



edexcel 

# SPORT

## AND SPORT AND EXERCISE SCIENCES

### Specification

LEVEL

**4**

**HNC**

**5**

**HND**

Issue 4  
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This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

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**Edexcel BTEC Level 4 HNC Diploma in Sport and Exercise Sciences (QCF)**

**Edexcel BTEC Level 5 HND Diploma in Sport and Exercise Sciences (QCF)**

**Edexcel BTEC Level 4 HNC Diploma in Sport (Health, Fitness and Exercise) (QCF)**

**Edexcel BTEC Level 5 HND Diploma in Sport (Health, Fitness and Exercise) (QCF)**

**Edexcel BTEC Level 4 HNC Diploma in Sport (Coaching and Sports Development) (QCF)**

**Edexcel BTEC Level 5 HND Diploma in Sport (Coaching and Sports Development) (QCF)**

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

**Edexcel BTEC Level 5 HND Diploma in Sport (Leisure Management) (QCF)**

The Qualifications and Credit Framework (QCF) has been introduced to replace the National Qualifications Framework (NQF). It recognises achievement through the award of credit for units and qualifications, working at all levels between Entry level and level 8.

To accommodate the new framework we have taken the opportunity to revise the academic level and size of the Edexcel BTEC HNCs (Higher National Certificates). These are now at level 4 and are a minimum of 120 credits in size. They have been nested within the structures of the Edexcel BTEC HNDs (Higher National Diplomas).

Edexcel BTEC HNDs remain as level 5 qualifications. They are a minimum of 240 credits in size.

The qualifications remain as Intermediate level qualifications on the Framework for Higher Education Qualifications (FHEQ). Progression to Edexcel BTEC Higher Nationals continues to be from level 3 qualifications and progression from Edexcel BTEC Higher Nationals will normally be to qualifications at level 6. Learners' progression routes do not necessarily involve qualifications at every level.

If a learner opts to take an HND from the start but later chooses to revert to an HNC programme, then on successful completion of the HNC they will receive a grade for the HNC achievement only.

Existing NQF Higher National units achievement can count towards the QCF Edexcel BTEC Higher Nationals.

As a nested qualification the HNC is an embedded component of the HND. However, it can be taken as a stand-alone qualification.

If a learner enrolls for an HNC they would be eligible to gain a grade for the HNC. If they then move onto an HND, the learner is graded on their HND performance. The grade for the HND will include units from the previously achieved HNC.

If a learner opts to take an HND from the start, then on successful completion of the HND they will receive one grade for the HND achievement only.

If a learner opts to take an HND from the start but later chooses to revert to an HNC programme, then on successful completion of the HNC they will receive a grade for the HNC achievement only.

Existing NQF Higher National units achievement can count towards the QCF Edexcel BTEC Higher Nationals.

## Edexcel BTEC Higher Nationals within the QCF, NQF and FHEQ

QCF/NQF/ FHEQ level	Progression opportunities and examples of qualifications within each level
8	PhD/DPhil Professional doctorates (credit based), eg EdD
7	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
6	Bachelor's degrees, eg BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
5	<b>Edexcel BTEC HNDs</b> (Higher National Diplomas) Foundation Degrees, eg FdA, FdSc Diplomas of Higher Education (Dip HE)
4	<b>Edexcel BTEC HNCs</b> (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
3	Edexcel BTEC Level 3 Extended Diplomas Edexcel BTEC Level 3 Diplomas Edexcel BTEC Level 3 Subsidiary Diplomas Edexcel BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

## **UNITS**

The units for the Edexcel BTEC Higher Nationals in Sport and Sport and Exercise Sciences are on the CD ROM that accompanies this specification and on the Edexcel website.

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# Qualification titles covered by this specification

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**Edexcel BTEC Level 4 HNC Diploma in Sport and Exercise Sciences (QCF)**

**Edexcel BTEC Level 5 HND Diploma in Sport and Exercise Sciences (QCF)**

**Edexcel BTEC Level 4 HNC Diploma in Sport (QCF)**

**Edexcel BTEC Level 5 HND Diploma in Sport (QCF)**

These qualifications have been accredited to the Qualifications and Credit Framework (QCF). The Qualification Numbers (QNs) for these qualifications are listed below.

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Centres are reminded that The Report of the National Committee of Inquiry into Higher Education (the Dearing Report) recommended that they *'develop, for each programme they offer, a "programme specification" which identifies potential stopping-off points and gives the intended outcomes of the programme ...'*

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications*: QAA 115 06/06) which includes related post-Dearing developments. Annexe 2: *Working with programme specifications: a leaflet for further education colleges* of this QAA document contains additional guidance notes to support further education colleges writing programme specifications for Edexcel awards..

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## Qualification Numbers

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The Qualifications and Credit Framework (QCF) code is known as a Qualification Number (QN). Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

500/8297/8	Edexcel BTEC Level 4 HNC Diploma in Sport and Exercise Sciences (QCF)
500/8298/X	Edexcel BTEC Level 5 HND Diploma in Sport and Exercise Sciences (QCF)
500/8299/1	Edexcel BTEC Level 4 HNC Diploma in Sport (QCF)
500/8300/4	Edexcel BTEC Level 5 HND Diploma in Sport (QCF)

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# Introduction

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This specification contains the units and associated guidance for the QCF Edexcel BTEC Level 4 HNC in Sport and Exercise Sciences and the Edexcel BTEC Level 5 HND in Sport and Exercise Sciences.

Each unit sets out the required learning outcomes, assessment criteria and content and may also include advice regarding essential delivery and assessment strategies.

This document also contains details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about Edexcel's policies regarding access to its qualifications, the design of programmes of study and delivery modes.

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## Structure of the qualification

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### Edexcel BTEC Level 4 HNC

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The Edexcel BTEC Level 4 HNC in Sport and Exercise Sciences is a qualification with a minimum of 120 credits of which 60 are mandatory core.

The Edexcel BTEC Level 4 HNC in Sport (Health, Fitness and Exercise) is a qualification with a minimum of 120 credits of which 60 are mandatory core.

The Edexcel BTEC Level 4 HNC in Sport (Coaching and Sports Development) is a qualification with a minimum of 120 credits of which 45 are mandatory core.

The Edexcel BTEC Level 4 HNC in Sport (Leisure Management) is a qualification with a minimum of 120 credits of which 60 are mandatory core.

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

### Edexcel BTEC Level 5 HND

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The Edexcel BTEC Level 5 HND in Sport and Exercise Sciences is a qualification with a minimum of 240 credits of which 95 are mandatory core.

The Edexcel BTEC Level 5 HND in Sport (Health, Fitness and Exercise) is a qualification with a minimum of 240 credits of which 95 are mandatory core.

The Edexcel BTEC Level 5 HND in Sport (Coaching and Sports Development) is a qualification with a minimum of 240 credits of which 95 are mandatory core.

The Edexcel BTEC Level 5 HND in Sport (Leisure Management) is a qualification with a minimum of 240 credits of which 95 are mandatory core.

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

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# Rules of combination for Edexcel BTEC Levels 4 and 5 Higher National qualifications

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The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- mandatory core unit credit
- specialist unit credit
- maximum credit that can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications.

When combining units for an Edexcel BTEC Higher National qualification it is the centre's responsibility to ensure that the following rules of combination are adhered to:

## **Edexcel BTEC Level 4 HNC in Sport and Exercise Sciences (QCF)**

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 30 credits may be at level 3; a maximum of 55 credits may be at level 5.)
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 60 credits.
- 4 Specialist unit credit: 60 credits.
- 5 A maximum of 30 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

## **Edexcel BTEC Level 5 HND in Sport and Exercise Sciences (QCF)**

- 1 Qualification credit value: a minimum of 240 credits. (A maximum of 30 credits may be at level 3; and a maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- 3 Mandatory core unit credit: 95 credits.
- 4 Specialist unit credit: 145 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

### **Edexcel BTEC Level 4 HNC in Sport (Health, Fitness and Exercise) (QCF)**

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 30 credits may be at level 3; a maximum of 55 credits may be at level 5.)
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 60 credits.
- 4 Specialist unit credit: 60 credits.
- 5 A maximum of 30 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

### **Edexcel BTEC Level 5 HND in Sport (Health, Fitness and Exercise) (QCF)**

- 1 Qualification credit value: a minimum of 240 credits. (A maximum of 30 credits may be at level 3; and a maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- 3 Mandatory core unit credit: 95 credits.
- 4 Specialist unit credit: 145 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

### **Edexcel BTEC Level 4 HNC in Sport (Coaching and Sports Development) (QCF)**

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 30 credits may be at level 3; a maximum of 55 credits may be at level 5.)
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 45 credits.
- 4 Specialist unit credit: 75 credits.
- 5 A maximum of 30 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

### **Edexcel BTEC Level 5 HND in Sport (Coaching and Sports Development) (QCF)**

- 1 Qualification credit value: a minimum of 240 credits. (A maximum of 30 credits may be at level 3; a minimum of 65 credits must be at level 4; and a maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- 3 Mandatory core unit credit: 95 credits.
- 4 Specialist unit credit: 145 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

### **Edexcel BTEC Level 4 HNC in Sport (Leisure Management) (QCF)**

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 30 credits may be at level 3; a maximum of 55 credits may be at level 5.)
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 60 credits.
- 4 Specialist unit credit: 60 credits.
- 5 A maximum of 30 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

