BTEC
HIGHER NATIONALS

Sport

Specification
First Teaching from September 2018
First Certification from 2019

Higher National Certificate Lvl 4
Higher National Diploma Lvl 5
Edexcel, BTEC and LCCI qualifications

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# Summary of changes in Pearson BTEC Higher Nationals in Sport Issue 2

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1 Introduction

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills for more than thirty years. BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employers’ needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When developing the Pearson BTEC Higher National qualifications in Sport, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. We also worked closely with the relevant Professional Bodies to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new BTEC Higher National qualifications in Sport are designed to reflect this increasing need for high-quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6.

1.1 The Student Voice

Students are at the heart of what we do. That is why, from the outset, we consulted with students in the development of these qualifications. We involved them in writing groups, sought their feedback, and added their voices and views to those of other stakeholders.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project, or responding to a client brief. A student may even achieve exemption from professional or vendor qualifications, or student membership of selected professional bodies, to help them on their journey to professional competence.
At the same time the BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at level 4 and 5 means that students wishing to progress to level 6 study should feel better prepared. The Pearson BTEC Higher Nationals address these various requirements by providing:

- A range of core, optional and specialist units, each with a clear purpose, so there is something to suit each student’s choice of programme and future progression plans.
- Fully revised content that is closely aligned with the needs of employers, professional bodies, vendors and higher education for a skilled future workforce.
- The opportunity to develop transferable skills useful for work and for higher education, including research skills, the ability to meet deadlines and communication skills.
- Learning Outcomes mapped against Professional Body standards where appropriate.
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the centre to meet local needs, while others are set by Pearson). Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher level thinking skills.
- An approach to demand at level 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ).
- Support for student and tutors including Schemes of Work and Example Assessment Brief.

1.3 HN Global

Pearson BTEC Higher Nationals are supported by a specially designed range of digital resources, to ensure that tutors and students have the best possible experience during their course. These are available from the HN Global website http://www.highernationals.com/.

With HN Global, tutors can access programme specifications which contain useful information on programme planning and quality assurance processes. Tutors can also view Schemes of Work and Example Assessment Briefs, helping them create meaningful courses and assessments. HN Global also allows tutors to create and annotate reading lists for their students and also keep up-to-date on the latest news regarding HN programmes.
1.4 Qualification Titles

**Pearson BTEC Level 4 Higher National Certificate in Sport**
Specialist pathways are included within brackets in the qualification title:
- Pearson BTEC Level 4 Higher National Certificate in Sport
- Pearson BTEC Level 4 Higher National Certificate in Sport (Outdoor Adventure)
- Pearson BTEC Level 4 Higher National Certificate in Sport (Community Sport & Physical Activity)
- Pearson BTEC Level 4 Higher National Certificate in Sport (Leisure Management)

**Pearson BTEC Level 5 Higher National Diploma in Sport**
Specialist pathways are included within brackets in the qualification title:
- Pearson BTEC Level 5 Higher National Diploma in Sport
- Pearson BTEC Level 5 Higher National Diploma in Sport (Outdoor Adventure Management)
- Pearson BTEC Level 5 Higher National Diploma in Sport (Community Sport & Physical Activity)
- Pearson BTEC Level 5 Higher National Diploma in Sport (Leisure Management)

1.5 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:
- Pearson BTEC Level 4 Higher National Certificate in Sport: 603/2308/5
- Pearson BTEC Level 5 Higher National Diploma in Sport: 603/2309/7

1.6 Awarding institution

Pearson Education Ltd.

1.7 Key features

Pearson BTEC Higher National qualifications in Sport offer:
- A stimulating and challenging programme of study that will be both engaging and memorable for students.
- The essential subject knowledge that students need to progress successfully into further study or the world of work.
● A simplified structure: students undertake a substantial core of learning in the Higher National Certificate and can build on this in the Higher National Diploma, with optional units linked to their specialist area of study.

● Specialist pathways in the Level 5 Diploma, so there is something to suit each student’s preference of study and future progression plans.

● Refreshed content that is closely aligned with Professional Body, employer and higher education needs.

● Assessments that consider cognitive skills (what students know) along with affective and applied skills (respectively how they behave and what they can do)

● Unit-specific grading and Pearson-set assignments.

● A varied approach to assessment that supports progression to Level 6 and also allows centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles.

● Quality assurance measures – as outlined in sections 6 and 7 of this Programme Specification – to ensure that all stakeholders (e.g. professional bodies, universities, colleges and students) can feel confident in the integrity and value of the qualifications.

● A qualification designed to meet the needs and expectations of students aspiring to work in an international sports environment.

Qualification frameworks

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

1.8 Collaborative development

Students completing their BTEC Higher Nationals in Sport will be aiming to go on to employment or progress to a final year at university. Therefore, it was essential that we developed these qualifications in close collaboration with experts from professional bodies and universities, and with the providers who will be delivering the qualifications.
We are very grateful to the university and further education tutors, employers, Professional Body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

- Loughborough College
- University of Surrey
- Leeds Beckett
- Loughborough University
- University of Gloucestershire
- CIMPSA
- AoC Sport
- North Yorkshire Outdoor Learning Service
- Careers in Sport
- Sport and Beyond
- SCL
- Life:Labs
- Sports Coach UK
- Coláiste Dhúlaigh
- Reading FC
- Inside Performance
- Oxford Brookes
- The City of Liverpool College

1.9 Professional Body consultation and approval

These qualifications have also been approved by the following professional bodies as suitable qualifications for students wanting to work towards gaining membership. These professional bodies include:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
2 Programming purpose and objectives

2.1 Purpose of the BTEC Higher Nationals in Sport

The purpose of BTEC Higher Nationals in Sport is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the Sport sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

2.2 Objectives of the BTEC Higher Nationals in Sport

The objectives of the BTEC Higher Nationals in Sport are as follows:

- To equip students with sporting skills, knowledge and the understanding necessary to achieve high performance in the global sports environment.
- To provide education and training for a range of careers in Sport, including Fitness Manager, Personal Trainer, Sports Development Officer, Activity Leader, Sport and physical Activity Manager, Coach, Duty Manager.
- To provide insight and understanding into the diversity of roles within Sport, recognising the importance of collaboration at all levels.
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for students to enter or progress in employment in Sport, or progress to higher education qualifications such as an Honours degree in Sport or a related area.
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.
- To support students to understand the local, regional and global context of Sport and, for those students with a global outlook, to aspire to international career pathways.
- To provide students with opportunities to address contemporary issues facing the industry, and society at large, with particular emphasis on sustainability and the environment, recognising the role that Sport plays in addressing these issues.
- To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation.
- To provide opportunities for students to achieve National Governing Body certifications.
● To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management level positions, professional recognition and beyond.

● To allow flexibility of study and to meet local or specialist needs.

● To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.

● To provide students with opportunities to engage in an industry-recognised apprenticeship scheme that aligns with their employer’s needs and their own career aspirations.

● To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

We meet these objectives by:

● providing a thorough grounding in Sport principles at Level 4 that lead the student to a range of specialist progression pathways at Level 5 relating to individual professions within the Sport sector

● equipping individuals with commercial acumen, understanding and skills for success in a range of roles in Sport

● enabling progression to a university degree by supporting the development of appropriate academic study skills

● enabling progression to further professional qualifications in specific Sport areas by mapping to units in a range of professional Sport qualifications.

Who is this qualification for?

The BTEC Higher National qualifications in Sport are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of Sport and are designed for students who wish to pursue or advance their career in Sport. In addition to the knowledge, understanding and skills that underpin the study of the Sport, Pearson BTEC Higher Nationals in Sport give students experience of the breadth and depth of the sector that will prepare them for further study or training.
2.3 Aims of the Pearson BTEC Level 4 Higher National Certificate in Sport

The Pearson BTEC Level 4 Higher National Certificate in Sport offers students an introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through the selection of Optional units across a range of occupational sectors at Level 4. This effectively builds underpinning core skills while preparing the student for subject specialisation at Level 5. Students will gain a wide range of sector knowledge tied to practical skills gained in research, self-study, directed study and workplace scenarios.

The Pearson BTEC Level 4 Higher National Certificate also offers the following three Specialist pathways for students who wish to concentrate on a particular aspect of Sport:

- Outdoor Adventure
- Community Sport & Physical Activity
- Leisure Management

There is also a non-specialist ‘General Sport’ pathway which allows students to complete a Pearson BTEC Level 4 Higher National Certificate without committing to a particular professional specialism. This offers additional flexibility to providers and students.

At Level 4, students develop a broad knowledge and awareness of key aspects of Sport through three Core units, which include one unit assessed by a Pearson-set assignment. The units are:

- Physical Activity, Lifestyle & Health
- The Sport Landscape
- Project Management (Pearson-set unit)

Depending on the Specialist pathway at Level 4, students will undertake a further two Specialist units (related to their Level 4 Pathway) from:

- Risk & Safety Management in the Outdoors
- Outdoor Learning
- Activity Leadership
- Inclusive Sport
- Operation Management & Leadership
- Sport Marketing
The Centre can also choose three further Optional units at Level 4 from the following:

- Environmental Issues & Ethics
- Small Craft Navigation
- Work Exposure
- Experiential Learning
- Biomechanics
- Anatomy & Physiology
- Nutrition
- Working with Young people
- Technology in Sport
- Expedition Leadership
- Residential Activity Management
- Outdoor Leadership
- Outdoor Activities

Graduates successfully completing the Higher National Certificate will be able to demonstrate a sound knowledge of the basic concepts of Sport. They will be able to communicate accurately and appropriately and they will have the qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to Sport, show resilience under pressure, and meet challenging targets within a given resource.
2.4 Aims of the Pearson BTEC Level 5 Higher National Diploma in Sport

The Pearson BTEC Level 5 Higher National Diploma in Sport offers students three Specialist pathways designed to support progression into relevant occupational areas or on to degree-level study. These pathways are linked to the skills matrix produced by CIMSPA (where appropriate) and can provide professional status and progression to direct employment.

The Pearson BTEC Level 5 Higher National Diploma offers the following Specialist pathways for students who wish to concentrate on a particular aspect of Sport:

- Outdoor Adventure Management
- Community Sport & Physical Activity
- Leisure Management

There is also a non-Specialist ‘General Sport’ pathway, which allows students to complete a Level 5 Higher National Diploma without committing to a particular professional specialism. This offers additional flexibility to providers and students.

Holders of the Pearson BTEC Level 5 Higher National Diploma in Sport will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

2.5 What could these qualifications lead to?

The Pearson BTEC Level 4 Higher National Certificate in Sport provides a solid grounding in Sport, which students can build on should they decide to continue their studies beyond the Certificate stage. The Pearson BTEC Level 5 Higher National Diploma in Sport allows students to specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion of the Pearson BTEC Level 5 Higher National Diploma in Sport, students can develop their careers in the Sport sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Linking with the appropriate National Governing Body certificates
- Committing to Continuing Professional Development (CPD)
- Progressing to university.
2.5.1 Progression to university
The Pearson BTEC Level 5 Higher National Diploma in Sport is recognised by higher education providers as meeting admission requirements to many relevant Sport-related courses, for example:

- BA (Hons) Sport Development & Coaching
- BA (Hons) Sport & Fitness Studies
- BSc (Hons) Physical Education and Sports Studies
- BSc (Hons) Sports Studies
- BA (Hons) Sports Management
- BA (Hons) in Outdoor Education and Leisure.

Students should always check the entry requirements for degree programmes at specific Higher Education providers. After completing a Pearson BTEC Higher National Certificate or Diploma, students can also progress directly into employment.

University recognition and articulations
We work with a number of universities around the world to recognise and accept Pearson BTEC Higher Nationals as a qualification for entry onto an undergraduate degree. Many universities now allow advanced entry onto the second or third year of a degree. Some universities have direct articulations on to the second or third year of a bachelor's degree programme with Pearson BTEC Higher Nationals. Students should be aware that university admission criteria is always subject to change and understand the course entry requirements for subject, year and grade before applying.

For more information on entry requirements, including 2+1 articulations, please visit: https://degreecoursefinder.pearson.com

2.5.2 Employment
The skills offered as part of the Pearson BTEC Higher National Diploma in Sport can provide graduates with the opportunity to work in many different areas of the Sport sector. Below are some examples of job roles each qualification could lead to:

<table>
<thead>
<tr>
<th>Pathway</th>
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<tbody>
<tr>
<td>Outdoor Adventure (Management)</td>
<td>Outdoor adventure instructor</td>
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<tr>
<td></td>
<td>Adventure tourism manager</td>
</tr>
<tr>
<td></td>
<td>Field studies officers</td>
</tr>
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<td></td>
<td>Environmental education</td>
</tr>
<tr>
<td></td>
<td>Youth development officers</td>
</tr>
</tbody>
</table>


2.6 Use of Maths and English within the curriculum

Those working within the Sport sector cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use Maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential Maths and English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the Pearson BTEC Higher National curriculum.

- Written reports
- Formal presentations
- Informal conversations
- Use of professional, sector specific language.

Some aspects of Sport require high level Maths skills and we strongly recommend all students complete diagnostic Maths assessments preferably before beginning a Higher National course, as well as having an A* to C grade and/or 9 to 4 in GCSE Maths (or equivalent) prior to starting the course (see Entry requirements in section 3.2 of this specification).
2.7 How Pearson BTEC Higher Nationals in Sport provide both transferable employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson BTEC Higher National Sport qualifications embed throughout the programme the development of key skills, attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in five main categories:

- **Cognitive and problem-solving skills**: critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- **Intra-personal skills**: self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- **Interpersonal skills**: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.
- **Commercial skills**: sector awareness; sales; marketing/promotion; budget management/monitoring;
- **Business skills**: awareness of types of companies, company formation, invoicing, calculating fees, business management.

Pearson EABs make recommendations for a range of real or simulated assessment activities, for example, group work where appropriate, to encourage development of collaborative and interpersonal skills or a solution focused case study to provide the opportunity to develop cognitive skills. There are specific requirements for the assessment of these skills, as relevant, within the assessment grids for each unit. EABs are for guidance and support only and must be customised and amended according to localised needs and requirements. All assignments must still be verified as per the internal verification process.
Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way Pearson BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- Active research skills
- Effective writing skills
- Analytical skills
- Critical thinking
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence in assessment methods used in higher education.

To support you in developing these skills in your students, we have developed a map of Higher Education relevant transferable and academic study skills, available in Appendix 1.
3 Planning your programme

3.1 Delivering the Pearson BTEC Higher Nationals in Sport

You play a central role in helping your students to choose the right Pearson BTEC Higher National qualification.

You should assess your students very carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage. You should check the qualification structures and unit combinations carefully when advising students.

You will need to ensure that your students have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

3.2 Entry requirements and admissions

Although Pearson do not specify formal entry requirements, as a centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students 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 & Exercise Science
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A* to C (or equivalent), and/or 9 to 4 (or equivalent) in subjects such as Maths and English
- Other related Level 3 qualifications
- An Access to Higher Education Diploma awarded by an approved further education institution
- Related work experience
- An international equivalent of the above.

Centres may wish to consider applicants’ prior learning when considering their acceptance on a Pearson BTEC Higher Nationals, through Recognition of Prior Learning. (For further information please refer to section 8 of this document.)
3.2.1 English language requirements for Higher Nationals

Pearson’s mission is to help people make progress in their lives through learning. In order to do this it is critical that students who are taught and assessed in English have the necessary language skills they need to be successful on Pearson BTEC Higher National qualifications.

To assist centres to recruit students who have the skills to benefit from undertaking a Higher National programme of study, we are providing the following clarification regarding the English language admission requirements when offering places to applicants.

All centres delivering Pearson BTEC Higher National qualifications in English must ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English. The standard that Pearson believes must be demonstrated for a student to be successful are equivalent to:

- Common European Framework of Reference (CEFR) level B2; or
- Pearson Test of English Academic (PTE Academic) 42; or
- Pearson Test of English General (PTE) Level 3; or
- Pearson Versant English Test 58-68; or
- International English Language Testing System (IELTS) 5.5; with both Reading and Writing elements at 5.5; or
- Having recently\(^1\) completed a formal programme of study in English at an appropriate level (such as a level 3 BTEC or ‘A’ level) prior to starting their Higher National

\(^1\) We would usually expect this to be within the past two years
The table below shows when Pearson expects these standards to apply:

<table>
<thead>
<tr>
<th>Centre location</th>
<th>Language of delivery and/or assessment</th>
<th>When we expect the English language standards to apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK or Internationally</td>
<td>Wholly delivered and assessed in English</td>
<td>Prior to admission</td>
</tr>
<tr>
<td>UK or Internationally</td>
<td>Partially delivered and assessed in English</td>
<td>Prior to admission</td>
</tr>
<tr>
<td>UK or Internationally</td>
<td>No element is delivered or assessed in English</td>
<td>Does not apply</td>
</tr>
</tbody>
</table>

Centres' admissions processes must ensure that students can demonstrate their capability in English, equivalent to the standards highlighted above. While we have highlighted several standardised tests (as an easy way of demonstrating this) centres are free to test the English proficiency of their applicants in any suitable way.

**However, centres must be able to provide evidence to Pearson as to how any other assessments used (other than those specified) ensures that their applicants have demonstrated appropriate English capability prior to starting their Higher National programme.**

This evidence should include admissions records (including any evidence provided by applicants and records of the admissions decisions made) as well as evidence of ongoing monitoring of students, if required. A centre should retain this evidence for at least three years, from the point of the student's admission/enrolment, to enable scrutiny of the centre's admissions process through Pearson's quality assurance procedures.

### 3.2.2 Centre approval

To ensure that centres are ready to assess students and that we can provide the support that is needed all centres must be approved before they can offer these qualifications. For more information about becoming a centre and seeking approval to run our qualifications please visit the support section on our website (http://qualifications.pearson.com/).

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2 If a centre is delivering qualifications in languages other than English, they must adhere to Pearson’s *Use of Language in Qualifications* policy that can be found in the support section, under *Policies for centres, learners and employees* on our website http://qualifications.pearson.com
3.2.3 Level of sector knowledge required
We do not set any requirements for tutors, but we do recommend that centres assess the overall skills and knowledge of the teaching team, which should be relevant, up to date and at the appropriate level.

3.2.4 Resources required
As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver Pearson BTEC Higher Nationals. For some units, specific resources are required, this is clearly indicated in the unit descriptors.

3.2.5 HN Global support
HN Global is an online resource that supports centre planning and delivery of Pearson BTEC Higher Nationals by providing appropriate teaching and learning resources. For further information see sections 5 and 6 of this Programme Specification.

3.2.6 Modes of delivery
Subject to approval by Pearson, centres are free to deliver Pearson BTEC Higher Nationals using modes of delivery that meet the needs of their students. We recommend making use of a wide variety of modes, including:
- Full-time
- Part-time
- Blended learning.

3.2.7 Recommendations for employer engagement
Pearson BTEC Higher Nationals are vocational qualifications and as an approved centre you are encouraged to work with employers on the design, delivery and assessment of the course. This will ensure that students enjoy a programme of study that is engaging and relevant, and which equips them for progression. There are suggestions in section 5.2 about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at a local level.

3.2.8 Support from Pearson
We provide a range of support materials, including Schemes of Work and Example Assessment Briefs, with supporting templates. You will be allocated an External Examiner early in the planning stage, to support you with planning your assessments, and there will be training events and support from our Subject Leads.
3.2.9 Student employability

All Pearson BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards, and have been mapped to subject benchmarks. (see Appendix 6).

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

3.2.10 Importance of work experience

Work experience is fundamental in the development of effective professional practice, learning and progression in this sector, therefore the assessment of learning on, or through, work experience is a key requirement of this qualification and should be actively encouraged/integrated as part of good practice.

There are many examples and models of how to go about embedding work experience in your unit delivery. Here are some suggestions:

<table>
<thead>
<tr>
<th>UNIT</th>
<th>WORK EXPERIENCE PROPOSAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3: Project Management</td>
<td>Students could work with local employers or organisations to manage a project relevant to their function.</td>
</tr>
<tr>
<td>Unit 7: Inclusive Sport</td>
<td>Students could work with local sports centres or groups to conduct their research and practice.</td>
</tr>
<tr>
<td>Unit 12: Biomechanics</td>
<td>Students could help local clubs developing athletes’ performance by analysing team and individual techniques and skills. Their findings could help managers and coaches tailor coaching sessions to meet athletes’ needs.</td>
</tr>
<tr>
<td>Unit 28: Coaching Special Populations</td>
<td>Students could work with local sports centres or groups.</td>
</tr>
</tbody>
</table>
### UNIT 32: Performance Analysis

Students could volunteer to analyse a number of games of a local team to indicate successful and unsuccessful actions to feedback on performance. This could help develop training programmes or highlight key strengths in games. Producing a report to feed back their findings would develop the skills required to meet some of the assessment criteria.

### UNIT 42: Managing a Sport Programme

Students could produce a community sports development programme. This could involve contacting external organisations to help organise/deliver/meet mixed aims, running the programme, organisation, reviewing the programme, monitoring etc.

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### 3.3 Access to study

This section focuses on the administrative requirements for delivering a Pearson BTEC Higher National qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

Our policy regarding access to our qualifications is that:

- They should be available to everyone who is capable of reaching the required standards.
- They should be free from any barriers that restrict access and progression.

There should be equal opportunities for all those wishing to access the qualifications. We refer Centres to our Pearson Equality and Diversity Policy, which can be found in the support section of our website (http://qualifications.pearson.com).

Centres are required to recruit students to Higher National programmes with integrity. They will need to make sure that applicants have relevant information and advice about the qualification, to make sure it meets their needs. Centres should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification. For students with disabilities and specific needs, this review will need to take account of the support available to the student during the teaching and assessment of the qualification. For further guidance and advice please refer to Section 9 on reasonable adjustments.
3.4 Student registration and entry

All students should be registered for the qualification, and appropriate arrangements made for internal and external verification. For information on making registrations for the qualification, you will need to refer to the information manual available in the support section of our website (http://qualifications.pearson.com/).

Students can be formally assessed only for a qualification on which they are registered. If students’ intended qualifications change (for example, if a student decides to choose a different specialist pathway), then the centre must transfer the student to the chosen pathway appropriately. Please note that student work cannot be sampled if the student is not registered or is registered on an incorrect pathway.

3.5 Access to assessments

Assessments need to be administered carefully, to ensure that all students are treated fairly, and that results and certification are issued on time, allowing students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:

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

Further information on access arrangements can be found on the Joint Council for Qualifications website (http://www.jcq.org.uk/).
3.6 Administrative arrangements for internal assessment

3.6.1 Records
You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (http://qualifications.pearson.com/). We may ask to audit your records, so they must be retained as specified. All student work must be retained for a minimum of 12 weeks after certification has taken place.

3.6.2 Reasonable adjustments to assessment
A reasonable adjustment is one that is made before a student takes an assessment, to ensure that he or she has fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students with protected characteristics are available on the support section of our website (http://qualifications.pearson.com/).

3.6.3 Special consideration
Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy, which can be found in the document linked above.

Please note that your centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.
3.6.4 Appeals against assessment

Your centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (http://qualifications.pearson.com/).

If your centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal s/he can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk.

3.7 Dealing with malpractice in assessment

'Malpractice' means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson’s Centre Guidance: Dealing with Malpractice, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.
In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### 3.7.1 Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the Centre. Full information on dealing with malpractice and the actions we expect you to take is available on the support section of our website (http://qualifications.pearson.com/).

Pearson may conduct investigations if it is believed that a Centre is failing to conduct internal assessment according to Pearson policies. The above document gives further information, provides examples, and details the penalties and sanctions that may be imposed.

### 3.7.2 Student malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

### 3.7.3 Staff and centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2 Form* (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.
Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

### 3.7.4 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre’s quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (https://www.jcq.org.uk/exams-office/appeals).
4 Programme structure

4.1 Units, Credits, Total Qualification Time (TQT) and Guided Learning (GL)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

Pearson BTEC Higher Nationals consist of core units, specialist units and optional units:

- Core units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body standards
- Required combinations of units are clearly set out in the tables below.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a Total Unit Time of 150 hours with 60 hours of Guided Learning.

\[
\text{Total Qualification Time (TQT) Higher National Certificate (HNC)} = 1,200 \\
\text{Total Qualification Time (TQT) Higher National Diploma (HND)} = 2,400
\]
Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

**Guided Learning (GL)** is defined as the time when a tutor 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. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

**Total Guided Learning (GL)**

- Higher National Certificate (HNC) = 480 hours
- Higher National Diploma (HND) = 960 hours

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.
4.2 Programme structures

The programme structures specify:
- The total credit value of the qualification
- The minimum credit to be achieved at the level of the qualification
- The core units
- The specialist units
- The optional units
- The maximum credit value in units that can be centre commissioned.

When combining units for a Pearson Higher National qualification, it is the centre’s responsibility to make sure that the correct combinations are followed.

4.2.1 Unit numbering

A number of units within the Pearson BTEC Higher National in Sport qualification also appear in the BTEC Higher National in Sport & Exercise Science qualification.

While the content and unit codes of these units are identical, the unit numbers are different.

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>UNIT CODE</th>
<th>UNIT NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HNC Sport</td>
<td>HNC Sport &amp; Exercise Science</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Y/616/0950</td>
<td>10 1</td>
</tr>
<tr>
<td>Physical Activity, Lifestyle &amp; Health</td>
<td>J/616/0930</td>
<td>1 7</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>H/616/0952</td>
<td>12 9</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>D/616/0951</td>
<td>11 3</td>
</tr>
<tr>
<td>Technology in Sport</td>
<td>K/616/0953</td>
<td>13 10</td>
</tr>
<tr>
<td>Coaching Practice and Skill Development</td>
<td>T/616/1684</td>
<td>43 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HND Sport</td>
<td>HND Sport &amp; Exercise Science</td>
</tr>
<tr>
<td>Research Project</td>
<td>L/616/0962</td>
<td>23 14</td>
</tr>
<tr>
<td>Entrepreneurism in Sport</td>
<td>R/616/0963</td>
<td>24 30</td>
</tr>
<tr>
<td>Performance Analysis</td>
<td>M/616/1053</td>
<td>32 16</td>
</tr>
<tr>
<td>Physical Literacy</td>
<td>L/616/1058</td>
<td>33 23</td>
</tr>
<tr>
<td>Advanced Coaching</td>
<td>J/616/1060</td>
<td>34 15</td>
</tr>
</tbody>
</table>
4.2.2 Pearson BTEC Level 4 Higher National Certificate in Sport

- Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits.

- **Total Qualification Time (TQT)** Higher National Certificate (HNC) = 1,200

- **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480

- There is a required mix of Core, Specialist and Optional units totalling 120 credits. All units are at Level 4.

- In some cases a maximum of 30 credits from a Higher National qualification may be from units designed by the centre and approved by Pearson. Core units may not be substituted and are **mandatory**. For more information please refer to Higher National Commissioned Qualifications.

- Please note that some Specialist units are available as Optional units and some Optional units are available as Specialist units.

The Level 4 Higher National Certificate consists of 120 credits at Level 4 delivered via the General Sport pathway or one of the following three Specialist pathways:

- Outdoor Adventure
- Community Sport & Physical Activity
- Leisure Management.
<table>
<thead>
<tr>
<th>Core Unit</th>
<th>Unit Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory</td>
<td>1 Physical Activity, Lifestyle &amp; Health</td>
<td>15</td>
</tr>
<tr>
<td>Mandatory</td>
<td>2 The Sport Landscape</td>
<td>15</td>
</tr>
<tr>
<td>Mandatory</td>
<td>3 Project Management (Pearson-set)</td>
<td>15</td>
</tr>
</tbody>
</table>

Plus an additional five Optional units selected from the Specialist and Optional units given below.

*Please note that only one Specialist unit can be selected from each Specialist pathway group.*

**Group: Outdoor Adventure**

<table>
<thead>
<tr>
<th>Specialist Unit</th>
<th>Unit Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Risk &amp; Safety Management in the Outdoors</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>5 Outdoor Learning</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

**Group: Community Sport & Physical Activity**

<table>
<thead>
<tr>
<th>Specialist Unit</th>
<th>Unit Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Activity Leadership</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>7 Inclusive Sport</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Group: Leisure Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>8 Sport Marketing</td>
<td>15</td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>9 Operation Management &amp; Leadership</td>
<td>15</td>
</tr>
<tr>
<td>Optional Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Unit</td>
<td>10 Nutrition</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>11 Anatomy &amp; Physiology</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>12 Biomechanics</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>13 Technology in Sport</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>14 Environmental Issues &amp; Ethics</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>15 Small Craft Navigation</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>16 Work Exposure</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>17 Experiential Learning</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>18 Working with Young People</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>19 Expedition Leadership</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>20 Residential Activity Management</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>21 Outdoor Leadership</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>22 Outdoor Activities</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>43 Coaching Practice and Skill Development</td>
<td>15</td>
</tr>
<tr>
<td>Pearson BTEC Level 4 Higher National Certificate in Sport (Outdoor Adventure)</td>
<td>Unit</td>
<td>Level</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Core Unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Physical Activity, Lifestyle &amp; Health</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>2 The Sport Landscape</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>3 Project Management (Pearson-set)</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>4 Risk &amp; Safety Management in the Outdoors</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>5 Outdoor Learning</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Specialist Unit Mandatory</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Optional Units</strong></td>
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<td>18 Working with Young People</td>
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</table>

Plus an additional three Optional units selected from the Specialist and Optional units given below.

*Please note that only one Specialist unit can be selected from each Specialist pathway group.*

**Group: Community Sport & Physical Activity**
- Specialist Unit 6 Activity Leadership
- Specialist Unit 7 Inclusive Sport

**Group: Leisure Management**
- Specialist Unit 8 Sport Marketing
- Specialist Unit 9 Operation Management & Leadership

**Optional Units**
- Optional Unit 10 Nutrition
- Optional Unit 11 Anatomy & Physiology
- Optional Unit 12 Biomechanics
- Optional Unit 13 Technology in Sport
- Optional Unit 14 Environmental Issues & Ethics
- Optional Unit 15 Small Craft Navigation
- Optional Unit 16 Work Exposure
- Optional Unit 17 Experiential Learning
- Optional Unit 18 Working with Young People
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<td>22</td>
<td>Outdoor Activities</td>
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<td>43</td>
<td>Coaching Practice and Skill Development</td>
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<td>Core Unit</td>
<td>Mandatory</td>
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<tr>
<td>1 Physical Activity, Lifestyle &amp; Health</td>
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<tr>
<td>2 The Sport Landscape</td>
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<tr>
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<td>6 Activity Leadership</td>
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**Specialist Unit**

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<td>8 Sport Marketing</td>
<td>15</td>
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<tr>
<td>9 Operation Management &amp; Leadership</td>
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**Optional Units**

| Optional Unit | 10 Nutrition | 15 | 4 |
| Optional Unit | 11 Anatomy & Physiology | 15 | 4 |
| Optional Unit | 12 Biomechanics | 15 | 4 |
| Optional Unit | 13 Technology in Sport | 15 | 4 |
| Optional Unit | 14 Environmental Issues & Ethics | 15 | 4 |
| Optional Unit | 15 Small Craft Navigation | 15 | 4 |
| Optional Unit | 16 Work Exposure | 15 | 4 |
| Optional Unit | 17 Experiential Learning | 15 | 4 |
| Optional Unit | 18 Working with Young People | 15 | 4 |

**Plus an additional three Optional units selected from the Specialist and Optional units given below.**

*Please note that only one Specialist unit can be selected from each Specialist pathway group.*
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<td>21</td>
<td>Outdoor Leadership</td>
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<td>22</td>
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<td>43</td>
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<td>Pearson BTEC Level 4 Higher National Certificate in Sport (Leisure Management)</td>
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<tr>
<td>Core Unit <strong>Mandatory</strong></td>
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<td>2 The Sport Landscape</td>
<td>15</td>
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</tr>
<tr>
<td>Core Unit <strong>Mandatory</strong></td>
<td>3 Project Management (Pearson-set)</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Specialist Unit <strong>Mandatory</strong></td>
<td>8 Sport Marketing</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Specialist Unit <strong>Mandatory</strong></td>
<td>9 Operation Management &amp; Leadership</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Plus an additional three Optional units selected from the Specialist and Optional units given below.

*Please note that only one Specialist unit can be selected from each Specialist pathway group.*

**Group: Outdoor Adventure**

| Specialist Unit | 4 Risk & Safety Management in the Outdoors | 15 | 4 |
| Specialist Unit | 5 Outdoor Learning | 15 | 4 |

**Group: Community Sport & Physical Activity**

| Specialist Unit | 6 Activity Leadership | 15 | 4 |
| Specialist Unit | 7 Inclusive Sport | 15 | 4 |

**Optional Units**

<p>| Optional Unit | 10 Nutrition | 15 | 4 |
| Optional Unit | 11 Anatomy &amp; Physiology | 15 | 4 |
| Optional Unit | 12 Biomechanics | 15 | 4 |
| Optional Unit | 13 Technology in Sport | 15 | 4 |
| Optional Unit | 14 Environmental Issues &amp; Ethics | 15 | 4 |
| Optional Unit | 15 Small Craft Navigation | 15 | 4 |
| Optional Unit | 16 Work Exposure | 15 | 4 |
| Optional Unit | 17 Experiential Learning | 15 | 4 |
| Optional Unit | 18 Working with Young People | 15 | 4 |
| Optional Unit | 19 Expedition Leadership | 15 | 4 |</p>
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<tr>
<td>Optional Unit</td>
<td>22 Outdoor Activities</td>
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<td>4</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>43 Coaching Practice and Skill Development</td>
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</tbody>
</table>
4.2.3 Pearson BTEC Level 5 Higher National Diploma in Sport

The Level 5 Higher National Diploma consists of the Level 4 Higher National Certificate (above) plus an additional 120 credits at Level 5 delivered via the General Sport pathway or one of the following three Specialist pathways:

- Outdoor Adventure Management
- Community Sport & Physical Activity
- Leisure Management.

Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC.

There is a required mix of Core, Specialist and Optional units totalling 240 credits. The Core units required for each Level 5 Specialist pathway (in addition to the Specialist units) are Unit 23: Research Project, which is weighted at 30 credits, and Unit 24: Entrepreneurism in Sport, weighted at 15 credits.

The requirements of the Higher National Certificate (or equivalent) have to be met. In some cases, a maximum of 60 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the Centre and approved by Pearson. Core units and Specialist units may not be substituted.
<table>
<thead>
<tr>
<th>Level 4 Units</th>
<th>Unit credit</th>
<th>Level</th>
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<td>1 Physical Activity, Lifestyle &amp; Health</td>
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<td>4</td>
</tr>
<tr>
<td>Core Unit <strong>Mandatory</strong></td>
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</tr>
<tr>
<td>2 The Sport Landscape</td>
<td>15</td>
<td>4</td>
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<tr>
<td>Core Unit <strong>Mandatory</strong></td>
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<td></td>
</tr>
<tr>
<td>3 Project Management (Pearson-set)</td>
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<tr>
<td>Plus an additional five Optional units selected from the Specialist and Optional units given below.</td>
<td></td>
<td></td>
</tr>
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<td><em>Please note that only one Specialist unit can be selected from each Specialist pathway group.</em></td>
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<tr>
<td>7 Inclusive Sport</td>
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<td><strong>Group: Leisure Management</strong></td>
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<tr>
<td>Specialist Unit</td>
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<td>24 Entrepreneurism in Sport</td>
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Plus an additional five Optional units selected from the Specialist and Optional units given below.

*Please note that only one Specialist unit can be selected from each Specialist pathway group.

**Optional Level 5 Units:**

**Group: Outdoor Adventure Management**

<table>
<thead>
<tr>
<th>Specialist Unit</th>
<th>25 Outdoor Facility Management</th>
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<tr>
<td>Specialist Unit</td>
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**Group: Community Sport & Physical Activity**

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<tr>
<td>Specialist Unit</td>
<td>28 Coaching Special Populations</td>
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<tr>
<td>Specialist Unit</td>
<td>29 Understanding &amp; Evaluating Initiatives</td>
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**Group: Leisure Management**

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**Optional Units**

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<td>Adventure Therapy Facilitation</td>
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<td>Adventure Tourism</td>
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**Pearson BTEC Level 5 Higher National Diploma in Sport (Outdoor Adventure Management)**

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Plus an additional three Optional units selected from the Specialist and Optional units given below.

