and regulations that facilities need to comply with. Learners could complete their research of the legislation and regulations as small groups and feedback to the rest of the group on completion.
Assignment 2: Manual for Safe Practice for Sport and Leisure Facilities*

Unit 17: Facility Operations for Sport and Leisure**Learning aim C: Deliver effective customer service for sport and leisure**

- Introduce your learners to the importance of good customer service, e.g. greater customer satisfaction, increased membership, increased profits, better reputation, competitive edge, meeting internal and external quality assurance standards.
- Introduce your learners to the customer service skills required, e.g. communication skills (written, oral, non-verbal), active listening and effective questioning, body language, facial expression, posture, problem solving. Learners will need to have an experience of working with a variety of customers and dealing with a range of enquiries and complaints from customers. This will need to be delivered and assessed using practical sessions either in the workplace or during simulated activities. These sessions should allow learners to use the correct procedures as set by their given facility so they also demonstrate the correct process for dealing with enquiries and complaints, e.g. all complaints to be dealt with in writing within five working days, etc.
- Learners develop their understanding of the standards of customer service required through practical application of their skills and observation of colleagues working in sports and leisure facilities.
- Learners should keep a reflective diary or logbook detailing their work with customers. These should then develop their review of their performance when dealing with customers, what have they done well and what could be improved.
- Learners could complete a mystery shopper activity as part of their home or workplace activity to get a feel for what it is like to be the customer in sports and leisure activities. Their experiences can contribute to class-based discussions on the importance of and what makes good customer service.

Assignment 3: Providing Effective Customer Service*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC First in Sport:

- o *Unit 12: The Sport and Active Leisure Industry*
- o *Unit 16: The Provision of Sport and Active Leisure*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2012 (ISBN 9781446901618)

Adams, M., Beashel, P., Hancock, J., Harris, B., Phillippo, P., Sergison, A. and Taylor, I., *BTEC Level 2 First Sport Student Book*, Pearson Education, 2010 (ISBN 9781846906220)

Chadwick S et al, *The Business of Sports Management*, Pearson Education Limited, 2013 (ISBN 9780273721338)

Fried G., *Managing Sports Facilities*, Human Kinetics Europe, 2005 (ISBN 9780736044837)

Websites

www.fia.org.uk/

Fitness Industry Association has national standards for the fitness industry.

www.ukactive.com/

UK Active have codes of conduct for improving provision.

www.skillsactive.com/

Skills Active is the Sector Skills Council and has links to the National Occupational Standards Review.

www.hse.gov.uk

The Health and Safety Executive have details and updates of all the legislation referred to in this unit

Unit 18: Expedition Experience

Delivery guidance

Approaching the unit

In this unit learners are given the opportunity to take part in an expedition. This experience may take them out of their comfort zone and push them both mentally and physically. It may also be the highlight of their course.

Expeditions vary greatly and you are encouraged to develop an expedition that fits you, the environment and the resources that you have available, and your learners. Although the process of planning, preparing, taking part in and reviewing the expedition remains the same, there are endless possibilities for delivery, including scaling mountains, kayaking down rivers or sailing along a section of coast line.

Delivering the learning aims

Learning aim A

For learning aim A, your learners 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. Using real-life examples of expeditions illustrated by videos and guest speakers will help your learners understand the importance of these factors. When looking at environmental factors, observing real-life damage to the environment, such as erosion of paths and rubbish left in areas of natural beauty, will help your learners see the importance of respecting our surroundings.

Learning aim B

Learning aim B focuses on the planning and preparation which needs to be undertaken for a multi-day expedition, so that it runs as it should. Learners should be exposed to as many types of expedition as possible through case studies, videos and, ideally, guest speakers. They should also have chance to see the wide range of equipment that can be used during expeditions. Visits to specialist shops would help highlight this.

Case studies of the results of poor planning and preparation should be used to highlight the consequences of not preparing properly.

Learning aim C

Learning aim C involves actually taking part in an overnight expedition. Learners should be encouraged to take ownership of the expedition, being allowed to make mistakes and learn for themselves (within safe parameters that you should monitor). The technical knowledge needed for successful participation in an expedition should be practised in workshops during the run-up to the main event. This may include basic navigation with map and compass, erecting a tent, building a fire and cooking dinner on a gas burner.

If you are running an expedition in a demanding location, it is important that you use appropriately qualified staff to support and maintain safe practices.

On completion of the expedition, your learners will review their own performance, looking at both their strengths and areas where they could improve. It would be useful if they were able to keep a log throughout the planning, preparation and participation, possibly as a video diary or a written journal. This will ensure that they record thoughts as they have them rather than relying upon memories when they get back.

Getting started

This gives you a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 18: Expedition Experience
<p>Introduction</p> <p>Your learners will be excited about the prospect of taking part in an expedition. This energy must be harnessed from the outset, and the first session should inspire them to focus on their own experience. Keep the first session fast-paced, and use guest speakers, examples of equipment, and video to illustrate the topic.</p>
Learning aim A: Know about safety and environmental considerations for participating in a multi-day expedition
<ul style="list-style-type: none"> • Use case studies of expeditions that went wrong to highlight the importance of safety considerations. Give your learners examples, and then encourage them to describe what happened and what could have been done to prevent the incident. • Allow your learners access to the centre's expedition procedures so they can see risk assessments and action plans that are relevant to themselves. • Use role play to simulate an emergency and the procedures that would need to be acted upon. A guest speaker from a service such as mountain rescue or the RNLI would add strength to the topic. • Use real-life examples of environmental damage to highlight the importance of respecting our surroundings; show the damage that eroded paths can cause to a hill side; visit an area of outstanding natural beauty and count the litter left there.
Assignment 1: Safety and Environmental Considerations Relating to Expeditions*
Learning aim B: Plan and prepare for a multi-day expedition
<ul style="list-style-type: none"> • Use mind maps and directed questioning to look at the many elements that should be considered when planning and preparing for an expedition. • Visit a specialist outdoor store to observe the many pieces of equipment available to support expeditions. Give your learners examples of expeditions, then set them a budget and ask them to list the equipment they would purchase. Discuss the results as a class. • Practise the technical skills that are relevant to your expedition. These may include erecting tents, distributing supplies across a canoe to maintain balance, or building fires. • Practise navigational skills. This is best done in an open environment with plenty of landmarks on the horizon. • Discuss as a group what learners would need to consider and make notes on during an expedition. Ensure they mention issues such as weather forecasts, kit lists, emergency contacts, etc.
Assignment 2: Expedition Planning, Preparation and Review*
Learning aim C: Undertake a multi-day expedition
<ul style="list-style-type: none"> • Allow the learners to take ownership of an expedition themselves. If you have a large group, split it down into smaller groups. This will encourage everyone to participate.