### **Edexcel BTEC Level 5 HND in Sport (Leisure Management) (QCF)**

- 1 Qualification credit value: a minimum of 240 credits. (A maximum of 30 credits may be at level 3; and a maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- 3 Mandatory core unit credit: 95 credits.
- 4 Specialist unit credit: 145 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

## Structure of the Edexcel BTEC Level 4 HNC in Sport and Exercise Sciences (QCF)

Unit number	Mandatory core units – all four units must be taken	Unit level	Unit credit
1	Anatomy and Physiology for Sport and Exercise	5	15
2	Sport and Exercise Psychology	4	15
3	Research Methods for Sport and Exercise Sciences	4	15
7	Training and Fitness for Sport and Exercise	4	15
	<b>Specialist units – choose units with a total credit value of at least 60credits</b>		
4	Biomechanics for Sport	5	15
5	Research Project	5	20
6	Nutrition for Sport and Exercise	4	15
19	Laboratory and Experimental Methods in Sport and Exercise Sciences	4	10
20	Biochemistry of Exercise	5	15
21	Physical Activity, Lifestyle and Wellbeing	4	15
22	Instructing Physical Activity and Exercise	3	10
23	Personal and Professional Development	5	15
24	Employability Skills	5	15
25	Work-based Experience	5	15
26	Injury Prevention and Treatment in Sport and Exercise	4	15
28	Sports Coaching	4	15
30	Sport and Exercise Massage	4	15
31	Physical Education	4	15
32	Technology in Sport and Exercise	4	15
33	Functional Exercise Physiology	5	15
36	Applied Sport and Exercise Psychology	5	15

**The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.**

## Structure of the Edexcel BTEC Level 5 HND in Sport and Exercise Sciences (QCF)

Unit number	Mandatory core units — all six units must be taken	Unit level	Unit credit
1	Anatomy and Physiology for Sport and Exercise	5	15
2	Sport and Exercise Psychology	4	15
3	Research Methods for Sport and Exercise Sciences	4	15
4	Biomechanics for Sport	5	15
5	Research Project	5	20
7	Training and Fitness for Sport and Exercise	4	15
	<b>Specialist units — choose units with a total credit value of at least 145 credits</b>		
6	Nutrition for Sport and Exercise	4	15
8	Field-based Fitness Testing for Sport and Exercise	5	15
18	Sport and Society	4	15
19	Laboratory and Experimental Methods in Sport and Exercise Sciences	4	10
20	Biochemistry of Exercise	5	15
21	Physical Activity, Lifestyle and Wellbeing	4	15
22	Instructing Physical Activity and Exercise	3	10
23	Personal and Professional Development	5	15
24	Employability Skills	5	15
25	Work-based Experience	5	15
26	Injury Prevention and Treatment in Sport and Exercise	4	15
27	Skill Acquisition in Sport	4	15
28	Sports Coaching	4	15
29	Analysis of Sports Performance	5	15
30	Sport and Exercise Massage	4	15
31	Physical Education	4	15
32	Technology in Sport and Exercise	4	15
33	Functional Exercise Physiology	5	15
34	Exercise Prescription	4	15
35	Sport and Exercise for Specific Groups	4	15
36	Applied Sport and Exercise Psychology	5	15
37	Sport and Exercise Rehabilitation	5	15

**The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.**

## Structure of the Edexcel BTEC Level 4 HNC in Sport (Health, Fitness and Exercise) (QCF)

Unit number	Mandatory core units — all four units must be taken	Unit level	Unit credit
1	Anatomy and Physiology for Sport and Exercise	5	15
7	Training and Fitness for Sport and Exercise	4	15
21	Physical Activity, Lifestyle and Wellbeing	4	15
41	Health Promotion	4	15
	<b>Specialist units — choose units with a total credit value of at least 60 credits</b>		
2	Sport and Exercise Psychology	4	15
4	Biomechanics for Sport	5	15
5	Research Project	5	20
6	Nutrition for Sport and Exercise	4	15
8	Field-based Fitness Testing for Sport and Exercise	5	15
13	The Sport and Leisure Industry	4	15
18	Sport and Society	4	15
22	Instructing Physical Activity and Exercise	3	10
23	Personal and Professional Development	5	15
24	Employability Skills	5	15
25	Work-based Experience	5	15
26	Injury Prevention and Treatment in Sport and Exercise	4	15
29	Analysis of Sports Performance	5	15
30	Sport and Exercise Massage	4	15
32	Technology in Sport and Exercise	4	15
33	Functional Exercise Physiology	5	15
34	Exercise Prescription	4	15
35	Sport and Exercise for Specific Groups	4	15
37	Sport and Exercise Rehabilitation	5	15

**The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.**

## Structure of the Edexcel BTEC Level 5 HND in Sport (Health, Fitness and Exercise) (QCF)

Unit number	Mandatory core units — all four units must be taken	Unit level	Unit credit
1	Anatomy and Physiology for Sport and Exercise	5	15
5	Research Project	5	20
6	Nutrition for Sport and Exercise	4	15
7	Training and Fitness for Sport and Exercise	4	15
21	Physical Activity, Lifestyle and Wellbeing	4	15
41	Health Promotion	4	15
	<b>Specialist units — choose units with a total credit value of at least 145 credits</b>		
2	Sport and Exercise Psychology	4	15
4	Biomechanics for Sport	5	15
8	Field-based Fitness Testing for Sport and Exercise	5	15
13	The Sport and Leisure Industry	4	15
17	Customer Service	4	15
18	Sport and Society	4	15
22	Instructing Physical Activity and Exercise	3	10
23	Personal and Professional Development	5	15
24	Employability Skills	5	15
25	Work-based Experience	5	15
26	Injury Prevention and Treatment in Sport and Exercise	4	15
29	Analysis of Sports Performance	5	15
30	Sport and Exercise Massage	4	15
32	Technology in Sport and Exercise	4	15
33	Functional Exercise Physiology	5	15
34	Exercise Prescription	4	15
35	Sport and Exercise for Specific Groups	4	15
36	Applied Sport and Exercise Psychology	5	15
37	Sport and Exercise Rehabilitation	5	15
43	Small Business Enterprise	5	15

**The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.**

## Structure of the Edexcel BTEC Level 4 HNC in Sport (Coaching and Sports Development) (QCF)

Unit number	Mandatory core units — all four units must be taken	Unit level	Unit credit
10	Applied Sports Coaching	4	15
11	The Evolution of Sports Development	4	15
13	The Sport and Leisure Industry	4	15
	<b>Specialist units — choose units with a total credit value of at least 75 credits</b>		
1	Anatomy and Physiology for Sport and Exercise	5	15
2	Sport and Exercise Psychology	4	15
4	Biomechanics for Sport	5	15
5	Research Project	5	20
6	Nutrition for Sport and Exercise	4	15
7	Training and Fitness for Sport and Exercise	4	15
9	Principles of Sports Coaching	5	15
12	Managing Sports Development	5	15
18	Sport and Society	4	15
21	Physical Activity, Lifestyle and Wellbeing	4	15
23	Personal and Professional Development	5	15
24	Employability Skills	5	15
25	Work-based Experience	5	15
26	Injury Prevention and Treatment in Sport and Exercise	4	15
27	Skill Acquisition in Sport	4	15
29	Analysis of Sports Performance	5	15
30	Sport and Exercise Massage	4	15
35	Sport and Exercise for Specific Groups	4	15
37	Sport and Exercise Rehabilitation	5	15
38	Law and Sport and Leisure Operations	4	15

**The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.**

## Structure of the Edexcel BTEC Level 5 HND in Sport (Coaching and Sports Development) (QCF)

Unit number	Mandatory core units — all six units must be taken	Unit level	Unit credit
5	Research Project	5	20
9	Principles of Sports Coaching	5	15
10	Applied Sports Coaching	4	15
11	The Evolution of Sports Development	4	15
12	Managing Sports Development	5	15
13	The Sport and Leisure Industry	4	15
	<b>Specialist units — choose units with a total credit value of at least 145 credits</b>		
1	Anatomy and Physiology for Sport and Exercise	5	15
2	Sport and Exercise Psychology	4	15
4	Biomechanics for Sport	5	15
6	Nutrition for Sport and Exercise	4	15
7	Training and Fitness for Sport and Exercise	4	15
8	Field-based Fitness Testing for Sport and Exercise	5	15
16	Managing in the Health and Fitness Industry	5	15
17	Customer Service	4	15
18	Sport and Society	4	15
21	Physical Activity, Lifestyle and Wellbeing	4	15
22	Instructing Physical Activity and Exercise	3	10
23	Personal and Professional Development	5	15
24	Employability Skills	5	15
25	Work-based Experience	5	15
26	Injury Prevention and Treatment in Sport and Exercise	4	15
27	Skill Acquisition in Sport	4	15
29	Analysis of Sports Performance	5	15
30	Sport and Exercise Massage	4	15
31	Physical Education	4	15
32	Technology in Sport and Exercise	4	15
35	Sport and Exercise for Specific Groups	4	15
37	Sport and Exercise Rehabilitation	5	15
43	Small Business Enterprise	5	15

Unit number	Mandatory core units — all six units must be taken	Unit level	Unit credit
	<b>Specialist units — choose units with a total credit value of at least 145 credits</b> <i>continued</i>		
44	Managing Resources in Sport and Leisure Management	4	15
45	The Organisation and Control of Sport, Exercise and Fitness	4	15

The Edexcel BTEC Level 5 HND programme must contain a minimum of credits at level 5.