*Please note that only one Specialist unit can be selected from each Specialist pathway group.*

**Group: Community Sport & Physical Activity**

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**Group: Leisure Management**

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**Optional Units**

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<tbody>
<tr>
<td>Optional Unit</td>
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## Level 5 Units

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<th>Credit</th>
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<td>30</td>
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<tr>
<td>Core Unit</td>
<td>24 Entrepreneurism in Sport</td>
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<tr>
<td>Specialist Unit</td>
<td>25 Outdoor Facility Management</td>
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<td>Specialist Unit</td>
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Plus an additional three Optional units selected from the Specialist and Optional units given below.

*Please note that only one Specialist unit can be selected from each Specialist pathway group.

### Group: Community Sport & Physical Activity

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Credit</th>
<th>Level</th>
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<tbody>
<tr>
<td>Specialist Unit</td>
<td>27 Sport, Health &amp; Society</td>
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<td>Specialist Unit</td>
<td>28 Coaching Special Populations</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>29 Understanding &amp; Evaluating Initiatives</td>
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### Group: Leisure Management

<table>
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<tbody>
<tr>
<td>Specialist Unit</td>
<td>30 Leisure Management &amp; Leadership</td>
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<tr>
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### Optional Units

<table>
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<tr>
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<td>Optional Unit</td>
<td>34 Advanced Coaching</td>
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<tr>
<td>Optional Unit</td>
<td>35 Teaching Practice</td>
<td>15</td>
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</tr>
<tr>
<td>Optional Unit</td>
<td>36 Personal &amp; Professional Development</td>
<td>15</td>
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<td>39 Adventure Therapy Facilitation</td>
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<td>Optional Unit</td>
<td>40 Adventure Tourism</td>
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<td>5</td>
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<tr>
<td>Optional Unit</td>
<td>41 Advanced Nutrition</td>
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<td>42 Managing a Sport Programme</td>
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<td>Unit</td>
<td>Credit</td>
<td>Level</td>
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<tr>
<td><strong>2 The Sport Landscape</strong></td>
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<tr>
<td><strong>3 Project Management (Pearson-set)</strong></td>
<td>15</td>
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<tr>
<td><strong>6 Activity Leadership</strong></td>
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<td><strong>7 Inclusive Sport</strong></td>
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**Group: Outdoor Adventure**

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<tr>
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<td><strong>5 Outdoor Learning</strong></td>
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**Group: Leisure Management**

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<td><strong>9 Operation Management &amp; Leadership</strong></td>
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**Optional Units**

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<tr>
<td><strong>11 Anatomy &amp; Physiology</strong></td>
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<td><strong>12 Biomechanics</strong></td>
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</tr>
<tr>
<td><strong>13 Technology in Sport</strong></td>
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<tr>
<td><strong>14 Environmental Issues &amp; Ethics</strong></td>
<td>15</td>
<td>4</td>
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<tr>
<td>Optional Unit</td>
<td>15 Small Craft Navigation</td>
<td>15</td>
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<tr>
<td>Optional Unit</td>
<td>16 Work Exposure</td>
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<td>Optional Unit</td>
<td>17 Experiential Learning</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>18 Working with Young People</td>
<td>15</td>
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<tr>
<td>Optional Unit</td>
<td>19 Expedition Leadership</td>
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</tr>
<tr>
<td>Optional Unit</td>
<td>20 Residential Activity Management</td>
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<td>Optional Unit</td>
<td>21 Outdoor Leadership</td>
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<tr>
<td>Optional Unit</td>
<td>22 Outdoor Activities</td>
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<tr>
<td>Optional Unit</td>
<td>43 Coaching Practice and Skill Development</td>
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### Level 5 Units

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<tbody>
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<td></td>
<td>28 Coaching Special Populations</td>
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<td>5</td>
</tr>
<tr>
<td></td>
<td>29 Understanding &amp; Evaluating Initiatives</td>
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</tbody>
</table>

Plus an additional two Optional units selected from the Specialist and Optional units given below.

*Please note that only one Specialist unit can be selected from each Specialist pathway group.*

**Group: Outdoor Adventure Management**

<table>
<thead>
<tr>
<th>Unit</th>
<th>credit</th>
<th>Level</th>
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<tbody>
<tr>
<td>Specialist Unit 25 Outdoor Facility Management</td>
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<td>Specialist Unit 26 Adventure Programming</td>
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**Group: Leisure Management**

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<tbody>
<tr>
<td>Specialist Unit 30 Leisure Management &amp; Leadership</td>
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<td>Specialist Unit 31 Event Management</td>
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**Optional Units**

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<tr>
<td>Optional Unit 32 Performance Analysis</td>
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<td>Optional Unit 33 Physical Literacy</td>
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<td>Optional Unit 34 Advanced Coaching</td>
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<td>Optional Unit 35 Teaching Practice</td>
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<td>Optional Unit 36 Personal &amp; Professional Development</td>
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<td>Optional Unit 37 Work Experience</td>
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<td>Optional Unit 38 Exercise Physiology</td>
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<tr>
<td>Optional Unit 39 Adventure Therapy Facilitation</td>
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<td>Optional Unit 41 Advanced Nutrition</td>
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<td>Optional Unit 42 Managing a Sport Programme</td>
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<td>Pearson BTEC Level 5 Higher National Diploma in Sport (Leisure Management)</td>
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<td>Level</td>
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<tr>
<td>Core Unit <strong>Mandatory</strong></td>
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<tr>
<td>Specialist Unit <strong>Mandatory</strong></td>
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<td>8 Sport Marketing</td>
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<td>Specialist Unit <strong>Mandatory</strong></td>
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<td>9 Operation Management &amp; Leadership</td>
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</table>

Plus an additional three Optional units selected from the Specialist and Optional units given below.

*Please note that only one Specialist unit can be selected from each pathway group.

**Group: Outdoor Adventure**

<table>
<thead>
<tr>
<th>Specialist Unit</th>
<th>Unit credit</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>4 Risk &amp; Safety Management in the Outdoors</td>
<td>15</td>
<td>4</td>
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<tr>
<td>5 Outdoor Learning</td>
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**Group: Community Sport & Physical Activity**

<table>
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<th>Unit credit</th>
<th>Level</th>
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</thead>
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<td>7 Inclusive Sport</td>
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**Optional Units**

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<tr>
<th>Optional Unit</th>
<th>Unit credit</th>
<th>Level</th>
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<tbody>
<tr>
<td>10 Nutrition</td>
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<tr>
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<td>13 Technology in Sport</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>14 Environmental Issues &amp; Ethics</td>
<td>15</td>
<td>4</td>
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<td>15 Small Craft Navigation</td>
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<tr>
<td>18</td>
<td>Working with Young People</td>
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<tr>
<td>19</td>
<td>Expedition Leadership</td>
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<td>20</td>
<td>Residential Activity Management</td>
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<td>Outdoor Leadership</td>
<td>15</td>
</tr>
<tr>
<td>22</td>
<td>Outdoor Activities</td>
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<tr>
<td>43</td>
<td>Coaching Practice and Skill Development</td>
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</tr>
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<td>Unit credit</td>
<td>Level</td>
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<td>Core Unit Mandatory 24 Entrepreneurism in Sport</td>
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</table>

Plus an additional three Optional units selected from the Specialist and Optional units given below.

*Please note that only one Specialist unit can be selected from each Specialist pathway group.

### Group: Outdoor Adventure Management

<table>
<thead>
<tr>
<th>Specialist Unit</th>
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<tbody>
<tr>
<td>25 Outdoor Facility Management</td>
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### Group: Community Sport & Physical Activity

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<tr>
<th>Specialist Unit</th>
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</thead>
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<tr>
<td>27 Sport, Health &amp; Society</td>
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### Optional Units

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>41 Advanced Nutrition</td>
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<td>5</td>
</tr>
<tr>
<td>42 Managing a Sport Programme</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>
4.2.4 Meeting local needs (MLN)

Centres should note that Pearson BTEC Higher National qualifications have been developed in consultation with centres, employers and relevant professional organisations. The units were designed to meet the skill needs of the sector and thereby allow coverage of the full range of employment within the sector. Centres should make maximum use of the choices available to them within the specialist pathways to meet the needs of their students, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval to use units from other RQF Pearson BTEC Higher National qualifications, through the MLN process (refer to Commissioned qualification design and validation service of our website http://qualifications.pearson.com or get in touch your Pearson regional contact for application details. Centres will need to justify the rationale for importing units from other RQF Pearson BTEC Higher National specifications. Meeting local need applications must be made in advance of delivery and before 31 January in the year of student registration.

The flexibility to import standard units from other RQF Pearson BTEC Higher National specifications is limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits in a BTEC HND qualification (30 credits at Level 4 and 30 credits at Level 5). This is an overall maximum of units that can be imported. MLN units cannot be used at the expense of the mandatory units in any qualification nor can the qualification's rules of combination, as detailed in the specification, be compromised. It is the responsibility of the centre requesting the MLN to ensure that approved units are used only in eligible combinations.

For the Pearson BTEC Level 4 Higher National Certificate in Sport and Pearson BTEC Level 5 Higher National Diploma in Sport, the maximum number of credits that can be imported by pathway are as follows:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Pathway</th>
<th>Import at Level 4</th>
<th>Import at Level 5</th>
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<td></td>
<td><strong>Community Sport &amp; Physical Activity</strong></td>
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<td>HND Sport</td>
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<tr>
<td></td>
<td><strong>Community Sport &amp; Physical Activity</strong></td>
<td>30 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Leisure Management</strong></td>
<td>30 30</td>
<td></td>
</tr>
</tbody>
</table>
4.2.5 Pearson BTEC Higher National Commissioned Development

Where MLN does not provide enough flexibility in terms of qualification structure, centres can request design and development of units by Pearson to meet their specific needs. This is offered by the following types of developments; full commission or partial commission.

We would be pleased to discuss your ideas for a Pearson BTEC Higher National Commissioned Development. For more information please refer to the Commissioned qualification design and validation service on our website http://qualifications.pearson.com

Once the centre is ready to proceed with a commissioned development, an application must be made, which provides a clear rationale for the development request. Pearson will review the application and may confirm or deny the request. The commissioned unit(s) will be authored by Pearson, in full consultation within the commissioning centre. Applications must be made one year in advance of the first year of commissioned unit(s) delivery.

4.3 Pearson-set Assignments

There are Pearson-set assignments, as part of the core units. Each year, Pearson will issue a Theme and (for Level 4) a set of related Topics. Centres will develop an assignment, to be internally assessed, to engage students in work related to the Pearson-set Theme.

At Level 4, tutor will select a Topic to further define their approach to the Theme and assignment. At Level 5, it is expected that students will define their own Topic, in negotiation with Tutors, based on the Pearson-set Theme.

For example, from the Higher Nationals in Business:

Theme: “Corporate Social Responsibility (CSR) and its importance for sustainability and competitive advantage”

Level 4 Topics:

- How to start up a socially responsible company
- The impact of CSR on a functional area (e.g. HR, Marketing, Finance) within an organisation to promote profitability and financial sustainability.
- Implementing CSR activities within organisations to meet sustainability objectives.

Centres can find relevant support in the Pearson-set Assignment Guidance for the units, and the theme and topic release documentation which will be provided for each level.
The aim of the Pearson-set assignments is to provide a common framework for centres to develop work that will allow cross-sector benchmarking, through the standardisation of student work, and identification and sharing of ‘best practice’ in higher education teaching and learning. Pearson will share the ‘best practice’ results with all centres. For further information about Pearson-set Assignments and assessment, see section 6.0 Assessment of this document.

### 4.4 The unit descriptor

The Unit Descriptor is how we define the individual units of study that make up a Higher National qualification. Students will study and complete the units included in the programme offered at your centre.

We have described each part of the unit, as below. You may refer to any of the Unit Descriptors in Section 10 of this programme specification.

<table>
<thead>
<tr>
<th><strong>Unit Title</strong></th>
<th>A broad statement of what the unit will cover.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td>The Ofqual unit designation</td>
</tr>
<tr>
<td><strong>Unit Type</strong></td>
<td>There are three unit types: core (mandatory to all pathways); specialist (mandatory to specific pathways); and optional (available to most pathways)</td>
</tr>
<tr>
<td><strong>Unit level</strong></td>
<td>All Pearson BTEC Higher National units are at Level 4 or Level 5</td>
</tr>
<tr>
<td><strong>Credit value</strong></td>
<td>The credit value is related to total qualification time (TQT) and unit learning hours (ULH), and is easy to calculate. 1 credit is equal to 10 ULH, so 15 credits are equal to 150 ULH. To complete a Higher National Certificate or Diploma students are expected to achieve the appropriate number of credits</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Some general notes on the unit, setting the scene, stating the purpose, outlining the topics and skills gained on completion of the unit</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>The Learning Outcomes are explicit statements that clearly express what students will be able to do after the completion of the unit. There are, typically, four Learning Outcomes for each unit.</td>
</tr>
<tr>
<td><strong>Essential Content</strong></td>
<td>This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Learning Outcomes and Assessment Criteria</strong></td>
<td>Each unit sets out the ‘Pass’, ‘Merit’ and ‘Distinction’ criteria for that unit. When assignments are graded, a tutor will refer to this table, which connects the unit’s Learning Outcomes with the student’s work. This assignment may be graded at ‘Pass’, ‘Merit’ or ‘Distinction level, depending on the quality of the students work.</td>
</tr>
<tr>
<td><strong>Recommended Resources</strong></td>
<td>Lists the resources appropriate to support the study of this unit. This includes books, journals and online material to support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.</td>
</tr>
</tbody>
</table>
Web resources – referencing:

Some units have web resources as part of their recommended resources lists. Hyperlinking to these resources directly can be problematic as locations and addresses of resources can change over time. To combat this we have referenced web resources as follows:

[1] A link to the main page of the website

[2] The title of the site

[3] The name of the section or element of the website where the resource can be found

[4] The type of resource it is, which may be one of the following –

- research
- general reference
- tutorials
- training
- e-books
- report
- wiki
- article
- datasets
- development tool
- discussion forum

Web


[3] Policies (sport)

Research

[1] www.youthsporttrust.org

[2] Youth Sport Trust

[3] How we work

[4] Programmes
4.5 National Governing Body Certifications/Additional Certifications

Employers within the Sport sector often require applicants and employees to have gained additional certifications, often through National Governing Body qualifications. Many of these certifications are awarded on a sport by sport basis so, for example, one student may wish to achieve a coaching award in hockey whereas another may wish to achieve their award in rugby.

Centres are advised to offer their students the opportunity to gain additional certifications in conjunction with their BTEC Higher National qualification. There are many awarding organisations working in this space and Centres need to use their discretion in choosing which certifications are appropriate to their students and the facilities and resources available.

Details of certifications available within your subject area and region will be available from the relevant National Governing Body.
5 Teaching and learning

The aim of this section is to provide guidance to centres so that they can engage students in a dynamic, interactive and reflective learning experience. This experience should effectively prepare students to successfully engage in the assessments, which will measure depth, as well as breadth, of knowledge. Teaching should stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, centres are encouraged to expose students to autonomous and independent learning, which will facilitate the development of their academic skills, experiences and techniques required as they progress from one level of study to the next.

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society, and be informed and guided by external benchmarks such as professional and statutory bodies. In so doing students completing a Higher National in Sport will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international commerce.

The contributions students make to their own experiences, alongside the experience of their peers, is invaluable. Student engagement and the student voice should form a significant aspect of a student's life. Centres are encouraged to gather student opinions on a range of teaching and learning matters, which would be used to inform and enhance future practice within a programme of study and within a centre.

5.1 Delivering quality and depth

A high quality teaching and learning experience should include qualified and experienced lecturers, an interactive and engaging curriculum, motivated and inspired students, and a support system that caters for the pastoral as well as academic interests of students.

In addition to delivering a quality learning experience, centres must also encourage students to have a deeper understanding of the subject where they are able to go beyond the fundamentals of explaining and describing. Students are expected to show they can analyse data and information, make sense of this and then reach evaluative judgements. At the higher levels of study there is an expectation that students will be able to apply a degree of criticality to their synthesis of knowledge. This criticality would come from exposure to appropriate and relevant theories, concepts and models.
One of the reasons for delivering a quality learning experience, which has depth as well as breadth, is the benchmarking of the qualification to the Framework for Higher Education Qualifications (FHEQ). It also meets requirements set by the Regulated Qualifications Framework (RQF). The first stage of a Higher National in Sport is the Higher National Certificate (HNC), which is aligned with Level 4 of both frameworks; with the Higher National Diploma (HND) aligned with Level 5. This means that the HNC has the same level of demand and expectations as the first year of a degree programme, with the HND having the same level of demand and expectations as the second year of a degree programme.

Centres are expected to provide a broadly similar experience for students to that which they would have if they attended a similar programme at a university. This could mean:

- Providing access to library facilities which has, as a minimum, available copies (physically and/or electronically) of all required reading material
- Access to research papers and journals
- Utilising a virtual learning environment (VLE) to support teaching
- Working with local employers (see below) to present real-life case studies
- Creating schemes of work that embrace a range of teaching and learning techniques
- Listening to the student voice.

Irrespective of the type of programme on which a student is enrolled, it is highly advisable that students are inducted onto their Higher National programme. This induction should include an introduction to the course programme and academic study skills that will be essential in supporting their research and studies, and, therefore, enhance the learning experience.

An induction programme should consist of the following:

- Course programme overview
- Preparing for lessons
- Effective engagement in lectures and seminars
- Making the most out of their tutor
- Assignment requirements
- Referencing and plagiarism
- Centre policies
- Academic study skills.
Pearson offer Higher National Global Study Skills to all students – an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. This is available on the HN Global website www.highernationals.com. HN Global provides a wealth of support to ensure that tutors and students have the best possible experience during their course.

In addition, there is a wide range of free-to-access websites that can be used to support students in developing their learning and academic study skills.

5.1.1 Embedded skills

There are a number of skills which are so key to studying and working in the Sport sector that they are embedded in a number of units, as appropriate.

Examples of these skills are behaviour change, teamwork, use of media, personal and social development, etc.

Sports psychology research has seen the increase in the concept of emotional intelligence. Emotional intelligence is the ability to identify, assess and manage the emotions of self, others and groups. More and more emotional intelligence is being seen as a vital tool for those in the Sport sector.

These embedded skills are covered in relevant units in the essential content of the units and, where appropriate, the assessment criteria.

5.2 Engaging with employers

Just as the student voice is important, so too is the employer’s. Employers play a significant role in the design and development of all regulated qualifications, including the Higher Nationals in Sport. This input should extend into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice.

Centres should consider a range of employer engagement activities. These could include:

- Field trips to local sports events
- Inviting members of the local sport community to present guest lectures
- Using employers to judge the quality of assessed presentations and/or products
- (For the more entrepreneurial) establishing a panel of experts who students can pitch an idea to.
While detailed guidance on assessment has been provided in this specification (see Section 6), it is worth considering the involvement of employers when determining assessment strategies and the use of different assessment tools. This enables centres to design assessments that are more closely related to what students would be doing in the workplace. Employers are able to comment on relevance and content, as well as the challenge presented by an assessment. Notwithstanding this, ultimately it is the centre's responsibility to judge the extent to which any employer contributes to teaching and learning.

5.3 Engaging with students

Students are integral to teaching and learning. As such it is important that they are involved as much as possible with most aspects of the programme on to which they are enrolled. This input could include taking into account their views on how teaching and learning will take place, their role in helping to design a curriculum, or on the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the student voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective student voice for each student cohort, student representation at course team meetings, and an elected Higher Education representative as part of the Student Union. Student forums should also take place periodically throughout the year with minutes and action plans updated and informing the overall annual course monitoring process. Unit specific feedback can also be collated by students completing unit feedback forms, end of year course evaluations, and scheduled performance review meetings with their tutor.

However, this should not be the only time when feedback from students is sought. Discourse with students should be constant, whereby teachers adopt a ‘reflection on action’ approach to adjust teaching, so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have an input into assessment design, so too could students. This will support the development of assignments that are exciting and dynamic, and fully engage students in meaningful and informative assessment.

The biggest advantage of consulting students on their teaching, learning and assessment is securing their engagement in their own learning. Students are likely to feel empowered and develop a sense of ownership of all matters related to teaching, learning and assessment, not just their own experiences. Students could also view themselves as more accountable to their lecturers, ideally seeing themselves as partners in their own learning and not just part of a process.
5.4 Planning and structuring a programme

Learning should be challenging yet exciting; teaching should be motivating and inspirational. Consequently, both teaching and learning should form part of a programme structure that is active, flexible and progressive, and has an industry focus wherever possible.

It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or distance learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end of programme feedback, or through on-going dialogue) when planning how and when students will be exposed to a particular subject. One other vital source of information that centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of Virtual Learning Environments (VLEs), a programme of field trips, a strategy for engaging with employers, and how and when to assess learning.

Consideration should be given to a number of factors when planning a programme structure. These include:

- The sequencing of units
- Whether to have condensed or expanded delivery
- Teaching and learning techniques.

5.4.1 Sequencing units

The level of demand embedded within a unit is benchmarked to recognised standards. This applies to all units within a level of study, and this means that all Level 4 units have similar demands, as do all Level 5 units. However, this does not mean that units can, or should, be delivered in any order. For example, in the Higher National Diploma in Sport it is strongly advised that Level 4 units are delivered, and achieved, by students before progression to Level 5. However, students are able to progress to Level 5 with a minimum of 90 credits at Level 4.

Within each level it is advisable to sequence units so that those providing fundamental knowledge and understanding are scheduled early in the programme. It may also be advisable to schedule the assessment of units requiring the practice and application of more advanced skills later in the programme.
5.4.2 Condensed, expanded or mixed delivery

The next consideration is whether to deliver a unit in a condensed format alongside other units, or to deliver units over an expanded period. The following tables provide examples of this, based on four units being delivered in one teaching block.

**Condensed version:**

<table>
<thead>
<tr>
<th>Weeks 1 to 6</th>
<th>Week 7</th>
<th>Weeks 8 to 13</th>
<th>Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Assessment</td>
<td>Unit 3</td>
<td>Assessment</td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
<td>Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

**Expanded version:**

<table>
<thead>
<tr>
<th>Weeks 1 to 12</th>
<th>Weeks 13 and 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td>Assessment</td>
</tr>
<tr>
<td>Unit 4</td>
<td></td>
</tr>
</tbody>
</table>
The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, the subjects to be taught and the requirements of students. Each version has advantages: the condensed version would provide an opportunity for students to gain early success and achievement. This will enhance their self-efficacy, the sense of one's belief in one's ability to succeed, and self-confidence, with tutors being able to identify and respond to less able students early in the teaching and learning cycle.

The advantages of the expanded version include providing a longer timescale for students to absorb new knowledge and therefore, potentially, improve success, and giving tutors an opportunity to coach and support less able students over a longer period of time.

The mixed version, with some units spanning over the entire period and others lasting for shorter periods, provides opportunities for learning in some units to support development in others. This format may be particularly suited to a combination of practical and theoretical units. In all cases, the choice of which type of unit sequence must consider student opportunities as well as staff and physical resources of the centre.

As there are pros and cons to both approaches, the use of a planning forum would help to ensure the most appropriate approach is taken. For example, centres could choose to deliver the first teaching block using the expanded version, with the subsequent teaching block being delivered through a condensed approach.

It should be noted that the above consideration would apply equally to programmes that are being delivered face-to-face or through distance learning.
5.4.3 Drawing on a wide range of delivery techniques

As part of planning the range of techniques that will be used to deliver the syllabus, centres should also consider an appropriate combination of techniques for the subject.

The table below lists some of the techniques that centres could introduce into a planned programme structure.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Face-to-face</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures and seminars</td>
<td>These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations.</td>
<td>Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous discussion forums could also be used.</td>
</tr>
<tr>
<td>Workshops</td>
<td>These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study.</td>
<td>While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face.</td>
</tr>
<tr>
<td>Tutorials</td>
<td>These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.</td>
<td>Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal.</td>
</tr>
<tr>
<td>Virtual Learning Environments (VLEs)</td>
<td>These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.</td>
<td>A VLE is a must if students are engaged with online delivery through distance or blended learning, as this would be the primary or the key source of learning. Where distance learning is primarily delivered through hard copies of workbooks, etc., the same principle would apply as for face-to-face learning.</td>
</tr>
<tr>
<td>Technique</td>
<td>Face-to-face</td>
<td>Distance learning</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Blended learning</td>
<td>The combination of traditional face-to-face learning and online learning. This can enable the students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely.</td>
<td>Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>Any opportunity to integrate work-based learning into a curriculum should be taken. This adds realism and provides students with an opportunity to link theory to practice in a way in which case studies do not. Many full-time students are involved in some form of employment, either paid or voluntary, which could be used, where appropriate, as part of their learning, for example when assignments require students to contextualise a response to a real organisation.</td>
<td>It is likely that the majority of distance learning students would be employed and possibly classed as mature students. Bringing theory to life through a curriculum, which requires work-based application of knowledge, would make learning for these students more relevant and meaningful. Perhaps more importantly, assessment should be grounded in a student's place of work, wherever possible.</td>
</tr>
<tr>
<td>Guest speakers</td>
<td>These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience.</td>
<td>As long as the expert has access to the same platform as the students then the value-added contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in distance learning programmes.</td>
</tr>
<tr>
<td>Field trips</td>
<td>Effectively planned field trips, which have a direct relevance to the syllabus, would add value to the learning experience. Through these trips students could relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to career routes.</td>
<td>The use of field trips could be included as part of a distance learning programme. They will add the same value and require the same planning. One additional benefit of field trips for distance learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for distance learning students.</td>
</tr>
</tbody>
</table>
5.4.4 Assessment considerations

Centres should design assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging, and support the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, centres must implement robust quality assurance measures and monitor the effectiveness of their implementation (see section 6 of this Programme Specification). This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and therefore self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement but recognises the strengths a student has. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking sport practitioners for the future. Assessment can be either formative, summative or both.

5.4.5 Formative assessment

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students’ differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback, otherwise some students may feel that others are being given more than their share of verbal feedback.

5.4.6 Summative assessment

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support on-going development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.
5.4.7 Assessment feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback should reflect the learning outcomes and assessment criteria to also help students understand how these inform the process of judging the overall grade.

The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.

5.4.8 Designing valid and reliable assessments

To help ensure valid and reliable assignments are designed and are consistent across all units, centres could consider a number of actions.

Use of language

The first aspect of an assignment that a centre could focus on is ensuring that language makes tasks/questions more accessible to students.

Due consideration must be given to the command verbs (i.e. the verbs used in unit assessment criteria) when considering the learning outcomes of a unit. Assignments must use appropriate command verbs that equate to the demand of the learning outcome. If the outcome requires ‘analysis’ then ‘evaluative’ requirements within the assignment must not be set when testing that outcome. This would be viewed as over-assessing. Similarly, it is possible to under-assess where analytical demands are tested using, for example, explanatory command verbs.

The following can be used as a guide to support assignment design:

- Ensure there is a holistic understanding (by tutors and students) and use of command verbs.
- Set assignment briefs that use a single command verb, focusing on the highest level of demand expected for the learning outcome(s) that is (are) being tested.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.
- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and examinations that could be both open- or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

**Consistency**

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language, and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

**Employing a range of assessment tools**

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students. As mentioned above, consultation with employers could add a sense of realism to an assessment strategy. (A comprehensive list of assessment tools is provided in section 6.2 *Setting effective assignments.*

No matter what tool is used, assignments should have a sector focus (whether this is in a workplace context or through a case study), and be explicitly clear in its instructions. In the absence of a case study a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.
6 Assessment

BTEC Higher Nationals in Sport are assessed using a combination of internally assessed centre-devised internal assignments (which are set and marked by centres) and internally assessed Pearson-set assignments (which are set by Pearson and marked by centres). Pearson-set assignments are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size:

- For the HNC, one core, 15 credit, unit at Level 4 will be assessed by a mandatory Pearson-set assignment targeted at particular skills;
- For the HND, two core units: one core, 15 credit, unit at Level 4 and one core, 30 credit, unit at Level 5, will be assessed by a mandatory Pearson-set assignment targeted at particular skills;
- all other units are assessed by centre-devised internal assignments.

The purpose and rationale of having Pearson-set units on Higher Nationals is as follows:

**Standardisation of student work** – Assessing the quality of student work, that it is meeting the level and the requirements of the unit across all centres, that grade decisions and assessor feedback are justified, and that internal verification and moderation processes are picking up any discrepancies and issues.

**Sharing of good practice** – We will share good practice in relation to themes such as innovative approaches to delivery, the use of digital literacy, enhancement of student employability skills and employer engagement. **These themes will align to those for QAA Higher Education Reviews**.

An appointed External Examiner (EE) for the centre will ask to sample the Pearson-set assignment briefs in advance of the external examination visit. Although this is not a mandatory requirement for centres we strongly advise that centres seek guidance and support from their EE on the Pearson-set assignment. The EE may also include the Pearson-set units in their sample of student work during their centre visit.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from professional bodies, employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery will take place over short or long periods of time, and when assessment can take place.
6.0.1 Example Assessment Briefs

Each unit has supporting Example Assessment Briefs that are available to download from the course materials section on our website (http://qualifications.pearson.com). The Example Assessment Briefs are there to give you an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The Example Assessment Briefs, with the exception of the mandatory Pearson-set unit, provide tutors with suggested types of assignment and structure that can be adopted and, if so, **must** be adapted accordingly.

6.1 Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the Pearson Quality Assurance Handbook available in the support section of our website (http://qualifications.pearson.com/). All of the assessment team will need to refer to this document.

For BTEC Higher Nationals it is important that you can meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

6.1.1 Assessment through assignments

For internally assessed units the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from and, formative assessment by, tutors.

An assignment is issued to students as an **assignment brief** with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.
6.1.2 Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show ‘analysis’ and the related P criterion requires the student to ‘explain’, then to satisfy the M criterion a student will need to cover both ‘explain’ and ‘analyse’. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student’s evidence at the same time. In Appendix 3 we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

6.1.3 The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, and these roles are listed below. Full information is given in the Pearson Quality Assurance Handbook available in the support section of our website (http://qualifications.pearson.com/).
The Programme Leader has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the EE. The Programme Leader registers with Pearson annually and acts as an assessor, supports the rest of the assessment team, makes sure they have the information they need about our assessment requirements, and organises training, making use of our guidance and support materials.

Internal Verifiers (IVs) oversee all assessment activity in consultation with the Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also assessors, but they do not verify their own assessments.

Assessors set or use assignments to assess students to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Your EE will sample student work across assessors. Your EE will also want to see evidence of internal verification of assignments and assessment decisions.

6.1.4 Effective organisation

Internal assessment needs to be well organised so that student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you in this through, for example, providing training materials and sample documentation. Our online HN Global service can also help support you in planning and record keeping.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students are able to complete assignments on time.

6.1.5 Student preparation

To ensure that you provide effective assessment for your students, you need to make sure that they understand their responsibilities for assessment and the centre’s arrangements. From induction onwards you will want to ensure that students are motivated to work consistently and independently to achieve the requirements of the qualifications. They need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.
You will need to give your students a guide that explains:

- How assignments are used for assessment
- How assignments relate to the teaching programme
- How students should use and reference source materials, including what would constitute plagiarism.

The guide should also set out your centre’s approach to operating assessments, such as how students must submit assignments/work and the consequences of submitting late work and the procedure for requesting extensions for mitigating circumstances.

6.2 Setting effective assessments

6.2.1 Setting the number and structure of assignments

In setting your assessments you need to work with the structure of assessments shown in the relevant section of a unit. This shows the learning aims and outcomes and the criteria that you are expected to follow.

Pearson provide EABs for each unit to support you in developing and designing your own assessments.

In designing your own assignment briefs you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number of learning outcomes listed in the unit descriptor. However, you may choose to combine assignments, either to cover a number of learning outcomes or to create a single assignment for the entire unit.

- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If you choose to take this approach you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.

- A learning outcome must always be assessed as a whole and must not be split into two or more elements.

- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the order of the learning outcomes of a unit in setting assignments, but later learning outcomes often require students to apply the content of earlier learning outcomes, and they may require students to draw their learning together.
Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students need to be treated fairly by being given the opportunity to achieve a higher grade, if they have the ability.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning outcomes. **The specified unit content must be taught/delivered.** The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### 6.2.2 Providing an assignment brief

A good assignment brief is one that, through providing challenging and authentic sector/work-related tasks, motivates students to provide appropriate evidence of what they have learnt.

An assignment brief should have:

- A vocational scenario: this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment.
- Clear instructions to the student about what they are required to do, normally set out through a series of tasks.
- An audience or purpose for which the evidence is being provided.
- An explanation of how the assignment relates to the unit(s) being assessed.

### 6.2.3 Forms of evidence

BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of learning outcomes being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

The Example Assessment Briefs give you information on what would be suitable forms of evidence to give students the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.
These are some of the main types of assessment:

- Written reports, essays
- In-class tests
- Examinations
- Creation of financial documents
- Creation of planning documents
- Work-based projects
- Academic posters, displays, leaflets
- PowerPoint (or similar) presentations
- Recordings of interviews/role plays
- Working logbooks, reflective journals
- Presentations with assessor questioning
- Time-constrained assessment.

(Full definitions of different types of assessment are given in Appendix 4.)

The form(s) of evidence selected must:

- Allow the student to provide all the evidence required for the learning outcomes and the associated assessment criteria at all grade levels.
- Allow the student to produce evidence that is their own independent work.
- Allow a verifier to independently reassess the student to check the assessor’s decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets. Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.
6.3 Making valid assessment decisions

6.3.1 Authenticity of student work
An assessor must assess only student work that is authentic, i.e. the student’s own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- Evidence submitted for the assignment is the student’s own
- The student understands that false declaration is a form of malpractice.

Assessors must ensure that evidence is authentic to a student through setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Centres may use Pearson templates or their own templates to document authentication.

During assessment an assessor may suspect that some or all of the evidence from a student is not authentic. The assessor must then take appropriate action using the centre’s policies for malpractice. (See section 3.7 in this Programme Specification for further information.)

6.3.2 Making assessment decisions using criteria
Assessors make judgements using the criteria. The evidence from a student can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring ‘evaluation’.

Assessors should use the following information and support in reaching assessment decisions:

- The explanation of key terms in Appendix 3 of this document
- Examples of verified assessed work
- Your Programme Leader and assessment team’s collective experience.

6.3.3 Dealing with late completion of assignments
Students must have a clear understanding of the centre’s policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your centre policies (see also Section 3.6 “Administrative arrangements for internal assessment”).
For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Centres should develop and publish their own regulations on late submission; and, this should make clear the relationship between late submission and the centre's mitigating circumstances policy.

Centres may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria; with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped grade; in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the uncapped and capped grades should be recorded and ratified by an appropriate assessment board; taking into account any mitigating circumstances that may have been submitted.

### 6.3.4 Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to students. The information given to the student:

- Must show the formal decision and how it has been reached, indicating how or where criteria have been met.
- May show why attainment against criteria has not been demonstrated.
- Must not provide feedback on how to improve evidence but how to improve in the future.

### 6.3.5 Resubmission opportunity

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification **shall be expected to undertake a reassessment**.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.
6.3.6 Repeat Units
A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification can:

● At Centre discretion and Assessment Board, decisions can be made to permit a repeat of a unit.

● The student must study the unit again with full attendance and payment of the unit fee.

● The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.

● Units can only be repeated once.

6.3.7 Assessment Boards
Each centre is expected by Pearson to hold Assessment Boards for all of its BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

● The grades achieved by students on the individual units

● Extenuating circumstances

● Cases of cheating and plagiarism

● Progression of students on to the next stage of the programme

● The awards to be made to students

● Referrals and deferrals.