Unit 18: Expedition Experience

- Where possible, allow the learners to make mistakes and learn from their experience. Those learners working at a higher level will review their own performance and compensate on their next attempt without even realising.
- When navigating, observe from a distance using checkpoints to maintain control. This will encourage self-reliance and force higher achievement.
- Provide the resources for each learner to keep a video log of their planning and preparation. They should be encouraged to document their own thoughts on how they feel they are performing, but also to include the opinions of their peers and leaders.
- Discuss development plans and task learners to work in pairs to write one for each other before developing their own.

Assignment 3: Expedition Participation and Review*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 19: Practical Land-based Outdoor and Adventurous Activities*
- *Unit 20: Practical Water-based Outdoor and Adventurous Activities.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Adams, M., Beashal, P., Hancock, J., Harris, B., Phillippo, P., Sergison, A. and Taylor, I., *BTEC Level 2 First Sport Student Book*, Pearson Education, 2010 (ISBN 978-1-84690-622-0)

Barnes, P. and Sharp, B., *The RHP Companion to Outdoor Education*, Russell House Publishing, 2004 (ISBN 978-1-903855-36-2)

Long, S. and Cousins, J., *Hill Walking*, UKMTB, 2003 (ISBN 978-0-9541511-0-2)

Priest, S. and Gass, M., *Effective Leadership in Adventure Programming* (2nd edition), Human Kinetics Publishers, 2005 (ISBN 978-0-7360-5250-4)

Websites

www.mountain-training.org
Mountain Training

www.thebmc.co.uk
British Mountaineering Council

Unit 19: Practical Land-based Outdoor and Adventurous Activities

Delivery guidance

Approaching the unit

Learners must have access to the practical resources required for participation in this unit. There are a number of activities that may be used to fulfil the unit's practical requirements, so it is possible for you to tailor the unit to both the group and your available resources.

You will find that learners start this unit anticipating practical activity and this eagerness should be harnessed early on. Initial introductions to the activities should whet the learners' appetite for what is to come. Video, photography and guest speakers will all add weight to the first session. Learners will also benefit from early exposure to the equipment that they will be using and relying upon.

Delivering the learning aims

Learning aim A

For learning aim A, you will introduce the different requirements of various land-based outdoor and adventurous activities. There should be opportunities to look at the equipment, facilities and environment that are required, as well as the risks and hazards associated with taking part in these types of activities. A video portraying the activity is useful; however, exposure to real-life participation by high-level performers is best for really inspiring your learners. A breadth of equipment must be shown, and learners given opportunities to consider subtle differences and possible reasons behind the different design features found in different pieces of equipment.

Learning aim B

For learning aim B, you will introduce the learners to two different land-based outdoor and adventurous activities. They should be exposed to the considerations vital to planning and preparation, and to the consequences of not paying attention to these considerations.

Learning aim C

Learning aim C focuses on the practical skills needed for participation. Learners should have ample time to show progression in the chosen activities. Demonstration of skills and techniques should be used, as well as video feedback and peer coaching. Learners should initially have the opportunity to participate with support, but as they gain confidence they should be allowed to take responsibility for their own safety and performance. Target setting between sessions will encourage improvements in performance.

On completion of the activity session, learners should have the opportunity to review how they demonstrated skills and used techniques, considering both their strengths and areas where they could improve. As well as reviewing their own performance, they could also have access to regular one-to-ones with a leader and to peer reviews.

Getting started

This gives you a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 19: Practical Land-based Outdoor and Adventurous Activities
<p>Introduction</p> <p>Introduce the unit and inspire the learners for things to come. It should be fast paced and expose them to the various components of both the activities they will be taking part in and two others.</p> <p>Video, photography and guest speakers could all be used to illustrate the activities. The opportunity to actually touch and handle equipment will also be highly beneficial.</p>
Learning aim A: Know about different land-based outdoor and adventurous activities
<ul style="list-style-type: none"> • Introduce your learners to a number of different activities through practical investigation, imagery and presentations. • The learners must feel that they have a grasp of the selected activities without actually taking part in them. Video footage can act as a way of giving an overview. Guest speakers and the chance to handle equipment will add value to the learning. • Where possible, the best way to inspire learners is to take them to a venue where people are participating in one of the activities at a high level, such as a local crag for climbing or a mountain bike course. • After investigating the resources needed, allow the learners to consider potential hazards for themselves. Provide them with headings to consider, under which they can list as many examples as they can. Introduce competition to add interest.
Assignment 1: Investigate Land-based Outdoor and Adventurous Activities*
Learning aim B: Plan and prepare for participation in land-based outdoor and adventurous activities
<ul style="list-style-type: none"> • Allow your learners to see the relevance of planning and preparing by highlighting the consequences of poor planning and preparation. Use case studies of accidents and incidents to illustrate this. • Introduce the factors important to planning and preparing, initially through classroom-based activities but then strengthen the learning by allocating tasks before practical sessions, such as checking the weather forecast or putting an emergency contacts list together, to get your learners used to the process. • Ensure that practical preparation of equipment is done on real equipment. • Prepare things yourself during the first session, but allow the learners to take more and more of a role as the sessions progress.
Assignment 2: Plan and Prepare to Take Part in Land-based Outdoor and Adventurous Activities*
Learning aim C: Demonstrate skills and techniques in land-based outdoor and adventurous activities
<ul style="list-style-type: none"> • Ensure that your learners' first experience of the selected activities is done in a controlled environment with plenty of support. They will be excited and very often underestimate the demand that these activities can put on them, both physically and mentally.