## Structure of the Edexcel BTEC Level 4 HNC in Sport (Leisure Management) (QCF)

Unit number	Mandatory core units — all four units must be taken	Unit level	Unit credit
13	The Sport and Leisure Industry	4	15
14	Marketing Principles	4	15
15	Operating and Managing a Sport and Leisure Facility	4	15
17	Customer Service	4	15
	<b>Specialist units — choose units with a total credit value of at least 60 credits</b>		
5	Research Project	5	20
10	Applied Sports Coaching	4	15
11	The Evolution of Sports Development	4	15
16	Managing in the Health and Fitness Industry	5	15
21	Physical Activity, Lifestyle and Wellbeing	4	15
22	Instructing Physical Activity and Exercise	3	10
23	Personal and Professional Development	5	15
24	Employability Skills	5	15
25	Work-based Experience	5	15
26	Injury Prevention and Treatment in Sport and Exercise	4	15
38	Law and Sport and Leisure Operations	4	15
39	The Entertainment Industry and Venue Management	5	15
40	Event Management in Sport and Leisure	5	15
42	Managing Human Resources	4	15
44	Managing Resources in Sport and Leisure Management	4	15
45	The Organisation and Control of Sport, Exercise and Fitness	4	15
46	The Developing Manager	5	15
47	Employment Law	5	15

**The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.**

## Structure of the Edexcel BTEC Level 5 HND in Sport (Leisure Management) (QCF)

Unit number	Mandatory core units — all six units must be taken	Unit level	Unit credit
5	Research Project	5	20
13	The Sport and Leisure Industry	4	15
14	Marketing Principles	4	15
15	Operating and Managing a Sport and Leisure Facility	4	15
16	Managing in the Health and Fitness Industry	5	15
17	Customer Service	4	15
	<b>Specialist units — choose units with a total credit value of at least 145 credits</b>		
1	Anatomy and Physiology for Sport and Exercise	4	15
9	Principles of Sports Coaching	5	15
10	Applied Sports Coaching	4	15
11	The Evolution of Sports Development	4	15
12	Managing Sports Development	5	15
21	Physical Activity, Lifestyle and Wellbeing	4	15
22	Instructing Physical Activity and Exercise	3	10
23	Personal and Professional Development	5	15
24	Employability Skills	5	15
25	Work-based Experience	5	15
26	Injury Prevention and Treatment in Sport and Exercise	4	15
34	Exercise Prescription	4	15
38	Law and Sport and Leisure Operations	4	15
39	The Entertainment Industry and Venue Management	5	15
40	Event Management in Sport and Leisure	5	15
41	Health Promotion	4	15
42	Managing Human Resources	4	15
44	Managing Resources in Sport and Leisure Management	4	15
45	The Organisation and Control of Sport, Exercise and Fitness	4	15
46	The Developing Manager	5	15
47	Employment Law	5	15

**The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.**

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# Key features

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Edexcel BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for Edexcel BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the Edexcel BTEC Higher National units to the degree programme in question.

The Edexcel BTEC HNC and HND in Sport and in Sport and Exercise Sciences offer a progression routes to membership of The Institute of Sport and Recreation Management (ISRM) and The Institute for Sport, Parks and Leisure (ISPAL).

Edexcel BTEC Higher Nationals in Sport and in Sport and Exercise Sciences have been developed to focus on:

- providing education and training for a range of careers in the sector
- the education and training of those who are employed, or aspire to be employed, in a variety of types of work, such as in performance analysis, nutrition for sport and exercise, sports development, sports coaching, education, research and development etc
- opportunities for learners to gain a nationally-recognised vocationally-specific qualification to enter employment in the sector or progress to higher education qualifications such as a full-time degree in a related area
- an understanding of the roles of those working in the sector within the department in which they work, including how their role and that of their department fits within the overall structure of their organisation and within the community
- opportunities for learners to focus on the development of the higher level skills in sport, sport and exercise sciences and related areas
- opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life.
- the development of learners' knowledge, understanding and skills in the field of sport, sport and exercise sciences and related areas
- opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life.

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## Professional body recognition

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The Edexcel BTEC Higher Nationals in Sport and in Sport and Exercise Sciences have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

Learners will be able to apply for membership of The Institute for Sport, Parks and Leisure (ISPAL) and/or The Institute of Sport and Recreation Management (ISRM).

Upon successful completion of a BTEC Higher National in *Sport* or *Sport and Exercise Sciences* learners can apply for Full Membership of The Institute for Sport, Parks and Leisure (ISPAL). Members of ISPAL have the right to use the letters MISPAL after their title. In addition, learners can apply for Student Membership of the institute whilst they are studying.

Details of how to apply for membership of ISPAL, and the benefits of membership, can be found on the ISPAL website: [www.ispal.org.uk](http://www.ispal.org.uk).

Upon successful completion of a BTEC Higher National in *Sport* or *Sport and Exercise Sciences* learners can apply for membership of the institute The Institute of Sport and Recreation Management (ISRM).

Successful completion of a Level 4 BTEC HNC in *Sport* or *Sport and Exercise Sciences* gives eligibility for Full Membership of the institute, and successful completion of a Level 5 BTEC HND in *Sport* or *Sport and Exercise Sciences* gives eligibility for Diploma Membership of the institute.

Full Members of ISRM have the right to use the letters M.Inst.SRM after their title, and Diploma Members of ISRM have the right to use the letters M.Inst.SRM.Dip after their title.

Details of how to apply for membership of ISRM, and the benefits of membership, can be found on the ISRM website: [www.isrm.co.uk](http://www.isrm.co.uk).

Further details of professional body recognition and exemptions for Edexcel BTEC Higher Nationals are given in the *BTEC Higher Nationals – Professional Recognition and Progression Directory 2008* available from our website: [www.edexcel.com/quals/hn/Pages/Keydocuments.aspx](http://www.edexcel.com/quals/hn/Pages/Keydocuments.aspx).

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## National Occupational Standards

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Edexcel BTEC Higher Nationals in Sport and in Sport and Exercise Sciences are designed to relate to the National Occupational Standards in the Sport, Leisure and Recreation sector at levels 2, 3 and 4, which in turn form the basis of the Sport, Leisure and Recreation National Vocational Qualifications (NVQs). Edexcel BTEC Higher Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

*Annexe B* contains mapping of the Higher National units in this specification against relevant Level 4 NVQs where appropriate.

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## Qualification Requirement

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Edexcel has published Qualification Requirements as part of the revision of Edexcel BTEC Higher Nationals. Qualification Requirements set out the aims and rationale of the qualifications and provide the framework of curriculum content. They also identify the higher-level skills associated with the qualifications and any recognition by relevant professional bodies. The Qualification Requirement for the Edexcel BTEC Higher Nationals in Sport and Exercise Sciences is given in *Annexe A*.

Edexcel standard specification titles are developed from the Qualification Requirements. Licensed centres comply with Qualification Requirements when developing Higher Nationals under these standard titles.

Qualification Requirements provide consistent standards within the same vocational area and identify the skills and knowledge that can be expected of any holder of an identical Edexcel BTEC Higher National. This will allow higher education institutions, employers and professional bodies to confidently provide progression opportunities to successful learners.

## Higher-level skills

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Learners studying for Edexcel BTEC Higher Nationals in Sport and in Sport and Exercise Sciences will be expected to develop the following skills during the programme of study:

- cognitive skills of critical thinking, analysis and synthesis
- effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving problems
- effective communication skills, both oral and written, using a range of media widely used in the sector, eg the preparation and presentation of reports
- numeric and quantitative skills including data analysis, interpretation and extrapolation; the use of models of travel and tourism problems and phenomena
- effective use of communication and information technology for sport, leisure and recreation applications
- effective self-management in terms of time, planning and behaviour motivation, self-starting, individual initiative and enterprise
- developing an appropriate learning style
- self-awareness, openness and sensitivity to diversity in terms of people, cultures and sport and leisure management issues
- effective performance within a team environment including leadership, team building, influencing and project management skills
- interpersonal skills, eg effective listening, negotiating, persuading and presentation
- ability to conduct research into sport, leisure and recreation management issues.

## Edexcel BTEC Level 4 HNC

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The Edexcel BTEC Level 4 HNCs in Sport and in Sport and Exercise Sciences provide a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the Sport, Leisure and Recreation sector and also offers particular specialist emphasis through the choice of specialist units.

Edexcel BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are mode free but they are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

The Edexcel BTEC Level 4 HNCs in Sport and in Sport and Exercise Sciences offer a progression route for learners who are employed in the Sport, Leisure and Recreation industry.

## Edexcel BTEC Level 5 HND

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The Edexcel BTEC Level 5 HND provides greater breadth and specialisation than the Edexcel BTEC Level 4 HNC. Edexcel BTEC HNDs are mode free but are followed predominately by full-time learners. They allow progression into or within employment in the Sport, Leisure and Recreation sector, either directly on achievement of the award or following further study to degree level.

The Edexcel BTEC Level 5 HNDs in Sport and in Sport and Exercise Sciences provide opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The qualification prepares learners for employment in the Sport, Leisure and Recreation sector and will be suitable for learners who have already decided that they wish to enter this area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in Sport, Leisure and Recreation or progress into higher education. Other learners may want to extend the specialism that they followed on the Edexcel BTEC Level 4 HNC programme.

Progression from this qualification may well be into or within employment in the Sport, Leisure and Recreation sector where learners may work towards membership of The Institute for Sport, Parks and Leisure (ISPAL) and/or The Institute of Sport and Recreation Management (ISRM).