Assessment Boards may also monitor academic standards. The main boards are normally held at the end of the session, although if your centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals.

Where a centre does not currently have such a process then the EE (EE) should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by both Pearson and QAA and that Assessment Board reports and minutes provide valuable evidence for QAA's Review of Higher Education process.

6.4 Planning and record keeping
For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.
The Programme Leader should have an assessment plan. When producing a plan the assessment team will wish to consider:

- The time required for training and standardisation of the assessment team.
- The time available to undertake teaching and carrying out of assessment, taking account of when students may complete external assessments and when quality assurance will take place.
- The completion dates for different assignments.
- Who is acting as IV for each assignment and the date by which the assignment needs to be verified.
- Setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of students.
- How to manage the assessment and verification of students’ work, so that they can be given formal decisions promptly.
- How resubmission opportunities can be scheduled.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

- Verification of assignment briefs
- Student authentication declarations
- Assessor decisions on assignments, with feedback given to students
- Verification of assessment decisions.

Examples of records and further information are available in the Pearson Quality Assurance Handbook available in the support section of our website (http://qualifications.pearson.com).

6.5 Calculation of the final qualification grade

6.5.1 Conditions for the award

Conditions for the award of the HND

To achieve a Pearson BTEC Level 5 Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5
- achieved at least a pass in 105 credits at level 5
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.
Conditions for the award of the HNC

To achieve a Pearson BTEC Level 4 Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

6.5.2 Compensation provisions

Compensation provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15-credit units completed at level 4, and similarly if they have attempted but not achieved a Pass in one of the 15-credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

Compensation provisions for the HNC

Students can still be awarded an HNC if they have not achieved a Pass in one of the 15-credit units completed, but have completed and passed the remaining units.

6.5.3 Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student’s performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade, using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as ‘Unclassified’, i.e. a ‘U’ grade, on the student’s Notification of Performance, that is issued with the student certificate.
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### 6.5.4 Modelled student outcomes

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Opt = Optional
7 Quality assurance

Pearson’s quality assurance system for all Pearson BTEC Higher National programmes is benchmarked to Level 4 and Level 5 on the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This 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 Pearson BTEC Higher National programmes comprise five key components:

1. The approval process
2. Monitoring of internal centre systems
3. Independent assessment review
4. Annual programme monitoring report
5. Annual student survey

7.1 The approval process

Centres new to the delivery of Pearson programmes will be required to seek approval initially through the existing centre approval process and then through the programme approval process. Programme approval for new centres can be considered in one of two ways:

- Desk-based approval review
- Review and approval visit to the centre.

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.

Applications for approval must be supported by the head of the centre (Principal or Chief Executive, etc.) and include a declaration that the centre will operate the programmes strictly, as approved and in line with Pearson requirements.
Centres seeking to renew their programme approval upon expiry of their current approval period may be eligible for the Automatic Approval process, subject to the centre meeting the eligibility criteria set out by Pearson.

Regardless of the type of centre, Pearson 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.

7.2 Monitoring of internal centre systems

Centres will be required to demonstrate on-going fulfilment of the centre approval criteria over time and across all Higher National programmes. The process that assures this is external examination, which is undertaken by EEs. Centres will be given the opportunity to present evidence of the on-going suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting student 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 QAA for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson’s standards.

Pearson will affirm, or not, the on-going 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.

7.3 Independent assessment review

The internal assessment outcomes reached for all Pearson BTEC Higher National programmes benchmarked to Level 4 and Level 5 of the QAA FHEQ, are subject to a visit from a Pearson appointed EE. The outcomes of this process will be:

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

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

- To make recommendations about the centre’s ability to continue to be approved for the Pearson BTEC Higher National qualifications in question.
7.4 Annual Programme Monitoring Report (APMR)

The APMR is a written annual review form that provides opportunity for centres to analyse and reflect on the most recent teaching year. By working in collaboration with centres, the information can be used by Pearson to further enhance the quality assurance of the Pearson BTEC Higher National programmes.

7.5 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. The purpose of the survey is to enable Pearson to evaluate the student experience as part of the quality assurance process, by engaging with students studying on these programmes.

7.6 Centre and qualification approval

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

Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

● Staff involved in the assessment process must have relevant expertise and/or occupational experience.

● There must be systems in place to ensure continuing professional development for staff delivering the qualification.

● Centres must have in place appropriate health and safety policies relating to the use of equipment by staff and students.

● Centres must deliver the qualification in accordance with current equality legislation.

● Centres should refer to the individual unit descriptors to check for any specific resources required.

● The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

7.7 Continuing quality assurance and standards verification

We produce annually the latest version of the Pearson Quality Assurance Handbook available in the support section of our website (http://qualifications.pearson.com). It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.
The key principles of quality assurance are that:

- A centre delivering Pearson BTEC Higher National programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering.

- The centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved centres a range of materials and opportunities through the assessment checking service. This is intended to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment.

- An approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

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

The methods we use to do this for BTEC Higher Nationals include:

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

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC Higher National qualifications. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.
8 Recognition of Prior Learning and attainment

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

Pearson encourages centres to recognise students’ previous achievements and experiences whether at work, home or 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 on RPL please refer to the Recognition of Prior Learning policy document available in the support section of our website (https://qualifications.pearson.com).

QCF Pearson BTEC Level 4 Higher National Certificate in Sport unit content mapped to the Level 4 units available in the RQF Pearson BTEC Higher National in Sport can be found in Appendix 7 in this programme specification.
9 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the qualification regulators’ General Conditions of Recognition. Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive qualification design.

Pearson's equality policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student. We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- All students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.
- Pearson's policy regarding access to its qualifications is that:
  - They should be available to everyone who is capable of reaching the required standards
  - They should be free from any barriers that restrict access and progression
  - There should be equal opportunities for all those wishing to access the qualifications.
Centres are required to recruit students to 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 will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification. 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 student within the centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification. Centres should consult our policy documents on students with particular requirements.

Access to qualifications for students with disabilities or specific needs

Students taking a qualification may be assessed in a recognised regional sign language, where it is permitted for the purpose of reasonable adjustments. Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications. Details on how to make adjustments for students with protected characteristics are given in the document Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units. See the support section of our website for both documents (http://qualifications.pearson.com/).
10 Higher Nationals Sport Units
Unit 1: Physical Activity, Lifestyle & Health

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Introduction

Lifestyle plays a crucial role in the health, well-being and quality of life of an individual. Typically, individuals who eat a healthy diet, take part in physical activity, drink in moderation, manage their stress levels and do not smoke live longer and cope better with the demands of everyday life. A poor lifestyle can impact on an individual's quality of life and increase their risk of developing a number of physical and mental illnesses that include cancer, obesity, coronary heart disease, anxiety and depression. Leading a healthy lifestyle can, therefore, play a major role in the prevention of such illnesses.

For individuals working in the sport and fitness industry, knowledge of the effects of lifestyle on health and wellbeing is very important, along with an understanding of how to improve the lifestyle of a range of individuals. This would be particularly relevant for individuals seeking a career in fitness and health promotion.

Topics included in this unit are physical activity, stress, diet, drug use, smoking and alcohol consumption and the impact of these factors on the health and wellbeing of an individual. Within this unit, students will explore the relationship between lifestyle, health and wellbeing and will investigate current physical activity guidelines and reasons for physical inactivity in different target groups. Students will also explore behaviour change strategies that can be used to help individuals develop a healthier lifestyle.

On successful completion of this unit, students will be able to use appropriate tools to assess the lifestyle of a range of individuals and design, implement and review lifestyle enhancement programmes. They will be able to reassess the lifestyle of a selected individual following completion of the programme and review the effectiveness of the programme in facilitating behaviour change. Throughout the unit, students will develop skills such as communication, interpretation and analysis which are crucial for gaining employment within the sport and fitness industry and developing academic competence.
Learning Outcomes

By the end of this unit students will be able to:

1. Examine the role of physical activity in the maintenance of a healthy lifestyle
2. Investigate the impact of lifestyle factors and physical inactivity on health and wellbeing
3. Plan lifestyle enhancement programmes for selected individuals
4. Review lifestyle enhancement programmes for selected individuals.
Essential content

LO1  Examine the role of physical activity in the maintenance of a healthy lifestyle

Benefits of physical activity:

Physical benefits - management and prevention of disease, e.g. obesity, coronary heart disease, osteoporosis

Psychological benefits – development of a positive psychological wellbeing, e.g. reducing stress, anxiety and depression and developing self-confidence, self-esteem and a positive self-concept, increase in emotional intelligence

Social benefits, e.g. sense of belonging, development of social relations

Recommended levels of physical activity:

Use relevant guidelines for levels of physical activity, i.e. ACSM (American College of Sports Medicine) guidelines

LO2  Illustrate the impact of lifestyle factors and physical inactivity on health and wellbeing

Lifestyle factors:

Excessive stress – causes, e.g. internal, environmental, personal and occupational, health and wellbeing risks, e.g. hypertension, angina, stroke, heart attack, ulcers, anxiety and low mood

Drug use - smoking (health risks, e.g. coronary heart disease, lung cancer, bronchitis and emphysema, excessive alcohol (health and wellbeing risks, e.g. stroke, cirrhosis, hypertension and depression, recreational drug use (health and wellbeing risks, e.g. high blood pressure, depression and anxiety)

Poor diet – health and wellbeing risks, e.g. obesity (positive energy balance, health risks associated with obesity, e.g. increased cholesterol (LDLs), atheroma, development of arteriosclerosis, Type II diabetes, low self-esteem, negative body image
Factors that affect lifestyle choice – cultural factors (e.g. religious beliefs, fasting), family-related factors (e.g. parental influence on children and young people, impact of being a single parent, financial income), occupational factors (e.g. hours of work, reliance on childcare), social factors (e.g. friends, peer pressure), personal factors (e.g. age, gender, hobbies, interests, injury, illness, disability), educational factors (e.g. school physical education, healthy school dinners, extracurricular opportunities) and environmental factors (location and proximity to local facilities, quality of local provision)

Target groups:
Range of individuals, e.g. adults, young people, children, elderly, ethnic minority groups, women and people with a disability

Physical inactivity:
Reasons for physical inactivity – religious and cultural reasons, psychological reasons, e.g. social physique anxiety, physical reasons e.g. illness
Health and wellbeing risks, e.g. obesity, hypertension, coronary heart disease, and negative self-concept

LO3 Plan lifestyle enhancement programmes for selected individuals

Assess lifestyle factors:
Interview (one-to-one consultation)
Lifestyle questionnaire - levels of physical activity, diet, drug use (smoking, alcohol consumption and recreational drug use) and stress levels
Behaviour change - precontemplation, contemplation, preparation, action and maintenance
Barriers to change

Plan lifestyle improvement programmes:
Goal setting – SMART (specific, measurable, achievable, realistic and time-bound) goals (short-, intermediate, long-term).
Processes of change:

Precontemplation to contemplation, e.g. consciousness raising, environmental reevaluation, dramatic relief, social liberation

Contemplation to preparation, e.g. self-re-evaluation

Preparation to action, e.g. self-liberation, helping relationships, counter conditioning

Action to maintenance, e.g. reinforcement management, stimulus control.

Physical activity changes – unstructured inclusion into everyday life, e.g. using stairs rather than lifts, gardening, vigorous hoovering, walking to work

Structured changes, e.g. accessing provision in local area (exercise classes, run/walking groups)

Diet changes, e.g. balanced diet to include appropriate levels of macro (carbohydrate, fats and proteins) and micro (vitamins, minerals, fibre), nutrients, reduction in saturated fat, inclusion of unsaturated fat, e.g. fish oils, correct levels of protein, reduction in the intake of high G.I carbohydrates, correct levels of hydration

Following healthy eating guidelines, e.g. Eatwell Plate

Changes to reduce stress, e.g. inclusion of time for hobbies and socialising

LO4 Review lifestyle enhancement programmes for selected individuals

Methods:

Interview - one-to-one consultations

Peer and self-evaluation

Lifestyle questionnaires

Effectiveness:

Fit for purpose, e.g. modify activities, changes to maintain interest and motivation

Review of goals – short-, intermediate and long-term goals
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Examine the role of physical activity in the maintenance of a healthy lifestyle</td>
<td><strong>M1</strong> Examine the benefits of meeting physical activity guidelines for adults</td>
<td><strong>D1</strong> Analyse the relationship between physical activity and the development of a healthier lifestyle</td>
</tr>
<tr>
<td><strong>P1</strong> Describe the physical, psychological and social benefits of physical activity</td>
<td><strong>P2</strong> Present physical activity guidelines for adults</td>
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</tr>
<tr>
<td><strong>LO2</strong> Investigate the impact of lifestyle factors and physical inactivity on health and wellbeing</td>
<td><strong>M2</strong> Assess factors that affect lifestyle choice and the impact they have on health and wellbeing</td>
<td><strong>D2</strong> Evaluate the relationship between lifestyle, health and wellbeing</td>
</tr>
<tr>
<td><strong>P3</strong> Explain the impact of stress, smoking, excessive alcohol consumption, poor diet and physical inactivity on health and wellbeing</td>
<td><strong>P4</strong> Identify the reasons for physical inactivity for a range of individuals</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Plan lifestyle enhancement programmes for selected individuals</td>
<td><strong>M3</strong> Analyse the design of a lifestyle enhancement programme for a selected individual, commenting on behaviour change strategies</td>
<td><strong>D3</strong> Justify the design of a lifestyle enhancement programme and use of behaviour change strategies for a selected individual</td>
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<td><strong>P5</strong> Compare and contrast the lifestyle of selected individuals</td>
<td><strong>P6</strong> Plan a lifestyle enhancement programme for a selected individual</td>
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<tr>
<td><strong>LO4</strong> Review lifestyle enhancement programmes for selected individuals</td>
<td><strong>M4</strong> Examine the strengths and areas for improvement of the lifestyle enhancement programme for a selected individual, making recommendations for future development</td>
<td><strong>D4</strong> Justify the recommendations made in relation to the development of a healthier lifestyle</td>
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<tr>
<td><strong>P7</strong> Implement the lifestyle enhancement programme for a selected individual</td>
<td><strong>P8</strong> Review the lifestyle enhancement programme for a selected individual, identifying strengths and areas for improvement</td>
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</table>
Recommended resources

Textbooks


Journals

*American College of Sport Medicine's Health and Fitness Journal*

*British Medical Journal*

*Journal of Physical Activity and Health*

*Journal of Sport and Exercise Psychology*

*Journal of Sports Medicine and Physical Fitness*

Websites

www.nhs.uk  
Physical and Psychological illness, signs, symptoms and treatment

www.nutrition.org.uk  
British Nutrition Foundation

www.acsm.org  
American College of Sports Medicine

www.who.int  
World Health Organisation

www.doh.gov.uk  
Department of Health
Links

This unit links to the following related units:

Unit 7: Inclusive Sport
Unit 10: Nutrition
Unit 11: Anatomy & Physiology
Unit 27: Sport, Health & Society
Unit 28: Coaching Special Populations
Unit 41: Advanced Nutrition
Unit 2: The Sport Landscape

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Introduction

Sport policy, politics and development is an ever-changing area of sport which is crucial in understanding the current sporting landscape. In recent years, sport has become an increasingly common feature of government policies due to the willingness to use sport and physical activity as vehicles to achieve a range of objectives. As a result, sport continues to grow in cultural, social and political significance and the many interesting and complex motives for this will be explored in this unit.

This unit explores the growing influence that governments have on sport, starting with the key policy stages and changing political priorities that have shaped the way the sport landscape is today. The unit naturally progresses to identifying current aims and priorities in sport, and how governments use sport as a tool for achieving a number of political, cultural and social objectives. This unit will develop students’ knowledge of the current politico-sporting climate, and how key sporting organisations influence and organise sport. With numerous organisations involved in, and influencing, the sporting landscape, funding within sport is a complex process and something that those wishing to work in sports development need to understand.

Sports development and policy can be divided into two sections, with separate elite and mass participation policies. This unit will examine how these two areas differ, but also how they can benefit one another – in contrast to the argument that sport development has been re-interpreted for purposes other than sport, making it harder to judge the impact it has on elite sporting performance. Students will review a number of elite and mass participation policies, analysing the effects of the policies, models and strategies at different levels of the sport development spectrum.
On successful completion of this unit, students will have a better knowledge of the influence of government priorities on the sporting landscape and, therefore, understand how and why sport is increasing in importance on government agendas. Students will develop an awareness of the different cultural and political contexts in which sport policy makers and sport development roles operate.
Learning Outcomes

By the end of this unit students will be able to:

1. Identify key policy stages and priority shifts in sport development
2. Examine the structure, partnerships and funding of current sport policy
3. Illustrate the significance of sport as a political, social and cultural tool
4. Review mass participation and elite sport models, strategies and/or policies.
Essential content

LO1 Identify key policy stages and priority shifts in sports development

Key policy stages:


Note: Please use equivalent national key policy stages for the country the qualification is being delivered in

School Sport Partnerships
UK Sport and Sport England
Youth Sport Trust
National curriculum changes (Physical Education)
International policy changes (EU, world)

Priority shifts:

Privatisation of sport provision
Sport For All
Elite focus
Tackling social issues through sport
Targeting minority groups: female sport, disability sport, religion
Talent identification (ID)
Facility development
International development through sport (Africa, Asia)
Individual development
Hosting mega events: London Olympics (2012)
School sport
LO2 Examine the structure, partnerships and funding of current sport policy

Structure of current sport policy:
Organisations in sport: DCMS, Sport England, UK Sport, National Governing Bodies (NGBs), local authorities (LAs), County Sport Partnerships (CSPs), Youth Sport Trust, English Institute of Sport (EIS), educational organisations, sport clubs

Note: Please use equivalent key organisations in the country where the qualification is being delivered
International Organisations: Australian Sports Commission (ASC), Sport Canada
Quasi-governmental structure
Sport England (mass participation)/UK Sport (elite sport)
Hierarchal structure

Partnerships and networks within current sport policy:
Relationships, networks and partnerships within sport and sport schemes
Cross-governmental department partnerships
Advantages of partnership work in sport (funding, target audience)
Disadvantages of partnership work in sport (power dynamics of partnerships, conflict of priorities between organisations)
Non-sporting organisations partners: international development charities, MIND, police, schools/colleges, health providers

Funding:
National Lottery
Government funding (elite and grassroots)
Funding for elite sport: sport specific
Funding for mass participation: target groups, geographical location
Difference in funding for private and public organisations
Sponsors (athlete, events, teams)
Funding schemes (Sportivate, Inspired Facilities)
Economic save from cross governmental department partnerships
Funding for sport outside of the UK (Spain, France, Brazil)
LO3 **Illustrate the significance of sport as a political, social and cultural tool**

**Sport and political significance:**
Berlin Olympic Games (1936)
Seoul Games (1988) - public demonstrations help bring about democracy in Korea
Use sporting events to promote government beliefs
Sport success resembling political and economic power
Sport success can show off countries' technological advancements
Hosting a mega event: economic and political significance of a country
Shop window effect
Soviet Union, sport success and political power: government elite focus
Sport can reflect political ideology
Association between sport and nationalistic politics
Globalisation and commercialisation of sport
Politicalisation of sport

**Sport as a social and cultural tool:**
Under-represented groups: race, religion, gender
Sport and social inclusion
Sport and regeneration
Sport and tourism
National identity and pride
South Africa Rugby World Cup 1995: apartheid
Empowerment of indigenous groups of people: Kathy Freeman (aborigines), NZ rugby team (Maori)
Role models
LO4 **Review mass participation and elite sport models, strategies and/or policies**

*Mass sport models, strategies and policies:*

Government policy: Sporting Future: a new strategy for an active nation
Sport England strategy: Towards an Active Nation
Sport England schemes: Sportivate, Satellite Clubs, This Girl Can
County Sport Partnership strategies

**Note: Please use equivalent key mass participation models, strategies and policies in the country where the qualification is being delivered**

Olympic Legacy
Educational strategies (School Games)
Sport mega event and increase in mass sport participation
Sport success and increase in mass sport participation (trickle-down effect)
Specific sport mass participation strategies
Local government mass participation strategies
Development through sport strategies – crime (StreetGames)

*Elite sport models, strategies and policies:*

UK Sport: Elite Programme, World Class Programme
English Institute of Sport (EIS): Talent ID - Discover your gold
Specific sport talent programmes (NGBs)
Sport Wales: elite sport strategy
Performance pyramid
Elite sport strategies outside of the UK: Australia - (Australia's Winning Edge strategy), Netherlands, India, Canada

**Note: Please use equivalent key elite sport models, strategies and policies in the country where the qualification is being delivered**
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<tbody>
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<td><strong>Pass</strong></td>
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<tr>
<td><strong>LO1</strong> Identify key policy stages and priority shifts in sports development</td>
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<td><strong>P2</strong> Describe significant priority shifts that have occurred in sports development</td>
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<td><strong>LO2</strong> Examine the structure, partnerships and funding of current sport policy</td>
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<td><strong>P4</strong> Explore the different partnerships and networks within sport policy</td>
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<td><strong>LO3</strong> Illustrate the significance of sport as a political, social and cultural tool</td>
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<tr>
<td><strong>P7</strong> Review current mass participation models, strategies or policies, stating strengths and weaknesses</td>
</tr>
<tr>
<td><strong>P8</strong> Examine current elite sport models, strategies or policies, stating strengths and weaknesses</td>
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Recommended resources

Textbooks


Journals

*European Journals of Sports Management*

*International Journal of Sport Policy and Politics*

*International Review for the Sociology of Sport*

Websites

www.uksport.gov.uk  UK Sport

‘About us’ subheading

Report

www.gov.uk  Government website (DCMS)

Policies (sport)

Research

Links

This unit links to the following related units:

*Unit 5: Outdoor Learning*

*Unit 24: Entrepreneurism in Sport*

*Unit 27: Sport, Health and Society*

*Unit 29: Understanding & Evaluating Initiatives*

*Unit 36: Personal & Professional Development*

*Unit 42: Managing a Sport Programme*
Unit 3: Project Management

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Introduction

This unit is assessed by a Pearson-set assignment. The project brief will be set by the Centre, based on a theme provided by Pearson (this will change annually). The theme and chosen project within the theme will enable students to explore and examine a relevant and current topical aspect of sport.

Independent Sports Projects could include laboratory based projects, for example the impacts of a factor towards a component of fitness (e.g. caffeine effects on reaction time for 100M sprint), or field-based, like psychological aspects in sport and sports coaching projects. Projects should be quantitative, qualitative or a mix of both for empirical data. Projects could be related to either an elite or general population. Projects could be specific to an individual or sports teams.

The aim of this unit is to offer students an opportunity to demonstrate the skills required for managing and implementing a project. They will undertake independent research and investigation for carrying out and executing a sport-related project which meets appropriate aims and objectives.

On successful completion of this unit, students will have the confidence to engage in decision-making, problem-solving and research activities using project management skills. They will have the fundamental knowledge and skills to enable them to investigate and examine relevant concepts within a sports-related context, determine appropriate outcomes, decisions or solutions and present evidence to various stakeholders in an acceptable and understandable format.

*Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.*
Learning Outcomes

By the end of this unit students will be able to:

1. Establish project aims, objectives and time frames based on the chosen theme
2. Conduct small-scale research, information gathering and data collection to generate knowledge to support the project
3. Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis
4. Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance.
Essential content

LO1 Establish project aims, objectives and time frames based on the chosen theme

Project management:
What is project management and what does it involve?
The key stages of project management
The advantages of using project management and why it is important

Initiation of the project and project planning phase:
Scoping a project - defining objectives, scope, purpose and deliverables to be produced
Steps and documentation required in the initiation phase
Developing the project plan, e.g. planning for timescales and time management, cost, quality, change, risk and issues
The work breakdown structure
Use of bar and Gantt charts for effective planning

LO2 Conduct small-scale research, information gathering and data collection to generate knowledge to support the project

Project execution phase:
Selecting appropriate methods of information gathering, data collection and material resourcing
The distinct phases which support a coherent and logical argument
Use of secondary research to inform a primary empirical study
Qualitative and quantitative research methods

Fieldwork:
Selecting a sample of the consumer market, businesses or individuals (those who meet certain characteristics relevant to the research theme) is used to gather data (qualitative or quantitative)
Sampling approaches and techniques, e.g. probability and non-probability sampling
Ethics, reliability and validity:
All research should be conducted ethically - use of BERA guidelines
Research should also be reliable (similar results achieved from a similar sample) and valid (the research should measure what it aimed to measure)

Analysing information and data:
Using data collection tools such as interviews and questionnaires
Using analytical techniques such as trend analysis, coding or typologies

LO3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis

Communicating outcomes:
Consider the method (e.g. written, verbal) and the medium (e.g. report, online, presentation)
Both method and medium will be influenced by the project research and its intended audience

Convincing arguments:
All findings/outcomes should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the project process
Developing evaluative conclusions

Critical and objective analysis and evaluation:
Secondary and primary data should be critiqued and considered with an objective mindset
Objectivity results in more robust evaluations where an analysis justifies a judgement
LO4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance

Reflection for learning and practice:

Theories of reflection
The difference between reflecting on performance and evaluating a project - the former considers the research process, information gathering and data collection, the latter the quality of the research argument and use of evidence

The cycle of reflection:
To include reflection in action and reflection on action
How to use reflection to inform future behaviour, particularly directed towards sustainable performance

Reflective writing:
Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way

Generalisation:
Outcomes should be specific and actionable
Some generalisations can be made for lab-based research
Generalisations to consider the wider sporting population
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Establish project aims, objectives and time frames based on the chosen theme</td>
<td><strong>P1</strong> Devise project aims and objectives for a chosen scenario</td>
<td><strong>LO1 &amp; 2</strong></td>
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<tr>
<td><strong>P2</strong> Produce a project management plan that covers aspects of cost, scope, time, quality, communication, risk and resources</td>
<td><strong>M1</strong> Produce a comprehensive project management plan, milestone schedule and project schedule for monitoring and completing the aims and objectives of the project</td>
<td><strong>D1</strong> Critically evaluate the project management process and appropriate research methodologies applied</td>
</tr>
<tr>
<td><strong>P3</strong> Produce a work breakdown structure and a Gantt chart to provide time frames and stages for completion</td>
<td><strong>M2</strong> Evaluate the accuracy and reliability of different research methods applied</td>
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<tr>
<td><strong>LO2</strong> Conduct small-scale research, information gathering and data collection to generate knowledge to support the project</td>
<td><strong>P4</strong> Carry out small-scale research by applying qualitative and quantitative research methods appropriate for meeting project aims and objectives</td>
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<tr>
<td><strong>M2</strong> Evaluate the accuracy and reliability of different research methods applied</td>
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</table>
### Additional evidence requirements

In addition to the above assessment criteria, students will also be required to complete a project logbook to record ideas, changes and developments as they progress and complete the project.
Recommended resources

Textbooks


Journals
*International Journal of Quantitative and Qualitative Research*

*Qualitative Research Journal*

Websites
www.gov.uk
Department of Business Innovations and Skills

“Guidelines for managing projects – How to organise, plan and control projects.”

(Report)

Links
This unit links to the following related units:

*Unit 9: Operation Management & Leadership*

*Unit 23: Research Project*

*Unit 24: Entrepreneurism in Sport*

*Unit 30: Leisure Management & Leadership*

*Unit 31: Event Management*

*Unit 42: Managing a Sport Programme*
Unit 4: Risk & Safety Management in the Outdoors

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Introduction

Risk is a critical and inherent part of many outdoor activities and is the very element that makes an activity adventurous. Risk elimination or avoidance is impracticable and, indeed, undesirable in the practice of outdoor activities, hence the need for a sensible risk and safety management approach. Safety statements and standard operating procedure manuals are a legal requirement and, while such documents will not eliminate incidents or accidents from occurring, with good use, they will promote good practice and offer preventative measures. Knowing about risk and safety management is essential for aspiring outdoor leaders and trainee instructors regardless of their specialism.

The aim of this unit is to give students opportunities to understand risk assessment models and applications, safety statements and standard operating procedures in order to aid their development of risk management strategies while partaking or being responsible for others in outdoor activities. Topics included in this unit are: working definitions, concepts of theories, national governing bodies and local authorities, policies, legislations, recommendations, qualifications, ratios, experience, risk assessment models and methods, carrying out risk assessments, legality, creating safety statements, contents, designs, reviewing, review of standard operating procedure documentation for an outdoor centre, programme or activity, content, format, discussion around client written forms (such as waivers, parental consent forms, health declarations etc.), application of safety procedures and reflection, accident and incident report forms, duty of care and “standard of care”.

On successful completion of this unit, based on current legislation, policies and recommendations, students will be able to develop their own risk assessments, safety statements and standard operating procedures for a chosen outdoor activity and programme. For practical purposes, this unit encourages students to apply proactive and effective safety procedures in changing situations while participating or leading in outdoor activities. A brief overview of “standard of care” that is reasonable and prudent will also be covered.

Students will develop skills such as critical thinking, reasoning, decision-making and adaptability, which are critical for aspiring outdoor leaders and instructors.
Learning Outcomes

By the end of this unit students will be able to:

1. Investigate theories, current policies and legislations in relation to promoting proactive safety procedures in adventurous activities

2. Develop risk assessments, safety statements and standard operating procedures for operating in the outdoors

3. Demonstrate effective application of safety procedures in changing situations while participating or delivering outdoor activities

4. Discuss the concept of a “standard of care” that is reasonable and prudent.
Essential content

LO1 Investigate theories, current policies and legislations in relation to promoting proactive safety procedures in adventurous activities

*Working definitions:*
Adventurous activities, risk, hazard, safety, severity, probability, liability, bye laws, guidelines versus recommendations

*Theories:*
Accident theory, positive versus negative risk, real and perceived risk, flow experience, learning zone

*Identification of National Governing Bodies, local authorities and relevant policies, guidelines and legislation*
Site- and activity-specific, equipment, qualifications, ratios, environmental considerations, e.g. local impact and pollution, leave no trace, safeguarding, administration and reporting

LO2 Develop risk assessments, safety statements and standard operating procedures for operating in the outdoors

*Risk assessment:*
Purposes, five steps risk assessment, models, changing environments and “on the spot” assessment, reviewing, route cards, emergency action plans, escape routes, communication systems, control measures

*Safety statements and standard operating procedures:*
Legality, accessibility, contents, formats, implementations, reviewing, updating procedures
LO3 **Demonstrate effective application of safety procedures in changing situations while participating or delivering outdoor activities**

*Accident/incident prevention:*

Client brief in relation to associated risk and element of responsibility, written forms (parental consent forms, medical conditions, waivers)

Foreseeing possible/likely problems that may arise due to changing environmental conditions, reviewing the situation, consideration to ever-changing conditions and preparation for “worst case scenario”

*Intervention:*

Reviewing the situation, action plan, escape route, emergency procedures, communication, evacuation

*Reporting of an accident/incident:*

Administrative procedures, record-keeping

Communication, dealing with media, insurance

LO4 **Discuss the concept of a “standard of care” that is reasonable and prudent**

*Concept of “standard of care”:*

Qualities of a professional, perception of risk and degree of expertise, duty of care

*Considerations:*

Type of activity, environmental conditions, equipment, client base

*Legal requirements, legal case studies*
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Investigate theories, current policies and legislations in relation to promoting proactive safety procedures in adventurous activities</td>
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<tr>
<td><strong>P1</strong> Explain risk theories</td>
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<tr>
<td><strong>P2</strong> Investigate current National Governing Bodies' (NGB) policies and legislation in relation to safety procedures in differing outdoor activities</td>
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<tr>
<td><strong>M1</strong> Investigate a case study where an accident occurred, focusing on the facts (location, nature of activity, environmental factors, party involved, qualifications, scenario, outcome)</td>
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<tr>
<td><strong>D1</strong> Evaluate the outcome of the scenario and offer recommendations based on legislation and NGB guidelines</td>
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<tr>
<td><strong>LO2</strong> Develop risk assessments, safety statements and standard operating procedures for operating in the outdoors</td>
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<tr>
<td><strong>P3</strong> Produce a risk assessment for a specific outdoor activity</td>
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<tr>
<td><strong>P4</strong> Develop a safety statement and the main headings of standard operating procedures for a specific outdoor activity</td>
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<tr>
<td><strong>M2</strong> Design a safety statement and the standard operating procedures manual for a chosen organisation</td>
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<tr>
<td><strong>D2</strong> Develop a safety statement and the standard operating procedures manual for a chosen organisation</td>
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<tr>
<td><strong>LO3</strong> Demonstrate effective application of safety procedures in changing situations while participating or delivering outdoor activities</td>
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<td><strong>P5</strong> Plan outdoor-based sessions for peers with particular attention to risk and safety management</td>
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<td><strong>M3</strong> Apply appropriate approach to risk and safety management in outdoor sessions of your choice</td>
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<td><strong>LO3 &amp; LO4</strong></td>
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<tr>
<td><strong>D3</strong> Review the sessions in terms of risk and safety management, “standard of care” and offer appraisal or recommendations for future sessions</td>
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<tr>
<td><strong>LO4</strong> Discuss the concept of a “standard of care” that is reasonable and prudent</td>
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<tr>
<td><strong>P6</strong> Define “standard of care”</td>
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<tr>
<td><strong>P7</strong> Discuss “reasonable practice and prudence” and “being professional”</td>
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<tr>
<td><strong>M4</strong> Demonstrate “standard of care” in an outdoor scenario</td>
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Recommended resources

Textbooks

Journals

BMC Safety on Mountains
Institute of Outdoor Learning - Horizons Professional Development
Institute of Outdoor Learning - Journal of Adventure Education and Outdoor Learning
Links

This unit links to the following related units:

Unit 5: Outdoor Learning
Unit 15: Small Craft Navigation
Unit 17: Experiential Learning
Unit 18: Working with Young People
Unit 19: Expedition Leadership
Unit 20: Residential Activity Management
Unit 21: Outdoor Leadership
Unit 22: Outdoor Activities
Unit 26: Adventure Programming
Unit 39: Adventure Therapy Facilitation
Unit 40: Adventure Tourism
Unit 5: Outdoor Learning

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<td>Credit value</td>
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Introduction

Outdoor learning is a diverse and growing field which sits within the broad spectrum of outdoor and adventurous activities. The sector has deep roots, with its founding principles sown initially in the early 1900s through the development of the Scouting Movement and then branching out with the addition of the Field Studies Council, Outward Bound Trust and Duke of Edinburgh’s Award in the 1940s and 1950s. Since then, the wider industry has flourished into the vibrant and dynamic sector that we see today, with activities ranging from bushcraft and survival training through to spirituality, field studies and adventure therapy.

The purpose of the unit is to enable students to explore the breadth and depth of outdoor provision, considering its roots, its benefits and its development over time. The inclusion of Outdoor Education in National Curricula and the more recent development of brands such as Learning Outside of The Classroom (LOtC) and the National Citizenship Service (NCS) have certainly thrust it more into the public domain, increasing both the profile and level of interest in outdoor learning, but also the scrutiny and exploration of its potential or perceived benefits. Students will participate in a range of activities, making their own judgements about the benefits and comparing them with those identified in academic research. They will also investigate and try to establish the similarities and differences between the likes of outdoor adventure, outdoor learning and adrenaline sports. The unit ends with an analysis of the leadership and oversight of outdoor learning, with students presenting a profile of an organisation responsible for representing the interests of outdoor learning.