Unit 19: Practical Land-based Outdoor and Adventurous Activities

- The first practical session should be very basic and introduce just enough techniques for the learners to be able to give it a go. Have regular breaks and use them to gather feedback on how the learners feel they are progressing.
- Subsequent sessions can introduce more techniques. It may be necessary to split the class into smaller groups, with peers working at similar levels grouped together.
- Use video feedback to highlight differences in technique and make suggestions for improvement.
- Timetable at least one one-to-one session to give leader feedback to individual learners, but also allow time for peer feedback and private reflection.
- Allow learners to have access to a video camera to document their progress and performance in a video diary. Use this to pull out both strengths and areas for improvement at the end of each session, and ask each learner to record their thoughts in a journal.

Assignment 3: Participate in Land-based Outdoor and Adventurous Activities*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 18: Expedition Experience*
- *Unit 20: Practical Water-based Outdoor and Adventurous Activities*
- *Unit 21: Land-based Outdoor and Adventurous Leadership.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Adams, M., Beashal, P., Hancock, J., Harris, B., Phillippo, P., Sergison, A. and Taylor, I., *BTEC Level 2 First Sport Student Book*, Pearson Education, 2010 (ISBN 978-1-84690-622-0)

Barnes, P. and Sharp, B., *The RHP Companion to Outdoor Education*, Russell House Publishing, 2004 (ISBN 978-1-903855-36-2)

Long, S. and Cousins, J., *Hill Walking*, UKMTB, 2003 (ISBN 978-1-903855-36-2)

Priest, S. and Gass, M., *Effective Leadership in Adventure Programming* (2nd edition), Human Kinetics Publishers, 2005 (ISBN 978-0-7360-5250-4)

Websites

www.britishcycling.org.uk
Mountain biking information

www.mountain-training.org
Mountain Training

www.snowsportengland.org.uk
Skiing and snowboarding information

Unit 20: Practical Water-based Outdoor and Adventurous Activities

Delivery guidance

Approaching the unit

Learners must have access to the practical resources required for participation in this unit. There are a number of activities that may be used to fulfil the unit's practical requirements, so it is possible for you to tailor the unit to both the group and your available resources.

You will find that learners will start this unit anticipating practical activity and this eagerness should be harnessed early on. Initial introductions to the activities should whet the learners' appetite for what is to come. Video, photography and guest speakers will all add weight to the first session. Learners will also benefit from early exposure to the equipment that they will be using and relying upon.

Delivering the learning aims

Learning aim A

For learning aim A, you will introduce the different requirements of various water-based outdoor and adventurous activities. There should be opportunities to look at the equipment, facilities and environment that are required, as well as the risks and hazards associated with taking part in these types of activities. A video portraying the activity is useful; however, exposure to real-life participation by high-level performers is best for really inspiring your learners. A breadth of equipment must be shown, and learners given opportunities to consider subtle differences and possible reasons behind the different design features found in different pieces of equipment.

Learning aim B

For learning aim B, you will introduce the learners to two different water-based outdoor and adventurous activities. They should be exposed to the considerations vital to planning and preparation, and to the consequences of not paying attention to these considerations.

Learning aim C

Learning aim C focuses on the practical skills needed for participation. Learners should have ample time to show progression in the chosen activities. Demonstration of skills and techniques should be used, as well as video feedback and peer coaching. Learners should initially have the opportunity to participate with support, but as they gain confidence they should be allowed to take responsibility for their own safety and performance. Target setting between sessions will encourage improvements in performance.

On completion of the activity session, learners should have the opportunity to review how they demonstrated skills and used techniques, considering both their strengths and areas where they could improve. As well as reviewing their own performance, they could also have access to regular one-to-ones with a leader and to peer reviews.

Getting started

This gives you with a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 20: Practical Water-based Outdoor and Adventurous Activities
<p>Introduction</p> <p>Introduce the unit and inspire the learners for things to come. It should be fast paced and expose them to the various components of both the activities they will be taking part in and two others.</p> <p>Video, photography and guest speakers could all be used to illustrate the activities. The opportunity to actually touch and handle equipment will also be highly beneficial.</p>
Learning aim A: Know about different water-based outdoor and adventurous activities
<ul style="list-style-type: none"> • Introduce your learners to a number of different activities through practical investigation, imagery and presentations. • The learners must feel that they have a grasp of the selected activities without actually taking part in them. Video footage can act as a way of giving an overview. Guest speakers and the chance to handle equipment will add value to the learning. • Where possible, the best way to inspire learners is to take them to a venue where people are participating in one of the activities at a high level, such as a white water river for kayaking or a sailing centre for high-performance boats. • After investigating the resources needed, allow the learners to consider potential hazards for themselves. Give them headings to consider, under which they can list as many examples as they can. Introduce competition to add interest.
Assignment 1: Investigate Water-based Outdoor and Adventurous Activities*
Learning aim B: Plan and prepare for participation in water-based outdoor and adventurous activities
<ul style="list-style-type: none"> • Allow your learners to see the relevance of planning and preparing by highlighting the consequences of poor planning and preparation. Use case studies of accidents and incidents to illustrate this. • Introduce the factors important to planning and preparing, initially through classroom-based activities but then strengthen the learning by allocating tasks before practical sessions, such as checking the weather forecast or putting an emergency contacts list together, to get your learners used to the process. • Ensure that practical preparation of equipment is done on real equipment. • Prepare things yourself during the first session, but allow the learners to take more and more of a role as the sessions progress.
Assignment 2: Plan and Prepare to Take Part in Water-based Outdoor and Adventurous Activities*
Learning aim C: Demonstrate skills and techniques in water-based outdoor and adventurous activities
<ul style="list-style-type: none"> • Ensure that your learners' first experience of the activities is done in a controlled environment with plenty of support. They will be excited and very often underestimate the demand that these activities can put on them, both physically and mentally.