The Edexcel BTEC Level 5 HNDs in Sport and in Sport and Exercise Sciences offer a progression route for learners who are studying sport or sport and exercise sciences in higher education or are undertaking a programme of study that includes aspects of these subjects.

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## Teaching, learning and assessment

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Learners must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on their programme of learning to be awarded an Edexcel BTEC Level 4 HNC and a minimum of 240 credits (of which at least 125 must be at level 5) to be awarded an Edexcel BTEC Level 5 HND.

The assessment of Edexcel BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in Edexcel BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

## Unit format

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Each unit is set out in the following way.

### *Unit title, unit code, QCF level and credit value*

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance.

Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in Edexcel BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

### *Aim*

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

### *Unit abstract*

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

### *Learning outcomes*

The learning outcomes identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit. Learners must achieve all the learning outcomes in order to pass the unit.

### *Unit content*

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of relevant National Occupational Standards (NOS) where appropriate.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in roman text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

It is not a requirement of the unit specification that all of the content is assessed.

#### *Learning outcomes and assessment criteria*

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

#### *Guidance*

This section provides additional guidance and amplification related to the unit to support tutors/deliverers and assessors. Its subsections are given below.

- *Links* – sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here.
- *Essential requirements* – essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here.
- *Employer engagement and vocational contexts* – this is an optional section. Where relevant it offers suggestions for employer contact to enhance the delivery of the unit.

These subsections should be read in conjunction with the learning outcomes, unit content, assessment criteria and the generic grade descriptors.

The centre will be asked to ensure that essential resources are in place when it seeks approval from Edexcel to offer the qualification.

## **Learning and assessment**

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The purpose of assessment is to ensure that effective learning of the content of each unit has taken place. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals.

The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

## Grading Higher National units

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The grading of Edexcel BTEC Higher National qualifications is at the unit and the qualification level.

Each successfully completed unit will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors listed in *Annexe C* are for grading the total evidence produced for each unit and describe the learner's performance over and above that for a pass grade. They can be achieved in a flexible way, for example in a sequential or holistic mode, to reflect the nature of the sector concerned.

Each of the generic merit and distinction grade descriptors can be amplified by use of **indicative characteristics**. These give a guide to the expected learner performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors in *Annexe C* **are not exhaustive**. Consequently, centres should select appropriate characteristics from the list **or construct others** that are appropriate for their sector programme and level.

It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

### Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

### Summary of grades

In order to achieve a <b>pass</b> in a unit	<ul style="list-style-type: none"> <li>all learning outcomes and associated assessment criteria have been met</li> </ul>
In order to achieve a <b>merit</b> in a unit	<ul style="list-style-type: none"> <li>pass requirements achieved</li> <li>all merit grade descriptors achieved</li> </ul>
In order to achieve a <b>distinction</b> in a unit	<ul style="list-style-type: none"> <li>pass and merit requirements achieved</li> <li>all distinction grade descriptors achieved</li> </ul>

## Calculation of the qualification grade

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### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for the Edexcel BTEC Levels 4 and 5 Higher National qualifications*).

### Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both the HNC and the HND is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the 'Points available per credit at specified unit grades' table below).

### Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

## Qualification grades

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### Edexcel BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

### Edexcel BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

*Annexe E* gives examples of how qualification grades are calculated.

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND then credits from both the HNC and HND can contribute to the best 75 credits of the overall HND grade.

## Recognition of Prior Learning

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

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

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

For full guidance about Edexcel's policy on RPL please see our *Recognition of Prior Learning Policy* on our website. Please go to <http://www.edexcel.com/Policies/Documents/Recognition of Prior Learning.pdf>

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# Quality assurance of Edexcel BTEC Higher Nationals

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Edexcel's quality assurance system for all BTEC higher level programmes on the QCF at Levels 4–7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering Edexcel BTEC higher level programmes on the QCF at Levels 4–7 comprises three key components.

## 1) Approval process

Approval to offer Edexcel BTEC Higher National qualifications will vary depending on the status of the centre.

Centres that have a recent history of delivering Edexcel BTEC Higher National qualifications and have an acceptable quality profile in relation to their delivery will be able to gain approval through Edexcel Online.

Centres new to the delivery of Edexcel BTEC Higher National qualifications will be required to seek approval through the existing Edexcel qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive etc.) and include a declaration that the centre will operate the programmes strictly as approved and in line with Edexcel requirements.

## 2) Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by Edexcel's External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Edexcel reserves the right to confirm independently that these arrangements are operating to Edexcel's satisfaction.

Edexcel will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

### **3) Independent assessment review**

The internal assessment outcomes reached for all Edexcel BTEC higher level programmes on the Qualifications and Credit Framework at Levels 4-7 are subject to an independent assessment review by an Edexcel-appointed External Examiner.

The outcomes of this process will be to:

- confirm that internal assessment is to national standards and allow certification

or

- make recommendations to improve the quality of assessment outcomes before certification is released

or

- make recommendations about the centre's ability to continue to be approved for the qualifications in question.

#### **Additional arrangement for ALL centres**

Regardless of the type of centre, Edexcel reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

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# Programme design and delivery

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Edexcel BTEC Higher National qualifications consist of mandatory core units and specialist units. The specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation to each qualification in the defined qualification structures provided in this document.

In Edexcel BTEC Higher National qualifications each unit's credit value usually consists of multiples of 5 credits. Most units are 15 credits in value. These units have been designed from a learning time perspective. **Each 15-credit unit approximates to a learning time of 150 hours.**

These new Edexcel BTEC Level 5 HND qualifications are the same size as the Edexcel Level 5 BTEC Higher National Diplomas which were accredited onto the National Qualifications Framework (NQF). Therefore, it is expected that these Edexcel BTEC Level 5 HNDs, accredited onto the Qualifications and Credit Framework (QCF), will also require approximately 960 guided learning hours (GLH).

Consequently, using the above approach, the new Edexcel BTEC Level 4 HNCs, which are accredited onto the QCF, and are now half the size of the Edexcel BTEC Level 5 Higher National Diplomas, will require approximately 480 GLH.

Within the information relating to these units on the QCF, each 15-credit unit has been allocated a figure of 60 GLH to help guide centres (other units with smaller or larger credit values have figures calculated on a pro rata basis). Centres delivering these qualifications are required to use their professional expertise in the design and delivery of these qualifications within the overall guided learning hours for the qualification.

Guided learning hours are defined as all the time when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. It should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

*Annexe D* provides information for centres and learners who wish to compare, for teaching and learning purposes, the units of the NQF Edexcel Level 5 BTEC Higher Nationals in Sport and Exercise Sciences and the NQF Edexcel Level 5 BTEC Higher Nationals in Sport and Leisure Management with the new units of the QCF Edexcel BTEC Higher Nationals in Sport and Exercise Sciences and the QCF Edexcel BTEC Higher Nationals in Sport.

## Mode of delivery

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Edexcel does not define the mode of study for Edexcel BTEC Higher National qualifications. Centres are free to offer the qualification(s) using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Full guidance on our policies on 'distance assessment' and 'electronic assessment' are given on our website.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the Edexcel BTEC Higher National qualification by:

- liaising with employers to ensure that the course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experiences of work and life that learners bring to the programme.

## Resources

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Edexcel BTEC Higher National qualifications are designed to prepare learners for employment in specific industry sectors.

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and, therefore, should normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice, legislation and standards used in the sector concerned.

Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Please refer to the *Essential requirements* section in individual units for specialist resource requirements.

## Delivery approach

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It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Edexcel BTEC Higher National qualification. Specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learner's experience.

## Meeting local needs

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Centres should note that the qualifications set out in these specifications have been developed in consultation with centres, employers and professional bodies from the Sport, Leisure and Recreation sector, together with support from an appropriate Sector Skills Council (SSC), Sector Skills Body (SSB) or National Training Organisation (NTO) for the Sport, Leisure and Recreation sector.

The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment within the sector. Centres should make maximum use of the choice available to them within the specialist units to meet the needs of their learners, as well as the local skills and training needs identified by organisations such as Regional Development Agencies and local funding agencies.

Centres may not always be able to meet local needs using the units in this specification. In this situation, centres can seek approval from Edexcel to use units from other Edexcel BTEC Higher National qualifications on the QCF. Centres will need to justify the need for importing units from other specifications and Edexcel will ensure that the vocational focus of the qualification remains the same.

## Locally-devised specialist units

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There may be exceptional circumstances where even the flexibility of importing units from other specifications does not meet a particular local need. In this case, centres can seek permission from Edexcel to develop a unit(s) with us to meet this need. Permission will be granted only in a limited number of cases.

Edexcel will ensure that the integrity of the qualification is not compromised and that there is a minimum of overlap and duplication of content of existing units. Centres will need strong evidence of the local need and the reasons why the existing standard units are inappropriate. Edexcel will validate these units.

## Limitations on variations from standard specifications

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The flexibility to import standard units from other QCF Edexcel BTEC Higher National specifications and/or to develop unique locally-devised specialist units is **limited to a maximum of 30 credits in an Edexcel BTEC HNC qualification and a maximum of 60 credits only in any Edexcel BTEC HND qualification**. These units cannot be used at the expense of the mandatory core units in any qualification nor can the qualification rules of combination level rules be compromised.