Students will develop skills in research and analysis, along with experience in participating in a range of activities that the sector has to offer.
Learning Outcomes

1. Describe the origin and purpose of outdoor learning
2. Explain the current structure of the outdoor sector
3. Describe the benefits and impact of outdoor learning to individuals and society
4. Create a profile of an existing organisation responsible for leadership or governance in outdoor learning.
Essential content

LO1 Describe the origin and purpose of outdoor learning

Origin:
Scout Association, Girlguiding, Field Studies Council (FSC), Outward Bound Trust, Duke of Edinburgh’s Award, Association of Wardens of Mountain Centres

Purpose:
Survival, leadership, organisation and personal development, physical and mental fitness, inter- and intrapersonal skills

LO2 Explain the current structure of the outdoor sector

Bushcraft, forest schools, survival skills, field studies, spirituality, outdoor adventure, adventure therapy, Adventure for All, Learning Outside of The Classroom (LOtC), National Citizenship Service (NCS), Learning Away, Duke of Edinburgh’s Award, the National Curriculum, Scouts Association, the Guide Association, The Outward Bound Trust, Activity Providers, e.g. PGL, Acorn Adventure, Rockley Watersports, Local Education Authority provision

LO3 Describe the benefits and impact of outdoor learning to individuals and society

Individuals:
Physical and mental health, subjective wellbeing, personal development and aspiration, resilience, self-confidence and self-esteem, organisation and leadership, decision-making, educational attainment, cross-curricular benefits and links to managing risk, working collaboratively and volunteering

Society:
Socio-economic, community cohesion, positive diversionary activities, reduction in health spending, total economic lifetime value

Research:
Measuring and substantiating impacts: evidence base, Culture and Sport Evidence programme (CASE), Active Lives Survey, Getting Active Outdoors
LO4 Create a profile of an existing organisation responsible for leadership or governance in outdoor learning

Leadership and governance:
Lobbying government, sector representation, guidance and good practice, research and reports, safety standards and inspections

Organisations:
English Outdoor Council (EOC), Institute for Outdoor Learning (IOL), Learning Outside of The Classroom (LOtC), Adventure Activities Licensing Association (AALA), Outdoor Industries Association, Adventure Activities Industry Advisory Committee (AAIAC), Sport and Recreation Alliance
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Describe the origin and purpose of outdoor learning</td>
<td><strong>P1</strong> Create a timeline of the development of outdoor learning</td>
<td><strong>D1</strong> Critically analyse the origin and purpose of outdoor learning, making reference to how the purpose has evolved over time</td>
</tr>
<tr>
<td><strong>P2</strong> Identify the origin and purpose of organisations involved in outdoor learning</td>
<td><strong>M1</strong> Compare and contrast the origin and purpose of organisations in the development of outdoor learning</td>
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</tr>
<tr>
<td><strong>LO2</strong> Explain the current structure of the outdoor sector</td>
<td><strong>P3</strong> Describe three different movements in the outdoor sector</td>
<td><strong>D2</strong> Evaluate the similarities and differences between the different movements in the outdoor sector</td>
</tr>
<tr>
<td><strong>P4</strong> Participate in activities from three different movements in the outdoor sector</td>
<td><strong>M2</strong> Compare and contrast the different movements in the outdoor sector</td>
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<tr>
<td><strong>LO3</strong> Describe the benefits and impact of outdoor learning to individuals and society</td>
<td><strong>P5</strong> Describe the benefits of outdoor learning to individuals and society</td>
<td><strong>D3</strong> Analyse how outdoor learning affects individuals and society</td>
</tr>
<tr>
<td><strong>P6</strong> Describe the purpose of leadership and governance</td>
<td><strong>M3</strong> Explain how individuals and society can benefit from participation in outdoor learning</td>
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<tr>
<td><strong>P7</strong> Create a profile of a named organisation responsible for leadership or governance in outdoor learning</td>
<td><strong>M4</strong> Examine the purpose of a named organisation responsible for leadership or governance of outdoor learning</td>
<td><strong>D4</strong> Analyse the effectiveness of an organisation responsible for leadership or governance in outdoor learning</td>
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Recommended resources

Textbooks


### Journals

*Horizons magazine*

*Journal of Adventure Education and Outdoor Learning*

*High Quality Outdoor Learning (English Outdoor Council)*

### Websites

<table>
<thead>
<tr>
<th>URL</th>
<th>Description</th>
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<tbody>
<tr>
<td><a href="http://www.outdoor-learning.org">www.outdoor-learning.org</a></td>
<td>Institute for Outdoor Learning</td>
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<tr>
<td></td>
<td>About us</td>
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<tr>
<td></td>
<td>General reference</td>
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<tr>
<td><a href="http://www.lotc.org.uk">www.lotc.org.uk</a></td>
<td>Council for Learning Outside of the Classroom</td>
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<td>General reference, research</td>
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<td><a href="http://www.sportengland.org">www.sportengland.org</a></td>
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<td>Coaching and Leadership</td>
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<td><a href="http://www.rya.org.uk">www.rya.org.uk</a></td>
<td>Royal Yachting Association</td>
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<td>Knowledge and advice</td>
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<td></td>
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</table>
Links

This unit links to the following related units:

Unit 2: The Sport Landscape
Unit 4: Risk & Safety Management in the Outdoors
Unit 14: Environmental Issues & Ethics
Unit 18: Working with Young People
Unit 21: Outdoor Leadership
Unit 22: Outdoor Activities
Unit 6: Activity Leadership

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Introduction

Activity leadership is all about exploring the fundamental concepts and characteristics of leadership in the delivery of activities to participants in a planned, organised, managed and safe environment. Activity delivery, whether it is in a sport, fitness, leisure or outdoor concept, is a vibrant and exciting but also challenging environment. Activity leadership is designed for those individuals who wish to gain a broad but solid foundation to allow them to influence the delivery of activities.

This unit introduces students to the concepts and theories that inform safe, effective, purposeful and fun practical activity leadership appropriate to a range of target groups. The unit is designed to equip students with the skills required for planning, implementing and evaluating the delivery of leadership within the delivery of activities. In addition to the academic content covering leadership in an activity context, students will be expected to share their own ideas, experiences, challenges and highlights.

This unit also gives students the opportunity to explore the theoretical underpinning of leadership and its application. Students will examine the theories and concepts of leadership, including trait theory and situational theory, with a particular focus upon transformational theory as a reflection of the style of leadership used in activity delivery. Students will identify the route to leadership, looking at the organisations and awarding bodies which are locally and nationally responsible for developing activity leaders. They will then have the opportunity to look at the fundamental components of designing, planning and organising safe, purposeful, effective, innovative and fun activities. They will experience putting these into practice in practical contexts while planning and leading a wide range of innovative sport, fitness or outdoor themed activities.

An important part of being an activity leader is to know how to observe and provide developmental feedback to others. This unit will require students to provide timely and accurate feedback through observation of a peer’s activity delivery. This will enable students to support each other through the reflection of their practice enabling them to produce a development plan with clear progression to justified action points allowing for continuing professional development.
Learning Outcomes

By the end of this unit students will be able to:

1. Explore fundamental leadership theories, perspectives and the organisations responsible for creating and supporting activity leaders
2. Investigate the importance of psychological factors and a principled and ethical approach to activity leadership
3. Plan and deliver a series of safe, purposeful and effective physical activity sessions appropriate to the needs of a specified target group, applying leadership skills
4. Observe peer delivery and provide developmental feedback to support action plans to improve leadership and career potential.
Essential content

LO1 Explore fundamental leadership theories, perspectives and the organisations responsible for creating and supporting activity leaders

*Leadership theories:*
Theories, e.g. trait theory, situational theory, transformational theory

*Paths to leadership:*
Emergence, e.g. spontaneous
Charisma, e.g. compelling personality
Appointment, e.g. meeting criteria
Election, e.g. formal process

*Leadership concepts:*
Styles, e.g. task-orientated or person-orientated, autocratic, laissez-faire, democratic
Qualities, e.g. knowledge of sport skills, knowledge of rules and laws, understanding mental needs, emotional intelligence
Characteristics, e.g. objectivity, patience, persistence, empathy, approachable, consistent, goal-focused, committed, discreet, forgiving, attentive, empowering

*Organisations:*
International, e.g. Olympic Committee
National, e.g. government, National Governing Bodies, accrediting bodies, educational bodies, county and sub-regional partnerships, charitable trusts
Local, e.g. sport clubs, activity centres, leisure clubs, volunteer organisations (scouts/guides), educational institutions
Roles, e.g. funding, strategic development, accreditation, training, support
LO2 **Investigate the importance of psychological factors and having a principled and ethical approach to activity leadership**

*Psychological factors:*

Cohesion, e.g. group/team cohesion, size, stability, similarity, membership, Tuckman’s stages of group development (forming, storming, norming and performing), development of cohesion in a group/team, social loafing and the Ringelmann effect

Personality, e.g. theories, confidence, self-concept, profile of mood state (POMS)

Motivation, e.g. extrinsic, intrinsic

Stress, e.g. stress management, anxiety and arousal

*Principled and ethical approach to activity leadership:*

Creating shared understanding, e.g. communication, interaction, purpose, influencing, diplomacy, negotiation and engaging

Ethical, e.g. ethical decision-making models, integrity, situational factors, moral judgment, ethical dilemma, ethical code of conduct, sense of purpose, values, virtues, conscience, decision-making, promoting ethical climate, developing trust and relationships

LO3 **Plan and deliver a series of safe, purposeful and effective physical activity sessions appropriate to the needs of a specified target group, applying leadership skills**

*Practical activities:*

Traditional sports, fitness-based, outdoor adventurous activities, playground games, taster sessions, disability sport, teambuilding activities, skills development

*Plan:*

Participants, e.g. age, ability, gender, numbers, specific needs and medical consent

Resources, e.g. equipment, time, environment, staff ratio, transport targets, expected outcomes
Responsibilities, e.g. ethics and values, rules and regulations, professional conduct, health and safety, safeguarding, insurance and equality

Plan inclusive activities: range of abilities and needs, adapting activities for easier participation

How to adapt plans while the activity is in progress in order to meet participants’ needs

Risk assessment:
Hazards, who might be affected, likelihood of occurrence, severity, risk rating, measures to minimise

Considerations:
Risks relating to locations, activities, equipment, participants and leaders

Lead:
Set up, take down and store activity equipment
Check and service activity equipment
Run sessions that are effective
Oversee a safe and secure environment and communication

Skills and techniques:
Group control
Demonstration of skills
Demonstration of techniques, coaching methods, teaching methods

LO4 Observe peer delivery and provide developmental feedback to support action plans to improve leadership and career potential

Review, e.g. assess, critically analyse and reflect on a peer’s delivery of an activity session, giving formative and summative feedback (from participants, supervisor, observers) and strengths/areas for improvement

Leadership personal competencies, values, and styles related to leadership, e.g. the roles of ethics, values and emotions in the decision-making process

Feedback, e.g. timely, two-way communication, reaffirming, focused, key points

Develop action plan, e.g. plan, SMART (specific, measurable, achievable, realistic, time-bound) targets, opportunities, potential barriers
## Learning Outcomes and Assessment Criteria

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<tr>
<td>LO1</td>
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<td>LO1 &amp; LO2</td>
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<tr>
<td><strong>LO1</strong> Explore fundamental leadership theories, perspectives and the organisations responsible for creating and supporting activity leaders</td>
<td><strong>LO1 &amp; LO2</strong> D1 Evaluate the role of an activity leader and make recommendations as to what constitutes good practice</td>
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<tr>
<td>P1 Research leadership theories and pathways to leadership</td>
<td>M1 Analyse leadership theories and concepts and how organisations involved in developing leadership skills utilise these</td>
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<tr>
<td>P2 Investigate leadership concepts and the organisations involved in delivering leadership support</td>
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<tr>
<td><strong>LO2</strong> Investigate the importance of psychological factors and having a principled and ethical approach to activity leadership</td>
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<tr>
<td>P3 Investigate the role that psychological factors play in activity leadership</td>
<td>M2 Analyse how psychological factors can influence the principles and ethical approaches behind activity leadership</td>
<td></td>
</tr>
<tr>
<td>P4 Explore the principles and ethical approaches behind activity leadership</td>
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</tr>
<tr>
<td><strong>LO3</strong> Plan and deliver a series of safe, purposeful and effective physical activity sessions appropriate to the needs of a specified target group, applying leadership skills</td>
<td><strong>LO3 &amp; LO4</strong> D2 Evaluate a peer’s feedback and suggested development plan, producing a personal, updated and focused development plan.</td>
<td></td>
</tr>
<tr>
<td>P5 Plan activity sessions for a selected client base, making sure leadership skills are evidenced</td>
<td>M3 Conduct the delivering of multiple activity sessions, applying leadership skills</td>
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<tr>
<td>P6 Produce a risk assessment for a specific activity session</td>
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<tr>
<td><strong>LO4</strong> Observe peer delivery and provide developmental feedback to support action plans to improve leadership and career potential</td>
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</tr>
<tr>
<td><strong>LO4</strong> Observe a peer’s delivery and review their leadership style</td>
<td>M4 Design an action plan to support improving leadership skills and career development for a peer</td>
<td></td>
</tr>
<tr>
<td>P7 Critically review a peer’s activity sessions</td>
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</tr>
</tbody>
</table>
Recommended resources

Textbooks

Journals

Websites
www.sportsleaders.org Sports Leaders
The Leadership Skills Programme
Training
www.youthsporttrust.org Youth Sport Trust
How we work
Research
www.sportstructures.com Sport Structures
Sport Business
General Reference

Links
This unit links to the following related units:
*Unit 21: Outdoor Leadership*
*Unit 25: Outdoor Facility Management*
*Unit 30: Leisure Management & Leadership*
**Unit 7: Inclusive Sport**

<table>
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**Introduction**

Inclusion is a vital part of all practice within physical activity and sport. To develop positive attitudes to physical activity, it is vital to ensure that all participants are able to feel successful when working with both adults and young people.

Understanding the diverse needs of individuals within a physical activity context is vital for success and skill development. All leaders, tutors and coaches need a thorough understanding of the potential barriers to participation, as well as methods for inclusion, to ensure that all individuals are able to take part in physical activity and sport.

Within this unit students will discover groups which may be more vulnerable within physical activity and sport and who may need more support when taking part. They will also learn methods to adapt activities to include and support all participants, including gifted and talented students. As a result, students will be able to evaluate their own sessions and wider programmes to increase sports participation.

Upon completion, students will have the skills to plan and deliver effective sessions as well as understand how a wide variety of different groups may require support when participating. This will allow students to begin to plan a series of sessions or develop programmes for specific groups to increase participation in physical activity or a selected sport.
Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the potential barriers individuals may face when participating in physical activity and sport
2. Demonstrate knowledge of methods of inclusion which allow all to participate in physical activity and sport
3. Conduct activities designed to allow all to participate
4. Assess the suitability of physical activity and sport programmes designed to increase participation.
Essential content

LO1 Investigate the potential barriers individuals may face when participating in physical activity and sport

*Groups who may need additional support in taking part in physical activity and sport:*

- Young children
- Individuals with additional learning needs
- Individuals with physical disabilities
- Unemployed individuals
- Specific cultural groups
- Pensioners and the elderly
- Working parents

LO2 Demonstrate knowledge of methods of inclusion which allow all to participate in physical activity and sport

*Methods for inclusion in physical activities:*

- STTEP principle - space, time, task, equipment, people
- Methods for differentiation - outcome, support, resource, task, group
- Involving gifted and talented performers

*Ways in which sports facilities support inclusion:*

- Opening times and activity sessions - pricing, women-only sessions and areas, class timetables
- Facilities and equipment available - range of equipment available, pools of varying depth, instructor qualifications, changing rooms, lifts, ramps, etc.

*Design an inclusive activity:*

- Identify range of equipment used
- Consider inclusive language
- Differentiate tasks to allow all abilities to take part and be challenged
LO3 **Conduct activities designed to allow all to participate**

*Create an activity session plan:*
- Plan warm up, main session and cool down
- Set outcomes which allow all to achieve
- Design support for all using the STTEP principle and targeting the gifted and talented

*Deliver an activity session:*
- Lead a small group in an activity session
- Demonstrate professional conduct - clothing, language
- Use inclusive practice within session to allow all to take part

LO4 **Assess the suitability of physical activity and sport programmes designed to increase participation**

*Barriers to participation:*
- Gender
- Location
- Facilities
- Access
- Financial status
- Culture

*Local and National sport programmes:*
- Local programmes - The Daily Mile and other local initiatives in the area
- National programmes - This Girl Can, TOP Sport, Change for Life, School Games
- Funding for inclusive sport - available from governing bodies and government organisations to financially support inclusive sport
- Employment opportunities in inclusive sport - how job roles support local and national programmes to increase participation

*Effectiveness:*
- Fit for purpose - suited to area and target groups, challenges to maintain interest and motivation, promotion of initiative
- Inclusion - support available for different groups
- Financial implications - is there sufficient funding and facilities to allow all to participate?
<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Investigate the potential barriers individuals may face when participating in physical activity and sport</td>
<td><strong>P1</strong> Identify physical, psychological and socio-economic factors which may limit participation in physical activity and sport</td>
<td><strong>M1</strong> Explain how physical, psychological and socio-economic factors limit an individual's participation in physical activity and sport</td>
</tr>
<tr>
<td><strong>LO2</strong> Demonstrate knowledge of methods of inclusion which allow all to participate in physical activity and sport</td>
<td><strong>P2</strong> Identify methods of inclusion for activities in a range of physical activities</td>
<td><strong>M2</strong> Design an activity which shows consideration of inclusive practice</td>
</tr>
<tr>
<td></td>
<td><strong>P3</strong> Discuss how facilities and equipment can be used to support inclusive practice</td>
<td><strong>D2</strong> Fully integrate inclusive practice into all aspects of activity planning</td>
</tr>
<tr>
<td><strong>LO3</strong> Conduct activities designed to allow all to participate</td>
<td><strong>P4</strong> Apply knowledge of inclusion strategies to create an activity session plan</td>
<td><strong>M3</strong> Identify strengths and weaknesses of the activity session</td>
</tr>
<tr>
<td></td>
<td><strong>P5</strong> Conduct sessions showing inclusion strategies in practice</td>
<td><strong>D3</strong> Analyse strengths and weaknesses of the activity session, identifying methods to improve</td>
</tr>
<tr>
<td><strong>LO4</strong> Assess the suitability of physical activity and sport programmes designed to increase participation</td>
<td><strong>P6</strong> Identify a local sport programme and the methods it uses to promote participation</td>
<td><strong>M4</strong> Compare and contrast your chosen local sport programme with a similar national programme</td>
</tr>
<tr>
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<td><strong>D4</strong> Assess the effectiveness of a chosen local physical activity or sport programme for all participants</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Journals
European Physical Education Review
Journal of Physical Education, Recreation and Dance
Journal of Teaching in Physical Education
Physical Education and Sport Pedagogy

Websites
thedadailymile.co.uk The Daily Mile
Resources
General reference

www.sportengland.org Sport England
This Girl Can
General reference

www.youthsporttrust.org Youth Sport Trust
Sporting Promise- TOP Sport
General reference
Links

This unit links to the following related units:

*Unit 1: Physical Activity, Lifestyle & Health*

*Unit 27: Sport, Health & Society*

*Unit 28: Coaching Special Populations*
Unit 8: Sport Marketing

Unit code A/616/0942
Unit level 4
Credit value 15

Introduction

Marketing is all around us. We are exposed to this world from a very young age and have encounters with many marketers from the beginning of each day. From waking up to an alarm on an iPad to tuning into Nickelodeon, from showering with Dove body wash to breakfasting on Kellogg’s cereal and Tropicana orange juice, the day, from start to finish, is a vehicle for marketers to engage their audience. Their key objective is to create a strong relationship between organisations and their current and potential customers.

The aim of this unit is to give students opportunities to develop an understanding of the key concepts and terminology used in marketing, as well as to provide the practical skills required in order to create a marketing campaign for a sports organisation. It will provide knowledge and understanding of the role and function of marketing within sports organisations, exploring the core concepts surrounding the marketing mix, along with developing an understanding of how to apply these within the context of a sports organisation.

This unit will also provide an introduction to the world of digital marketing and the key communication tools sports organisations should utilise in order to engage with their target audiences. The unit also provides students with the opportunity to develop and create a marketing communication campaign within the context of a sports organisation.

On successfully completion of this unit, students will be able to understand the significance of marketing to a sports organisation, as well as be able to develop an appropriate marketing communication campaign for a sports organisation of their choice, thus giving students the understanding to take into a working environment. They will also develop skills such as communication literacy, critical and lateral thinking, analysis, evaluation, reasoning and interpretation, which are all essential for gaining employment and developing academic competence.
Learning Outcomes

By the end of this unit students will be able to:
1. Explore the role of marketing within a sports organisation
2. Investigate the core principles of the marketing mix
3. Explain the role of digital marketing within the sports industry
4. Create a marketing communications campaign for a sports organisation.
Essential content

LO1  **Explore the role of marketing within a sports organisation**

*Definitions:*
Marketing as a management process, whereby organisations look to identify, anticipate and satisfy customer requirements
Marketing as an exchange process, whereby organisations look to engage audiences and create an exchange between the organisation, its customers and suppliers

*Understanding customer expectations:*
Within a sport or leisure organisation
The importance of creating business objectives that help to achieve customer retention

*Explore the different approaches to marketing:*
How they have evolved over time
The role of such approaches in today’s society from the product concept, production concept, sales concept, marketing concept and societal marketing concept

LO2  **Investigate the core principles of the marketing mix**

*Explore the elements of the 4Ps of the marketing mix:*
An overview of:
product – goods and services within a sports organisation
price – influence on demand and competition
promotion – communication with internal and external stakeholders
place – route to market and physical location.

*Outline the elements of the extended marketing mix – the 7Ps, e.g. discussion of:*
people – their role in satisfying customers
process – its influence on the effective delivery of the service/product
physical evidence – the importance of creating the right ambiance and how sports organisations achieve this.
Examine how the marketing mix is used for meeting customer needs and wants within a sports organisation
LO3 **Explain the role of digital marketing within the sports industry**

*Examining the use of digital marketing in the sports industry:*  
The use of digital media channels, and how to put the customers at the centre of the online process  
The importance of maintaining a constant dialogue with customers in order to gain rich feedback  
The use of CRM and databases  
How the internet has changed consumers’ media consumption and habits, i.e. two-way communication, limited attention spans, information overload, time poverty, dual screening and multitasking  
Content-based digital communication tools, i.e. YouTube, embedded video, blogs, website landing pages, wikis, podcasts and widgets, and how they are used within the sports industry  
Content-based digital communication tools used for digital marketing communications within the sports industry

LO4 **Create a marketing communications campaign for a sports organisation.**

*Marketing communications:*  
How marketing communications fit with the overall marketing mix  
The role and importance of external marketing communications  
Develop SMART objectives and a clear message for a marketing communication campaign for a sports organisation  
Recommend an appropriate marketing communications mix for a sports organisation  
Understand and align the message, tools and media to the target market (the message must fit against the objectives set, along with the key purpose of the sports organisation in question)
## Learning Outcomes and Assessment Criteria

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<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Explore the role of marketing within a sports organisation</td>
<td><strong>LO1 &amp; LO2</strong></td>
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</tr>
<tr>
<td><strong>P1</strong> Define the core concepts of marketing as an exchange process</td>
<td><strong>M1</strong> Explore the advantages and disadvantages of sports organisations adopting the marketing or societal-marketing concept on their success</td>
<td><strong>D1</strong> Analyse how sports organisations use the core elements of marketing and the marketing mix in order to meet customer needs, wants and demands</td>
</tr>
<tr>
<td><strong>P2</strong> Discuss the role of marketing in achieving customer satisfaction within a sports organisation</td>
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<tr>
<td><strong>LO2</strong> Investigate the core principles of the marketing mix</td>
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</tr>
<tr>
<td><strong>P3</strong> Identify the core elements (the 7Ps) of the marketing mix</td>
<td><strong>M2</strong> Apply the principles of the marketing mix to a sports organisation</td>
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<tr>
<td><strong>LO3</strong> Explain the role of digital marketing within the sports industry</td>
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<tr>
<td><strong>P4</strong> Identify the key characteristics of digital marketing within the sports industry</td>
<td><strong>M3</strong> Analyse the role and importance of digital marketing within the sports industry</td>
<td><strong>D2</strong> Evaluate the impact that digital marketing and social media have had on organisations, employees and customers within the sports industry</td>
</tr>
<tr>
<td><strong>P5</strong> Explain the main content-based digital communication tools used in the sports industry</td>
<td><strong>M4</strong> Examine the importance of social networks and virtual communities to the sports industry and organisations within it</td>
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<tr>
<td><strong>LO4</strong> Create a marketing communications campaign for a sports organisation</td>
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<tr>
<td><strong>P6</strong> Develop an appropriate marketing communication mix for a campaign within a sports organisation</td>
<td><strong>M5</strong> Explore the advantages and disadvantages in relation to the communication tools and medium(s) selected for the marketing communication campaign within a sports organisation</td>
<td><strong>D3</strong> Evaluate the impact (significance) that an effective marketing communication plan could have on the success of the sports organisation</td>
</tr>
<tr>
<td><strong>P7</strong> Identify the most appropriate form of medium to transmit the message to the target audience</td>
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</tbody>
</table>
Recommended resources

Textbooks

Journals
International Journal of Sports Marketing
International Marketing Review

Websites
www.marketingweekly.com Marketing Weekly
Homepage
General reference

www.leisureopportunities.co.uk Leisure Opportunities
Homepage
General reference

www.healthclubmanagement.co.uk Health Club Management
Homepage
General reference

www.leisuremanager.co.uk Leisure Manager
Homepage
General reference
Links

This unit links to the following related units:

*Unit 9: Operation Management & Leadership*

*Unit 24: Entrepreneurism in Sport*

*Unit 30: Leisure Management & Leadership*

*Unit 31: Events Management*
Unit 9: Operation Management & Leadership

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Introduction

Managing an organisation or project in the leisure sector requires knowledge of a wide variety of skills and techniques, both for working with people as well as ensuring success. Individuals working in this sector need to be flexible in their leadership to deal with the varied tasks required of them.

This unit is suitable for anyone looking to work in the leisure industry as well as potential managers. Students will develop the skills that are key to successful practice in supporting and leading leisure programmes. They will also gain insight into the varied responsibilities of management teams.

This unit will provide students with knowledge of the basic procedures and techniques used in the management of financial, economic and human resources within the leisure industries. Students will experience a practical introduction to the planning of Centre-based sports and physical activity schemes. It requires students to instigate and manage relationships and to lead and manage their own internal processes of planning, progress and delivery.

This unit is designed to develop an understanding of practice and policies of leadership, and management activities in the wider organisation, the people within it, in a variety of contexts. It does this by encouraging the development of students as critical, skilled, ethical and professional participants in their own development as potential managers.
Learning Outcomes

By the end of this unit students will be able to:

1. Explore basic procedures and techniques used in the management of the leisure industry
2. Discuss financial frameworks used within the leisure sector
3. Describe the initiative planning process
4. Apply leadership and management practices in individual and group projects.
Essential content

LO1 **Explore basic procedures and techniques used in the management of the leisure industry.**

*Management procedures:*
- Human resources
- Health and safety, e.g. risk assessment and first aid
- Child protection
- Codes of conduct

*Management techniques:*
- Staff retention
- Personnel management
- Workforce development
- Coaching
- Cultural diversity awareness

LO2 **Discuss financial frameworks used within the leisure sector**

*Financial frameworks:*
- Budgets
- Forecasts
- Analyse variances
LO3 **Describe the initiative planning process**

*Event planning process:*

Feasibility - political, economic, social and technological (PEST) analysis/ strengths, weaknesses, opportunities, and threats (SWOT) analysis

Planning
Logistics
Staffing
Marketing
Finance
Health and safety
Evaluation

LO4 **Apply leadership and management practices in individual and group projects.**

*Management activities:*

Recruitment
Day-to-day organisation
Staff development
Performance management
Facility development and improvement

*Personal leadership skills:*

Communication
Confidence
Delegation
Vision
Resilience
Independence
Team work
Emotional intelligence
## Learning Outcomes and Assessment Criteria

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<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Explore basic procedures and techniques used in the management of the leisure industry</td>
<td><strong>P1</strong> Describe procedures used to manage a leisure facility</td>
<td><strong>D1</strong> Evaluate key techniques and procedures in relation to effective management</td>
</tr>
<tr>
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<td><strong>P2</strong> Identify techniques used to manage a leisure facility</td>
<td><strong>M1</strong> Explain key techniques and procedures for the management of a leisure facility</td>
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</tr>
<tr>
<td><strong>LO2</strong></td>
<td>Discuss financial frameworks used within the leisure sector</td>
<td><strong>P3</strong> Identify key features of financial frameworks</td>
<td><strong>D2</strong> Discuss the importance of viable financial frameworks within an organisation</td>
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<tr>
<td></td>
<td><strong>P4</strong> Define key processes involved in planning for an initiative or programme</td>
<td><strong>M2</strong> Show how finances can be used to support the successful running of an initiative or Centre</td>
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<td></td>
<td><strong>P5</strong> Apply key processes to a specific scenario</td>
<td><strong>M3</strong> Design an effective plan for an initiative or programme, considering all key processes</td>
<td><strong>D3</strong> Assess the effectiveness of the initiative or plan design</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>Describe the initiative planning process</td>
<td><strong>P6</strong> Identify the variety of management activities necessary in a leisure organisation</td>
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<td></td>
<td><strong>P7</strong> Describe personal skills needed for success in the leisure industry</td>
<td><strong>M4</strong> Demonstrate leadership skills essential for working as an individual and within a team</td>
<td><strong>D4</strong> Evaluate leadership and management activities and skills within a group project</td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td>Apply leadership and management practices in individual and group projects</td>
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</table>
Recommended resources

Textbooks

Websites
www.sportengland.org  Sport England  General Reference
www.sportscoachuk.org  Sports Coach UK  General Reference
www.hse.gov.uk  Health and Safety Executive  General Reference

Links
This unit links to the following related units:
Unit 3: Project Management
Unit 8: Sport Marketing
Unit 21: Outdoor Leadership
Unit 25: Outdoor Facility Management
Unit 30: Leisure Management & Leadership
Unit 10: Nutrition

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Introduction

The food we consume directly influences the functions of our body. Our bodies need adequate nutrition otherwise they begin to function abnormally. We can optimise our physical and psychological wellbeing by consuming a healthy balanced diet.

This unit aims to equip the student with the knowledge, skills and competencies to understand the nutritional composition of food and the effects of nutritional choices on the health of a person. Students will gain knowledge of the importance of eating a balanced diet and the dangers associated with the consumption of a poor diet. They will focus on diet prescription for specific populations and gain an understanding of labelling systems and the pitfalls that can be associated with them.

Students will research current therapeutic diets for specific groups with intolerances and diseases while also investigating fad diets. Students will learn about the components of the digestive system and how it functions and will become familiar with the academic language associated with nutrition. Within this unit students will engage in self-directed learning.
Learning Outcomes

By the end of this unit students will be able to:

1. Identify the main components of nutrition for optimal health and sports performance
2. Explain the main components of the digestive system and the factors that affect optimal function
3. Investigate the connection between food consumption and disease
4. Explore a range of specific diets, with particular focus on their dietary principles.
Essential content

**LO1** Identify the main components of nutrition for optimal health and sports performance

*Definition, structure, function and sources of micro and macro nutrients:*
- Protein, fats, carbohydrates, vitamins, and minerals
- Food pyramid and food groups
- Cholesterol
- Deficiencies of micro and macro nutrients
- Effects of dehydration
- The importance of soluble and insoluble fibre in the diet
- Super foods

*The nutritional needs of specific populations in society:*
- Athletes, children, young people, adults, the elderly, and pregnant mothers
- Sports - strength and endurance athletes

*Food labels:*
- Labelling systems, e.g. the traffic light system
- Nutritional information, e.g. ingredients and additives
- Marketing tools, brand imaging, the effectiveness of food labels
- Review the European Union (EU) labelling laws
- Potential benefits of nutritional supplements in sports

**LO2** Explain the main components of the digestive system and the factors that affect optimal function

*Physiology of the digestive system and ancillary organs:*
- Functions of the digestive system, e.g. mechanical and chemical digestion
- Functions of the liver, pancreas, gall bladder, and the kidneys
- Five phases involved in the digestive process
- Different processes involved in digestion and where they occur – ingestion of food, breakdown, digestion, absorption, and defecation
Microbiome and microbiota:
Microbiome in terms of its function and the microbiota that inhabit it
Role of microbes in sustaining a healthy gut, leaky gut
Microbiome and the pathophysiology of the body
Healthy diet in maintaining a healthy gut, consumption of prebiotics and probiotics

LO3 Investigate the connection between food consumption and disease

Disordered physiological processes:
Energy balance, input versus output, calculation, Harris Benedict equation
Poor dietary habits, e.g. atherosclerosis, hypo-dyslipidaemia, hypertension, joint problems obesity, Type 2 diabetes, coronary heart disease, inflammatory disorders, depression, anxiety and food intolerance

Factors leading to these conditions:
Dietary improvements to improve health

Nutritional tests, medical tests:
Heart angiogram, York test, foetal test, urine test, small intestine biopsy for microbes, cholesterol test and vitamin D blood test, among others

LO4 Explore a range of specific diets, with particular focus on their dietary principles

Prescriptive diets:
The athletic diet for strength and endurance, Coeliac diet, lactose intolerant diet, vegan diet, diabetic diet, vegetarian

Dysfunctional diets:
High fat diet, processed food diet, high sugar diet, high alcohol diet

Fad diets:
Atkins diet, celebrity, slim diet, 5/2 diet, probiotic diet, apple cider vinegar diet, Mediterranean diet, the ketone diet, food map diet
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Identify the main components of nutrition for optimal health and sports performance</td>
<td><strong>P1</strong> Outline the structure, function and sources of micro and macro nutrients and impact of deficiencies</td>
<td><strong>D1</strong> Analyse different food labels, discuss their nutritional benefits and shortcomings, pay particular attention to any additives that may be in the ingredients</td>
</tr>
<tr>
<td><strong>P2</strong> Discuss the specific nutritional requirements of specific populations, including an athlete</td>
<td><strong>M1</strong> Identify why labels are important for the consumer</td>
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</tr>
<tr>
<td><strong>M2</strong> Demonstrate a knowledge of food labelling laws, including knowledge about additives, nutritional information and ingredients lists</td>
<td><strong>M3</strong> Discuss the functional properties of the microbiome</td>
<td><strong>D2</strong> Analyse how the microbiome can affect the pathophysiology of the body</td>
</tr>
<tr>
<td><strong>LO2</strong> Explain the main components of the digestive system and the factors that affect optimal function</td>
<td><strong>P3</strong> Explain the physiology of the digestive system and ancillary organs</td>
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</tr>
<tr>
<td><strong>P4</strong> Discuss the importance of a healthy diet in maintaining a healthy gut</td>
<td><strong>M4</strong> Identify the range of nutritional tests that are available to people suffering from nutrition-related conditions</td>
<td><strong>D3</strong> Make nutritional recommendations that could be implemented to reverse or improve these conditions</td>
</tr>
<tr>
<td><strong>LO3</strong> Investigate the connection between food consumption and disease</td>
<td><strong>P5</strong> Discuss specific disordered physiological processes that can occur due to poor dietary habits</td>
<td><strong>D4</strong> Evaluate the validity of these diets based on scientific research and medical statistics</td>
</tr>
<tr>
<td><strong>M5</strong> Discuss one of each diet category: fad diet, prescriptive diet, and dysfunctional diet</td>
<td><strong>LO4</strong> Explore a range of specific diets, with particular focus on their dietary principles</td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Differentiate between fad diets, prescriptive diets and dysfunctional diets</td>
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</table>
Recommended resources

Textbooks

Websites
www.food.gov.uk
Research allergies intolerances
General reference regulation
legislation
Food alerts discussion forum

www.nutrition.org.uk
Research
General reference
Nutrition science

Links
This unit links to the following related units:
*Unit 1: Physical Activity, Lifestyle & Health*
*Unit 11: Anatomy & Physiology*
*Unit 38: Exercise Physiology*
*Unit 41: Advanced Nutrition*
Unit 11: Anatomy & Physiology

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Introduction

The study of the human body is vital in understanding how movement is produced, the systems at work and how they work together to create athletic movement. Anatomy studies the structure of the human body while physiology is concerned with understanding its function.

This unit is designed for students wanting to gain knowledge of the anatomy of the musculoskeletal system and understanding how movement is produced. Students interested in careers such as personal training, physical education teaching, occupational therapy, coaching, exercise prescription and performance analysis would find this a key unit in informing their practice.