Unit 20: Practical Water-based Outdoor and Adventurous Activities

- The first practical session should be very basic and introduce just enough techniques for the learners to be able to give it a go. Have regular breaks and use them to gather feedback on how the learners feel they are progressing.
- Subsequent sessions can introduce more techniques. It may be necessary to split the class into smaller groups, with peers working at similar levels grouped together.
- Use video feedback to highlight differences in technique and make suggestions for improvement.
- Timetable at least one one-to-one session to give leader feedback to individual learners, but also allow time for peer feedback and private reflection.
- Allow learners to have access to a video camera to document their progress and performance in a video diary. Use this to pull out both strengths and areas for improvement at the end of each session, and ask each learner to record their thoughts in a journal.

Assignment 3: Participate in Water-based Outdoor and Adventurous Activities*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 19: Practical Land-based Outdoor and Adventurous Activities*
- *Unit 22: Water-based Outdoor and Adventurous Activity Leadership.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Adams, M., Beashal, P., Hancock, J., Harris, B., Phillippo, P., Sergison, A. and Taylor, I., *BTEC Level 2 First Sport Student Book*, Pearson Education, 2010 (ISBN 978-1-84690-622-0)

Barnes, P. and Sharp, B., *The RHP Companion to Outdoor Education*, Russell House Publishing Ltd, 2004 (ISBN 978-1-903855-36-2)

BCU, *New Coaching Handbook*, Pesda Press, 2006 (ISBN 978-0-9547061-6-6)

Peters, M., *RYA Windsurfing Instructor Manual (2nd edition)*, RYA, 2010 (ISBN 978-1-906435-63-9)

Priest, S. and Gass, M., *Effective Leadership in Adventure Programming (2nd edition)*, Human Kinetics Publishers, 2005 (ISBN 978-0-7360-5250-4)

RYA, *National Sailing Scheme: Instructor Handbook*, RYA, 2011 (ISBN 978-1-906435-52-3)

Websites

www.bcu.org.uk

Kayaking, canoeing and rafting information

www.rya.org.uk

Sailing and windsurfing information

www.surfinggb.com

Surfing organisation

Unit 21: Land-based Outdoor and Adventurous Activity Leadership

Delivery guidance

Approaching the unit

Leading a land-based adventurous activity session is potentially hazardous and you will find that many learners are nervous about the experience. It is important that you provide them with the resources and environment in which they feel comfortable, confident and more likely to succeed.

Practice sessions in the run-up to the main event should start slowly and be progressive as the learners gain experience. They should already have an understanding of the roles and responsibilities that are required of them from the first learning outcome. However, when delivering practical sessions, safety and enjoying the experience should be the foundations, with the other elements only added to these as the learners develop confidence.

Delivering the learning aims

Learning aim A

Learning aim A introduces the skills, qualities and responsibilities associated with being a successful land-based outdoor and adventurous activity leader. Case studies of leaders that the learners may have come into contact with will be useful. Allowing the learners to assess your own performance as a leader can be a valuable exercise and prepare them for the idea of evaluating their own performance later on.

Learning aim B

Learning aims B and C should overlap, and learners should be made to see the link between thorough planning/preparation and successful session delivery.

For learning aim B, they will have the opportunity to plan and prepare to lead two different land-based outdoor and adventurous activities. They must look at the elements involved in planning and preparing, and should see this exercise as developing the skills they have already practised in their skills-based activity units.

Learning aim C

Learning aims B and C should overlap, and learners should be made to see the link between thorough planning/preparation and a successful session delivery.

Learning aim C gives learners the opportunity to lead two activity sessions within a controlled environment. At this level, it is important that the environment is one in which the learners are both familiar and confident. This will allow them to concentrate more fully on their delivery.

Learners must have plenty of chance to practise their skills before being assessed. During their first sessions it may be that they only run a small section of a larger lesson, allowing them to grow their confidence. Short sessions will also be easier for them to review and suggest improvements to. You should allow learners to progress at their own speed and take more responsibility only when they are comfortable.

You should encourage learners to review their own performance in a diary or log, noting down both strengths and areas for improvement after each session. As your learners progress you may find that they become less able to see areas for improvement. Recording sessions and allowing them to see themselves perform is an invaluable tool to highlight points that need to be worked on.

Getting started

This gives you a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 21: Land-based Outdoor and Adventurous Activity Leadership
<p>Introduction</p> <p>Introduce the unit with a class discussion with the aim of getting the learners excited about the prospect of planning and preparing the land-based activities. Ask your learners to consider their own personal experience of being taught by land-based leaders and to talk about their experiences with the class, highlighting the positives as well as the areas for improvement. Engage them with the unit by asking them what they would do differently when planning their own activity session.</p>
Learning aim A: Know the requirements of, and responsibilities associated with, leading land-based outdoor and adventurous activities
<ul style="list-style-type: none"> • Allowing learners to evaluate someone else's performance will take the pressure off them and see that everyone has room for improvement. This can be achieved through videos of past sessions, but it is better if you can find a leader for them to observe in real life. Providing the learners with a crib sheet of things to look out for – such as communication skills, organisation and professional image – will start to introduce the responsibilities we associate with a good leader. • Observation of other leaders is useful both to introduce the idea of skills, qualities and responsibilities and to cement learning. You could use an observation to introduce the unit and then follow it up with class discussion, pulling out the key traits of leaders. Once the class is happy with the various elements associated with a quality leader, they could take part in a second observation, this time being able to further pull out both strengths and areas for improvement. • If any learners have prior leading experience, they can begin to assess how they feel that they perform as leaders.
Assignment 1: The Skills, Qualities and Responsibilities of a Good Leader of Land-based Outdoor and Adventurous Activity Sessions*
Learning aim B: Plan and prepare to lead land-based outdoor and adventurous activities
<ul style="list-style-type: none"> • Using real examples of planning and preparation will enforce how important this process is. Consider running a short session for the class. On completion, run a carousel activity where they are able to see the risk assessments, contingency plans, lesson plans, weather forecasts and other elements vital to delivering a successful session. • Introduce the idea of collecting a daily forecast, writing a list of who is in the group and preparing equipment for the session. Simple tasks such as these should become second nature by the end of the unit. Ask each learner to bring a forecast to every session and then randomly pick one to read theirs out. • Expose the learners to a range of abilities and people during their practice sessions. Allow the learners to make choices of preparation for different groups, and then feed back suggestions and areas for improvement. • Give your learners short parts of a larger lesson to plan for. Differentiate between learners by giving some more demanding sections than others.
Assignment 2: Planning and Preparing to Lead Land-based Outdoor and Adventurous Activity Sessions*