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# Access and recruitment

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

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

Centres are required to recruit learners to Edexcel BTEC Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy (see our website) on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to level 4 or level 5 qualifications. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC Level 3 qualification in *Sport* or *Sport and Exercise Sciences*
- a GCE Advanced level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A\* to C
- other related level 3 qualifications
- an Access to Higher Education Certificate awarded by an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

## Restrictions on learner entry

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The Edexcel BTEC Higher National qualifications are accredited on the QCF for learners aged 18 years and over.

## Access arrangements and special considerations

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Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given on our website ([www.edexcel.com](http://www.edexcel.com)).

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# Useful publications

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Further copies of this document and related publications can be obtained from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467 467  
Fax: 01623 450 481  
Email: [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Related publications include:

- the current Edexcel publications catalogue and update catalogue
- Edexcel publications concerning the quality assurance system and the internal and external verification of vocationally-related programmes may be found on the Edexcel website and in the Edexcel publications catalogue.

**NB:** Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

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## Professional body contact details

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The Institute of Sport and Recreation Management (ISRM)  
Sir John Beckwith Centre for Sport  
Loughborough University  
Loughborough  
Leics  
LE11 3TU

Telephone: +44 (0)1509 226474  
Fax: +44 (0)1509 226475  
Email: [info@isrm.co.uk](mailto:info@isrm.co.uk)  
Website: [www.isrm.co.uk/](http://www.isrm.co.uk/)

The Institute for Sport, Parks and Leisure (ISPAL)  
Abbey Business Centre  
1650 Arlington Business Park  
Theale  
Reading  
Berkshire  
RG7 4SA

Telephone: +44 (0)844 418 0077  
Fax: +44 (0)118 929 8001  
Email: [infocentre@ispal.org.uk](mailto:infocentre@ispal.org.uk)  
Website: [www.ispal.co.uk](http://www.ispal.co.uk)

## How to obtain National Occupational Standards

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The National Occupational Standards for can be obtained from:

SkillsActive  
Castlewood House  
77-91 New Oxford Street  
London  
WC1A 1DG

Telephone: +44 (0)20 7632 2000  
Fax: +44 (0)20 7632 2001  
Email: [skills@skillsactive.com](mailto:skills@skillsactive.com)  
Website: [www.skillsactive.com](http://www.skillsactive.com)

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## Professional development and training

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Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

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

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

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the former LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

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## **Further information**

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For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at [www.edexcel.com](http://www.edexcel.com).

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# Annexe A

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## Qualification Requirement

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### Rationale

Edexcel BTEC Higher Nationals in Sport and in Sport and Exercise Sciences have been developed to focus on:

- providing education and training for a range of careers in the sector
- the education and training of those who are employed, or aspire to be employed, in a variety of types of work, such as in performance analysis, nutrition for sport and exercise, sports development, sports coaching, education, research and development etc
- opportunities for learners to gain a nationally-recognised vocationally-specific qualification to enter employment in the sector or progress to higher education qualifications such as a full-time degree in a related area
- an understanding of the roles of those working in the sector within the department in which they work, including how their role and that of their department fits within the overall structure of their organisation and within the community
- opportunities for learners to focus on the development of the higher level skills in sport, sport and exercise sciences and related areas
- opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life.
- the development of learners' knowledge, understanding and skills in the field of sport, sport and exercise sciences and related areas
- opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life.

### Aims of the qualification

These qualifications meet the needs of the above rationale by:

- equipping individuals with knowledge, understanding and skills for success in employment in the sport, sport and exercise sciences and related industries
- enabling progression to an undergraduate degree or further professional qualification in sport, sport and exercise sciences or related areas
- providing opportunities for specialist study relevant to individual vocations and contexts
- developing the individual's ability to make an immediate contribution to employment in the industry, through effective use and combination of the knowledge and skills gained in different parts of the programme
- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment

- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development – an educational foundation for a range of careers in the sport, sport and exercise sciences and related industries.

## **Mandatory curriculum for the Edexcel BTEC Level 4 and 5 HNC/D Diplomas in Sport and Exercise Sciences**

**Human anatomy** – develop knowledge and understanding of the four main body systems (cardiovascular, respiratory, muscular and skeletal), including their structures and functions.

**Sport and exercise physiology** – develop knowledge and understanding of the long and short term responses of the main body systems to exercise, along with other physiological aspects such as energy systems, and the nervous and endocrine systems.

**Psychology** – develop an understanding of areas of sport and exercise psychology such as motivation, arousal, anxiety and stress, and their relationships with sport and exercise, such as sports performance and exercise adherence

**Fitness testing and training** – develop knowledge, understanding and skills relating to fitness testing and training. This includes knowledge and understanding of the principles of training, and methods of fitness testing, and the ability to plan and carry out fitness tests and devise and implement training programmes.

**Research skills** – develop knowledge, understanding and skills required to undertake research in selected topics in sport and/or exercise sciences, in order to complete research projects, including generic and sector specific methods

## **Optional curriculum for the Edexcel BTEC Level 4 and 5 HNC/D Diplomas in Sport and Exercise Sciences**

**Nutrition for sport and exercise** – develop knowledge, understanding and skills relating to micro-nutrients and macro-nutrients, the nutritional requirements of different activities, and nutritional strategies

**Sport and society** – develop knowledge and understanding of the provision of sports activities, and how participation can address social issues such as disaffected youth and crime, as well as how participation is influenced and how it can be increased

**Laboratory and experimental methods** – develop knowledge, understanding and skills relating to laboratory and experimental methods in sport and exercise sciences, including health, safety and ethical considerations

**Lifestyle and wellbeing** – develop knowledge and understanding of the relationship between physical activity, lifestyle and wellbeing, and how wellbeing can be affected by stress, smoking and alcohol consumption

**Physical activity and exercise** – develop knowledge, understanding and skills relating to the instruction of physical activity and exercise, as well as the specific considerations of exercise for different client groups, including exercise prescription and exercise for children, older adults, ante- and post-natal women, people with disabilities and people with medical conditions

**Injury prevention, treatment and rehabilitation** – develop knowledge, understanding and skills relating to injuries that are common in sport and exercise and how they can be prevented and if necessary, treated, and the use of rehabilitation programmes

**Sports coaching** – develop knowledge, understanding and skills required to coach and lead sports performance including aspects such as how skill is acquired, the analysis of performance and biomechanics

**Education** – develop knowledge and understanding relating to the teaching of subjects such as physical education and sport and exercise sciences, including aspects such as the national curriculum and the role and influence of different agencies

**Technology** - develop knowledge and understanding of the relationship between technology and sport and exercise, including historical aspects, the positive and negative effects of technology and future implications of technology for sport and exercise

**Massage** – develop knowledge and understanding relating to sport and exercise massage, including aspects such as professional ethics, and skills required to apply sport and exercise massage techniques

### **Mandatory curriculum for the Edexcel BTEC Level 4 and 5 HNC/D Diplomas in Sport**

**Human anatomy** – develop knowledge and understanding of the four main body systems (cardiovascular, respiratory, muscular and skeletal), including their structures and functions.

**Sport and exercise physiology** – develop knowledge and understanding of the long and short term responses of the main body systems to exercise, along with other physiological aspects such as energy systems, and the nervous and endocrine systems.

**Fitness testing and training** – develop knowledge, understanding and skills relating to fitness testing and training. This includes knowledge and understanding of the principles of training, and methods of fitness testing, and the ability to plan and carry out fitness tests and devise and implement training programmes.

**Lifestyle and wellbeing** – develop knowledge and understanding of the relationship between physical activity, lifestyle and wellbeing, and how wellbeing can be affected by stress, smoking and alcohol consumption

**Nutrition for sport and exercise** – develop knowledge, understanding and skills relating to micro-nutrients and macro-nutrients, the nutritional requirements of different activities, and nutritional strategies

**Sports coaching** – develop knowledge, understanding and skills required to coach and lead sports performance including aspects such as how skill is acquired, the analysis of performance and biomechanics

**Sports development** – develop knowledge and understanding of sports development, including its evolution, and how it is currently managed, and skills necessary to manage and evaluate sports development strategies

**Research skills** – develop knowledge, understanding and skills required to undertake research in selected topics in sport and/or exercise sciences, in order to complete research projects, including generic and sector specific methods

## Optional curriculum for the Edexcel BTEC Level 4 and 5 HNC/D Diplomas in Sport

**Psychology** – develop an understanding of areas of sport and exercise psychology such as motivation, arousal, anxiety and stress, and their relationships with sport and exercise, such as sports performance and exercise adherence

**Sport and society** – develop knowledge and understanding of the provision of sports activities, and how participation can address social issues such as disaffected youth and crime, as well as how participation is influenced and how it can be increased

**Physical activity and exercise** – develop knowledge, understanding and skills relating to the instruction of physical activity and exercise, as well as the specific considerations of exercise for different client groups, including exercise prescription and exercise for children, older adults, ante- and post-natal women, people with disabilities and people with medical conditions

**Injury prevention, treatment and rehabilitation** – develop knowledge, understanding and skills relating to injuries that are common in sport and exercise and how they can be prevented and if necessary, treated, and the use of rehabilitation programmes

**Massage** – develop knowledge and understanding relating to sport and exercise massage, including aspects such as professional ethics, and skills required to apply sport and exercise massage techniques

**Technology** – develop knowledge and understanding of the relationship between technology and sport and exercise, including historical aspects, the positive and negative effects of technology and future implications of technology for sport and exercise

**Education** – develop knowledge and understanding relating to the teaching of subjects such as physical education and sport and exercise sciences, including aspects such as the national curriculum and the role and influence of different agencies

**Law and legal considerations** – develop knowledge and understanding relating to aspects of law and legal considerations pertinent to the sport and exercise industry, including employment law, consumer protection legislation, contracts, Law of Tort and the formation, management, dissolution of operations,

**Marketing** – develop knowledge, understanding and skills relating to marketing, including principles and concepts such as segmentation, targeting, positioning and the marketing mix

**Customer service** – develop knowledge, understanding and skills relating to customer service, essential for the wide range of customer facing roles in sport and exercise, including customer service policies, the purpose of promoting a customer-focused culture and customer requirements and expectations

**Management** – develop knowledge, understanding and skills relating to management in the sport and exercise industry, including the management and operation of facilities, venues, entertainment and events, and the management of human, physical and financial resources

### Professional body recognition

Learners achieving these qualifications will be able to apply for membership of The Institute for Sport, Parks and Leisure (ISPAL) and/or The Institute of Sport and Recreation Management (ISRM).