This unit will explore the structure and function of the skeleton, osteology and the anatomy of bones and bone growth, types of joint, their structure and their contribution to range of movement. Students will examine the structure of the musculoskeletal system and begin to understand the complexities involved in effective performance.

This unit will explore the structure and function of the cardiovascular and respiratory systems and their role in exercise, the changes that take place and the effect of environmental factors on their effectiveness.
Learning Outcomes

By the end of this unit students will be able to:

1. Identify the key structures of the skeletal system
2. Describe the structure and function of muscles
3. Explore the structure and function of the cardiovascular system
4. Discuss the structure and function of the respiratory system.
**Essential content**

**LO1  Identify the key structures of the skeletal system**

*Anatomical terminology:*
- Axial and appendicular skeleton
- Positional and directional terminology (e.g. transverse, sagittal)
- Major anatomical landmarks

*Structure and function of the skeletal system:*
- Support, protection, movement, minerals, chemical energy storage
- Identifying, naming and locating major bones
- Knowing types of bone, differing functions of bones in relation to their structure, description of skeletal growth and changes in structure
- The function and anatomy of long bones

*Joint structure and function:*
- Structure of synovial joints, e.g. ligaments, cartilage, synovial fluid, etc. How their structures aid their specific functions
- Cartilaginous and fibrous joints, location, structure and function

*Movement terminology (e.g. flexion, extension, rotation, pronation and supination):*
- Range of movement dependent upon types of joint
- Relate structure to function and lever systems

**LO2  Describe the structure and function of muscles**

*Functions of muscles:*
- Posture, locomotion, generation of force
- Voluntary and involuntary muscles, striated and non-striated

*Muscle types:*
- Skeletal muscle in relation to types, names, origins and insertions, functional anatomy and muscle surface anatomy
- Cardiac muscle and smooth muscle
Roles of skeletal muscle, e.g. agonists, antagonists etc.:
The type of contraction (concentric, isometric and concentric) dictated by muscle role
Their types of contraction and the movement produced

Structure of muscles:
Tendons, ligaments, muscle belly and tendons to sarcomere and structural proteins, sliding filament theory, myocytes, myofibrils, actin and myosin and their role in force generation

LO3 Explore the structure and function of the cardiovascular system

Structure of heart and surrounding anatomy:
The cardiovascular system - structure and function
Changes in structure and function with exercise - blood vessels, capillaries, veins, arteries, cardiac impulse, cardiac output, regulation of Heart rate (HR) at rest, regulation of Heart rate (HR) during exercise
SAN and AV node and heart regulation
Sympathetic and parasympathetic nervous system, bundle of His and Purkinje fibres
Adrenaline and noradrenaline

LO4 Discuss the structure and function of the respiratory system

The respiratory system:
Structure and function, the anatomy of the lungs
Gaseous exchange - pulmonary ventilation, the process of breathing or the movement of gases into and out of the lungs
External respiration, the exchange of gases between the alveoli and pulmonary blood
Respiratory gas transport, transport of gases to and from the lungs and cells via the bloodstream, involving the cardiovascular system
Internal respiration, the exchange of gases between the blood and the cells at the capillary level
The effects of environmental factors, e.g. temperature, pressure and saturation on gas volumes, transportation of gases, gas exchange and the concept of partial pressures in response to exercise
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<tr>
<td><strong>Pass</strong></td>
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<tr>
<td><strong>LO1</strong> Identify the key structures of the skeletal system</td>
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<tr>
<td><strong>P1</strong> Show the structure of the skeletal system.</td>
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<tr>
<td><strong>P2</strong> Identify the structure of common synovial joints</td>
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<tr>
<td><strong>P3</strong> Identify the major muscles of the human body</td>
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<tr>
<td><strong>P4</strong> Illustrate how muscle contractions occur</td>
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<tr>
<td><strong>LO3</strong> Explore the structure and function of the cardiovascular system</td>
</tr>
<tr>
<td><strong>P5</strong> Demonstrate the structure of the cardiovascular system</td>
</tr>
<tr>
<td><strong>P6</strong> Describe the function of the cardiovascular system</td>
</tr>
<tr>
<td><strong>LO4</strong> Discuss the structure and function of the respiratory system</td>
</tr>
<tr>
<td><strong>P7</strong> Demonstrate the structure of the respiratory system</td>
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Recommended resources

Textbooks


Websites
www.food.gov.uk Research allergies intolerances
General reference regulation
legislation
Food alerts discussion forum

www.nutrition.org.uk Research
General reference
Nutrition science

Links
This unit links to the following related units:
Unit 1: Physical Activity, Lifestyle and Health
Unit 12: Biomechanics
Unit 38: Exercise Physiology
Unit 41: Advanced Nutrition
Unit 12: Biomechanics

<table>
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Introduction

You are watching the Olympic Games on television when you see a goalkeeper successfully saving a goal, sending the ball over the crossbar. The technique they use looks very awkward. They approach the ball from the side, but land safely. You think to yourself, “How can they jump so high using such an odd-looking technique? There must be another way that is just as effective and more graceful looking?” Biomechanics helps provide you with some insights to answer this, and other questions you have about human movement in sport.

Sports biomechanics is the branch of sport and exercise science which examines the causes and consequences of human movement and the interaction of the body with apparatus or equipment through the application of mechanical principles in sporting settings. The aim of this unit is to develop students’ understanding of biomechanical principles and techniques used to improve individual or team sport performance. The topics included in this unit are: traditional principles of biomechanics, essential practical techniques in sports biomechanics, key mechanical principles in sport performance, how to conduct notational analysis of performance and analysing sports performance using biomechanical models.

On successful completion of this unit, students will start to adopt an evidence-based practice approach to their work, applying the principles of biomechanics. Students will be able to record sports performance and analyse complex technical and numerical data. They will learn to identify strengths and areas for improvement as well as present their findings using suitable and professional communication methods, all while suggesting new approaches for further development.

The knowledge and skills gained through this unit will be useful for students wishing to progress into careers based around performance analysis, sports injury, sports therapy, sports coaching and fitness instructing or training.
Learning Outcomes

By the end of this unit students will be able to:

1. Describe biomechanical principles in sporting contexts
2. Develop biomechanical techniques to record sport performances
3. Carry out notational analysis of performance
4. Explore sport performances against biomechanical models.
Essential content

LO1 Describe biomechanical principles in sporting contexts

Discuss biomechanical principles:
Planes and axes of motion
Kinematics (definition, linear kinematics, rotational kinematics, projectile motion)
Kinetics (definition, linear kinetics, rotational kinetics, friction, impact, Newton’s laws and types of forces)
Fluid mechanics (viscosity, fluid kinematics, types of flow, drag forces, lift forces, Bernoulli principle and Magnus effect)

LO2 Develop biomechanical techniques to record sport performances

Recording sport and exercise performance:
Investigate planning skills (participant preparation, equipment preparation)
Explore recording techniques (digital photography, video recording, two-dimensional and three-dimensional recording)
Revise recording principles (frame rate, horizontal scaling, vertical referencing, perspective error, validity, reliability, accuracy, precision)
Discuss guidelines for recording techniques and recording principles

LO3 Carry out notational analysis of performance

Notational analysis:
Investigate model of technique analysis (qualitative or subjective analysis and quantitative analysis)
Underline background to manual notation systems
Revise background to electronic notation programmes
Formulate sport-specific performance criteria
Solve data collection and interpret data analysis
Discuss effective methods of displaying and presenting data
Providing feedback - revise the use of appropriate language for athletes and coaches

Discuss effective methods of providing recommendations for future performance

How current literature can be used to support recommendations for future performance

Revise the application of appropriate methods for target setting (outcome, performance and process goals)

**LO4 Explore sport performances against biomechanical models**

*Biomechanical models:*

Differentiate literature-based and elite athlete-based numerical models

Revise literature based and elite athlete-based technical models

What are the benefits or detriments of using a combination of literature-based and elite athlete-based models?

Compare performance to ideal models aiming to identify strengths and areas for performance improvement

Provide feedback, using literature to support identified strengths and areas for improvement

Suggest recommendations for future performance, using literature to support recommendations and target setting
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<tr>
<td><strong>LO2</strong> Develop biomechanical techniques to record sport performances</td>
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<tr>
<td><strong>LO3</strong> Carry out notational analysis of performance</td>
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<td><strong>LO4</strong> Explore sport performances against biomechanical models</td>
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</table>
Recommended resources

Textbooks


Websites
www.bases.org.uk/biomechanics The British Association of Sport and Exercise Sciences.
More about Biomechanics.
General reference

isbs.org/about-us/journal International Society of Biomechanics in Sports.
Journal.
Articles.

Journal.
Articles.

Links
This unit links to the following related units:

*Unit 11: Anatomy & Physiology*
*Unit 28: Coaching Special Populations*
*Unit 34: Advanced Coaching*
*Unit 38: Exercise Physiology*
Unit 13: Technology in Sport

Introduction

Technology is integrated into our daily life and is influencing the ways in which we complete everyday tasks. Inevitably, this has filtered into the sporting environment, with the use of technology increasing at all levels as it becomes more affordable and user friendly. Gaining the competitive edge over your opponent is a key objective: the use of technology will aid the identification of performance indicators and gives a platform to efficiently evidence individual improvements. The advancements of technology use are evident in today's professional sport and is increasingly being introduced to the lower levels as people own more portable and wearable technologies. Understanding how to utilise technology in sport will ensure that individuals are ready to integrate it into practice as part of future careers.

The aim of this unit is to provide students with the knowledge and understanding of the impact technology has on sport and the ways in which it supports the athletes’ performance developments. Students will engage in researching the impact of technological equipment, facility development, performance-enhancing tools and testing equipment used within sports. They will gain an understanding in the importance of sport's National Governing Bodies (NGB) to set their rules stipulating limitations to allow fair competition, the ethics of implementing technology and the influence it can have on an athlete.

As students progress through the unit, they will gain the practical and technical knowledge to review the positives and negatives of technological advancements influencing athletes to gain a competitive edge. This will lead to students demonstrating the use of technology to assist with their role within a sporting environment.

The knowledge, understanding and skill sets gained in this unit will help students to appreciate the impact of technology in the sports environment and how it can influence an athlete's performance in practice.
Learning Outcomes

By the end of this unit students will be able to:

1. Interpret the influence technological developments have had on sport and exercise performance
2. Investigate technologies that support participants in performance and the ethical implications of use
3. Review the factors that affect technology use in a practical setting
4. Demonstrate the effective use of technology in a practical setting.
Essential content

LO1 Interpret the influence technological developments have had on sport and exercise performance

*Development of equipment and facilities:*
- Sport-specific equipment, e.g. racquets, bats, balls
- Clothing and footwear, e.g. under layers, specialist shoes, protection
- Facilities (indoor and outdoor), e.g. surface, material, performance properties

*Performance enhancement:*
- Video analysis, e.g. Dartfish, SportsCode, Prozone
- Testing equipment, e.g. timing gates, portable gas analyser, force plates
- Physiological testing, e.g. gas analysing, heart rates

LO2 Investigate technologies that support participants in performance and the ethical implications of use

*Different types of technology used in current sport:*
- Equipment used within specific sports
- Personal wearable technology, e.g. heart rate monitors, GPS, activity trackers
- Portable device tools and apps, e.g. apps on tablets and phones
- Performance recording equipment, e.g. video-capturing devices Specialist apps and software
- Software uses and applications
- Specific facilities, e.g. specialist surfaces, scoreboards

*Technology for performance:*
- Data collection, e.g. video analysis, timing, GPS
- Performance analysis, e.g. video analysis
- Physiological testing, e.g. gas analysing, heart rates
Ethics implications:
The fairness of using technology in performance
Ethical barriers to using technology
Equality of technology across performers
Costs of technology
Technological availability linked to geographical location

LO3 Review the factors that affect technology use in a practical setting

Factors:
Environment
Money, e.g. cost of equipment, training course costs
Time, e.g. set-up times, post activity events
Technical knowledge, e.g. skill set of staff, training needs
Technical support, e.g. number of staff to assist, support and troubleshooting access
Reliability and validity, e.g. whether it measures correctly, the accuracy of techniques used

Use:
To measure performance, e.g. validity and reliability
Record performance, e.g. mechanisms to record and feedback
Analysis of performance, e.g. capturing performance

Practical settings:
Indoors, e.g. temperature, environment
Outdoors, e.g. weather, surface
Facility, e.g. age of facility, equipment available
Area and space, e.g. size, surface, locations
LO4 Demonstrate the effective use of technology in a practical setting

Planning:
The task that technology is assisting
Technical set-up of equipment
Resources required
Method of use
Facility needs and space requirements

Implementation:
Following protocols
Setting up equipment
Conducting safe sessions
### Learning Outcomes and Assessment Criteria

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<tr>
<th>Pass</th>
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<tr>
<td><strong>P1 Assess the influence technological developments have had on sport and exercise performance</strong></td>
<td><strong>M1 Discuss the advantages and disadvantages of the influences of technological developments</strong></td>
<td><strong>D1 Analyse the changes in sport and exercise due to the technological developments that have influenced performance</strong></td>
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<tr>
<td><strong>LO2 Investigate technologies that support participants in performance and the ethical implications of use</strong></td>
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<tr>
<td><strong>P2 Investigate different technologies that support participants and indicate the ethical implications of using them in performance</strong></td>
<td><strong>M2 Differentiate between the types of technology compared to conventional methods that influence performance</strong></td>
<td><strong>D2 Justify the use of different technologies to support participants in performance and the ethical implications identified</strong></td>
</tr>
<tr>
<td><strong>LO3 Review the factors that affect technology use in a practical setting</strong></td>
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<tr>
<td><strong>P3 Review the personal and external factors that will affect technology use in a practical setting</strong></td>
<td><strong>M3 Assess the influence that personal and external factors have on performance in a practical setting due to the use of technology</strong></td>
<td><strong>D3 Analyse the factors that impact on using technology in a practical setting and how it influences performance outcomes on a participant compared to conventional methods</strong></td>
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<tr>
<td><strong>LO4 Demonstrate the effective use of technology in a practical setting</strong></td>
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<tr>
<td><strong>P4 Plan the effective use of technology in a practical setting</strong></td>
<td><strong>M4 Report on the influence technology has on performance in a practical setting compared to using conventional methods</strong></td>
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Recommended resources

Textbooks

Journals
Sports Technology

Links
This unit links to the following related units:
Unit 32: Performance Analysis
Unit 14: Environmental Issues & Ethics

<table>
<thead>
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Introduction

The challenges facing our global and local environment have arguably never been so high on the political and social agenda as they are at present. Climate change, habitat destruction, over-use of popular locations and friction between conflicting users of the outdoors are all topics that the modern outdoor professional should understand and respect. Having used the outdoor environment for many decades, it is only in recent years that many outdoor education organisations, with a few notable and creditworthy exceptions, have come to consider their impacts and how we can reduce them.

Sustainable development, where we make the most of our environment without prejudicing the ability of future generations to do the same, is now thankfully a widely accepted concept in the outdoors. This is evidenced by the growing requirement for environmental awareness on instructor qualifications across the outdoor sector. The task currently being undertaken is firstly to infuse environmental respect and understanding through the leaders of today, and then to hand this baton on to the enthusiasts and outdoor leaders of tomorrow.

On successful completion of this unit students will be able to describe the origins of environmental movements, along with the environmental impacts that outdoor activities can have on the environment. They will be able to identify and describe a range of habitats and be able to undertake practical tasks to mitigate our impacts upon them.

Students will develop research skills while reviewing legislation and policies, practical hands-on skills during conservation activities and an awareness of the differences they can make by considering the environment during their own practice.
Learning Outcomes

By the end of this unit students will be able to:

1. Describe the origins of the environmental movement and the impact of outdoor activities on the environment
2. Investigate the importance of the outdoor environment and whether outdoor activities can operate alongside conservation or preservation
3. Undertake an environmental sustainability project that addresses the impact of outdoor activities on the natural environment
4. Examine the effectiveness of environmental policies and guidance in achieving sustainable use of the countryside for outdoor activities.
Essential content

LO1 Describe the origins of the environmental movement and the impact of outdoor activities on the environment

The origins of the environmental movement:
John Muir and the Sierra Club, The John Muir Trust, Greenpeace, Field Studies Council, Friends of the Earth, Leave No Trace, Surfers Against Sewage

Impacts and issues:
Habitat destruction, sustainable transport, littering, noise pollution, water pollution, forest fire, flooding, non-native species, blue-green algae, footpath erosion, disposal of human waste, honey-pot sites, carrying capacity, mass participation events, social, economic, cultural, conflict with other users

Minimising impacts and solutions:
Sustainable development, environmental education, John Muir Award, Forest Schools Association, British Trust for Conservation Volunteers, Environmental and sustainability policies, National Governing Body guidance, building regulations, conservation, environmental policies, Leave No Trace

LO2 Investigate the importance of the outdoor environment and whether outdoor activities can operate alongside conservation or preservation

Natural habitats:

Opportunities:
Social, economic, cultural, sustainability, Leave No Trace, wilderness experience, spirituality, survival skills, resilience, personal development

Conservation and preservation:
Definitions, theory and practice, positives and negatives
Case studies:
National Parks in UK and USA and alternatives in other countries, Field Studies Council, Centre for Alternative Technology, Eden Project, John Muir Award and John Muir Trust, Forest Schools Association, British Trust for Conservation Volunteers, Peak Park Conservation Volunteers, British Trust for Conservation Volunteers (BTCV), Green Flag Awards, eco-centres

LO3 Undertake an environmental sustainability project that addresses the impact of outdoor activities on the natural environment

Environmental sustainability project:
Plan, undertake and review
Footpath restoration, walling, tree planting, removal of non-native species, beach clearance, habitat and litter clearance, education resources, environmental education activities

LO4 Examine the effectiveness of environmental policies and guidance in achieving sustainable use of the countryside for outdoor activities

Government policy and legislation:

Leadership organisations:
National and regional examples of National Governing Bodies, e.g. European Institute for Outdoor Adventure Education and Experiential learning (EOE), Association of Heads of Outdoor Education Centres (UK and Ireland), British Mountaineering Council, British Canoeing, Royal Yachting Association, American Canoe Association, Institute for Outdoor Learning, John Muir Trust, National Parks UK

Effectiveness of policies:
Leadership, practical application, sustainability, codes of practice, best practice and awards, suggestions for future improvements.
## Learning Outcomes and Assessment Criteria

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Describe the origins of the environmental movement and the impact of outdoor activities on the environment</td>
<td><strong>M1</strong> Explain the environmental impacts of outdoor and adventurous activities and examples of how they can be minimised</td>
<td><strong>D1</strong> Evaluate the impacts of outdoor activities on the environment, considering the effectiveness of solutions</td>
</tr>
<tr>
<td><strong>P1</strong> Outline the key moments and issues contributing to the development of the environmental movement</td>
<td><strong>P2</strong> Identify environmental impacts and issues relating to the use of the countryside for outdoor and adventurous activities</td>
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<tr>
<td><strong>P3</strong> Describe the key features and value of natural habitats and why their conservation or preservation is important</td>
<td><strong>P4</strong> Outline the opportunities that wilderness areas offer to outdoor activities and other users</td>
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</tr>
<tr>
<td><strong>LO2</strong> Investigate the importance of the outdoor environment and whether outdoor activities can operate alongside conservation or preservation</td>
<td><strong>M2</strong> Explain the concepts of conservation and preservation and whether outdoor activities can operate within them</td>
<td><strong>D2</strong> Critically evaluate by use of case studies whether outdoor activities can operate alongside conservation or preservation</td>
</tr>
<tr>
<td><strong>LO3</strong> Undertake an environmental sustainability project that addresses the impact of outdoor activities on the natural environment</td>
<td><strong>P5</strong> Undertake an environmental sustainability project that addresses the impact of outdoor activities on the natural environment</td>
<td><strong>D3</strong> Evaluate the effectiveness of the project, suggesting future improvements</td>
</tr>
<tr>
<td><strong>P6</strong> Review the environmental sustainability project, identifying strengths and areas for development</td>
<td><strong>M3</strong> Independently demonstrate conservation skills and techniques</td>
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<td><strong>LO4</strong> Examine the effectiveness of environmental policies and guidance in achieving sustainable use of the countryside for outdoor activities</td>
<td><strong>P7</strong> Identify relevant government policy and legislation relating to sustainable use of the countryside</td>
<td><strong>D4</strong> Evaluate the effectiveness of environmental policies and guidance, suggesting future improvements</td>
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<td><strong>P8</strong> Outline the environmental policies of leadership organisations in outdoor activities, identifying strengths and areas for improvement</td>
<td><strong>M4</strong> Analyse the level of success in the practical implementation of environmental policies of leadership organisations in outdoor activities</td>
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Recommended resources

Textbooks
BEAMS, S. et.al. (Great Britain) (2011) *Learning outside the classroom*. Routledge

Journals
*Journal of Adventure Education and Outdoor Learning*
*Journal of Sustainability Education*

Websites
www.johnmuirtrust.org The John Muir Trust
About us
Research and general reference
www.sierraclub.org The Sierra Club
About us
Research and general reference
www.greenpeace.org.uk Greenpeace
What we do
General reference
www.eoe-network.eu European Institute of Outdoor Adventure Education and Experiential Learning
Home
General reference
www.thebmc.co.uk  The British Mountaineering Council
   Access and conservation
   General reference and article
www.outwardbound.org.uk  The Outward Bound Trust
   Teacher resources/The Environment
   General reference
www.britishcanoeing.org.uk  British Canoeing
   Waterways and environment
   General reference and article
www.rya.org.uk  Royal Yachting Association
   Knowledge and advice
   General reference
www.mountain-training.org  Mountain Training
   Knowledge
   General reference
www.sas.org.uk  Surfers Against Sewage
   Issues
   General reference and article
www.nationalparks.gov.uk  National Parks UK
   Caring for
   General reference

Links
This unit links to the following related units:

Unit 5: Outdoor Learning
Unit 15: Small Craft Navigation
Unit 17: Experiential Learning
Unit 19: Expedition Leadership
Unit 20: Residential Activity Management
Unit 22: Outdoor Activities
Unit 26: Adventure Programming
Unit 15: Small Craft Navigation

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Introduction

The quest for discovery and exploration is part of what makes us human. Generations of sailors and explorers have paved our way to the science of maritime navigation. Regardless of the type of craft (dinghy, sea kayak, yacht, powerboat) one intends to use, the voyage needs to be prepared meticulously so that the navigator can anticipate challenges or dangerous situations before they arise. However, one must realise that while the science of navigation can be taught, it is experience that will bring navigation to an art form.

This unit presents students with the pilotage, navigation, seamanship and boat-handling skills required to skipper a small boat (dinghy, yacht or powerboat) by day in estuaries or tidal coastal waters. Students undertaking this unit require some existing basic to intermediate sailing skills.

There are two aspects to this unit: a classroom-based study of the components of maritime navigation (for instance weather, chart, regulations, navigation exercises) and a practical aspect where students will get the opportunity to apply the theory and practise essential manoeuvres under power and sail, thus developing seamanship qualities. Students will also get the opportunity to plan and carry out a passage during daylight hours.

Topics included in this unit are chart work (plotting, taking bearings, estimating positions, using transit lines), weather (systems, forecasting, interpreting), tides (estimating height of water, implications, tidal streams), buoyage, rules and regulations (Colregs), boat preparation, emergency procedures, sailing manoeuvres, passage planning and pilot plan, and logbook requirements.

On successful completion of this unit, students will be able to prepare themselves, boat and crew for a safe and enjoyable day sail, be it on inland or coastal waters. Students will develop skills such as applied mathematics (for navigation, chart work and passage planning), and be exposed to modern technologies (for navigation and safety/emergency such as GPS and EPIRB). They will also develop critical thinking, reasoning and interpretation, communication and practical skills, which are essential to the outdoor leader/instructor or competent crew, aspiring yacht skipper/yachtmaster.
Learning Outcomes

By the end of this unit students will be able to:

1. Demonstrate the principles involved in small boat navigation in estuaries or familiar coastal waters
2. Develop small boat handling skills in a variety of weather conditions both as crew and helm
3. Identify the seamanship implications of day sailing involving short passages
4. Produce a pilot plan for a “daylight hours” sailing journey in familiar waters.
Essential content

LO1 Demonstrate the principles involved in small boat navigation in estuaries or familiar coastal waters

**Chart work and navigational duties:**
Chart features, projections, symbols, working definitions, latitude, longitude, equipment (divider, plotter, compass, logbooks, almanacs), good practice for handling and working with charts, updating information on charts, measuring distances and units used, compass bearing, variation, deviation, plotting positions, taking and plotting fixes, dead reckoning (DR) and estimated position (EP), course to steer, waypoints, using GPS, digital navigation, radar

**Tidal calculations:**
Tidal theories, estimating tidal heights (rule of twelves, tidal curve) and tidal streams, course to steer, boat draught, clearance, tidal diamonds

**Buoyage system:**
International Association of Lighthouse Authorities (IALA) buoyage system, lateral marks, cardinal marks, special marks, isolated danger marks, preferred channel marks, shapes, lights, sector lights, leading lights, lighthouses

LO2 Develop small boat handling skills in a variety of weather conditions both as crew and helm

**Boat handling under power:**
Bring a boat safely to and from a mooring or berth, bow/stern to mooring, anchoring, manoeuvring in and out of marinas, speed control, man overboard recovery

**Boat handling under sail:**
Bring a boat safely to and from a mooring, anchoring, steer and trim sails effectively on all points of sailing, hove to, reefing afloat while underway, changing head sail, coming alongside a pier, jetty, floating pontoon, mooring or another boat and make fast, passing a line, use of appropriate knots, pier/marina “etiquette”, man overboard recovery, towing and being towed.
LO3 Identify the seamanship implications of day sailing involving short passages

*Boat preparation:*
Preparation for sea, maintenance and repair, properties of ropes, knots, ropework, types of anchors, engine checks, selection of sails, stowage of equipment on or below deck, safety equipment, Emergency Position Indication Radio Beacon (EPIRB), personal safety and comfort, fire safety

*Weather forecast:*
Sources, terminology, interpretation of forecast
High- and low-pressure systems, synoptic charts, isobars, hectopascal (hPa), use of barometer, fronts (cold, warm, occluded), precipitation, temperature, wind, Beaufort scale, knots, clouds, land and sea breeze, fog

*Collision regulations:*
Application of the International Rules for the Prevention of Collisions at Sea (Colregs), steering and sail rules, communication

*Emergency procedures:*
Man overboard recovery, dealing with immersion, use of distress equipment such as mirrors, flares, life raft, use of VHF radio (voice call and digital), distress messages, boat preparation, securing a tow, rescue procedures including helicopter rescue, environmental factors such as lee shore, shore break

LO4 Produce a pilot plan for a "daylight hours" sailing journey in familiar waters

*Plan:*
Entry and departure in/from harbour, rocks, shoals and shallows, shipping channels, tidal implications, bye laws, dealing with commercial shipping

*Leading lines:*
Identify leading and clearing lines

*Transits:*
Taking transits, transits plus bearing, two transits, transits and soundings
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Demonstrate the principles involved in small boat navigation in estuaries or familiar coastal waters</td>
<td><strong>P1</strong> Carry out a series of exercises on a chart, using relevant navigational instruments and publications</td>
<td><strong>D1</strong> Justify chosen approach to solving the navigational exercises</td>
</tr>
<tr>
<td><strong>M1</strong> Communicate the results of the exercises in an appropriate manner on the chart and with a written step-by-step approach as supporting evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Develop small boat handling skills in a variety of weather conditions both as crew and helm</td>
<td><strong>P2</strong> Prepare oneself, boat and crew for training sessions with consideration to sailing area and weather conditions</td>
<td><strong>D2</strong> Review each session and offer appraisal or recommendations for future sessions and/or specific manoeuvre</td>
</tr>
<tr>
<td><strong>P3</strong> Demonstrate a series of manoeuvres both as crew and at the helm</td>
<td><strong>M2</strong> Produce a log of training sessions outlining weather/tides conditions and implications for the activity and key points for each manoeuvre</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Identify the seamanship implications of day sailing involving short passages</td>
<td><strong>P4</strong> Outline the minimum personal, boat and safety equipment required on board a sailing vessel for a day trip</td>
<td><strong>LO3 &amp; LO4</strong></td>
</tr>
<tr>
<td><strong>P5</strong> Interpret the weather forecast for a given location</td>
<td><strong>M3</strong> Discuss the qualities and limitations of personal, boat and safety equipment</td>
<td><strong>D3</strong> Demonstrate seamanship abilities</td>
</tr>
<tr>
<td><strong>P6</strong> Indicate appropriate Colregs actions in a variety of scenarios</td>
<td><strong>M4</strong> Undertake a supervised “daylight hours” sailing journey and produce the ship log</td>
<td><strong>D4</strong> Review the sailing journey in terms of pilot plan application and offer recommendations</td>
</tr>
<tr>
<td><strong>LO4</strong> Produce a pilot plan for a “daylight hours” sailing journey in familiar waters</td>
<td><strong>P7</strong> Plan for a “daylight hours” sailing journey (under power or sail) in a sailing area that is familiar</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Links

This unit links to the following related units:

*Unit 4: Risk and Safety Management in the Outdoors*

*Unit 14: Environmental Issues & Ethics*

*Unit 19: Expedition Leadership*

*Unit 22: Outdoor Activities*
Unit 16: Work Exposure

<table>
<thead>
<tr>
<th>Unit code</th>
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</table>

Introduction

Exposure to the workplace is essential for all students wishing to enter the sports industry as it can provide opportunities for students to observe employability skills in action. A significant amount of learning can be achieved by observing activities being carried out in the workplace and this will enable students to reflect on the utilisation of these skills in real-life situations.

Employability skills are crucial to gaining employment within the sports industry and, therefore, opportunities for work exposure will give students the opportunity to assess the skill requirements of different career pathways. This will enable students to identify different career pathways that may be of interest to them and assess their own personal and professional development needs in relation to the specific roles within the sports industry.

This unit introduces students to different organisations within the sports industry and how they are structured. Following on from this, students will develop an understanding of employability skills and how they are used in different jobs within the sports industry. It will consider skills such as problem-solving, organisation, time management, communication, teamwork and leadership. Students will then be required to shadow a range of individuals working in the sports industry and review how the professionals utilised relevant skills effectively.

On successful completion of this unit, students will be able to demonstrate an awareness of how to use employability skills in a professional working environment. They will also develop the ability to evaluate when they are used effectively which is crucial not only to gain employment in the sports industry but also to facilitate career progression.
Learning Outcomes

By the end of this unit students will be able to:

1. Outline the structure of organisations within the sports industry
2. Examine employability skills relevant to the sports industry
3. Observe employability skills in action through work exposure
4. Review the use of employability skills through work exposure.
**Essential content**

**LO1 Outline the structure of organisations within the sports industry**

*Organisations in the sports industry:*

Local, e.g. local authority sports development, local colleges, schools, local gyms, local sports clubs

National, e.g. Sports England, Sports Coach UK, governing bodies, e.g. The FA, Badminton England

International, e.g. FIFA

Sectors - public, private, voluntary, public/private partnerships

Employment contracts offered – full-time, part-time, fixed-term contract, zero-hours contract, apprenticeships, self-employment (independent, subcontracted)

*Structure of organisations:*

Levels of employment/hierarchical, e.g. local gym (fitness instructor, personal trainer, assistant manager, general manager), committees, consultation groups, forums, working groups, funding, lines of communication within and external to the organisation, mission, values and objectives (mission statements, equality of access and opportunity), profits and market share, key legal responsibilities to the consumer and employee (e.g. data protection, health and safety), ethical practices, other stakeholders involved, link to National Occupational Standards

Purpose of organization, e.g. associated benefits of organisations, e.g. cross-cutting agendas (anti-crime, pro-health, pro-education, regeneration, anti-doping), improving performance, providing opportunities, developing healthy lifestyles

Role of organisation, e.g. participation, performance, enabling and facilitation, direct delivery, strategic, operational, advisory.
LO2  **Examine employability skills relevant to the sports industry**

*Skills:*

Qualities, e.g. reliability, commitment, resilience, empathy, self-discipline, creativity, problem-solving, initiative, confident, emotional intelligence, motivated

Communication skills, e.g. verbal and non-verbal (awareness and use of body language, effective listening, respect of others’ opinions, openness and responsiveness, formal and informal communication, negotiation, persuasion, assertiveness, presentation skills, engagement in team meetings

IT skills, e.g. use of Microsoft packages (Microsoft Word, Excel and PowerPoint), presentation skills using ICT

*Time management:*

Organisational skills, prioritising workloads, setting work objectives, making and keeping appointments, using initiative, time for learning, reliable estimate of task time

Working with others, e.g. teamwork, flexibility/adaptability, social skills, cooperation, team building (selecting team members e.g. specialist roles, skill and style/approach mixes, identification of team/work group roles), effective leadership skills, e.g. setting direction, setting standards, motivating, innovative, responsive, effective communicator, reliability, consistency

Problem-solving, e.g. identification of the problem, problem analysis and clarification, researching changes in the workplace, generating solutions, choosing a solution, selecting and implementing the correct solution (e.g. timescales, stages, resources), evaluation of whether the problem was solved or not, measurement of solution against desired outcomes, sustainability of solution

*Skills assessment:*

Methods of assessment, e.g. questionnaires, interview, observation

Self-appraisal, e.g. skills audit (personal profile using appropriate self-assessment tools, SWOT analysis (strengths, weaknesses, opportunities, threats)
LO3 Observe employability skills in action through work exposure

Observation of employability skills:

Roles, e.g. sports coach, sports therapist sport psychologist, sports nutritionist, fitness instructor, personal trainer, strength and conditioning coach, sports development officers, National Governing Body (NGB) officers, sports administrators, assistant manager, general manager, grounds keeper, activity coordinator, PE teacher, college/university lecturer, sports journalist

Location, e.g. in-house within place of study, within external organisation

Development of observation checklist – purpose, format, content.

Skills:

Qualities, e.g. commitment, resilience, empathy, self-discipline, creativity, problem-solving, initiative, confident, motivated

Communication skills, e.g. verbal and non-verbal (awareness and use of body language, effective listening, respect of others' opinions, openness and responsiveness, formal and informal communication, negotiation, persuasion, assertiveness, presentation skills, engagement in team meetings

IT skills, e.g. use of Microsoft packages (Microsoft Word, Excel and Powerpoint), presentation skills using ICT

Time management, e.g. organisational skills, prioritising workloads, setting work objectives, making and keeping appointments, using initiative, time for learning, reliable estimate of task time

Working with others, e.g. teamwork, flexibility/adaptability, social skills, cooperation, team building (selecting team members, e.g. specialist roles, skill and style/approach mixes, identification of team/work group roles), effective leadership skills, e.g. setting direction, setting standards, motivating, innovative, responsive, effective communicator, reliability, consistency

Problem-solving, e.g. identification of the problem, problem analysis and clarification, researching changes in the workplace, generating solutions, choosing a solution, selecting and implementing the correct solution (e.g. timescales, stages, resources), evaluation of whether the problem was solved or not, measurement of solution against desired outcomes, sustainability of solution
LO4  **Review the use of employability skills through work exposure.**

*Review of observation:*

Effectiveness, e.g. strengths, areas for improvement, recommendations for future development, links to job description and person specification, use of skills relevant to role in organisation

Methods of evaluation, e.g. interviews, observation, use of colleague to peer assess
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Outline the structure of organisations within the sports industry</td>
<td><strong>P1</strong> Explain the structure of organisations within the sports industry</td>
<td><strong>M1</strong> Compare and contrast the structure of different organisations within the sports industry</td>
</tr>
<tr>
<td><strong>P2</strong> Discuss employment opportunities within different organisations in the sports industry</td>
<td><strong>P2</strong> Discuss employment opportunities within different organisations in the sports industry</td>
<td><strong>M2</strong> Compare and contrast the structure of different organisations within the sports industry</td>
</tr>
<tr>
<td><strong>LO2</strong> Examine employability skills relevant to the sports industry</td>
<td><strong>P3</strong> Assess employability skills relevant to the sports industry</td>
<td><strong>M3</strong> Analyse the different skills used by individuals working in the sports industry</td>
</tr>
<tr>
<td><strong>P4</strong> Explain the skill requirements of different job roles in the sports industry</td>
<td><strong>P4</strong> Explain the skill requirements of different job roles in the sports industry</td>
<td><strong>M4</strong> Assess the strengths and areas for improvement of a range of individuals working in the sports industry</td>
</tr>
<tr>
<td><strong>LO3</strong> Observe employability skills in action through work exposure</td>
<td><strong>P5</strong> Observe individuals working in the sports industry</td>
<td><strong>M5</strong> Analyse the different skills used by individuals working in the sports industry</td>
</tr>
<tr>
<td><strong>P6</strong> Explain employability skills used by individuals working in the sports industry</td>
<td><strong>P6</strong> Explain employability skills used by individuals working in the sports industry</td>
<td><strong>M6</strong> Analyse the different skills used by individuals working in the sports industry</td>
</tr>
<tr>
<td><strong>LO4</strong> Review the use of employability skills through work exposure</td>
<td><strong>P7</strong> Review the use of employability skills within different roles in the sports industry</td>
<td><strong>M7</strong> Analyse the different skills used by individuals working in the sports industry</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Website
www.afpe.org.uk | Association for Physical Education
Physical Education Matters
General Reference

www.bases.org.uk | British Association of Sport and Exercise Sciences
Homepage
General Reference

www.careers-in-sport.co.uk | Careers in Sport
Homepage
General Reference

www.jobs.ac.uk | Jobs
Homepage
General Reference

www.jobs.theguardian.com | Guardian jobs
Homepage
General Reference

www.leisureopportunities.co.uk | Leisure opportunities
Homepage
General Reference
Links

This unit links to the following related units:

*Unit 24: Entrepreneurism in Sport*
*Unit 35: Teaching Practice*
*Unit 36: Personal and Professional Development*
*Unit 37: Work Experience*
Unit 17: Experiential Learning

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<thead>
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Introduction

Experiential learning is at the core of personal development where one learns by doing, combined with reflection. Growth and learning happen when people are guided and led outside their comfort zone.