Unit 21: Land-based Outdoor and Adventurous Activity Leadership**Learning aim C: Lead land-based outdoor and adventurous activities**

- Give your learners short sessions to practise first. The focus during the initial sessions should be on safety and enjoying the experience. As they gain confidence, introduce coaching points, further group control, etc.
- Use real-life learners to practise on and try to vary their age and ability.
- Encourage your learners to review every practical session, highlighting both strengths and areas for improvement. Use video feedback to highlight points that they should be aware of.
- Use SMART targets to set goals for improvement in each session. Ensure that your learners recap their past weeks' targets before commencing a new session.
- Hold group review sessions where peers can feed back on one another.
- Consider strategies for future improvement as a whole class. Divide learners into pairs and ask them to design development plans for one another as a practice exercise.

Assignment 3: Leading Land-based Outdoor and Adventurous Activity Sessions*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 6: Leading Sports Activities*
- *Unit 19: Practical Land-based Outdoor and Adventurous Activities*
- *Unit 22: Water-based Outdoor and Adventurous Activity Leadership.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Adams, M., Beashal, P., Hancock, J., Harris, B., Phillippo, P., Sergison, A. and Taylor, I., *BTEC Level 2 First Sport Student Book*, Pearson Education, 2010 (ISBN 978-1-84690-622-0)

Barnes, P. and Sharp, B., *The RHP Companion to Outdoor Education*, Russell House Publishing, 2004 (ISBN 978-1-903855-36-2)

Long, S. and Cousins J., *Hill Walking*, UKMTB, 2003 (ISBN 978-1-903855-36-2)

Priest, S. and Gass, M., *Effective Leadership in Adventure Programming* (2nd edition), Human Kinetics Publishers, 2005 (ISBN 978-0-7360-5250-4)

Websites

www.britishcycling.org.uk
Mountain biking information

www.mountain-training.org
Mountain Training

www.snowsportengland.org.uk
Skiing and snowboarding information

Unit 22: Water-based Outdoor and Adventurous Activity Leadership

Delivery guidance

Approaching the unit

Leading a water-based adventurous activity session is potentially hazardous and you will find many learners are nervous about the experience. It is important that you provide them with the resources and environment in which they feel comfortable, confident and more likely to succeed.

Practice sessions in the run-up to the main event should start slowly and be progressive as the learners gain experience. They should already have an understanding of the roles and responsibilities that are required of them from the first learning outcome. However, when delivering practical sessions, safety and enjoying the experience should be the foundations, with the other elements only added to these as the learners develop confidence.

Delivering the learning aims

Learning aim A

Learning aim A introduces the skills, qualities and responsibilities associated with being a successful water-based outdoor and adventurous activity leader. Case studies of leaders that the learners may have come into contact with will be useful. Allowing the learners to assess your own performance as a leader can be a valuable exercise and prepare them for the idea of evaluating their own performance later on.

Learning aim B

Learning aims B and C should overlap, and learners should be made to see the link between thorough planning/preparation and successful session delivery.

For learning aim B, they will have the opportunity to plan and prepare to lead two different water-based outdoor and adventurous activities. They must look at the elements involved in planning and preparing, and should see this exercise as developing the skills they have already practised in their skills-based activity units.

Learning aim C

Learning aims B and C should overlap, and learners should be made to see the link between thorough planning/preparation and a successful session delivery.

Learning aim C gives learners the opportunity to lead two activity sessions within a controlled environment. At this level, it is important that the environment is one in which the learners are both familiar and confident. This will allow them to concentrate more fully on their delivery.

Learners must have plenty of chance to practise their skills before being assessed. During their first sessions it may be that they only run a small section of a larger lesson, allowing them to grow their confidence. Short sessions will also be easier for them to review and suggest improvements to. You should allow learners to progress at their own speed and take more responsibility only when they are comfortable.

You should encourage learners to review their own performance in a diary or log, noting down both strengths and areas for improvement after each session. As your learners progress you may find that they become less able to see areas for improvement. Recording sessions and allowing them to see themselves perform is an invaluable tool to highlight points that need to be worked upon.