## Links to National Standards

Currently, there are no standards written for levels 4 and 5 on the national occupational standards framework for sport. However qualifications in Sport and Exercise Sciences may provide links to some NVQ level 4 management standards, some NVQ level 4 laboratory and associated technical activities standards and some therapy standards.

## Entry pre-requisites

There are no particular entry requirements for these qualifications, please refer to Edexcel guidance on entry requirements. Learners who enter with at least one of the following are likely to benefit more readily from the programme:

- a BTEC National Certificate or Diploma in Sport
- an AVCE/Advanced GNVQ in an appropriate vocational area
- a GCE A Level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at levels A–C
- other related level 3 qualifications
- an Access to Higher Education Certificate awarded by an approved further education institution
- related work experience.

## Higher level skills and abilities

Learners will be expected to develop the following skills during the programme of study:

- analysing, synthesising and summarising information critically
- the ability to read and use appropriate literature with a full and critical understanding
- the ability to think independently and solve problems
- the ability to take responsibility for their own learning and recognise their own learning style
- obtaining and integrating several lines of subject-specific evidence to formulate and test hypotheses
- applying subject knowledge and understanding to address familiar and unfamiliar problems
- recognising the moral and ethical issues of enquiry and experimentation and appreciating the need for ethical standards and professional codes of conduct
- designing, planning, conducting and reporting on investigations
- undertaking laboratory and/or field investigations in a responsible, safe and ethical manner
- the capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.



# Annexe B

## National Occupational Standards

### Mapping against the level 3 and 4 NOS in Active Leisure and Learning

The grid below maps the knowledge covered in the 3 and 4 NVQ in Active Leisure and Learning against the underpinning knowledge of the QCF Edexcel BTEC Higher Nationals in Sport and in Sport and Exercise Sciences.

NVQ unit titles HNC/D titles	Level 3 NOS in Leisure Management	Level 3 NOS in Sports Development	Level 3 NOS in Achieving Excellence in Sports Performance	Level 3 NOS in Personal Training	Level 3 NOS in Coaching, Teaching and Instructing	Level 4 NOS in Managing Sport and Active Leisure	Level 4 NOS in Sport and Physical Activity Administration and Governance	Level 4 NOS in Physical Activity and Health
Unit 1: Anatomy and Physiology for Sport and Exercise			✓	✓	✓			
Unit 2: Sport and Exercise Psychology			✓	✓	✓			
Unit 3: Research Methods for Sport and Exercise Sciences								
Unit 4: Biomechanics for Sport			✓		✓			
Unit 5: Research Project								
Unit 6: Nutrition for Sport and Exercise			✓	✓	✓			
Unit 7: Training and Fitness for Sport and Exercise			✓	✓	✓			
Unit 8: Field-based Fitness Testing for Sport and Exercise								
Unit 9: Principles of Sports Coaching				✓	✓			✓
Unit 10: Applied Sports Coaching			✓	✓	✓			✓
Unit 11: The Evolution of Sports Development		✓					✓	

NVQ unit titles HNC/D titles	Level 3 NOS in Leisure Management	Level 3 NOS in Sports Development	Level 3 NOS in Achieving Excellence in Sports Performance	Level 3 NOS in Personal Training	Level 3 NOS in Coaching, Teaching and Instructing	Level 4 NOS in Managing Sport and Active Leisure	Level 4 NOS in Sport and Physical Activity Administration and Governance	Level 4 NOS in Physical Activity and Health
Unit 12: Managing Sports Development		✓					✓	
Unit 13: The Sport and Leisure Industry								
Unit 14: Marketing Principles				✓				
Unit 15: Operating and Managing a Sport and Leisure Facility	✓					✓		
Unit 16: Managing in the Health and Fitness Industry	✓					✓		
Unit 17: Customer Service	✓					✓		
Unit 18: Sport and Society								
Unit 19: Laboratory and Experimental Methods in Sport and Exercise Sciences								
Unit 20: Biochemistry of Exercise								
Unit 21: Physical Activity, Lifestyle and Wellbeing			✓	✓	✓			✓
Unit 22: Instructing Physical Activity and Exercise				✓	✓			✓
Unit 23: Personal and Professional Development								
Unit 24: Employability Skills			✓					
Unit 25: Work-based Experience	✓	✓	✓					

NVQ unit titles HNC/D titles	Level 3 NOS in Leisure Management	Level 3 NOS in Sports Development	Level 3 NOS in Achieving Excellence in Sports Performance	Level 3 NOS in Personal Training	Level 3 NOS in Coaching, Teaching and Instructing	Level 4 NOS in Managing Sport and Active Leisure	Level 4 NOS in Sport and Physical Activity Administration and Governance	Level 4 NOS in Physical Activity and Health
Unit 26: Injury Prevention and Treatment in Sport and Exercise			✓	✓	✓			
Unit 27: Skill Acquisition in Sport			✓		✓			
Unit 28: Sports Coaching			✓	✓	✓			
Unit 29: Analysis of Sports Performance			✓		✓			
Unit 30: Sport and Exercise Massage								
Unit 31: Physical Education								
Unit 32: Technology in Sport and Exercise								
Unit 33: Functional Exercise Physiology								
Unit 34: Exercise Prescription				✓				✓
Unit 35: Sport and Exercise for Specific Groups				✓				✓
Unit 36: Applied Sport and Exercise Psychology			✓	✓	✓			
Unit 37: Sport and Exercise Rehabilitation					✓			✓
Unit 38: Law and Sport and Leisure Operations								
Unit 39: The Entertainment Industry and Venue Management	✓	✓				✓	✓	

NVQ unit titles HNC/D titles	Level 3 NOS in Leisure Management	Level 3 NOS in Sports Development	Level 3 NOS in Achieving Excellence in Sports Performance	Level 3 NOS in Personal Training	Level 3 NOS in Coaching, Teaching and Instructing	Level 4 NOS in Managing Sport and Active Leisure	Level 4 NOS in Sport and Physical Activity Administration and Governance	Level 4 NOS in Physical Activity and Health
Unit 40: Event Management in Sport and Leisure	✓	✓				✓	✓	
Unit 41: Health Promotion								✓
Unit 42: Managing Human Resources	✓	✓				✓	✓	
Unit 43: Small Business Enterprise								
Unit 44: Managing Resources in Sport and Leisure Management	✓	✓				✓	✓	
Unit 45: The Organisation and Control of Sport, Exercise and Fitness	✓	✓				✓	✓	
Unit 46: The Developing Manager								
Unit 47: Employment Law								

# Annexe C

## Grade descriptors

### Pass grade

A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

### Merit grade

Merit descriptors	Exemplar indicative characteristics <b>Centres can identify and use other relevant characteristics. This is NOT a tick list.</b>
In order to achieve a <b>merit</b> the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> <li>• identify and apply strategies to find appropriate solutions</li> </ul>	<ul style="list-style-type: none"> <li>• effective judgements have been made</li> <li>• complex problems with more than one variable have been explored</li> <li>• an effective approach to study and research has been applied</li> </ul>
<ul style="list-style-type: none"> <li>• select/design and apply appropriate methods/techniques</li> </ul>	<ul style="list-style-type: none"> <li>• relevant theories and techniques have been applied</li> <li>• a range of methods and techniques have been applied</li> <li>• a range of sources of information has been used</li> <li>• the selection of methods and techniques/sources has been justified</li> <li>• the design of methods/techniques has been justified</li> <li>• complex information/data has been synthesised and processed</li> <li>• appropriate learning methods/techniques have been applied</li> </ul>
<ul style="list-style-type: none"> <li>• present and communicate appropriate findings</li> </ul>	<ul style="list-style-type: none"> <li>• the appropriate structure and approach has been used</li> <li>• coherent, logical development of principles/concepts for the intended audience</li> <li>• a range of methods of presentation have been used and technical language has been accurately used</li> <li>• communication has taken place in familiar and unfamiliar contexts</li> <li>• the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</li> </ul>

## Distinction grade

Distinction descriptors	Exemplar indicative characteristics
In order to achieve a <b>distinction</b> the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> <li>• use critical reflection to evaluate own work and justify valid conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• conclusions have been arrived at through synthesis of ideas and have been justified</li> <li>• the validity of results has been evaluated using defined criteria</li> <li>• self-criticism of approach has taken place</li> <li>• realistic improvements have been proposed against defined characteristics for success</li> </ul>
<ul style="list-style-type: none"> <li>• take responsibility for managing and organising activities</li> </ul>	<ul style="list-style-type: none"> <li>• autonomy/independence has been demonstrated</li> <li>• substantial activities, projects or investigations have been planned, managed and organised</li> <li>• activities have been managed</li> <li>• the unforeseen has been accommodated</li> <li>• the importance of interdependence has been recognised and achieved</li> </ul>
<ul style="list-style-type: none"> <li>• demonstrate convergent/lateral/creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• ideas have been generated and decisions taken</li> <li>• self-evaluation has taken place</li> <li>• convergent and lateral thinking have been applied</li> <li>• problems have been solved</li> <li>• innovation and creative thought have been applied</li> <li>• receptiveness to new ideas is evident</li> <li>• effective thinking has taken place in unfamiliar contexts.</li> </ul>

# Annexe D

## Unit mapping overview

New QCF versions of the Edexcel BTEC Higher National units in Sport and in Sport and Exercise Sciences (specification start date 01/09/2010) mapped against the NQF BTEC Higher National units in Sport and Exercise Sciences (specification end date 31/08/2010).