This unit is designed to provide students with the skills necessary to operate as effective facilitators of learning in the context of adventure programming. It forms a solid foundation for dealing with a range of groups in a variety of outdoor settings. It is also a stepping stone for further studies into adventure therapy facilitation and adventure programming.

Topics included in this unit are historical development and the underpinning philosophies of adventure education and experiential learning, investigation into the inherent benefits of individual or group participation in outdoor experiences/programmes, overview of how people learn within the outdoor context and leadership strategies to facilitate learning. Students will also have opportunities to develop basic facilitation techniques, along with an overview of the role of the facilitator, facilitation methods, debriefing methods and dealing with challenging situations.

On successful completion of this unit, students will be appropriately equipped to facilitate constructive and positive outdoor-based learning experiences for a variety of groups.
Learning Outcomes

By the end of this unit students will be able to:

1. Give an overview of the history and underpinning philosophies of experiential learning

2. Investigate the benefits and possible outcomes of individual or group participation in experiential learning-based experiences

3. Compare learning styles and appropriate leadership strategies for the facilitation of meaningful and positive outdoor experiences

4. Demonstrate basic facilitation techniques, with a view of promoting change and learning opportunities, to a group within an outdoor context.
Essential content

LO1  **Give an overview of the history and underpinning philosophies of experiential learning**

*Working definitions:*
Experiential learning, experiential education, outdoor education, facilitation, Experiential Learning Cycle, transfer of learning, adventure programming

*Historical steps:*
Kurt Hahn, Outward Bound UK and USA, National Outdoor Leadership School (NOLS), Duke of Edinburgh Award (UK), Gaisce Award (IRL), Institute of Outdoor Learning (IOL), Approved Practitioner of the Institute of Outdoor Learning (APIOL), National Governing Bodies, Sport Council

*Philosophical models:*
Greek philosophers (Socrates, Plato, Aristotle) as foundation to Western thinking, William James, John Dewey

LO2  **Investigate the benefits and possible outcomes of individual or group participation in experiential learning-based experiences**

*Benefits of outdoor experiences on individual or group:*
Personal growth, social education, moral development, communications skills, transferable skills, transfer of learning, problem-solving, leadership skills, groupwork, interpersonal skills, intrapersonal skills, motor skills, wellbeing, learning outside the classroom, self-awareness, challenge, self-confidence, independence, initiative, environmental awareness, building resilience, responsibilities, spiritual growth, benefit of stimulation versus simulation, learning from achievements and mistakes

LO3  **Compare learning styles and appropriate leadership strategies for the facilitation of meaningful and positive outdoor experiences**

*How people learn:*
Individual behavior and motivation, student at the centre of the learning experience (John Dewey), Eleanor Duckworth’s theory on how people learn, David Kolb’s Experiential Learning Cycle, the three zones (comfort, stretch, panic)
Learning styles in context:
Accommodating, diverging, assimilating, converging, Gardner’s theory of multiple intelligences, stages of group development

Leadership styles and strategies:
Competencies, framing the experience (facilitation), teaching skills, technical abilities, safety and risk management, programme management, situational and Conditional Outdoor Leadership Theory (COLT), democratic, authoritarian, laissez-faire, flexible, concept of “grasshopper” method and teachable moments, setting goals and objectives

LO4 Demonstrate basic facilitation techniques, with a view of promoting change and learning opportunities, to a group within an outdoor context

Role of the facilitator:
Leading, facilitating, safety management, learning opportunities, personal and interpersonal growth in the natural environment, preservation of the natural environment, align with a variety of belief systems, maintain neutrality, responsible to but not for you, non-negotiable values

Role of the “gatekeeper”:
Supportive atmosphere, establish expectation, guide the group, set operating principles, invite participation, listen, stop lengthy speakers, allow client to pass, use fish-bowling, non-threatening approach, create balance

Debrief experiences:
Function of feedback, review, recall, affect and effect, summation, application, commitment, funneling, directed towards change

Frontloading:
Revisit commitments, objectives, motivation, function (positive actions), dysfunctions (negative actions)

Reluctant groups/individuals:
Approach difficulty as a gift, respond stepwise to problematic behaviour, types of problematic behaviour, response strategies, intervene.
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Give an overview of the history and underpinning philosophies of experiential learning</td>
</tr>
<tr>
<td><strong>P1</strong> Provide a chronological overview of the significant developing stages of experiential learning</td>
</tr>
<tr>
<td><strong>P2</strong> Supply three examples of philosophies underpinning experiential learning</td>
</tr>
<tr>
<td><strong>LO2</strong> Investigate the benefits and possible outcomes of individual or group participation in experiential learning-based experiences</td>
</tr>
<tr>
<td><strong>P3</strong> At individual and group level, list the benefits and possible outcomes resulting from participation in experiential learning-based experiences</td>
</tr>
<tr>
<td><strong>LO3</strong> Compare learning styles and appropriate leadership strategies for the facilitation of meaningful and positive outdoor experiences</td>
</tr>
<tr>
<td><strong>P4</strong> Describe learning styles with supporting examples</td>
</tr>
<tr>
<td><strong>P5</strong> Identify leadership styles with supporting examples</td>
</tr>
<tr>
<td><strong>LO4</strong> Demonstrate basic facilitation techniques, with a view of promoting change and learning opportunities, to a group within an outdoor context</td>
</tr>
<tr>
<td><strong>P6</strong> Explain the role of the facilitator within an outdoor-based programme</td>
</tr>
<tr>
<td><strong>P7</strong> Plan a two-hour outdoor-based session for a specific group</td>
</tr>
<tr>
<td><strong>Merit</strong></td>
</tr>
<tr>
<td><strong>M1</strong> Investigate the provision of experiential learning programmes within a locality or the educational sector</td>
</tr>
<tr>
<td><strong>M2</strong> With the support of contextualised examples, explain the values associated with the experiential learning process</td>
</tr>
<tr>
<td><strong>M3</strong> Match appropriate leadership strategy to specific learning style with supporting examples</td>
</tr>
<tr>
<td><strong>Distinction</strong></td>
</tr>
<tr>
<td><strong>D1</strong> Review the quality of the provision of experiential learning programmes within a locality or the educational sector and supply recommendations</td>
</tr>
<tr>
<td><strong>D2</strong> Drawing from personal and/or professional experience, analyse the long-lasting benefits and life-changing opportunities of participating in outdoor-based programmes</td>
</tr>
<tr>
<td><strong>D3</strong> Review the session in terms of facilitation, benefits to the individual/group and offer recommendations</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

BARNES, P. (Great Britain) (1997) *Theory into Practice*. University of Strathclyde, Faculty of Education.


Journals

Institute for Outdoor Learning: Journal of Adventure Education and Outdoor Learning

Websites

www.outdoor-learning.org
Institute for Outdoor Learning
Homepage
General Reference

Links

This unit links to the following related units:

Unit 4: Risk & Safety Management in the Outdoors
Unit 14: Environmental Issues & Ethics
Unit 18: Working with Young People
Unit 21: Outdoor Leadership
Unit 22: Outdoor Activities
Unit 39: Adventure Therapy Facilitation
**Unit 18: Working with Young People**

<table>
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</table>

**Introduction**

Participation in outdoor education for young people facilitates personal development and stimulates attitudes and relationships with the self, with others and with the natural environment. Being outdoors can present new experiences for young people, providing excitement, challenges and freedom.

This unit introduces students to working with young people in an outdoor setting and supports their development of the knowledge, understanding and skills required to deliver meaningful and engaging experiences in the outdoor context.

This unit provides a foundation of theory and practical experience which is built on during the delivery of other units such as Outdoor Leadership, Experiential Learning and Adventure Therapy Facilitation.

This unit will allow students to investigate the many benefits of outdoor education to young people in terms of recreation, education and personal development. It will identify areas of good practice in relation to working with young people. Students will acquire the knowledge, understanding and necessary skills to deliver successful activity sessions to a group of young people. They will also construct a solid repertoire of games and activities to use with individuals and groups within their vocational area.
Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the value of participation in outdoor activities for young people in terms of recreation, education, and personal development
2. Identify areas of good practice while working with children and vulnerable adults
3. Explore the elements that go to produce a successful outdoor activity session
4. Deliver adventure games or activity sessions to a group of young people.
Essential content

**LO1** Investigate the value of participation in outdoor activities for young people in terms of recreation, education, and personal development

*Working definitions:*
Outdoor recreation, outdoor education, outdoor pursuit, experiential learning, adventure education

*Benefits of outdoor experiences on individual or group:*
Personal growth, physical development, health and wellbeing, communications skills, transferable skills, transfer of learning, problem-solving, groupwork, interpersonal skills, intrapersonal skills, motor skills, learning outside the classroom, self-awareness, challenge, concept of boundaries, efficacy, building self-confidence, self-esteem, resilience, independence, initiative, developing leadership skills, empathy, creativity, connectedness, benefit of stimulation versus simulation

**LO2** Identify areas of good practice while working with children and vulnerable adults

*Administrative steps:*
Parent/guardian consent forms, gathering and giving information, equipment lists, accident and incident report forms

*Code of conduct:*
Communication (verbal and non-verbal), being a role model, body language, appearance, ethical issues, leading by example, emotional intelligence, use of media/recording, dealing with accidents/incidents, responsibilities

*Safeguarding of children and vulnerable adults:*
Local authorities and agencies, actions and reactions, communication, training

**LO3** Explore the elements that go to produce a successful outdoor activity session.

*Effective communication:*
Parent consent forms, equipment and information lists, assistants, establishing a rapport with young people
Setting goals and objectives:
SMART (Specific, Measurable, Achievable/agreed, Relevant, Time-bound)

Effective planning:
Matching numbers to equipment, staffing, safety equipment, choosing location, bye laws and legislation, operating procedures, risk assessment, contingency plan

LO4 Deliver adventure games or activity sessions to a group of young people

Briefing and debriefing methods:
Setting goals and objectives, SMART (Specific, Measurable, Achievable/A greed, Relevant, Time-bound), effective debriefing Personal Improvement Goals (PIG), positive reinforcement, using metaphors, transfer of learning, summing up

Delivery:
Operating procedures, DICE (Define area, Identify hazard, Communication, Emergency), EDICT (Explain, Demonstrate, Initiate, Coach, Task), observation, intervention, facilitation

Activities:
Ice-breakers, trust activities, initiative games, team challenges, problem-solving games, adventure games, warm-up games, activity-specific games, school gardens, forest school, field studies, Leave No Trace awareness workshops, school curriculum taken outdoors
### Learning Outcomes and Assessment Criteria

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<tbody>
<tr>
<td>LO1</td>
<td><strong>Investigate the value of participation in outdoor activities for young people in terms of recreation, education, and personal development</strong></td>
<td>D1 Evaluate individual and group responses to adventure challenges and activities</td>
</tr>
<tr>
<td>P1</td>
<td><strong>Define outdoor education and adventure education</strong></td>
<td>M1 Observe or shadow outdoor activity sessions delivered to a group of young people</td>
</tr>
<tr>
<td>P2</td>
<td><strong>Identify the benefits of participation in outdoor activities for young people</strong></td>
<td>D2 Evaluate areas of good practice following observation of outdoor activity sessions</td>
</tr>
<tr>
<td>LO2</td>
<td><strong>Identify areas of good practice while working with children and vulnerable adults</strong></td>
<td>P3 Describe areas of good practice while working with young people, including supporting examples</td>
</tr>
<tr>
<td>P3</td>
<td><strong>Describe areas of good practice while working with young people, including supporting examples</strong></td>
<td>M2 Observe or shadow outdoor activity sessions delivered to a group of young people</td>
</tr>
<tr>
<td>P4</td>
<td><strong>Describe correct approach to dealing with concerns relating to a child or vulnerable adult</strong></td>
<td>LO3 &amp; LO4</td>
</tr>
<tr>
<td>LO3</td>
<td><strong>Explore the elements that go to produce a successful outdoor activity session</strong></td>
<td>D3 Review sessions in terms of facilitation, outcomes and meeting objectives and offer recommendation for future sessions</td>
</tr>
<tr>
<td>P5</td>
<td><strong>Plan an activity session, making best use of available personnel and resources, establishing clear aims and objectives for a group of young people</strong></td>
<td>M3 Act as an assistant leader on an outdoor education session for young people</td>
</tr>
<tr>
<td>LO4</td>
<td><strong>Deliver adventure games or activity sessions to a group of young people</strong></td>
<td>M4 Produce a repertoire of adventure games or activity sessions for a group of young people</td>
</tr>
<tr>
<td>P6</td>
<td><strong>Facilitate young people’s experience of adventure games or activity session for a minimum of two hours</strong></td>
<td></td>
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</tbody>
</table>
Recommended resources

Textbooks


Journals

*Institute for Outdoor Learning: Journal of Adventure Education and Outdoor Learning*

Websites

www.outdoor-learning.org

Institute for Outdoor Learning

Homepage

General reference
Links

This unit links to the following related units:

Unit 4: Risk & Safety Management in the Outdoors
Unit 5: Outdoor Learning
Unit 17: Experiential Learning
Unit 21: Outdoor Leadership
Unit 22: Outdoor Activities
Unit 35: Teaching Practice
Unit 39: Adventure Therapy Facilitation
Unit 42: Managing a Sport Programme
Unit 19: Expedition Leadership

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Introduction

Expeditions have been a fundamental component of outdoor and adventure activity programmes since the world’s first residential activity centre at Outward Bound Aberdovey was established by Kurt Hahn in the UK in 1941. The use of expeditions as a feature of programmes within education, health, the military and public services has remained ever since.

The depth of learning, emotion and camaraderie experienced on an expedition enables us to explore our own and others’ abilities, strengths and frailties, while at the same time developing skills, friendships and memories that can last a lifetime. Expeditions allow us to challenge our limitations, to leave our comfort zones and, in doing so, to grow as human beings. However, the line between the best day ever and the worst can be thin. This module explores the benefits of expeditions while considering the potential risks.

This unit will enable students to explore cutting-edge expeditions, while also planning and undertaking adventures fit for differing levels of ability and experience.
Learning Outcomes

By the end of this unit students will be able to:

1. Investigate significant historical or contemporary expeditions
2. Describe the challenges to overcome when undertaking expeditions
3. Outline the costs, benefits and impacts of expeditions
4. Plan and undertake a multi-day expedition, demonstrating appropriate leadership, decision-making and risk assessment skills.
Essential content

LO1 **Investigate significant historical or contemporary expeditions**

*Motive and purpose - Why do we undertake expeditions?*

To grow as human beings by exploring new geographical and personal limitations

Challenging the boundaries of the known

Voyages to explore and claim new land, ‘conquering’ summits, scientific research, education or volunteering, e.g. gap year, competition, e.g. Vendée Globe, personal achievement, archaeology and history, sociology/cultural, environmental, skill or team development, e.g. military

*Form - Different types of adventurous expeditions:*

Mountaineering, polar, e.g. skiing, walking, kiting, sailing, diving/submersibles, climbing, e.g. big walls, new routes, exploration, caving, hot climes, e.g. tropical, desert, expedition kayaking, first descents, waterfall exploration, remote locations, ocean rowing/stand-up paddleboard, ballooning, paragliding

*Equipment, food and provisions:*

Personal protective equipment, technology (e.g. navigation, weather forecasting, communication, breathing apparatus, research instrumentation), mode of travel (e.g. submersibles, skis, sledges, kites, flight, boats), food (e.g. nutritional requirements, technological advancements, storage and cooking)

*Success, failure and impact:*

Full or partial achievement of purpose, scientific discovery, improvements in skills and techniques, developments in equipment and technology, survival in adversity or against the odds, failure to achieve purpose, injury, loss of life, breakdown of communication, financial costs, early termination of the expedition, lessons learned for future expeditions

Comfort, adventure-misadventure, disaster zones
LO2 **Describe the challenges to overcome when undertaking expeditions**

*Physical:*
Physiological adaptations to working at altitude and extreme temperatures, e.g. gaseous exchange, cardio-respiratory system, muscle hypertrophy from training, muscle atrophy/body composition from nutritional, exercise and environmental demands, altitude sickness, e.g. cerebral and pulmonary oedema, decompression sickness, gastro-intestinal illness and disease
Other physical challenges that may occur in different environments

*Psychological:*
Resilience, group interaction and bonding, challenges to leadership, mental illness, emotional intelligence, solo expeditions, e.g. loneliness versus solitude
Team dynamics and the challenges that may arise

*Environmental challenges and the risks they create:*
Terrain, weather, altitude/depth, temperature, accessibility, remoteness, water availability, dangers, e.g. avalanche, loose rock, rockfall, crevasses, storms, animals, lack of oxygen, food or water

*Sport-specific technical skills:*
Skill requirements relevant to expedition type

LO3 **Outline the costs, benefits and impacts of expeditions**

*Costs:*
Financial (e.g. visas, travel and transport, permits, equipment, guides, porters), physical health (e.g. injuries, illness, frostbite, amputations, paralysis, death), mental health in the event of disaster (e.g. post-traumatic stress disorder (PTSD), anxiety, depression, flashbacks)

*Benefits:*
The inner journey
Personal and interpersonal, e.g. confidence and self-esteem, leadership skills, decision-making and teamwork, professional respect, awareness of strengths and weaknesses, appreciation of environmental and cultural differences, profile and celebrity, career development, skill development and experience, financial and commercial gain, charitable giving, raising profile and awareness campaigns
Impacts:

Environmental, e.g. vegetation damage and destruction, loss of animal habitat and disruption of breeding patterns, water pollution and contamination from human or mechanical waste, carrying capacity of the rare environments, cultural impact on local area and community, tourism and commercialisation of remote areas

Disruption to family and community life, e.g. mountain guides and porter wages, ethical and social responsibility to support families of fatalities, Rob Hall on Everest as a case study

LO4 Plan and undertake a multi-day expedition, demonstrating appropriate leadership, decision-making and risk assessment skills

Selecting and assigning group roles, delegation of tasks, agreement on ways of working, e.g. group structure, assigned leaders, shared responsibility

Choice of activity and location to match interests, finances and abilities Safety considerations, e.g. risk assessments, plan B, emergency action plans, remote supervision

Environmental considerations, e.g. transport, human waste disposal, Leave No Trace principles, cooking and fire risks, nesting restrictions and access agreements, public rights of way

Aims and objectives, e.g. improving technical skills, developing leadership skills, physical fitness, environmental awareness, personal development and resilience, team morale and group cohesion

Logistics, e.g. transportation, choice of suitable equipment for the conditions and activities, food and nutrition, accommodation, finance and budgeting, e.g. contingency funds, permission and medical details

Undertaking:

Technical skill development according to the activity, e.g. navigation, route finding, competent management of boat/bike, leadership skills and delegation, adaptation of plans according to conditions and situations, management of risk, successful completion, cooking and camp craft, choice of camping location
Leadership styles:
Management of tasks and group, e.g. autocratic, democratic and laissez-faire leadership styles, task or relationship oriented, motivation and support, emotional intelligence, Tuckman's team development model, experiential learning and guided discovery

Strengths and areas for development:
Strengths and areas for development in planning, participation and leadership, personal development planning, e.g. targets for future improvement
<table>
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<th>Learning Outcomes and Assessment Criteria</th>
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<tbody>
<tr>
<td><strong>Pass</strong></td>
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<tr>
<td><strong>LO1</strong> Investigate significant historical or contemporary expeditions</td>
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<tr>
<td><strong>D1</strong> Evaluate the impact of an historical or contemporary expedition</td>
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<tr>
<td><strong>LO2</strong> Describe the challenges to overcome when undertaking expeditions</td>
</tr>
<tr>
<td><strong>D2</strong> Analyse methods to overcome a specific challenge encountered on an expedition</td>
</tr>
<tr>
<td><strong>P3</strong> Identify the potential challenges created by the environment when undertaking an expedition</td>
</tr>
<tr>
<td><strong>D3</strong> Evaluate the costs and benefits of expeditions</td>
</tr>
<tr>
<td><strong>LO3</strong> Outline the costs, benefits and impacts of expeditions</td>
</tr>
<tr>
<td><strong>M4</strong> Independently plan and lead sections of an expedition</td>
</tr>
<tr>
<td><strong>LO4</strong> Plan and undertake a multi-day expedition, demonstrating appropriate leadership, decision-making and risk assessment skills</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Journals

Journal of Adventure Education and Outdoor Learning

Websites

www.britishcanoeing.org.uk British Canoeing
Coaching and leadership
General reference

www.businessballs.com Business Balls
Leadership and management
General reference
www.dofe.org  The Duke of Edinburgh Award
Resources download
General reference

www.mountain-training.org  Mountain training
Walking downloads
Article

www.outdoor-learning.org  Institute for Outdoor Learning
Policies and good practice
Article

www.rya.org.uk  Royal Yachting Association
Knowledge and advice
General reference

**Links**

This unit links to the following related units:

*Unit 4: Risk and Safety Management in the Outdoors*
*Unit 14: Environmental Issues & Ethics*
*Unit 15: Small Craft Navigation*
*Unit 20: Residential Activity Management*
*Unit 21: Outdoor Leadership*
*Unit 22: Outdoor Activities*
*Unit 26: Adventure Programming*
*Unit 40: Adventure Tourism*
Unit 20: Residential Activity Management

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**Introduction**

Residential experiences in an outdoor adventure centre can be life changing. In most cases, it is an inspiring way of developing the skills, qualities and knowledge to underpin the development of young people and which are needed in society. Both risk and the cost of funding have become barriers to residential experiences. Over the years an increasingly litigious society has resulted in fewer opportunities for young people to participate in outdoor adventurous activities which expose an element of risk. Outdoor residential centres have had to adapt their approach to meet this perception of risk. A well-run outdoor residential centre will have accreditation with a wide range of industry standards to show that the management of the centre, staff practices, operating procedures and quality of products are in line with good practice.

This unit is designed to allow students to apply experiential learning when facilitating an outdoor residential learning experience. Using a selected cohort, students will put together a residential programme, having utilising the key concepts of good practice. Students will then facilitate a programme of residential learning, finally reviewing the outcomes of this experience and evaluating the effectiveness of its impact on the participants.

Previously one of the main providers of residential outdoor learning experiences was through local authorities. This has, however, been in steady decline as public funding is directed elsewhere. This has led to the rise of provision in the private sector, with steady growth. This has, in some ways, been detrimental, with the cost of the residential being more explicit. It is often easier for those in authority not to see the value a residential experience brings to a participant and put their focus elsewhere.
This is why it is important that residential outdoor experience is not just about the enjoyment of the activities. Being able to evidence the outcomes - such as personal and social developments - are integral to prove the value of the experience. The importance of reviewing is embedded into the practice of outdoor learning as utilising current practice will identify recommendations for improvement. By providing researched evidence, students will help schools and residential providers to have better arguments with regard to the value of their provision and why these opportunities should be experienced by more people.
Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the key concepts of good practice in an outdoor residential centre
2. Plan a residential programme experience for a selected cohort, applying the principles of good practice
3. Facilitate the delivery of a residential learning experience for a selected cohort
4. Analyse the evidence for residential outdoor learning and critically evaluate its impacts.
Essential content

LO1 Investigate the key concepts of good practice in an outdoor residential centre

Key concepts:
Caring leadership, appropriate leadership, challenge by choice, inclusion, equal opportunities, management of risk (psychological, physical), environmental awareness, appropriate activities, accessibility

Importance:
Safeguarding, safe working environment, free from unnecessary hazards and risks, caring environment in which clients learn and develop, good customer care, returning custom, good marketing tool, professional image

Methods:
Quality assurance procedures, health and safety protocols, staff development, effective operating procedures, professional conduct, emergency procedures, induction and follow-up procedures

Legislation/regulation:
European Union Occupational Safety and Health Strategy, United Kingdom Health and Safety Executive, United States Occupational Safety and Health Administration, Australia Workplace Health and Safety, etc.

Accreditation:
Learning Outside the Classroom (LOtC) Quality Badge, Association of Heads of Outdoor Education Centres (AHOEC) Gold Standard, Adventure Mark, IOL, NGBs, OEAP, EOC, John Muir Award, DofE

LO2 Plan a residential programme experience for a selected cohort, applying the principles of good practice

Purpose of visit:
Meeting aims of the institution, curriculum requirements, relevance to participants and their development, previous experience/competence, age and ability
Choice of venue/activities:
Educational objectives, age, maturity, experience, behavioural or special needs and fitness of young people, competence/experience of leaders, the time of year, weather, daylight hours and time available, environmental conditions on the day

Risk management:
Risk assessments, insurance, first aid, emergency action plan

Programme/itinerary:
Activities, staffing qualifications, ratios, logistics

LO3 Facilitate the delivery of a residential learning experience for a selected cohort

Facilitating delivery
Briefing, delivery and evaluation, e.g. goal setting, group description and needs, equipment, staffing, NGB requirements, communication, facilitation approach and leadership style, lesson planning, contingency plan

Logistics, e.g. participant details, transport, staffing, supervision, administrative duties/record-keeping, suitable accommodation, catering, ratios of staff, under 18s and cost

Safety management processes, e.g. dynamic risk assessment, risk assessment information and consent forms, emergency procedures, first aid, criminal record checks, emergency contacts

Facilitating learning, e.g. reflection, group dynamics, teamwork, personal growth and development, challenge and achievement, environmental awareness and responsibility toward the environment

Customer service, e.g. reviewing, programme evaluations, self-evaluation
LO4 Analyse the evidence for residential outdoor learning and critically evaluate its impacts

Residential impacts:

The overnight stay and experience, new relationships, different and varied ways of experiencing success, new ways of learning and adapting to change

Leading to enhanced relationships, improved engagement and confidence in learning and developing, skills and understanding

Undertaking a critical review and analysing the evidence of the residential, giving evidence relating to the strengths and areas for improvement

Benefits of residential learning, e.g. relationships, attainment, engagement, aspirations, group cohesion, transitional learning and skills and knowledge
<table>
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<tr>
<th>Learning Outcomes and Assessment Criteria</th>
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<tbody>
<tr>
<td><strong>Pass</strong></td>
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<tr>
<td><strong>LO1</strong> Investigate the key concepts of good practice in an outdoor residential centre</td>
</tr>
<tr>
<td><strong>P1</strong> Explain the key areas of regulation, legislation and accreditation used by residential outdoor centres</td>
</tr>
<tr>
<td><strong>P2</strong> Investigate what constitutes good practice in an outdoor residential centre and how this is applied</td>
</tr>
<tr>
<td><strong>LO2</strong> Plan a residential programme experience for a selected cohort, applying the principles of good practice</td>
</tr>
<tr>
<td><strong>P3</strong> Produce a residential programme for a selected cohort</td>
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<td></td>
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<tr>
<td><strong>LO4</strong> Analyse the evidence for residential outdoor learning and critically evaluate its impacts</td>
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</tbody>
</table>
Recommended resources

Textbooks


Journals


Websites
learningaway.org.uk Paul Hamlyn Foundation
Impact
Research

www.outdoor-learning.org Institute for Outdoor Learning
Guidance
General reference

reviewing.co.uk Guide to Active Reviewing
Articles
Development tool
Links

This unit links to the following related units:

Unit 4: Risk & Safety Management in the Outdoors
Unit 14: Environmental Issues & Ethics
Unit 19: Expedition Leadership
Unit 25: Outdoor Facility Management
Unit 26: Adventure Programming
Unit 39: Adventure Therapy Facilitation
Unit 21: Outdoor Leadership

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Introduction

In an age of growing technology dependence, simulation and digital communication, there is an increasing disconnect with the environment, with others and with “real” values. Being outdoors (solo or as part of a group, active or sedentary) has many benefits. Equipped with the right tools, the Outdoor Leader can become the catalyst for personal growth, development and connectedness.

The aim of this unit is to allow students to grow and develop into effective outdoor leaders. It will be a reflective, adventure-filled journey where self-discovery, personal and professional growth will take place. It offers a solid foundation for involvement in areas such as adventure programming and/or expedition leadership.

Topics included in this unit are: philosophies, values and ethics in outdoor leadership, identification of the roles and responsibilities of the outdoor leader, early and contemporary leadership theories and styles, benefits of participation in outdoor activities, competencies and soft skills required for the competent outdoor leader, theories of human and group development, planning, facilitating and reviewing outdoor experiences.

On successful completion of this unit, students will have identified the roles and responsibilities of the outdoor leader, compared leadership styles relevant to the delivery of outdoor experiences, developed competencies and soft skills for becoming better outdoor leaders themselves and, finally, been given the opportunity to facilitate their own sessions as Outdoor Leaders.
Learning Outcomes

By the end of this unit students will be able to:

1. Identify leadership roles and responsibilities in relation to working with groups in the outdoors
2. Compare leadership styles adopted for the facilitation of outdoor activities for diverse groups and scenarios
3. Develop fundamental leadership competencies and soft skills for the safe and professional facilitation of meaningful outdoor experiences
4. Facilitate safe and engaging outdoor activity sessions for a group.
Essential content

LO1 Identify leadership roles and responsibilities in relation to working with groups in the outdoors

Overview of outdoor leadership:
History of development of outdoor leadership, programmes, philosophies, values and ethics, traits and qualities of the outdoor leader

Roles:
Leading, facilitating, safety management, learning opportunities, personal and interpersonal growth in the natural environment, preservation of the natural environment

Responsibilities:
To oneself: knowing own abilities and limitations, recognition for personal growth and professional development, National Governing Bodies (NGB) requirements, qualifications, career aspirations
To others: landowners, environment, employer, individual and groups, parents and relatives, assistant leaders

LO2 Compare leadership styles adopted for the facilitation of outdoor activities for diverse groups and scenarios

Early leadership theories and their limitations:
Such as Great Man, heroic, style (authoritarian, democratic, laissez-faire), contingency

Contemporary leadership theories and their applications and limitations:
Such as feminist, authentic, servant, educational, flexible leadership style, situational and Conditional Outdoor Leadership Theory (COLT)
LO3 Develop fundamental leadership competencies and soft skills for the safe and professional facilitation of meaningful outdoor experiences

Benefits of outdoor experiences on individual or group:
Personal growth, communications skills, transferable skills, transfer of learning, problem-solving, groupwork, interpersonal skills, intrapersonal skills, motor skills, wellbeing, learning outside the classroom, self-awareness, challenge, self-confidence, independence, initiative, benefit of stimulation versus simulation

Development of competencies:
Technical (activity-specific), NGB requirements, risk and safety management, equipment competencies, environmental awareness (physical, weather conditions), communication, programme management

Development of soft skills:
Understanding the needs of the group, modelling (task and values), listening skills, acceptance, empathy, communication, emotional intelligence, adaptability, foreseeing, interpersonal skills and intrapersonal skills, caring, judgment, decision-making process and models, instructional skills, facilitation skills and styles, leadership skills, organisational skills, problem-solving and conflict management, being in charge, reflective thinking, giving and receiving feedback

Reflective practitioner:
Personal growth and development, connecting ideas and experience, The “What”, the “How to” and the “Why” of reflective practice, Kolb (1984), Gibbs (1988), constructing, deconstructing and reconstructing the experience, knowledge in action

LO4 Facilitate safe and engaging outdoor activity sessions for a group

Theories of human development and group development:
Psychoanalytic, cognitive, behavioural, social, sociocultural, Tuckman’s theory of group development

Planning, briefing, delivery and evaluation:
Goal setting, group description and needs, logistic, administrative duties/record-keeping, risk assessment, equipment, staffing, NGB requirements, communication, facilitation approach and leadership style, lesson planning, planning for the unexpected, alternative plan, reviewing, programme evaluations, self-evaluation
## Learning Outcomes and Assessment Criteria

<table>
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<tr>
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<tr>
<td><strong>LO1</strong> Identify leadership roles and responsibilities in relation to working with groups in the outdoors</td>
<td><strong>LO1 &amp; LO2</strong></td>
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</tr>
<tr>
<td><strong>P1</strong> Outline the traits and qualities required for a competent and professional outdoor leader</td>
<td><strong>M1</strong> Investigate a great leader or influential individual in terms of their values, ethics and achievements</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Explain the roles and responsibilities of a competent and professional outdoor leader in a variety of scenarios</td>
<td><strong>D1</strong> Analyse the factors that contributed to the leader’s achievement and/or recognition</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Compare leadership styles adopted for the facilitation of outdoor activities for diverse groups and scenarios</td>
<td><strong>M2</strong> Investigate a great leader or influential individual in terms of their approach to leadership in practice</td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Investigate contemporary leadership styles with supporting anecdotes</td>
<td><strong>P4</strong> Explain the COLT theory</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Develop fundamental leadership competencies and soft skills for the safe and professional facilitation of meaningful outdoor experiences</td>
<td><strong>M3</strong> Undertake a personal and professional skills audit with a remit for outdoor leadership proficiency</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Indicate the fundamental outdoor leadership competencies required for the delivery of outdoor experiences</td>
<td><strong>D2</strong> Review personal and professional skills audit and sessions and offer recommendations for self-improvements, goals and for further training.</td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Indicate the desirable soft skills required for the facilitation of safe and meaningful outdoor experiences for a variety of clients</td>
<td><strong>M4</strong> Undertake outdoor activity sessions where you would shadow an outdoor leader</td>
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<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
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<tr>
<td><strong>LO4</strong> Facilitate safe and engaging outdoor activity sessions for a group</td>
<td><strong>M5</strong> Show control, safety awareness and professionalism in your approach to delivering the outdoor activity sessions</td>
<td><strong>D3</strong> Review the sessions in terms of planning, goals, delivery methods and offer appraisal and/or recommendations for future sessions</td>
</tr>
<tr>
<td><strong>P7</strong> Plan a series of outdoor activity sessions for a group with specific achievable goals</td>
<td><strong>P8</strong> In an outdoor leader capacity, carry out outdoor activity sessions for a group (supervised)</td>
<td></td>
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</tbody>
</table>
Recommended resources

Textbooks


Journals
Institute for Outdoor Learning: Journal of Adventure Education and Outdoor Learning

Websites
outdoor-learning.org Institute for Outdoor Learning
Homepage
General Reference

Links
This unit links to the following related units:

*Unit 4: Risk and Safety Management in the Outdoors*
*Unit 5: Outdoor Learning*
*Unit 6: Activity Leadership*
*Unit 9: Operation Management & Leadership*
*Unit 17: Experiential Learning*
*Unit 18: Working with Young People*
*Unit 19: Expedition Leadership*
*Unit 22: Outdoor Activities*
*Unit 39: Exercise Physiology*
Unit 22: Outdoor Activities

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Introduction

While participating in outdoor activities has its recognised merits, one needs to be prepared and well equipped to carry out such activities safely and enjoyably. The increase in participation is also putting strain on natural resources and the modern day practitioner needs to adopt sustainable approaches.