Getting started

This gives you a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 22: Water-based Outdoor and Adventurous Activity Leadership
<p>Introduction</p> <p>Introduce the unit with a class discussion with the aim of getting the learners excited about the prospect of planning and preparing the water-based activities. Ask your learners to consider their own personal experience of being taught by water-based leaders and to talk about their experiences with the class, highlighting the positives as well as the areas for improvement. Engage them with the unit by asking them what they would do differently when planning their own activity session.</p>
Learning aim A: Know the requirements of, and responsibilities associated with, leading water-based outdoor and adventurous activities
<ul style="list-style-type: none"> • Allowing learners to evaluate someone else's performance will take the pressure off them and see that everyone has room for improvement. This can be achieved through videos of past sessions, but it is better if you can find a leader for them to observe in real life. Providing the learners with a crib sheet of things to look out for – such as communication skills, organisation and professional image – will start to introduce the responsibilities we associate with a good leader. • Observation of other leaders is useful both to introduce the idea of skills, qualities and responsibilities and to cement learning. You could use an observation to introduce the unit and then follow it up with class discussion, pulling out the key traits of leaders. Once the class is happy with the various elements associated with a quality leader, they could take part in a second observation, this time being able to further pull out both strengths and areas for improvement. • If any learners have prior leading experience, they can begin to assess how they feel that they perform as leaders.
Assignment 1: The Skills, Qualities and Responsibilities of a Good Leader of Water-based Outdoor and Adventurous Activity Sessions*
Learning aim B: Plan and prepare to lead water-based outdoor and adventurous activities
<ul style="list-style-type: none"> • Using real examples of planning and preparation will enforce how important this process is. Consider running a short session for the class. On completion, run a carousel activity where they are able to see the risk assessments, contingency plans, lesson plans, weather forecasts and other elements vital to delivering a successful session. • Introduce the idea of collecting a daily forecast, writing a list of who is in the group and preparing equipment for the session. Simple tasks such as these should become second nature by the end of the unit. Ask each learner to bring a forecast to every session and then randomly pick one to read theirs out. • Expose the learners to a range of abilities and people during their practice sessions. Allow the learners to make choices of preparation for different groups, and then feed back suggestions and areas for improvement. • Give your learners short parts of a larger lesson to plan for. Differentiate between learners by giving some more demanding sections than others.
Assignment 2: Planning and Preparing to Lead Water-based Outdoor and Adventurous Activity Sessions*

Unit 22: Water-based Outdoor and Adventurous Activity Leadership**Learning aim C: Lead water-based outdoor and adventurous activities**

- Give your learners short sessions to practise first. The focus during the initial sessions should be on safety and enjoying the experience. As they gain confidence, introduce coaching points, further group control, etc.
- Use real-life learners to practise on and try to vary their age and ability.
- Encourage your learners to review every practical session, highlighting both strengths and areas for improvement. Use video feedback to highlight points that they should be aware of.
- Use SMART targets to set goals for improvement in each session. Ensure that your learners recap their past weeks' targets before commencing a new session.
- Hold group review sessions where peers can feed back on one another.
- Consider strategies for future improvement as a whole class. Divide learners into pairs and ask them to design development plans for one another as a practice exercise.

Assignment 3: Leading Water-based Outdoor and Adventurous Activity Sessions*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 6: Leading Sports Activities*
- *Unit 20: Practical Water-based Outdoor and Adventurous Activities*
- *Unit 21: Land-based Outdoor and Adventurous Activity Leadership.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Adams, M., Beashal, P., Hancock, J., Harris, B., Phillippo, P., Sergison, A. and Taylor, I., *BTEC Level 2 First Sport Student Book*, Pearson Education, 2010 (ISBN 978-1-84690-622-0)

Barnes, P. and Sharp, B., *The RHP Companion to Outdoor Education*, Russell House Publishing, 2004 (ISBN 978-1-903855-36-2)

BCU, *New Coaching Handbook*, Pesda Press, 2006 (ISBN 978-0-9547061-6-6)

Peters, M., *RYA Windsurfing Instructor Manual (2nd edition)* RYA, 2010 (ISBN 978-1-906435-63-9)

Priest, S. and Gass, M., *Effective Leadership in Adventure Programming (2nd edition)*, Human Kinetics Publishers, 2005 (ISBN 978-0-7360-5250-4)

RYA, *National Sailing Scheme: Instructor Handbook*, RYA, 2011 (ISBN 978-1-906435-52-3)

Websites

www.bcu.org.uk

Kayaking, canoeing and rafting information

www.rya.org.uk

Sailing and windsurfing information

www.surfgb.com

Surfing organisation

Unit 23: Sport Community Volunteering

Delivery guidance

Approaching the unit

The focus of this unit is to raise learners' awareness of the volunteering opportunities available to them in the local community. Creating links with current voluntary organisations and volunteers will be particularly important, allowing you to guide your learners into voluntary placements. Having a wide range of contacts will also be beneficial because you can invite them in to deliver guest talks.

Organising a group trip to a voluntary organisation or event would be another good way to engage the learners with the unit.

This unit needs to be particularly interactive between yourself and the learners. Group discussions, case studies and research tasks are all delivery methods that could be used effectively.

Delivering the learning aims

Learning aim A

To deliver learning aim A, it would be particularly beneficial to arrange visits from guest speakers. You could invite a current volunteer to discuss their reasons for volunteering and how they gained voluntary experience. Also, inviting in a member of staff from an organisation that currently employs volunteers would help the learners to investigate the benefits and disadvantages of using volunteers.

If you are unable to organise guest speakers, it would be good to visit a voluntary organisation or event that your learners could be involved in. Then, when you return, you can engage in discussions regarding the benefits and disadvantages of volunteering and of organisations using volunteers.

Alternatively, giving the learners a variety of case studies (e.g. a 35-year-old female, enjoyed athletics when she was younger, social life currently at a low due to two young children) and then discussing reasons why the subject of the case study might choose to volunteer will also help the learners with learning aim A.

Learning aim B

There are a variety of ways you can deliver learning aim B. You could split your group into smaller research groups and give each group a community-volunteering scenario (e.g. after-school sport, local community sports club, governing body, sporting event). The learners would then need to find an organisation/event that matches their scenario (e.g. a local football club or school sports day) and investigate its aims and purpose, the voluntary roles available, the importance of the voluntary role and the activities they carry out. They can use this as an initial exploration of a voluntary placement that they could do themselves.

Producing an interactive presentation is another method that you could use to introduce learners to the range of community volunteering opportunities. Again, inviting in a range of guest speakers to discuss the roles your learners would have if they applied to volunteer with them would be very helpful. Perhaps you could organise an event where the voluntary organisation comes to you recruit volunteers.

Learning aim C

For learning aim C, role play would be a good way to help your learners identify and develop the skills required to undertake a successful voluntary placement. For example, to develop problem-solving skills you could give the learners scenarios where a customer complains, or give your learners team-building activities to develop teamwork skills. Other possible methods of delivery include interactive presentations and discussions.