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
1	Anatomy and Physiology for Sport and Exercise	1	F
2	Sport and Exercise Psychology	3	F
3	Research Methods for Sport and Exercise Sciences	12	F
4	Biomechanics for Sport	5	F
5	Research Project	4	P
6	Nutrition for Sport and Exercise	13	F
7	Training and Fitness for Sport and Exercise	2; 25	P
8	Field-based Fitness Testing for Sport and Exercise	N/A	N
9	Principles of Sports Coaching	6	P
10	Applied Sports Coaching	6	P
11	The Evolution of Sports Development	20	P
12	Managing Sports Development	20	P
13	The Sport and Leisure Industry	N/A	N
14	Marketing Principles	N/A	N
15	Operating and Managing a Sport and Leisure Facility	N/A	N
16	Managing in the Health and Fitness Industry	N/A	N
17	Customer Service	N/A	N
18	Sport and Society	N/A	N
19	Laboratory and Experimental Methods in Sport and Exercise Sciences	11	P
20	Biochemistry of Exercise	8	F
21	Physical Activity, Lifestyle and Wellbeing	19	P

<b>Unit number</b>	<b>QCF unit title</b>	<b>Maps to NQF unit number</b>	<b>Level of similarity between units</b>
<b>22</b>	Instructing Physical Activity and Exercise	N/A	N
<b>23</b>	Personal and Professional Development	N/A	N
<b>24</b>	Employability Skills	N/A	N
<b>25</b>	Work-based Experience	N/A	N
<b>26</b>	Injury Prevention and Treatment in Sport and Exercise	15	F
<b>27</b>	Skill Acquisition in Sport	9	F
<b>28</b>	Sports Coaching	6	F
<b>29</b>	Analysis of Sports Performance	14; 27; 28	P
<b>30</b>	Sport and Exercise Massage	16	F
<b>31</b>	Physical Education	21	F
<b>32</b>	Technology in Sport and Exercise	31	P
<b>33</b>	Functional Exercise Physiology	10	F
<b>34</b>	Exercise Prescription	18	P
<b>35</b>	Sport and Exercise for Specific Groups	22; 23; 32	P
<b>36</b>	Applied Sport and Exercise Psychology	3	P
<b>37</b>	Sport and Exercise Rehabilitation	17	F
<b>38</b>	Law and Sport and Leisure Operations	N/A	N
<b>39</b>	The Entertainment Industry and Venue Management	N/A	N
<b>40</b>	Event Management in Sport and Leisure	N/A	N
<b>41</b>	Health Promotion	24	P
<b>42</b>	Managing Human Resources	N/A	N
<b>43</b>	Small Business Enterprise	N/A	N
<b>44</b>	Managing Resources in Sport and Leisure Management	N/A	N
<b>45</b>	The Organisation and Control of Sport, Exercise and Fitness	7	F
<b>46</b>	The Developing Manager	N/A	N
<b>47</b>	Employment Law	N/A	N

**KEY**

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

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

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

N – New unit

New QCF versions of the Edexcel BTEC Higher National units in Sport and in Sport and Exercise Sciences (specification start date 01/09/2010) mapped against the NQF BTEC Higher National units in Sport and Leisure Management (specification end date 31/08/2010).

<b>Unit number</b>	<b>QCF unit title</b>	<b>Maps to NQF unit number</b>	<b>Level of similarity between units</b>
1	Anatomy and Physiology for Sport and Exercise	N/A	N
2	Sport and Exercise Psychology	N/A	N
3	Research Methods for Sport and Exercise Sciences	N/A	N
4	Biomechanics for Sport	N/A	N
5	Research Project	3	P
6	Nutrition for Sport and Exercise	N/A	N
7	Training and Fitness for Sport and Exercise	N/A	N
8	Field-based Fitness Testing for Sport and Exercise	17	P
9	Principles of Sports Coaching	23; 24; 26	P
10	Applied Sports Coaching	25	F
11	The Evolution of Sports Development	28; 29; 30	P
12	Managing Sports Development	29; 31	P
13	The Sport and Leisure Industry	1	F
14	Marketing Principles	5	F
15	Operating and Managing a Sport and Leisure Facility	6	P
16	Managing in the Health and Fitness Industry	20	F
17	Customer Service	34	F
18	Sport and Society	2	F
19	Laboratory and Experimental Methods in Sport and Exercise Sciences	N/A	N
20	Biochemistry of Exercise	N/A	N
21	Physical Activity, Lifestyle and Wellbeing	19	F
22	Instructing Physical Activity and Exercise	N/A	N
23	Personal and Professional Development	N/A	N
24	Employability Skills	N/A	N
25	Work-based Experience	4	P

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
26	Injury Prevention and Treatment in Sport and Exercise	N/A	N
27	Skill Acquisition in Sport	N/A	N
28	Sports Coaching	N/A	N
29	Analysis of Sports Performance	N/A	N
30	Sport and Exercise Massage	N/A	N
31	Physical Education	N/A	N
32	Technology in Sport and Exercise	N/A	N
33	Functional Exercise Physiology	N/A	N
34	Exercise Prescription	17	F
35	Sport and Exercise for Specific Groups	N/A	N
36	Applied Sport and Exercise Psychology	N/A	N
37	Sport and Exercise Rehabilitation	N/A	N
38	Law and Sport and Leisure Operations	48	F
39	The Entertainment Industry and Venue Management	9	F
40	Event Management in Sport and Leisure	33	F
41	Health Promotion	15	F
42	Managing Human Resources	40	P
43	Small Business Enterprise	32	F
44	Managing Resources in Sport and Leisure Management	7	F
45	The Organisation and Control of Sport, Exercise and Fitness	N/A	N
46	The Developing Manager	39	F
47	Employment Law	49	F

#### KEY

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

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

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

N – Unit not in NQF BTEC Higher Nationals in Sport and Leisure Management

## Unit mapping in depth

New QCF versions of the Edexcel BTEC Higher National units in Sport and in Sport and Exercise Sciences (specification start date 01/09/2010) mapped against the NQF BTEC Higher National units in Sport and Exercise Sciences (specification end date 31/08/2010).

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
1	Anatomy and Physiology for Sport and Exercise	1	Human Anatomy and Physiology	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
2	Sport and Exercise Psychology	3	Sport and Exercise Psychology	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
3	Research Methods for Sport and Exercise Sciences	12	Research and Statistics for Sport and Exercise Sciences	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
4	Biomechanics for Sport	5	Sport Biomechanics	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
5	Research Project	4	Project in Sport and Exercise Sciences	Topics that remain the same: how to formulate a research specification; implementing the research project within agreed procedures and to specification; evaluating the research outcomes; presenting the research outcomes. Some differences but content similar.
6	Nutrition for Sport and Exercise	13	Nutrition for Sports	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
7	Training and Fitness for Sport and Exercise	2;25	Fundamentals of Training and Fitness; Applied Fitness and Training	Based mainly on NQF unit 2 with some elements of NQF unit 25 included.
8	Field-based Fitness Testing for Sport and Exercise	N/A	N/A	N/A.

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
9	Principles of Sports Coaching	N/A	Sports Coaching	Some links with NQF unit 6.
10	Applied Sports Coaching	N/A	Sports Coaching	Some links with NQF unit 6.
11	The Evolution of Sports Development	20	Sport Development	Some links with NQF unit 20.
12	Managing Sports Development	20	Sport Development	Some links with NQF unit 20.
13	The Sport and Leisure Industry	N/A	N/A	N/A.
14	Marketing Principles	N/A	N/A	N/A.
15	Operating and Managing a Sport and Leisure Facility	N/A	N/A	N/A.
16	Managing in the Health and Fitness Industry	N/A	N/A	N/A.
17	Customer Service	N/A	N/A	N/A.
18	Sport and Society	N/A	Current Issues in Sport	Some links with NQF unit 34.
19	Laboratory and Experimental Methods in Sport and Exercise Sciences	11	Laboratory Methods in Sport Science	Some links with NQF unit 11.
20	Biochemistry of Exercise	8	Biochemistry of Exercise	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
21	Physical Activity, Lifestyle and Wellbeing	19	Exercise and Lifestyle	Some links with NQF unit 19.