This unit aims to prepare students to safely and independently partake in outdoor activities with a respectful and sustainable relation to the environment. The unit provides a solid foundation for more specialised involvement in outdoor activities at a higher level and also promotes sensible outdoor facilitation at instructor/leader level.

Topics included in this unit are: properties, care and maintenance of materials used in personal, safety and specialist technical equipment, safety precautions, risk assessment, first aid, emergency services response systems, recognition of social and environmental impacts, environmental ethics, sustainable strategy development, good practice, Leave No Trace (LNT), preparation, route cards, escape routes, equipment checklist, weather forecast interpretation, “Before you go”, communication, goal setting, logbooks, National Governing Bodies (NGB) training requirements, schemes and qualifications.

On successful completion of this unit students will be able to independently plan/prepare for, undertake and review safe and focused outdoor sessions which have minimal negative impact.
Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the qualities and uses of different materials and equipment used in outdoor activities
2. Identify the recommended safety precautions and emergency procedures associated with outdoor activities
3. Develop a minimum impact approach while partaking in outdoor activities
4. Carry out outdoor activities safely and independently.
Essential content

LO1 **Investigate the qualities and uses of different materials and equipment used in outdoor activities**

*Personal protective clothing:*

Properties of materials, care and maintenance, body temperature and humidity, layering system, combination of materials for different activities, WISE system, disposing, re-using, recycling

*Specialist equipment:*

Range of equipment available for specific outdoor activities, construction, fabric, material, care, storage and maintenance, shelf life, maintenance schedule, disposing, recycling, equipment checklist

*Safety equipment and communication:*

First aid kit, bivvy bag, communication equipment and their uses and limitations, types of shelters, emergency rations, hydrations, repair kits

LO2 **Identify the recommended safety precautions and emergency procedures associated with outdoor activities**

*Golden or “Before you go” rules:*

Going solo, “less than three should never be”, developing route card, escape routes, thinking out logistics, informing others of plans, weather implications and interpreting forecast, terrain, time of year, personal and group abilities, daylight hours, quality and limitations of the equipment available, code of conduct and responsibilities, insurance recommendations, alternative plan (or plan B)

*Risk assessment:*

Purposes, five steps risk assessment, models, changing environments and on the spot assessment, reviewing, route cards, emergency action plans, escape routes, communication systems, control measures
First aid:
Recognise the emergency, scene safety, decide to help, party management, casualty survey, making an emergency call, dealing with cardiac arrest and heart attack, performing cardiopulmonary resuscitation (CPR), dealing with bleeding and wounds, shock, burns, head and spinal injuries, chest, abdominal and pelvic injuries, bone, joint and muscle injuries, sudden illness (heart attack, angina, stroke, breathing difficulty, fainting, seizures, diabetic emergencies), poisoning, bites and stings, heat- and cold-related emergencies, moving casualties

Emergency and rescue services:
Response systems, area of responsibility, making a call, facilitating evacuation

LO3 Develop a minimum impact approach while partaking in outdoor activities

Impact on the local environment:
Direct impact from equipment and participants on the environment, Leave No Trace (LNT), environmental ethics, minimum impact approach, dealing with waste, country code, camping and fires, bye laws, private properties and right of ways, local access, erosion, conservation, consideration to flora and fauna, National Governing Bodies (NGB) and statutory conservation bodies’ recommendation and codes

Impact on local population:
Access, communication, noise, pollution, private property, adopting courtesy, country code
LO4 Carry out outdoor activities safely and independently

Weather forecast:
Sources, terminology, interpretation of forecast, high- and low-pressure systems, synoptic charts, isobars, hectopascals (hPa), use of barometer, fronts (cold, warm, occluded), precipitation, temperature, wind, Beaufort scale, knots, clouds, land and sea breeze, fog

Preparation:
Equipment checklist and fit for purpose, route card/plan, first aid and emergency considerations, standard risk assessment, party involved, goals for session, logistic, communication considerations, implication of forecast, plan B

Reporting and recording:
NGB requirement, logbooks, qualifications and NGB schemes, upskilling, reviewing, debriefing, setting new goals, what's next
<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Investigate the qualities and uses of different materials and equipment used in outdoor activities</td>
<td></td>
<td><strong>LO1 &amp; LO2</strong></td>
</tr>
<tr>
<td><strong>P1</strong> Compose a comprehensive list of personal, safety and specialist equipment required to carry out a selected outdoor activity safely and independently in a variety of weather conditions</td>
<td><strong>M1</strong> Compare materials used in technical clothing and equipment, focusing on properties, weight and life cycle</td>
<td><strong>D1</strong> Demonstrate efficient and competent use of technical equipment in the management of a casualty and/or group</td>
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<tr>
<td><strong>P2</strong> Discuss the properties of a selection of materials used in outdoor clothing and equipment</td>
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<tr>
<td><strong>LO2</strong> Identify the recommended safety precautions and emergency procedures associated with outdoor activities</td>
<td><strong>P3</strong> Produce a risk assessment for a specific outdoor activity.</td>
<td><strong>M2</strong> Manage one first aid and one emergency incident scenario to ensure the safety and wellbeing of a casualty and/or group</td>
</tr>
<tr>
<td><strong>P4</strong> Outline the roles, response systems and areas of responsibility of the emergency and rescue services in a locality</td>
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<tr>
<td><strong>LO3</strong> Develop a minimum impact approach while partaking in outdoor activities</td>
<td><strong>P5</strong> Assess the impact of a specific outdoor activity on the local environment</td>
<td><strong>M3</strong> Suggest minimum impact approaches to a specific outdoor activity</td>
</tr>
<tr>
<td><strong>P6</strong> Assess the impact of a specific outdoor activity on the local population</td>
<td><strong>M4</strong> Undertake a number of self-supported outdoor activity sessions</td>
<td><strong>D2</strong> Carry out outdoor activities with minimum impact and in a way that is sustainable</td>
</tr>
<tr>
<td><strong>LO4</strong> Carry out outdoor activities safely and independently</td>
<td></td>
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</tr>
<tr>
<td><strong>P7</strong> Interpret the weather forecast for a given location.</td>
<td><strong>P8</strong> Plan safe, goal-oriented and self-supported outdoor activities</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

- sailing.ie | Irish Sailing Association
  - Homepage
  - General reference

- rya.org.uk | Royal Yachting Association
  - Homepage
  - General reference

- thebmc.co.uk | British Mountaineering Council
  - Homepage
  - General reference

- britishcanoeing.org.uk | British Canoe Union
  - Homepage
  - General reference

- mountaineering.ie | Mountaineering Ireland
  - Homepage
  - General reference
Links

This unit links to the following related units:

- Unit 4: Risk and Safety Management in the Outdoors
- Unit 5: Outdoor Learning
- Unit 14: Environmental Issues & Ethics
- Unit 15: Small Craft Navigation
- Unit 17: Experiential Learning
- Unit 18: Working with Young People
- Unit 19: Expedition Leadership
- Unit 21: Outdoor Leadership
- Unit 39: Adventure Therapy Facilitation
Unit 23: Research Project

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<td>Credit value</td>
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Introduction

This unit is assessed by a Pearson-set assignment. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their Specialist pathway of study (unless the student is studying the general pathway). This will enable students to explore and examine a relevant and current topical aspect of sport in the context of a sport environment and their chosen Specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop research aims, objectives and outcomes, and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process during which recommendations for future, personal development are key learning points.

On successful completion of this unit students will have the confidence to engage in problem-solving and research activities. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.

As a result, they will develop skills such as communication literacy, critical thinking, analysis, synthesis, reasoning and interpretation which are crucial for gaining employment and developing academic competence.

*Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.*
Learning Outcomes

By the end of this unit students will be able to:

1. Examine appropriate research methodologies and approaches as part of the research process
2. Conduct and analyse research relevant to a Sport research project
3. Communicate the outcomes of a research project to identified stakeholders
4. Reflect on the application of research methodologies and concepts.
Essential content

LO1 Examine appropriate research methodologies and approaches as part of the research process

*Developing a research proposition:*
- The importance of developing methodical and valid propositions as the foundation for a research project
- Rationale: the purpose and significance for research question or hypothesis
- The value of the philosophical position of the researcher and the chosen methods
- Use of Saunders' research onion as a guide to establishing a methodological approach

*Literature review:*
- Conceptualisation of the research problem or hypothesis
- The importance of positioning a research project in context of existing knowledge
- Significance and means of providing benchmarks by which data can be judged

*Qualitative, quantitative and mixed method research:*
- Key theoretical frameworks for research
- Advantages and limitations of qualitative and quantitative research approaches and methods

LO2 Conduct and analyse research relevant to a Sport research project

*Research as a process:*
- Research has distinct phases which support a coherent and logical argument
- This includes using secondary research to inform a primary, empirical, study

*Selecting a sample:*
- The importance of gathering data and information (qualitative or quantitative) to support research analysis
- Selecting sample types and sizes that are relevant to the research
- Considering sampling approaches and techniques, e.g. probability and non-probability sampling
Ethics, reliability and validity:

Research should be conducted ethically. How this is achieved and reported
Research should also be reliable (similar results would be achieved from a similar sample) and valid (the research measures what it aimed to measure)

Analysing data:

Using data collection tools, e.g. interviews and questionnaires
Using analytical techniques, e.g. trend analysis, coding or typologies

LO3 Communicate the outcomes of a research project to identified stakeholders

Stakeholders:
Who are they?
Why would they be interested in the research outcomes?
What communication method do they expect?

Communicating research outcomes:
Consideration of different methods of communicating outcomes (e.g. written word, spoken word) and the medium (e.g. report, online, presentation). The method and medium will be influenced by the research and its intended audience

Convincing arguments:
No matter what the method/medium, all research should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the research process
The importance of developing evaluative conclusions

LO4 Reflect on the application of research methodologies and concepts

Reflection for learning and practice:
Difference between reflecting on performance and evaluating a research project. The former considers the research process, the latter considers the quality of the research argument and use of evidence
Reflection on the merits, limitations and potential pitfalls of the chosen methods
The cycle of reflection:
To include reflection in action and reflection on action
Considering how to use reflection to inform future behaviour and future considerations

Reflective writing:
Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way
### Learning Outcomes and Assessment Criteria

<table>
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<tr>
<th>Pass</th>
<th>Merit</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Examine appropriate research methodologies and approaches as part of the research process</td>
<td><strong>LO1 &amp; 2</strong></td>
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<tr>
<td><strong>P1</strong> Produce a research proposal that clearly defines a research question or hypothesis supported by a literature review</td>
<td><strong>M1</strong> Evaluate different research approaches and methodology and make justifications for the choice of methods selected based on philosophical/theoretical frameworks</td>
<td><strong>D1</strong> Critically evaluate research methodologies and processes in application to a sports research project to justify chosen research methods and analysis.</td>
</tr>
<tr>
<td><strong>P2</strong> Examine appropriate research methods and approaches to primary and secondary research</td>
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<tr>
<td><strong>LO2</strong> Conduct and analyse research relevant to a Sport research project</td>
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<tr>
<td><strong>P3</strong> Conduct primary and secondary research, using appropriate methods for a research project that consider costs, access and ethical issues</td>
<td><strong>M2</strong> Discuss merits, limitations and pitfalls of approaches to data collection and analysis</td>
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<tr>
<td><strong>P4</strong> Apply appropriate analytical tools, analyse research findings and data</td>
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<tr>
<td><strong>LO3</strong> Communicate the outcomes of a research project to identified stakeholders</td>
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<tr>
<td><strong>P5</strong> Communicate research outcomes in an appropriate manner for the intended audience</td>
<td><strong>M3</strong> Coherently and logically communicate outcomes to the intended audience, demonstrating how outcomes meet set research objectives</td>
<td><strong>D2</strong> Communicate critical analysis of the outcomes and make valid, justified recommendations</td>
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<tr>
<td><strong>LO4</strong> Reflect on the application of research methodologies and concepts</td>
<td><strong>P6</strong> Reflect on the effectiveness of research methods applied for meeting objectives of the research project</td>
<td><strong>D3</strong> Demonstrate reflection and engagement in the resource process leading to recommended actions for future improvement</td>
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<tr>
<td><strong>P7</strong> Consider alternative research methodologies and lessons learned in view of the outcomes</td>
<td><strong>M4</strong> Provide critical reflection and insight that results in recommended actions for improvements and future research considerations</td>
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</table>
Recommended resources

Textbooks


Journals
International Journal of Quantitative and Qualitative Research
Qualitative Research Journal

Links
This unit links to the following related units:
Unit 3: Project Management
Unit 24: Entrepreneurism in Sport

<table>
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<td>Unit level</td>
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<td>Credit value</td>
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Introduction

“Ultimately, there's only one way to start your career, and that's by starting a business. If you find yourself hesitating, remember my motto: Screw it, just do it,” explained Sir Richard Branson, the Virgin Group founder, in 2017. He further stated, “You're never too young to be an entrepreneur, it's important to remember that some of the world's greatest ideas and innovations have come from young people who tackle seemingly unsolvable problems with lively determination.”

Rapid changes in the world have created the right conditions for entrepreneurships to thrive and prosper. Because of people's engagement with innovative ideas and concepts, there is a huge amount of interest in this subject area. Some of the key reasons why people want to begin their own businesses are to pursue their own ideas, realise financial rewards and to be their own boss. Many people - in nearly every corner of the world - are realising this dream of owning and operating a business of their own as entrepreneurship continues to thrive.

The aim of this unit is to provide students with the opportunity to understand what it takes to be an entrepreneur. They will develop their understanding of the skills and characteristics of today's successful entrepreneurs while reflecting upon their own skills and qualities in this area. They will be given the opportunity to develop an enterprise, creating a business plan that will be relevant to starting up a business within the relevant context. Students will be expected to gain skills in preparing a business start-up.

This module aims to combine both context and practical-based assessments. This will help students to gain a greater level of understanding of the mechanics of developing and starting a new enterprise.
Learning Outcomes

By the end of this unit students will be able to:

1. Explore the key characteristics and skills of entrepreneurs
2. Examine the factors that have contributed to the growth and development of entrepreneurship
3. Investigate the development of a business idea suitable for the sports industry
4. Produce a business start-up plan, suitable for a new entrepreneurship within the sports industry.
Essential content

LO1 Explore the key characteristics and skills of entrepreneurs

*Characteristics of entrepreneurs:*
Features, e.g. risk taking, opportunism, self-motivation, people person, goal setting, perseverance, dealing with failure, initiative, tolerance, uncertainty, using feedback, flexibility, innovative, emotional intelligence, understanding of the business environment, vision, passion, obsessive commitment

*Skills:*
Abilities, e.g. time management, financial and market awareness, commitment, assertiveness, communication and literacy, planning, target setting, problem-solving, decision-making, creativity, selling, leadership, entrepreneurial skills, interpersonal skills, dynamics of working with other and within teams, business and customer awareness, positive attitude, application of number, application of information technology

*Self-appraisal:*
Personal SWOT, personal action plan to achieve objectives that relate to the personal skills and characteristics of entrepreneurs

LO2 Examine the factors that have contributed to the growth and development of entrepreneurships

*Driving forces/factors behind the increase in entrepreneurships:*
Passion for business and growth within it
The need for innovation within industries
Meeting the ever-changing demands of customers within an industry
Developments/changes within the macro environment (PEST)
e-commerce and the world wide web
Globalisation – international opportunities
LO3  **Investigate the development of a business idea suitable for the sports industry**

*Analysing the business environment surrounding the sports industry:*

- PEST analysis
- Porter's five forces
- Development of business ideas suitable for the sports industry - opportunities, trends, diversification, new technology
- Generating a vision for a new business idea

LO4  **Produce a business start-up plan, suitable for a new entrepreneurship within the sports industry**

*Description of the business:*

- Micro-, small-, medium-sized business
- Creating mission, vision and values, short, medium- and long-term goals
- Aims and objectives of the entrepreneurship
- Features and benefits of the entrepreneurship
- Unique selling point of the product(s)/service(s) created
- Market analysis (competition, target market, market segmentation)
- Marketing communication strategy
- Corporate social responsibility, ethical considerations

*Sources of finance:*

- Family, friends, redundancy packages, buyouts, venture capital, remortgaging, banks, grants

*Sources of support:*

- Consultation with experts, entrepreneurs and business links, Young Enterprise(YE), The Prince's Trust, etc.
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<tr>
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<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Explore the key characteristics and skills of entrepreneurs</td>
<td><strong>D1</strong> Evaluate how the entrepreneur, and their skills and characteristics,</td>
</tr>
<tr>
<td><strong>P1</strong></td>
<td>Explore the key characteristics and skills of entrepreneurs and</td>
<td>contribute to the success of a business</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>entrepreneurships</td>
<td></td>
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<tr>
<td><strong>LO2</strong></td>
<td>Examine the factors that have contributed to the growth and</td>
<td><strong>D2</strong> Critically analyse the key factors that have significantly contributed</td>
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<tr>
<td></td>
<td>development of entrepreneurships</td>
<td>to the growth and development of entrepreneurships around the world</td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>Examine how enterprises within an area of the sports industry</td>
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<td></td>
<td>have grown and developed</td>
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<tr>
<td><strong>P4</strong></td>
<td>Analyse the factors that have led to the growth and development of</td>
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<tr>
<td></td>
<td>entrepreneurships within the sports industry</td>
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<tr>
<td><strong>LO3</strong></td>
<td>Investigate the development of a business idea suitable for the</td>
<td><strong>LO3 &amp; LO4</strong> Evaluate the potential impact that the creation of this new</td>
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<tr>
<td></td>
<td>sports industry</td>
<td>entrepreneurship could have on the relevant sector of the sports industry</td>
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<tr>
<td><strong>P5</strong></td>
<td>Create a business idea suitable for the sports industry</td>
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<tr>
<td><strong>LO4</strong></td>
<td>Produce a business start-up plan, suitable for a new entrepreneurship</td>
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<td></td>
<td>within the sports industry</td>
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<tr>
<td><strong>P6</strong></td>
<td>Create a business start-up plan suitable for an entrepreneurship</td>
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<td></td>
<td>within the sports industry</td>
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<tr>
<td><strong>P7</strong></td>
<td>Examine sources of funding available for new entrepreneurships</td>
<td></td>
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</tbody>
</table>
Recommended resources

Textbooks


Websites
www.barclays.co.uk Barclays
Business
General reference

www.gov.uk UK Government
Business and employed, setting up
General reference

www.gov.uk UK Government
Help with moving from benefits to work
General reference

www.sage.co.uk SAGE
Business Advice
General reference
Links

This unit links to the following related units:

Unit 2: The Sport Landscape
Unit 3: Project Management
Unit 8: Sport Marketing
Unit 16: Work Exposure
Unit 29: Understanding & Evaluating Initiatives
Unit 36: Personal & Professional Development
Unit 37: Work Experience
Unit 42: Managing a Sport Programme
Unit 25: Outdoor Facility Management

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Introduction

Managing an outdoor facility is unique and rewarding as you have the potential to create memorable and potentially life-changing experiences for your participants. It is fundamental, however, to provide a safe and positive atmosphere for both staff and participants, with obvious considerations to resources and an eye to the future.

This unit aims to prepare students for the role of manager in an outdoor facility. As well as investigating management theories and business considerations with case studies, students will be given the opportunity to plan and manage their own programme within an existing outdoor facility.

Topics included in this unit are outdoor facilities environments and influences, business requirements and constraints, resource management, human resources management, customer care, management theories and styles, external and local environment and influences, analysis theories, risk and safety management, effective programming.

On successful completion of this unit, students will have discussed the role of the manager within an outdoor facility, evaluated a range of management styles, explored organisational requirements for successful programming and demonstrated managerial skills.
Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the roles of the manager within an outdoor facility
2. Evaluate a range of management styles and their effectiveness in a variety of circumstances
3. Explore the organisational considerations for successful programming in an outdoor facility
4. Demonstrate managerial skills of a safe and positive programme within an outdoor facility context.
Essential content

LO1 Discuss the roles of the manager within an outdoor facility

Carrying out centre’s objectives:
Mission, vision, goals, values, business plan, achieving quality, quality assessment, vision for the future, environmental ethics, products/services, the eight Ps of success, creating partnerships, maintaining reputation

Dealing with resource management:
Monitoring equipment, new technology, natural environment and resources, access

Considering safety issues:
Risk assessment, safety statement, operating procedures, emergency procedures, safety equipment, communication, staff training, health and safety act

Dealing with human resources:
Recruitment policies and criteria, employment legislation, contracts, working with volunteers, forming teams, staff training and development, inspiration and empowerment, communication, customer care, record-keeping, safeguarding children and vulnerable adults

LO2 Evaluate a range of management styles and their effectiveness in a variety of circumstances

Management styles and theories:
Scientific, classical, bureaucracy, human relation (HR), behaviourist, charismatic, autocratic/democratic, reactive and proactive

Examples of circumstances:
Forming teams, empowering individuals and teams through assignments, leading effectively in a crisis, overcoming obstacles to achieve goals, delegating, empowering, problem-solving
LO3 Explore the organisational considerations for successful programming in an outdoor facility

External environment:
Legal framework, National Governing Bodies’ (NGB) requirements, bye-laws, Health and Safety Act, liability and insurances, environmental considerations, PESTLE analysis, fundings

Local environment:

Competition, new players, diversity of products/programmes, changing technology, changing lifestyles, environmental considerations, SWOT analysis

LO4 Demonstrate managerial skills of a safe and positive programme within an outdoor facility context

Effective planning:
Putting a programme together, setting objectives, matching to customers, natural and artificial resources, facilities, equipment, staffing, roster, conducting meetings, course planning, logistic, safety requirements, ratios, communication, operating procedures, house rules, promotion, booking, record-keeping, costing, implementation, customer care, dealing with complaints, formal conclusions of courses, award certification, course evaluation and feedback, reviewing
<table>
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<tbody>
<tr>
<td><strong>Pass</strong></td>
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<tr>
<td><strong>LO1</strong> Discuss the roles of the manager within an outdoor facility</td>
</tr>
<tr>
<td><strong>P1</strong> Assess the role of the manager with regard to the centre’s objectives, resources and human resources</td>
</tr>
<tr>
<td><strong>P2</strong> Analyse the major safety issues associated with managing an outdoor facility</td>
</tr>
<tr>
<td><strong>LO2</strong> Evaluate a range of management styles and their effectiveness in a variety of circumstances</td>
</tr>
<tr>
<td><strong>P3</strong> Compare a range of management styles</td>
</tr>
<tr>
<td><strong>P4</strong> Evaluate effectiveness and limitations of management style in a variety of circumstances</td>
</tr>
<tr>
<td><strong>LO3</strong> Explore the organisational considerations for successful programming in an outdoor facility</td>
</tr>
<tr>
<td><strong>P5</strong> Assess the impact of the external environment on a range of outdoor facilities with specific examples</td>
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</tr>
<tr>
<td><strong>LO4</strong> Demonstrate managerial skills of a safe and positive programme within an outdoor facility context</td>
</tr>
<tr>
<td><strong>P7</strong> Given resources (facilities, human resources and equipment), effectively plan a safe and positive adventure programme for a specific group</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Links
This unit links to the following related units:
Unit 6: Activity Leadership
Unit 9: Operation Management & Leadership
Unit 20: Residential Activity Management
Unit 30: Leisure Management & Leadership
Unit 37: Work Experience
Unit 26: Adventure Programming

<table>
<thead>
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Introduction

Adventure programming is the deliberate use of adventure to create learning journeys that involve problem-solving and adapting to discomfort by learning new skills. Adventure programming can be categorised into one or more of the following: recreational, educational, developmental or therapeutic.

This unit introduces students to the underpinning philosophical models of adventure programming through investigating the ideas of Plato and Aristotle. The unit will investigate the importance of William James and the educational philosopher John Dewey in the creation of the concept of experiential education, where learning is achieved most effectively through direct experience, and where an element of risk is deemed necessary for human growth and development. The unit also enables students to explore the ideas of Kurt Hahn and the development of outward-bound programmes.

The unit gives students the opportunity to investigate the physiological and psychological factors affecting those participating in adventure programmes. Students will examine the ‘endorphin high’, flow experience and peak experiences to further develop their understanding of the concept of individual behaviour, motivation, risk, and the adventure paradigm. Students will explore how the different stages of individual and group development impact on effective team working.
Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the underpinning philosophy of adventure programming
2. Analyse the ethical issues related to adventure programming
3. Explore the factors involved when planning to deliver different types of adventure programmes
4. Deliver a safe, effective and challenging adventure programme.
Essential content

**LO1 Investigate the underpinning philosophy of adventure programming**

*Key philosophical models and frameworks of adventure programming:*
Plato and Aristotle, human growth and development, the experiential model for learning, learning styles, experiential learning theory (ELT), experiential education, modelling good practice, key people – William James, John Dewey, David Kolb, Kurt Hahn and the development of outward bound

*Individual behaviour and motivation:*
Physiological and psychological factors, endorphin high, flow and peak experiences, defining risk and the adventure paradigm, theory of motivation

*Individual and group development:*
Stages of group development, effective leadership styles in group development, characteristics of effective teams and team working, individual potential and development, emotional intelligence, use of complex technical skills

**LO2 Analyse the ethical issues related to adventure programming**

*Ethical guidelines:*
Current guidelines and codes of practice, professional bodies, National Governing Bodies, government

*Ethical issues:*
Risk, informed consent, captive populations, environmental concerns, working with children, individual versus group benefit, student rights, sexual issues, social implications

*Methodologies for resolving ethical problems:*
Jasper Hunt’s model, Kitchener’s model of ethical decision-making, reflection on practice, use of case studies
LO3  **Explore the factors involved when planning to deliver different types of adventure programmes**

*Programme types:*
Recreational, educational, developmental and therapeutic, programme rationale, complexity and benefits, facilitation styles

*Client groups:*
E.g. children and young people, people with physical disabilities, people with learning disabilities, older adults, youth and social services groups, referred individuals, families, corporate events, school/college/university groups, friends away day/weekend away

*Case studies:*
Matching client needs to programme type, rationale for selection, programme methodology, intended outcomes, key roles

*Factors:*
Client needs, requirements, goals and objectives, intended outcomes, methodology, risk, health and safety, emergency procedures, resources – requirements, use (e.g. satellite technology, equipment, smart clothing), location, leadership and group relationships, key roles, decision-making

*Programme plan and design:*
Type of programme, activities within the programme, focus on intended outcomes, organisational requirements, roster staff and guidelines for facilitators, matching programme to client group, age profiles and abilities, special requirements

*Safe, effective and challenging adventure programme:*
E.g. new activities in terms of required level of skill-related fitness, in terms of physical fitness requirements, opportunities for own personal development and training, aptitude, attributes, skills progression, new group experiences, new ways of learning, type of programme

*Setting goals, aims and objectives:*
Research client needs and requirements, agree appropriate SMARTER goals (specific, measurable, achievable, realistic, time-related, exciting, recorded), agree appropriate learning outcomes to meet client requirements
LO4 **Deliver a safe, effective and challenging adventure programme**

*Safe, effective and challenging adventure programme:*

E.g. new activities in terms of required level of skill-related fitness, in terms of physical fitness requirements, opportunities for own personal development and training, aptitude, attributes, skills progression, new group experiences, new ways of learning

*Programme delivery:*

Meeting client needs and requirements, maintaining personal logbook/diary of programme delivery, leadership skills and techniques, decision-making, operational concerns, risk assessment, managing safety, emergency procedures, appropriate facilitation, technical ability, team support

*Programme analysis:*

Designing an evaluation instrument, obtaining feedback from clients, assessor, other observers, assessing the effectiveness and success of the programme in terms of meeting original goals, aims, objectives and learning outcomes, strengths and areas for improvement

*Follow-up activities:*

E.g. voluntary community work, fundraising for charitable purposes or a new enterprise, joining or starting an environmental group, joining a local gym/sports club, personal training requirements
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Investigate the underpinning philosophy of adventure programming</td>
<td><strong>M1</strong> Investigate the stages of individual and group development for effective team working</td>
<td><strong>D1</strong> Critically analyse the impacts of the key philosophical models and frameworks underpinning adventure programming on its development</td>
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<tr>
<td><strong>P1</strong> Research the key philosophical models and frameworks underpinning adventure programming</td>
<td><strong>P2</strong> Explore, with reference to physiological and psychological processes, how individual behaviour and motivation operate during adventure programming</td>
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<tr>
<td><strong>LO2</strong> Analyse the ethical issues related to adventure programming</td>
<td><strong>M2</strong> Critically analyse the main methodologies for resolving ethical problems in adventure programming</td>
<td><strong>D2</strong> Evaluate the ethical issues and the effectiveness of the main methodologies in resolving them</td>
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<tr>
<td><strong>P3</strong> Review current ethical guidelines and codes of practice devised by relevant professional bodies and government agencies for adventure programming</td>
<td><strong>P4</strong> Analyse the ethical issues inherent in working with selected groups and individuals in adventure programming</td>
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<tr>
<td><strong>LO3</strong> Explore the factors involved when planning to deliver different types of adventure programmes</td>
<td><strong>M3</strong> Justify the rationale for a selected type of adventure programme and selected client group</td>
<td><strong>LO3 &amp; LO4</strong></td>
</tr>
<tr>
<td><strong>P5</strong> Investigate the rationale for, and benefits of, recreational, educational, developmental and therapeutic adventure programmes</td>
<td><strong>D3</strong> Review appropriate follow-up activities for own personal development in adventure programming and make recommendations for how you will improve these</td>
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<tr>
<td><strong>P6</strong> Examine the factors that need to be taken into account when planning to deliver the selected adventure programme</td>
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<tr>
<td><strong>P7</strong> Design a valid plan to deliver a safe, effective and challenging adventure programme to meet the goals, aims, objectives and learning outcomes of a selected client group</td>
<td><strong>M4</strong> Critically analyse the adventure programme delivered in terms of achieving the intended goals, aims, objectives and learning outcomes for a selected client group</td>
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<tr>
<td><strong>LO4</strong> Deliver a safe, effective and challenging adventure programme</td>
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<tr>
<td><strong>P8</strong> Carry out a safe, effective and challenging adventure programme for a selected client group, to meet client needs and requirements</td>
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</table>

**P5** Investigate the rationale for, and benefits of, recreational, educational, developmental and therapeutic adventure programmes

**P6** Examine the factors that need to be taken into account when planning to deliver the selected adventure programme

**P7** Design a valid plan to deliver a safe, effective and challenging adventure programme to meet the goals, aims, objectives and learning outcomes of a selected client group

**P8** Carry out a safe, effective and challenging adventure programme for a selected client group, to meet client needs and requirements

**M3** Justify the rationale for a selected type of adventure programme and selected client group

**D3** Review appropriate follow-up activities for own personal development in adventure programming and make recommendations for how you will improve these

**M4** Critically analyse the adventure programme delivered in terms of achieving the intended goals, aims, objectives and learning outcomes for a selected client group
Recommended resources

Textbooks


Journals


Journals
Journal of Experiential Education

Journal of Adventure Education and Outdoor Learning
Websites

outdoor-learning.org  
Institute for Outdoor Learning
  Guidance
  General reference

reviewing.co.uk  
Guide to Active Reviewing
  Articles
  Development tool

Links

This unit links to the following related units:

Unit 4: Risk & Safety Management in the Outdoors
Unit 14: Environmental Issues & Ethics
Unit 19: Expedition Leadership
Unit 20: Residential Activity Management
Unit 39: Adventure Therapy Facilitation
Unit 27: Sport, Health & Society

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Introduction

Sport plays a pivotal role in society: it can have profound and positive impacts on individuals, communities and wider society. Sport is used as a tool to improve many social issues, such as health, crime, education and social inclusion. Inequalities in society, for example socio-economic, gender, age and race, often are mirrored in sport and have a direct correlation with health issues. For this reason, sport is used by the government to combat many social issues, meaning that local authorities have to create effective partnerships to achieve this. Many sport programmes are not only for the development of sport but, more importantly, are for the development of other initiatives through sport.

This unit will analyse the complex relationship between sport, health and society, exploring the contrasting ideological views of sport. Students will focus on the positives and negatives of sport at grassroots and elite level, and its impact on individual health and wider society. They will investigate the importance and the impact of commercialisation and globalisation on sport.

Students will also examine the role of sport participation in addressing social issues and, in doing so, review a number of current strategies before producing their own sport strategy. Students will produce an evidence-based sport strategy to combat local social issues. They will research these issues using various research methods before planning the resources, partnerships and logistics required to underpin an effective sport strategy.

On successful completion of this unit, students will be aware of the fundamental role sport plays within society. Students will understand the complexity of sport-health ideology and the key factors to consider when using sport as a tool to combat social issues. Students will develop a number of important employability skills for the sport industry throughout this unit, such as analysing the advantages and disadvantages of the sport strategies being used to combat social issues.
Learning Outcomes

By the end of this unit students will be able to:
1. Discuss the relationship between sport, health and society
2. Investigate the impact society has on sport participation and health
3. Assess the role sport participation can play in addressing social issues
4. Produce sport strategies to address social issues.
Essential content

LO1 Discuss the relationship between sport, health and society

Inequalities within sport, health and society:
Socio-economic status
Age
Gender
Race
Religion
Sport, health and society in different countries, e.g. Scandinavia, Canada, South Africa
Sport, health and society inequalities run parallel
Strategies to tackle inequalities in sport: This Girl Can, Sporting Equals

Benefits of sport on health:
Prevention of disease: coronary heart disease, obesity, arthritis, diabetes, cancer
Weight management
Mental wellbeing: reduces depression, anxiety and stress, increase in emotional intelligence
Social inclusion
Economic impact on local health services
Sport-health ideology

Contrasting ideology of sport:
Negative: sexism, alcohol, PEDs, pain and injury, elitism, racism, hooliganism
Positive: role models, social inclusion, political significance, tourism, economic benefits
Sports impact on society
LO2 **Investigate the impact society has on sport participation and health**

*Technology:*
Types of jobs: computer-based, game consoles, internet, smartphones
Transport

*Commercialisation and globalisation:*
Accessibility and availability of sport
Marketing of sport programmes/events
Sport broadcasting
Understanding the health benefits of sport participation
Role models

*Media: negative and positive news*

*Diet and lifestyle:*
Fast food
Alcohol
Choice of flexible lifestyle activities have become more popular (running, gym) over-structured and organised sport
Types of jobs: time, stress, pressure, sedentary

LO3 **Assess the role sport participation can play in addressing social issues**

*Social issues:*
Physical and mental health
Crime
Education
Social exclusion
Disadvantaged youth
Employment
Government policy:
Inter-relationship of government departments
Networks and partnerships: local health services, police, schools, youth homes
Why the government uses sport to tackle social issues: cheap, convenient, quick fix
Evidence of sport being effective at tackling social issues (monitor and evaluate)

Current sport strategies and government policy addressing social issues:
Sporting Futures
Teenage kicks
StreetGames
Towards an active nation
Local authority strategies

LO4 Produce sport strategies to address social issues

Produce a strategy:
Research into social issues in the local area
Research techniques
Evidence-based strategy
Organisations involved
Target audience
Resources required
Aims and objectives
Desired outcomes

Review strategy:
Strengths
Limitations
Areas for improvement
Future recommendations
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<tbody>
<tr>
<td><strong>LO1 Discuss the relationship between sport, health and society</strong></td>
<td><strong>P1 Discuss the factors that influence participation in sport</strong></td>
<td><strong>D1 Critically analyse strategies used to tackle inequalities in sport participation</strong></td>
</tr>
<tr>
<td><strong>P2 Explore the benefits of sport participation on physical and mental health</strong></td>
<td><strong>M1 Discuss the inequalities that exist in sport, health and society</strong></td>
<td><strong>M2 Compare the two contrasting ideologies of sport, and the influence they have on society</strong></td>
</tr>
<tr>
<td><strong>LO2 Investigate the impact society has on sport participation and health</strong></td>
<td><strong>P3 Assess the impact technology and lifestyle has on sport participation and health</strong></td>
<td><strong>D2 Critically evaluate the impact of sport participation, technology and lifestyle choices on local health provision</strong></td>
</tr>
<tr>
<td><strong>P4 Investigate how globalisation and commercialisation has affected sport participation and health</strong></td>
<td><strong>M3 Produce examples and evidence of technology and lifestyle choices impacting on sport participation and health</strong></td>
<td><strong>M4 Compare the positive and negative impact media can have on peoples’ perception of sport</strong></td>
</tr>
<tr>
<td><strong>LO3 Assess the role sport participation can play in addressing social issues</strong></td>
<td><strong>P5 Discuss social issues that are addressed by sports participation</strong></td>
<td><strong>D3 Critically evaluate sport strategies being used to address social issues</strong></td>
</tr>
<tr>
<td><strong>P6 Examine the use of sports participation to address social issues which affects government policy</strong></td>
<td><strong>M5 Justify sport as a tool for addressing social issues</strong></td>
<td><strong>M6 Analyse the organisations, partnerships and networks involved in the use of sport to address social issues</strong></td>
</tr>
<tr>
<td><strong>LO4 Produce sport strategies to address social issues</strong></td>
<td><strong>P7 Plan sport strategies to address social issues</strong></td>
<td><strong>D4 Justify future recommendations for the sport strategies</strong></td>
</tr>
<tr>
<td><strong>P8 Develop sport strategies to address social issues.</strong></td>
<td><strong>M7 Evaluate strengths and areas of improvement of the sport strategies.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Journals
Sport in Society
Sociology of Sport Journal
International Review for the Sociology of Sport

Websites
www.sportengland.org  Sport England
  ‘Our Work’ subheading
  Research
www.sportanddev.org  Sport and Development
  ‘Learn More’ subheading
  Development tool

Links
This unit links to the following related units:
Unit 1: Physical Activity, Lifestyle and Health
Unit 2: The Sport Landscape
Unit 7: Inclusive Sport
Unit 29: Understanding & Evaluating Initiatives
Unit 42: Managing a Sport Programme
Unit 28: Coaching Special Populations

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Introduction

The elderly, children and individuals with a disability or illness can benefit from practising a more physically active lifestyle. Those living within the special population remit display lower levels of background daily activity and sport participation, and require assistance and knowledge to ensure they benefit from physical activity and/or sport. A special population is often defined as groups of people with needs that require special consideration and attention. A wide range of the population fit into this remit, including older people, young children, individuals with a disability (mental/physical), inactive individuals and referred clients. Resultantly, this area of sports coaching is significantly developing and now incorporates a high proportion of jobs in the sports coaching industry. This unit is particularly relevant for students aiming to work within sports coaching, PE teaching, the fitness industry and health promotion.