Prepare your learners for their placement by getting them to produce a diary template/log. To highlight the required contents of a diary, you could give the learners a checklist or have a discussion based on the requirements. Bringing in example templates for your learners so that they can critique them before producing their own diary template would be another interactive delivery method. Alternatively, you could have one-to-one discussions with your learners regarding their diary templates and the aims/objectives of their placement.

Before your learners attend their placement, they need to know the type of information they will require in order to review their placement. You can highlight this to your learners through a discussion, or you could show them example questionnaires, comment cards or video diaries to give them ideas about the various methods used to gain feedback. Get the learners to then plan how they are going to gain feedback throughout their placement. After the learners return from their placement, they can then review their experience. To help them do this you could give them a checklist or an example review. Alternatively, you could have one-to-one discussions with your learners to discuss their placement.

This unit needs to be interactive yet individualised, particularly towards the end of the unit when your learners have each undertaken a different voluntary placement. It is important to take into consideration health and safety. You will need to ensure all placements are assessed before your learners undertake the placement. It would also be beneficial to visit the learners while they are on placement to check that everything is going to plan and that they are completing their diary and gaining feedback. This is imperative if they are to successfully complete learning aim C.

Getting started

This gives you a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 23: Sport Community Volunteering
<p>Introduction</p> <p>To engage the learners with the unit, arrange a visit from an inspirational volunteer. This needs to be someone the learners can relate to; try to find a speaker that has recently volunteered at a popular sporting event (for example, a 'games maker' from the London 2012 Olympics). If they arrive in their volunteering uniform and bring mementos and pictures/videos, this will inspire your learners and show them the opportunities that volunteering can give them.</p>
Learning aim A: Explore the importance of sport community volunteering
Learning aim B: Investigate opportunities for sport community volunteering and the organisations involved
<ul style="list-style-type: none"> • Give the learners a variety of case studies, then ask them to research and discuss why volunteering would be beneficial for the subjects in the case study and whether there are any disadvantages to sports volunteering. • Following this, engage the learners in a discussion related to the benefits and the disadvantages of using volunteers from the organisation's perspective (learning aim A). • The learners can then research the aim and purpose of the organisations, the volunteer roles and the purpose of the activities carried out, and investigate the governing body related to the case studies (learning aim B).
Assignment 1: Sport Community Volunteering*
Learning aim C: Undertake and review a sport community voluntary placement
<ul style="list-style-type: none"> • Produce an interactive presentation to introduce the learners to the general work skills that they will be expected to use while on their voluntary placement. • Following this, get your learners to produce a checklist to place in their portfolios ready for use during their placement to help them highlight the skills they use. • The presentation can also introduce your learners to the contents of their diary. They will need this to keep a record of their own performance during the placement. At this point, also introduce your learners to different methods of gaining feedback (questionnaires, comment cards, etc.) from colleagues, supervisors and assessors. • Once your learners have completed their voluntary placement, arrange a one-to-one meeting with them to discuss their placement. This will help them write their placement review.
Assignment 2: Being a Sport Community Volunteer*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 24: Work Experience in Sport.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P., Sergison, A., *BTEC First in Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Websites

www.msauk.org/custom/asp/home/default.asp
Motor Sports Association

www.paralympics.org.uk
British Paralympic Association

www.sisvp.com
Step into Sport Website – encouraging young people with the opportunity to log and record volunteering opportunities

www.sportengland.org/support__advice/volunteers.aspx
Information regarding volunteering in sport and additional links to national governing bodies and local volunteer centres

www.sportmakers.co.uk
Following on from the London Olympics, encouraging volunteers to be part of the Olympic legacy.

www.thefa.com
The Football Association

www.uka.org.uk
UK Athletics governing body

www.sportengland.org/about_us/recognition_of_sports_and_ngbs/recognised_sports_and_ngbs.aspx
Extended list of all governing bodies

Unit 24: Work Experience in Sport

Delivery guidance

Approaching the unit

This unit intends to provide learners with the opportunity to gain first-hand experience of working in a sports environment. You should aim to give learners as many real-life scenarios as possible before their work experience placement. Mock interviews are a particularly good way to help increase learners' confidence.

Inviting guest speakers from potential work experience providers and from your centre's careers service (if you have one) would be particularly beneficial to the learners during the application process, to help them understand what to expect during an interview. There are many ways to engage your learners in job searches, for example by arranging a trip to the job centre, showing them specific websites that advertise job roles they are interested in, bringing in newspapers or encouraging them to go direct to an employer.

One-to-one discussions as well as group discussions will be particularly useful in this unit because many of the learners will have slightly different career aspirations and will gain placements in different areas of the sports industry.

Delivering the unit aims

Learning aim A

Job-searching techniques can be delivered in many ways. Inviting a careers adviser in to the session to discuss different ways of searching for jobs will be useful for your learners. Alternatively, inviting a member of staff from your local job centre or visiting the local job centre to demonstrate other ways to search for jobs will also be very informative. A group discussion on criteria that could be used to search for jobs and one-to-one discussions with your learners on suitable opportunities for them is also warranted, because learners' individual strengths and interests will be different.

You could give the learners example cover letters, CVs and application forms, and engage them in group discussion about the positive and negative aspects of applying through these methods. Learners should produce and use these methods in the class to help prepare them for applying for their work experience role.

You should demonstrate to the learners an example interview (a video could be used for this) and then encourage them to practise with other learners within the group. Alternatively, you can produce an interactive presentation on interview skills and then set up a simulated interview session where the learners are expected to arrive as if they were attending a real interview. This will increase the learners' confidence prior to a potential interview for their work experience.

Produce an interactive handout that guides the learners to setting SMARTER targets for their interview or produce an interactive presentation that shows the learners how to set SMARTER targets.