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
22	Instructing Physical Activity and Exercise	N/A	N/A	N/A.
23	Personal and Professional Development	N/A	N/A	N/A.
24	Employability Skills	N/A	N/A	N/A.
25	Work-based Experience	N/A	N/A	N/A.
26	Injury Prevention and Treatment in Sport and Exercise	15	Prevention and Treatment of Injuries	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
27	Skill Acquisition in Sport	9	Skill Acquisition	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
28	Sports Coaching	6	Sports Coaching	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
29	Analysis of Sports Performance	14; 27; 28	Sports Analysis; Applied Sort Performance; Maximising Performance	New unit draws on elements of all three NQF units.
30	Sport and Exercise Massage	16	Sports Massage	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
31	Physical Education	21	Physical Education	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
32	Technology in Sport and Exercise	31	Sports Technology	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
33	Functional Exercise Physiology	10	Exercise Physiology	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
34	Exercise Prescription	18	Exercise Prescription	Some links with NQF unit 18.
35	Sport and Exercise for Specific Groups	22; 23; 32	Working with Particular Groups; Exercise for Specific Populations; Sport and Disability	New unit draws on elements of all three NQF units.
36	Applied Sport and Exercise Psychology	3	Sport and Exercise Psychology	Some links with NQF unit 3.
37	Sport and Exercise Rehabilitation	17	Remedial Exercise and Rehabilitation	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
38	Law and Sport and Leisure Operations	N/A	N/A	N/A.
39	The Entertainment Industry and Venue Management	N/A	N/A	N/A.
40	Event Management in Sport and Leisure	N/A	N/A	N/A.
41	Health Promotion	24	Health Promotion and Fitness	Some links with NQF unit 24.
42	Managing Human Resources	N/A	N/A	N/A.
43	Small Business Enterprise	N/A	N/A	N/A.
44	Managing Resources in Sport and Leisure Management	N/A	N/A	N/A.

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
45	The Organisation and Control of Sport, Exercise and Fitness	7	Organisation and Legislation of Sport and Fitness	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
46	The Developing Manager	N/A	N/A	N/A.
47	Employment Law	N/A	N/A	N/A.

New QCF versions of the Edexcel BTEC Higher National units in Sport and in Sport and Exercise Sciences (specification start date 01/09/2010) mapped against the NQF BTEC Higher National units in Sport and Leisure Management (specification end date 31/08/2010).

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
1	Anatomy and Physiology for Sport and Exercise	N/A	N/A	N/A.
2	Sport and Exercise Psychology	N/A	N/A	N/A.
3	Research Methods for Sport and Exercise Sciences	N/A	N/A	N/A.
4	Biomechanics for Sport	N/A	N/A	N/A.
5	Research Project	3	Research Project	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
6	Nutrition for Sport and Exercise	N/A	N/A	N/A.
7	Training and Fitness for Sport and Exercise	N/A	N/A	N/A.
8	Field-based Fitness Testing for Sport and Exercise	17	Exercise Testing and Prescription	Unit links to learning outcomes 1 and 2 of NQF unit.
9	Principles of Sports Coaching	23; 24; 26	Coaching Science; Equity in Coaching; Principles of Coaching	New unit draws on elements of all three NQF units.
10	Applied Sports Coaching	25	Applied Coaching Practice	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
11	The Evolution of Sports Development	28; 29; 30	The Sports Development Industry; Sports Development Policy and Planning; Comparative Sports Development	New unit draws on elements of all three NQF units.
12	Managing Sports Development	29; 31	Sports Development Policy and Planning	New unit draws on elements of all both NQF units.
13	The Sport and Leisure Industry	1	The Sport and Leisure Industry	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
14	Marketing Principles	5	Marketing	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
15	Operating and Managing a Sport and Leisure Facility	6	Operations and IT Systems in Sport and Leisure Management	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
16	Managing in the Health and Fitness Industry	20	Managing in the Health and Fitness Industry	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
17	Customer Service	34	Customer Service	Topics that remain the same: customer service policies within business and services contexts; purpose of promoting a customer-focused culture; investigating customer requirements and expectations; providing customer service within business and services contexts to meet required standards.
18	Sport and Society	2	Contemporary Issues in Sport and Leisure	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
19	Laboratory and Experimental Methods in Sport and Exercise Sciences	N/A	N/A	N/A.

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
20	Biochemistry of Exercise	N/A	N/A	N/A.
21	Physical Activity, Lifestyle and Well-being	16	Lifestyle and Well-being	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
22	Instructing Physical Activity and Exercise	N/A	N/A	N/A.
23	Personal and Professional Development	N/A	N/A	N/A.
24	Employability Skills	N/A	N/A	N/A.
25	Work-based Experience	4	Industry Experience	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
26	Injury Prevention and Treatment in Sport and Exercise	N/A	N/A	N/A.
27	Skill Acquisition in Sport	N/A	N/A	N/A.
28	Sports Coaching	N/A	N/A	This unit has links to all of the NQF BTEC Higher Nationals units in Sport and Leisure Management, but none of them specifically.
29	Analysis of Sports Performance	N/A	N/A	N/A.
30	Sport and Exercise Massage	N/A	N/A	N/A.
31	Physical Education	N/A	N/A	N/A.
32	Technology in Sport and Exercise	N/A	N/A	N/A.
33	Functional Exercise Physiology	N/A	N/A	N/A.

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
34	Exercise Prescription	17	Exercise Testing and Prescription	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
35	Sport and Exercise for Specific Groups	N/A	N/A	N/A.
36	Applied Sport and Exercise Psychology	N/A	N/A	N/A.
37	Sport and Exercise Rehabilitation	N/A	N/A	N/A.
38	Law and Sport and Leisure Operations	48	Law for Business and Service Industries	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
39	The Entertainment Industry and Venue Management	9	Entertainment and Venue Management	Topics that remain the same: contribution of the entertainment industry to the economy; types of activities offered by the entertainment industry; management and operation of different types of venues, trends in the entertainment industries.
40	Event Management in Sport and Leisure	33	Event Management	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
41	Health Promotion	15	Health Promotion	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.
42	Managing Human Resources	40	People Management	Some links with NQF unit 40.
43	Small Business Enterprise	32	Small Business Enterprise	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes.
44	Managing Resources in Sport and Leisure Management	7	Managing Resources in Sport and Leisure Management	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes.

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
45	The Organisation and Control of Sport, Exercise and Fitness	N/A	N/A	N/A.
46	The Developing Manager	39	The Developing Manager	Topics that remain the same: principles and practices of management behaviour; reviewing own potential as a prospective manager; showing managerial skills within a business and services context; creating a career development plan for employment within a business and services context.
47	Employment Law	49	Employment Law	Content virtually identical, differences in learning outcomes and assessment criteria for QCF purposes.



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# Annexe E

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## Calculation of the qualification grade

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### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for the Edexcel BTEC Levels 4 and 5 Higher National qualifications*).

### Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the 'Points available per credit at specified unit grades' table below).

### Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

### Qualification grades

#### Edexcel BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

#### Edexcel BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Examples of possible learner profiles of the best 75 credits at the level of the qualification or above. These tables fit both HNC and HND qualifications.

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	30	0	0
Merit	30	1	30
Distinction	15	2	30
<b>Total</b>			<b>60</b>
<b>Qualification grade</b>			<b>Pass</b>

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	15	0	0
Merit	45	1	45
Distinction	15	2	30
<b>Total</b>			<b>75</b>
<b>Qualification grade</b>			<b>Merit</b>

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	30	0	0
Merit	15	1	15
Distinction	30	2	60
<b>Total</b>			<b>75</b>
<b>Qualification grade</b>			<b>Merit</b>

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	0	0	0
Merit	15	1	15
Distinction	60	2	120
<b>Total</b>			<b>135</b>
<b>Qualification grade</b>			<b>Merit</b>

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	0	0	0
Merit	0	1	0
Distinction	75	2	150
<b>Total</b>			<b>150</b>
<b>Qualification grade</b>			<b>Distinction</b>

# SPORT

## AND SPORT AND EXERCISE SCIENCES

# Specification

LEVEL

4  
HNC

5  
HND

### Our most advanced specification to date

This new BTEC Higher Nationals specification has been completely revised and updated to bring it into line with the requirements of the Qualifications and Credit Framework (QCF), which comes into force from September 2010. All the units and qualifications covered in the specification have been reviewed by industry representatives and approved by the relevant Sector Skills Council. This means they are recognised as fit for purpose as high level vocational and work-related qualifications.

Each unit in the new specification is allocated a level and a credit value. Each unit in the specification has clearly stated learning outcomes and assessment criteria, so it is clear from the outset what learners must be able to do to achieve the unit.

### BTEC Qualifications covered by this specification:

- Edexcel BTEC Level 4 HNC Diploma in Sport (Coaching and Sports Development)
- Edexcel BTEC Level 5 HND Diploma in Sport (Coaching and Sports Development)
- Edexcel BTEC Level 4 HNC Diploma in Sport (Health, Fitness and Exercise)
- Edexcel BTEC Level 5 HND Diploma in Sport (Health, Fitness and Exercise)
- Edexcel BTEC Level 4 HNC Diploma in Sport (Leisure Management)
- Edexcel BTEC Level 5 HND Diploma in Sport (Leisure Management)
- Edexcel BTEC Level 4 HNC Diploma in Sport and Exercise Sciences
- Edexcel BTEC Level 5 HND Diploma in Sport and Exercise Sciences

A copy of this specification can be found online at:  
[www.btec.co.uk](http://www.btec.co.uk)

### Acknowledgements

This specification has been produced by Edexcel following consultation with tutors, verifiers, Sector Skills Councils, consultants and other interested parties. Edexcel would like to thank those who contributed their time and expertise to its development.

### References

References in this guide to third-party materials are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein.

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