Learning aim B

Learners could be introduced to health and safety considerations at work through a guest speaker. Invite the member of staff that is in charge of health and safety in your work place to discuss with them the measures that they have to take to ensure safety. Case studies/pictorial aids could also be used to introduce the learners to health and safety; you could give them a range of scenarios, for example pictures of a member of staff sitting at a work station incorrectly or a case study related to a new member of staff, and learners can discuss the checks that should be made before they are employed.

Before the learners attend their work placement, they need to know about the records they need to keep. You could deliver this either through an interactive presentation or a group discussion about the potential work-related tasks and skills they will be expected to carry out/use. Follow this up with one-to-one discussions related to the work-related tasks and skills they are expecting to carry out within the workplace.

While on the placement, learners also need to demonstrate how they have developed within the workplace and how they are going to develop beyond the work placement. Group and individual discussions on the type of feedback the learners need to collect while on their placement needs to be carried out. Alternatively, you could bring to a lesson a range of resources that might be used to gain feedback, for example questionnaires, comment cards and a voice recorder (to record verbal feedback). You could then get the learners to produce their own methods of gaining feedback while they are on their placement.

For the final topic, learners need to produce a reflective journal. You could deliver the required contents of the journal to the learners through an interactive presentation, a group discussion or by bring an example of a reflective journal to the class. You could encourage higher-level learners to engage in discussion related to the contents of a journal, and provide lower-level learners with example journals to help engage them and demonstrate the level of information that is required.

Learning aim C

Post-work experience, learners need to reflect on the benefits of their placement. One-to-one discussions could be carried out with each learner to help them identify the specific strengths directly related to their work experience, or a general group discussion could provide them with the areas they need to consider during their reflection (e.g. skills gained, personal development, reviewing interest).

Before any learner can attend a work placement, it is important that all health and safety checks are carried out (usually there is a designated member of staff within your centre who can take responsibility for this). During the placement, it is recommended that you visit your learners. This is important for two main reasons: firstly, to check that the learner is maintaining a reflective journal and gaining feedback throughout their placements, because this will determine the success of learning aims B and C; and secondly, you will be able to witness that the learner is engaging in the placement and check that the supervisor is happy with the progress they are making.

Getting started

This gives you a starting point for one way of delivering the unit, based around the suggested assignments in the specification.

Unit 24: Work Experience in Sport
<p>Introduction</p> <p>It would be particularly beneficial to introduce this unit with a guest speaker. The best type of speaker would be someone who can provide the learners with an insight into many jobs within the sport sector (e.g. a manager of a sports club, or someone who has had many roles within sport). Alternatively, you could invite in a local famous athlete who has had experience working with many different personnel within sport (e.g. their manager, coach, and strength and conditioning coach) and can talk about how these people have had a positive influence on their success.</p>
Learning aim A: Prepare for a work experience in sport
<ul style="list-style-type: none"> • Invite in a member of staff from the local or your own institution's career service to talk to the learners about the different ways of searching for a job. • Ask the learners to bring to class an application form (this might be downloaded from the internet, the local job centre or from a potential work-experience provider). Bring with you to the class example CVs and cover letters, and be prepared to show learners different ways to apply for jobs online. Discuss with learners the different methods and then engage them in the task of producing their own cover letter and CV. • Find a good video example of an interview and show this to the class to highlight the key skills. Arrange times with each learner to then carry out a mock interview, ensuring that they use the skills they have learned. • Prepare an interactive worksheet that helps the learners set SMARTER targets. Introduce the learners to the acronym and its meaning, and give an example of a SMARTER target. You should then provide one-to-one support while the learners write their own targets.
Assignment 1: Preparation for My Work Experience*
Learning aim B: Work towards personal and professional development goals during a work experience in sport
<ul style="list-style-type: none"> • Invite a member of staff from your centre's health and safety department to discuss measures to ensure health and safety, current legislation, and how to identify and reduce risks. They will be able to provide many examples and be able to draw on experiences they have had to engage the learners. • Have one-to-one discussions with each member of the group about their work placement, to help them identify work-related tasks and skills that they will be expected to carry out/use. They should know the type of information they need to include in a diary or logbook. • Bring to the class different methods of gaining feedback, for example questionnaires and comment cards. Discuss the different methods and then get the learners to produce their own method of gaining feedback in preparation for their work experience. • Prepare a presentation that introduces the learners to the contents of their diary or logbook and then get them to produce a draft in class, ready for them to complete during their work experience.
Assignment 2: Work Experience Logbook and Review*

Unit 24: Work Experience in Sport

Learning aim C: Reflect on the benefits of undertaking a work experience in sport

- Produce a presentation that illustrates to learners the areas that they can review to highlight the benefits of their work experience.
- Have individual discussions with each learner to help them identify the benefits they have gained from the experience.

Assignment 3: Benefits of Work Experience in Sport*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details on links to other BTEC units, BTEC qualifications and links to other relevant units/qualifications

BTEC Firsts in Sport:

- *Unit 17: Facility Operations for Sport and Leisure.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Sport. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., *BTEC First Sport Student Book*, Pearson Education, 2013 (ISBN 978-1-4469-0161-8)

Innes, J., *The CV Book: Your Definitive Guide to Writing the Perfect CV*, Pearson Education, 2009 (ISBN 978-0-273-72174-1)

Websites

www.custominsight.com/360-degree-feedback/what-is-360-degree-feedback.asp
Gives information on 360° feedback

www.gov.uk/browse/working/finding-job

This website gives your learners general information about how to find a job

www.gov.uk/crb-criminal-records-bureau-check/overview

This website gives relevant and up-to-date information about CRB checks

www.hse.gov.uk

Health and safety at work website, giving many resources related to health and safety at work

<http://nationalcareersservice.direct.gov.uk/tools/cv/Pages/default.aspx>

National Careers Service giving advice and guidance on how to write a CV

www.sportengland.org/careers/other_jobs_in_sport.aspx

This website gives learners a range of currently advertised jobs in sport where they might be interested in gaining their work experience

www.uk sport.gov.uk/jobs

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