This unit will explore the different special populations that are relevant within sport and physical activity and, in doing so, will discuss how sport and physical activity can benefit special populations. Students will then investigate planning requirements, barriers and considerations when coaching special populations, which vary from each population. Students will compare physiological and psychological considerations for different special populations, before suggesting strategies and methods to overcome these requirements, barriers and considerations.

To gain a better understanding into this field of sport and the application in the real world, students will review sport coaching programmes for special populations. Students will evaluate the suitability of the programme for the special population, and then suggest future recommendations. Finally, they will apply the knowledge gained in the previous learning outcomes by delivering a sports coaching session for a special population, which can be done in groups, pairs or individually.
Students will gain a number of crucial skills throughout the unit, including the appreciation of diversity in sport, self-evaluation, communication skills and the importance of adaptability in sports coaching. Students will gain an insight into the particular challenges inherent within coaching in these domains and, more importantly, the ability to think innovatively of methods and strategies to overcome these challenges.
Learning Outcomes

By the end of this unit students will be able to:

1. Discuss special populations within sport and physical activity
2. Investigate planning requirements, barriers and considerations when coaching special populations
3. Review sports coaching programmes for special populations
4. Produce a sports coaching session for a special population.
Essential content

LO1 Discuss special populations within sport and physical activity

Special populations:
Young children
Elderly
Individuals with a physical disability (musculoskeletal, neuromuscular, pulmonary, metabolic, cardiovascular)
Individuals with psychological/behavioural issues
Referred clients
Overweight/obese individuals
Injured individuals (recovery)

The role of sport and physical activity:
Anatomical and physiological changes: skeleton and joints, muscular system, cardiovascular system, nervous system
Impact on mental wellbeing: self-confidence, self-esteem, anxiety, depression, emotional intelligence
Social impact: new friendships, new experiences
Improve co-ordination, communication and employability skills of participants
For the coach: employability skills, communication, problem-solving

LO2 Investigate planning requirements, barriers and considerations when coaching special populations

Planning requirements:
Facilities
Equipment available
Organisations involved
Delivery techniques
Goal setting
FITT principles
Health and safety: risk assessment, DBS, emergency procedures
Quality assurance: coaching qualifications/levels, legislation
Barriers:
Equipment
Facilities
Transport
Risks of specific exercises

Funding
Coaching courses for specific populations

Special considerations:
Exercise adaption
Principles of training (individual needs/differences, specificity, progressive overload, rest and recovery)
Modified equipment
Mixed ability groups
Type of activity
Different gender and ages
Religious considerations

LO3 Review sports coaching programmes for special populations

Sports coaching programmes for special populations:
Sports coaching programmes: Get Yourself Active, Chance to Shine, Get Set to Go, Walking Football
Partners: MIND, English Federation of Disability Sport, National Disability Sport Organisations, National Governing Bodies, Disability Rights UK

Partners:
roles and responsibilities, different aims and objectives
Review:
Planning and special considerations required
Aims and objectives
Structure
The benefits to the special population
Barriers
Strengths
Limitations
Future recommendations
Monitoring and evaluating techniques
Funding streams
Adaptations and modification effectiveness
Health and safety

LO4 Produce a sports coaching session for a special population

Planning requirements:
Research into the required special population
Knowledge of participant needs
Facilities
Equipment available
Organisations involved
Modifications
Delivery techniques
Goal setting: SMART targets
FITT principles

Health and safety:
Risk assessment, DBS, emergency procedures

Quality assurance:
coaching qualifications/levels, legislation
Skills for delivery:
Effective range of communication methods
Interpersonal skills
Demonstrations
Spatial awareness
Adaptability/modifications to drills
Motivational methods
Use of technology

Evaluation:
Strengths
Limitations
Future recommendations
Emotional empathy
Suitability of activities
Coaching performance
Participant progression through session
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
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<tr>
<td><strong>LO1</strong> Discuss special populations within sport and physical activity</td>
<td><strong>LO2</strong> Investigate planning requirements, barriers and considerations when coaching special populations</td>
<td><strong>LO3</strong> Review sports coaching programmes for special populations</td>
</tr>
<tr>
<td><strong>P1</strong> Discuss special populations that are relevant within sport and physical activity</td>
<td><strong>M1</strong> Explore how sport and physical activity can benefit special populations</td>
<td><strong>D1</strong> Justify the importance of sport and physical activity for special populations</td>
</tr>
<tr>
<td><strong>M2</strong> Compare the physiological and psychological considerations when coaching different special populations</td>
<td><strong>D2</strong> Produce strategies and methods to accommodate the considerations for two special populations within sports coaching</td>
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</tr>
<tr>
<td><strong>P2</strong> Investigate the planning considerations when delivering a sports coaching session for two special populations</td>
<td><strong>P3</strong> Assess the barriers and considerations when delivering a sports coaching session for two special populations</td>
<td><strong>P4</strong> Review sports coaching programmes for two special populations</td>
</tr>
<tr>
<td><strong>P5</strong> Assess the barriers and considerations when delivering a sports coaching session for two special populations</td>
<td><strong>M3</strong> Critically analyse the suitability of sports coaching programmes for two special populations</td>
<td><strong>M4</strong> Justify the benefits of the sports coaching programmes for two special populations</td>
</tr>
<tr>
<td><strong>P6</strong> Produce a sports coaching session for a special population</td>
<td><strong>M5</strong> Carry out a sports coaching session for a special population</td>
<td><strong>D3</strong> Suggest areas of improvement and future recommendations for the two sports coaching programmes</td>
</tr>
<tr>
<td><strong>D4</strong> Critically evaluate the sports coaching session for a specific special population, with future recommendations</td>
<td><strong>P5</strong> Assess the barriers and considerations when delivering a sports coaching session for two special populations</td>
<td><strong>M2</strong> Compare the physiological and psychological considerations when coaching different special populations</td>
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Pearson BTEC Levels 4 and 5 Higher Nationals in Sport
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Recommended resources

Textbooks
COULSON, M. (2013) *The complete guide to teaching exercise to special populations.* Bloomsbury
WILLIAMSON, P. (2011) *Exercise for special populations.* Lippincott Williams & Wilkins.

Websites
www.sportscoachuk.org Sports Coach UK
Resource bank
Inclusive coaching

Links
This unit links to the following related units:
*Unit 1: Physical Activity, Lifestyle & Health*
*Unit 7: Inclusive Sport*
*Unit 12: Biomechanics*
*Unit 33: Physical Literacy*
*Unit 34: Advanced Coaching*
*Unit 35: Teaching Practice*
Unit 29: Understanding & Evaluating Initiatives

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Introduction

Initiatives for sport and related industries impact on a range of jobs, athletes and communities. Initiatives have a significant role to play in sport development and policy, sport education, sport combatting social issues, health, sport tourism, talent identification (ID), elite sport and sport coaching. Initiatives are created by a number of significant organisations within sport, including government, National Governing Bodies (NGBs), Sport England, UK Sport, Youth Sport Trust and local authorities (LA), and can impact on the success of sport in a number of areas. Therefore, it is imperative that those who want to work in sport have an understanding of initiatives, and the ability to evaluate the success and impact of sports development initiatives.

The unit firstly explores the range of initiatives that are created in the sport industry, investigating the different areas of sport that use initiatives as the driving force of change and development. Indeed, aims vary depending on the organisation and initiative, and the unit examines different aims to consider when implementing an initiative. The unit then looks into contemporary issues and key factors for sport initiatives, with a particular focus on barriers, partnership issues and funding streams.

The second part of the unit discusses the importance of monitoring and evaluating sport initiatives, and what techniques are widely used in a range of areas of sport. Students are then required to evaluate two sport initiatives, applying techniques and knowledge gained from seminars and lectures. In the final learning outcome of the unit, students plan a sport initiative in their locality, informed by research, to create an evidence-based initiative, gaining an insight and hands-on experience of the process.

On successful completion of this unit, students not only gain a better understanding of the different types of initiatives within sport, but are able to produce evidence-based initiatives with the skills required to monitor and evaluate effectively. A number of skills will be developed throughout this unit, including data analysis, communication skills and evaluating ability. All three are imperative to work in a range of areas in the sport industry.
Learning Outcomes

By the end of this unit students will be able to:

1. Investigate different types of initiatives within the sport industry
2. Explore contemporary issues and key factors when creating sport initiatives
3. Discuss monitoring and evaluating techniques for sport initiatives
4. Plan a sport initiative in your locality.
Essential content

LO1 Investigate different types of initiatives within the sport industry

*Types of initiatives:*
Define interlinking terms: initiative, strategy, scheme, programme, project, policy
Areas within sport: elite, talent ID, coaching, health, community sport, sport tackling social issues, sport policy, education, sport participation, disability sport

*Aims and Objectives*
Sport focused – development of sport
Sport as a tool – development through sport
International sport initiatives

*Key organisations involved in sport initiatives:*
Create initiatives: NHS, government, NGBs, UK Sport, Youth Sport Trust, Sport England
Implements initiatives: LAs, County Sport Partnerships, Schools, Sports Clubs, Youth Clubs, Leisure Centres
Other organisations involved: MIND, UNICEF, Police, British Heart Foundation

LO2 Explore contemporary issues and key factors when creating sport initiatives

*Contemporary issues:*
Funding streams
Corporate social responsibility
Partnerships – power dynamics, conflict of interest, multiple aims, funding
Evidence-based initiatives
Barriers: financial, technological, personal, social, political, geographical, cultural, historical
Government priorities
**Key factors:**
Target audience
Timescale
Desired impact
Regional/national/international
Non-sporting objectives
Research informed
Aim of initiative: elite athletes, community, coaching, talent ID
Sustainability of initiative
Sponsorships of initiative
Sport for development and peace (SDP)

**LO3 Discuss monitoring and evaluating techniques for sport initiatives**

**Monitoring techniques:**
- Ongoing participant feedback – survey, questionnaires
- Attendance
- Use of KPIs
- SMART targets
- Participation rates (specific rates of targeted population)

**Sport initiatives:**
- Initiative examples: This Girl Can, Future Champions, Discover Your Gold, Satellite Club, Couch to 5K

**Evaluating a sport initiative:**
- Aims and objectives achieved
- Exit route success
- Follow up (still participating 3 months after)
- Return on investment (ROI)
- Cost benefit analysis (CBA)
- Retention rates
- Summative feedback
- Issues with measuring non-sporting objectives (measure education attainment)
- Future recommendations
LO4 Plan a sport initiative in your locality

Planning and aims:
Research and consultation in your locality
Area of sport: elite, talent ID, coaching, education, health, community sport
Non-sporting aims: reduce obesity, reduce crime levels, social inclusion, educational attainment, reduce lifestyle diseases
Target audience – age, race, gender, socio-economic status
Funding
Partner organisations – MIND, Police, UNICEF
Timescale
Marketing and advertising
Sponsorship

Implementation considerations:
Delivery organisations – sport clubs, LAs, youth clubs, colleges, schools
Resources and facilities
Staffing

Evaluating techniques specific to initiative:
Monitoring techniques (use of KPIs)
Evaluation data (retention rates, exit route success, follow up)
ROI and/or CBA
### Learning Outcomes and Assessment Criteria

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<tr>
<td><strong>LO1</strong> Investigate different types of initiatives within the sport industry</td>
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<td><strong>D1</strong> Assess organisations that create initiatives to organisations that deliver and implement initiatives</td>
</tr>
<tr>
<td><strong>P1</strong> Differentiate a sport initiative from a sport policy, programme, strategy and scheme</td>
<td><strong>M1</strong> Demonstrate the aims and organisations involved within initiatives in different areas of the sport industry</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Investigate the range of sport initiatives within the sport industry</td>
<td><strong>M2</strong> Compare sport initiatives in different areas of the sport industry</td>
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</tr>
<tr>
<td><strong>LO2</strong> Explore contemporary issues and key factors when creating sport initiatives</td>
<td></td>
<td><strong>D2</strong> Suggest strategies and methods to overcome the barriers and factors that impact on sport initiatives</td>
</tr>
<tr>
<td><strong>P3</strong> Analyse contemporary issues when creating sport initiatives</td>
<td><strong>M3</strong> Assess the impact different barriers and factors can have on sport initiatives</td>
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<tr>
<td><strong>P4</strong> Explore key factors when creating sport initiatives</td>
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</tr>
<tr>
<td><strong>LO3</strong> Discuss monitoring and evaluating techniques for sport initiatives</td>
<td></td>
<td><strong>D3</strong> Critically evaluate two sport initiatives</td>
</tr>
<tr>
<td><strong>P5</strong> Discuss monitoring techniques for sport initiatives</td>
<td><strong>M4</strong> Evaluate issues with monitoring and evaluating development through sport initiatives</td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Examine different evaluation methods for sport initiatives</td>
<td><strong>M5</strong> Illustrate successful monitoring and evaluating of sport initiatives</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Plan a sport initiative in your locality</td>
<td></td>
<td><strong>D4</strong> Critically analyse the suitability of the evaluation techniques used for the initiative</td>
</tr>
<tr>
<td><strong>P7</strong> Research the type of sport initiative required in your locality</td>
<td><strong>M6</strong> Justify the plan and aims for the sport initiative</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Plan a sport initiative in your locality</td>
<td><strong>M7</strong> Communicate effective evaluation techniques for the initiative.</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
www.gov.uk Government website (DCMS)
  Policies (sport)
  Research
www.youthsporttrust.org Youth Sport Trust
  How we work
  Programmes

Links
This unit links to the following related units:
*Unit 2: The Sport Landscape*
*Unit 24: Entrepreneurism in Sport*
*Unit 27: Sport, Health and Society*
*Unit 37: Work Experience*
*Unit 42: Managing a Sport Programme*
Unit 30: Leisure Management & Leadership

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<td>Credit value</td>
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**Introduction**

All leisure facilities need effective management practices and procedures in order to be successful. Managers need a thorough knowledge of different management styles and practices in order to make teams and organisations successful. Effective leadership differs as this involves having vision and the ability to effectively communicate with and inspire colleagues. Both aspects will be developed within this unit as students will need experience of these to become effective employees within the leisure sector.

This unit will build on prior knowledge of management and leadership and aims to analyse an organisation's internal environment and the management activities that take place. It is designed to develop an understanding of theory, practice and policies of management activities within the wider organisation and the people who work there, in a variety of modern organisational contexts and facilities.

Students will develop the skills to effectively manage a range of facilities, and identify the factors which need to be taken into consideration in order for leadership to be effective. They will evaluate different leadership styles and determine which are best for differing contexts. Students will also be able to apply their knowledge of facility management and leadership to practical contexts and situations, allowing them to fully appreciate the differences in facilities and roles while evaluating what it really means to be an effective manager.
Learning Outcomes

By the end of this unit students will be able to:

1. Review the principles of managing organisations and people within a range of contexts
2. Develop knowledge of leadership styles and how they are used within organisations
3. Investigate how facilities and organisations function effectively
4. Apply knowledge of management theory in practical contexts.
Essential content

LO1 **Review the principles of managing organisations and people within a range of contexts**

*Managing the internal organisation:*
- Management & leadership ideas
- Management of change
- Culture, politics, power and influence

*Managing people within the internal organisation:*
- People as individuals within organisations
- People and teams and networks within organisations
- Approaches to managing performance and motivation, focusing on job design and results

*The individual in organisations:*
- Skills needed to develop as an effective employee and managers within organisations

LO2 **Develop knowledge of leadership styles and how they are used within organisations**

*The nature of leadership:*
- Leadership versus management
- Power and conflict

*Theories of leadership:*
- Trait theories
- Situational theories
- Dispersed/ distributed theories
- Transactional and transformational views
Impact of other factors:
Gender
Diversity
Cross-cultural leadership
World perspectives

LO3 Investigate how facilities and organisations function effectively

Facility infrastructure:
Structures of organisations (private, third and public sector)
Functions in organisations (finance, marketing, HR and legal)

Logistics within a facility:
Daily routines
Checks and procedures
Functional areas and room use

People within a facility:
Role and responsibilities within organisations
Management structures within organisations

Marketing:
Attracting customers
Promoting events

LO4 Apply knowledge of management theory in practical contexts

Underpinning theory:
Gestalt approach
Humanistic psychology approach
Propensity to change

Models of organisational change:
Change management model
Three-step model
Planned change
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Review the principles of managing organisations and people within a range of contexts</td>
<td><strong>P1</strong> Compare a wide range of management activities within a variety of organisational types</td>
<td><strong>D1</strong> Assess the impact of a range of management activities on organisations and the people within those organisations</td>
</tr>
<tr>
<td><strong>P2</strong> Assess the impact of a range of management activities on organisations and the people within those organisations</td>
<td><strong>M1</strong> Examine the principal internal management activities necessary to manage successful organisations in competitive environments</td>
<td><strong>D2</strong> Evaluate the effectiveness of different leadership styles in a range of organisations</td>
</tr>
<tr>
<td><strong>LO2</strong> Develop knowledge of leadership styles, and how they are used within organisations</td>
<td><strong>P2</strong> Discuss the nature of leadership and distinguish between leadership and management</td>
<td><strong>D3</strong> Assess the impact of a range of functional management activities on organisations and the people within those organisations</td>
</tr>
<tr>
<td><strong>P3</strong> Examine the principal internal management activities necessary to manage successful organisations in competitive environments</td>
<td><strong>M2</strong> Apply the major theoretical approaches of leadership to practice</td>
<td><strong>M3</strong> Examine the relationship between an organisation’s structures, human resources, functional areas and performance</td>
</tr>
<tr>
<td><strong>LO3</strong> Investigate how facilities and organisations function effectively</td>
<td><strong>P4</strong> Compare a variety of organisational types and purposes, their management structures and logistical frameworks across a range of sectors</td>
<td><strong>D4</strong> Review the use of different types of management theory within the workplace</td>
</tr>
<tr>
<td><strong>P5</strong> Compare a wide range of management activities within a variety of organisational types</td>
<td><strong>M4</strong> Justify principles of management practice within a workplace scenario</td>
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<tr>
<td><strong>P6</strong> Compare a wide range of management activities within a variety of organisational types</td>
<td><strong>M5</strong> Justify principles of management practice within a workplace scenario</td>
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<td><strong>P6</strong> Justify how different roles within an organisation may utilise different practices to be effective</td>
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Recommended resources

Textbooks


Links
This unit links to the following related units:

Unit 3: Project Management
Unit 6: Activity Leadership
Unit 8: Sport Marketing
Unit 9: Operation Management and Leadership
Unit 25: Outdoor Facility Management
Unit 37: Work Experience
Introduction

Events are an integral part of society. Their origins usually stem from traditional ceremonies and rituals. Changes in lifestyles, for example increases in disposable income and leisure time, have created a society whereby new experiences are fundamental to our wellbeing. Events are a huge part of our culture, and play a massive role in our lives like never before. The events industry has grown and developed and, as a result of this, is now a significant industry within our society, one where diversity is key and the demands of consumers continues to develop and evolve. From public events and private celebrations to the staging of a worldwide mega event, people's passion for this industry and the chance to showcase their enthusiasm, has led to the creation of an array of events on almost any subject and theme imaginable.

Events have been an essential part of the sport industry for hundreds of years. Recently, they have played a significant role within the sports industry and its development. When managed correctly, sports events have huge potential in adding to the success of a sport or organisation. Furthermore, events have become invaluable to our society due to the positive impact they can have socially, culturally, economically and politically.

The aim of this unit is to give students opportunities to develop knowledge and understanding of the context, development, range, scale and types of sports events through an introduction to events and the events industry. This unit also introduces students to a range of techniques used to manage crowds at sports events, which will help to develop transferable skills for the purpose of event management.

The unit seeks to develop students' understanding of the initial key stages in the planning of a sports event, while also enhancing their experience of the concept of event management through the evaluation of an implemented sports event.
Learning Outcomes

By the end of this unit students will be able to:

1. Explore the growth and development of events and the event industry
2. Examine the importance of crowd management in the successful management of sports events
3. Plan, stage and manage a sports event
4. Review the planning and implementation of a sports event.
**Essential content**

**LO1 Explore the growth and development of events and the event industry**

- Examination of why and how events have evolved in human history and their role in society
- Examination of the intercultural and international dimensions of events, legacy from events
- Introduction to mega, global, hallmark, major and minor events, their size, significance and definition
- Key determinants and motivations for attending events
- Factors that have influenced the growth of events, i.e. increases in leisure time, disposable income, sponsorship, increased accessibility, etc.

**LO2 Examine the importance of crowd management in the successful management of sports events**

- Discuss the impacts of historical crowd management events, e.g. historical events, Wembley 1923, Munich Olympic Games 1972, Valley Parade 1985, Heysel Stadium (Brussels) 1985, Katmandu 1988, Hillsborough 1989
- Up-to-date legislation regarding event management
- Crowd management techniques associated with event organisation
- Resource implications associated with event organisation, crowd dynamics/psychology, cultural behaviour, event monitoring, staff requirements, staff needs

**LO3 Plan, stage and manage a sports event**

- Idea generation, vision and purpose of the sports event
- Identifying resources that are required (people, finance, technology, information)
- Creating a staffing structure
- Estimating finance, costings, profit margin, feasibility assessment
- Create an appropriate theme and set appropriate SMART objectives (specific, measurable, achievable, realistic, time-bound)
Use critical path analysis, budgets and Gantt charts
Key Performance Indicators (KPI) set against objectives
Audience/crowd flow diagrams, supply chain logistics and points of sale locations, technical requirements, resources inventory, administration systems
Health and safety considerations, e.g. risk assessments, fire, safety, crowd management (queuing, speed of access/egress, monitoring, emergency action plans, insurance coverage, quality assurance procedures and standards, contingency plans
Ticketing details and dealing with money
Marketing communication for the event – pre-event, during and post-event (creating awareness, providing information, creating a demand for the event, creating publicity before, during and after the event
Customer care considerations before, during and after
Theme and layout of the event.
Cleaning and taking down after the event
Child protection considerations
Disability access
Licensing

**LO4 Review the planning and implementation of a sports event**

Monitoring the implementation of the event and undertaking an evaluation of the event

Gather customer feedback during and after the event

Review the overall success of the event, the team and customer satisfaction

Evaluate the success of the event in meeting the objectives and KPIs set

Peer and self-evaluation of performance

Make recommendations to improve the planning and staging of sport events in the future
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explore the growth and development of events and the event industry</td>
<td><strong>LO1 &amp; LO2</strong></td>
<td><strong>D1</strong> Evaluate how the changes in events and crowd management techniques have had an impact upon the management of sports events</td>
</tr>
<tr>
<td><strong>P1</strong> Discuss how events have evolved over the last century</td>
<td><strong>M1</strong> Analyse the influences that have driven the changes in events from the past to present day</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Explore the key factors that have had an influence on the growth and development of events and the event industry</td>
<td></td>
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</tr>
<tr>
<td><strong>LO2</strong> Explore the importance of crowd management in the successful management of sports events</td>
<td><strong>M2</strong> Assess the importance of developing management procedures and systems in successfully managing crowds at events</td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Examine the origins and development of crowd management at sports events</td>
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<tr>
<td><strong>P4</strong> Discuss effective crowd management techniques associated with sports events</td>
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</tr>
<tr>
<td><strong>LO3</strong> Plan, stage and manage a sports event</td>
<td><strong>LO3 &amp; LO4</strong></td>
<td><strong>D2</strong> Evaluate the impact that the strengths and weaknesses had on the planning and staging of the sports event, highlighting how the development of these could be enhanced in the future</td>
</tr>
<tr>
<td><strong>P5</strong> Plan a sports event</td>
<td><strong>M3</strong> Apply the principles of event management to the planning and staging of a sports event</td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Manage a sports event</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Review the planning and implementation of a sports event</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Review success of the sports event in relation to its planning and staging</td>
<td><strong>M4</strong> Explore the strengths and weaknesses of the planning and staging of the sports event</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Make recommendations to improve the planning and staging of future sport events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Journals
International Journal of Event and Festival Management

Websites
www.citmagazine.com City Magazine
State of the industry
Report

www.eventbrite.co.uk Eventbrite blog
An introduction to the UK event industry in numbers
Article

www.juliasilvers.com Julia Silvers
Event management body of knowledge
General reference
Links

This unit links to the following related units:

*Unit 3: Project Management*

*Unit 8: Sport Marketing*
Unit 32: Performance Analysis

<table>
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Introduction

The analysis of performance is a complex process that reviews the tactics, techniques and movements of an athlete competing with in their sports. Real-time and lapsed-time analysis is observed in many of today's sports in action and during reflection. The key objective is to enhance interventions to assist the coaching process and elicit performance enhancement. It is used to inform the athlete and coaches on what happened as opposed to perceived outcomes. On average, athletes and coaches can only recall 30% of performance correctly. This demonstrates the importance of performance analysis to ensure that the facts are evidenced to help ensure the correct performance improvements are implemented. The use of technology is paramount to make this an accurate and robust process to give the detailed feedback required to show effective improvements in performance.

The aim of this unit is to provide students with the knowledge and understanding of performance analysis within sport and how it is used to aid development. Students will engage in researching the methods used to analyse performance, how to create a performance profile, practically analyse performance, and carry out a post-event analysis to provide feedback. They will gain an understanding of the importance of the analysis process and how to utilise technology to assist them in completing these tasks.

As students progress through this unit, they will gain the practical and technical knowledge to review the positives and negatives of performance to gain the evidence that will support performance improvements. Further to this, they will understand how to plan effective performance analysis that meets the needs of the observed performer.

The knowledge, understanding and skill sets gained in this unit will help students to appreciate the complexity of performance analysis and the need to use valid and reliable approaches to ensure they give technical feedback to support athletes.
Learning Outcomes

By the end of this unit students will be able to:

1. Evaluate the methods used to analyse sports performance
2. Create a performance profiling system to indicate the key requirements of a selected sport
3. Analyse the sports performance of individuals
4. Carry out a post-event analysis to provide feedback to aid the development of sports performance.
Essential content

**LO1** Evaluate the methods used to analyse sports performance

*Performance profiling systems:*
- Types of profiling
- Aims and applied uses
- Assessment of sports and performance
- Construction of a profiling systems
- How to grade and analyse systems
- Ways in which to display performance profiling systems
- Identifying and prioritising identified areas of strength and weaknesses

*Physical fitness tests for analysis:*
- Cardiovascular testing, e.g. Wingate Anaerobic Test, Harvard Step Test, intensity testing
- Muscular testing, e.g. endurance, power, strength
- Skill-related assessment, e.g. flexibility, balance, stability, speed
- Field-based testing, e.g. Illinois Agility Test, sprints, Yo-Yo intermittent recovery test and endurance testing, Global Positioning System (GPS) and distance measuring methods
- Health-related e.g. bioelectrical impedance, body mass index, skinfold

*Psychological tests:*
- Questionnaires and interviews
- Motivation
- Imagery
- Confidence
- Stress
- Competitive anxiety
Technical and tactical analysis:
Real-time and lapsed-time analysis
Quantitative measures, e.g. statistics, performance checklists, positions in play
Qualitative measures, e.g. observations, performance cues, movement styles
The use of technology to assist with analysis, e.g. Dartfish, Sportcode, apps
Video analysis and using software, e.g. using apps and technology
Notational analysis systems

Factors that impact on analysis:
Environment used for testing, e.g. indoor, outdoor, space
Validity and reliability of methods used
Technical knowledge of administrators
Quality of information captured
Time taken and meeting the aims of analysis

LO2 Create a performance profiling system to indicate the key requirements of a selected sport

Understand the requirements of individual and team sports:
Review the performance requirements of different sports to find differences
Observation methods to identify needs and skills

Technical and tactical requirements for success in sports:
Technical skills and techniques, e.g. shooting, passing, movement
Tactical approaches for attacking and defence

Fitness requirements for success in sports:
Physical fitness requirements, e.g. endurance, strength, body composition
Skills-related fitness requirements, e.g. agility, power, speed

Psychological requirements for success in sports:
Psychological requirements, e.g. confidence, aggression, relaxation, emotional intelligence
LO3 **Analyse the sports performance of individuals**

*Assessing the technical and tactical requirements of selected sports:*

Analysis of sports performance: technical analysis, notational analysis, accurate recording
Technology-based recording methods, e.g. GPS systems, technique apps

*Assessing the fitness requirements of selected sports:*

Physical fitness testing, e.g. multi-stage fitness test, VO2 max, Wingate test
Skill-related fitness, e.g. 30m sprint, standing long jump, vertical jump

*Assessing the psychological requirements of selected sports:*

Questionnaires, e.g. sport competition anxiety test (SCAT)
Interviews to discuss completion based factors that impact on performance

LO4 **Carry out a post-event analysis to provide feedback to aid the development of sports performance**

*Sports performance analysis feedback:*

Strengths and areas for improvement
Analysis of data collection
Creation of charts and graphs to show findings
Conclusions made from observations
Methods of delivering outcomes to athletes

*Recommendations for improvement:*

Physiological recommendations, e.g. training programmes to aid development, training methods to adopt for improving performance
Psychological recommendations e.g. psychological skills training, mental rehearsal techniques

*Goal setting:*

Goal setting programmes
SMART targets
How to set and implement short-, medium- and long-term goals to aid improvements in performance
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Evaluate the methods used to analyse sports performance</td>
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<tr>
<td><strong>P1</strong></td>
<td>Investigate the methods that are used to analyse sports performance</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Evaluate the factors that impact on the analysis of sports performance</td>
<td></td>
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<tr>
<td><strong>M1</strong></td>
<td>Evaluate the significance of the different methods of analysis of sports performance</td>
<td>Critically evaluate the methods of sports analysis by providing examples to support judgments made on their effectiveness</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>Create a performance profiling system to indicate the key requirements of a selected sport</td>
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<tr>
<td><strong>P3</strong></td>
<td>Discuss the requirements of a selected sport</td>
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<tr>
<td><strong>P4</strong></td>
<td>Create a performance profiling system to demonstrate the importance of the requirements and how they relate</td>
<td></td>
</tr>
<tr>
<td><strong>M2</strong></td>
<td>Illustrate a performance profiling system to display the requirements of a selected sport</td>
<td>Justify a performance profiling system to support the identified requirements of a selected sport</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>Analyse the sports performance of individuals</td>
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</tr>
<tr>
<td><strong>P5</strong></td>
<td>Plan the analysis of a performer in a selected sport</td>
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<tr>
<td><strong>P6</strong></td>
<td>Analyse the performance of a performer in a selected sport</td>
<td></td>
</tr>
<tr>
<td><strong>M3</strong></td>
<td>Demonstrate valid and reliable analysis methods to capture the analysis of a performer in a selected sport</td>
<td>Critically analyse the performance of a performer in a selected sport by collecting varied and detailed analysis evidence</td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td>Carry out a post-event analysis to provide feedback to aid the development of sports performance</td>
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<tr>
<td><strong>P7</strong></td>
<td>Interpret the analysis of a sports performer to provide feedback</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong></td>
<td>Produce a post-event analysis feedback report to aid the development of sports performance</td>
<td>Critically evaluate the analysis of a sports performer to provide detailed feedback and recommendations that are justified</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Links

This unit links to the following related units:

*Unit 13: Technology in Sport*

*Unit 33: Physical Literacy*

*Unit 34: Advanced Coaching*

*Unit 38: Exercise Physiology*
Unit 33: Physical Literacy

<table>
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</table>

Introduction

Physical literacy is increasingly influencing the development of coaching and physical education (PE) programmes that are gaining international resonance in a variety of physical activity settings. Within the last decade, the International Physical Literacy Association has been formed and has begun to influence policy, training and curriculum design across physical education and coaching, challenging the sector to consider the importance of enabling individuals to make positive decisions about physical activity across their life course.

This unit challenges students to explore and apply contemporary concepts and theories on the development of physical literacy across a variety of age groups and contexts, including children, young people and adult populations. The unit will enable students to understand the underpinning theories on contemporary movement concepts while applying these in a variety of practical settings. The unit will focus on a number of concepts inherent in the definitions of physical literacy that relate to the holistic development of young people through movement, leading to lifelong participation in physical activity and/or sport.

Students successfully completing the unit will be able to describe and apply theoretical concepts and frameworks such as monism and dualism, existentialism and Long Term Athlete Development (LTAD) in practical environments. Students will be challenged to plan, deliver and evaluate effective practical sessions designed to develop participants’ confidence, competence, knowledge and understanding in a variety of physical activity contexts.
Learning Outcomes

By the end of this unit students will be able to:

1. Analyse the constituent components that underpin the definition of physical literacy

2. Plan an effective coaching session, underpinned by relevant theoretical frameworks, aimed at developing physical literacy characteristics in a specific population

3. Deliver an effective practical coaching session addressing the physical literacy needs of a specific population

4. Discuss how the implementation of physical literacy could influence models of athlete development and physical education programmes.
Essential content

LO1 Analyse the constituent components that underpin the definition of physical literacy

*Focus upon multiple domains of learning:*  
Confidence, competence, knowledge and understanding  
Cognitive, affective, psychomotor  
Fundamental skills and fundamental sport skills

*The underpinning philosophical foundations of physical literacy:*  
Monism/dualism  
Existentialism  
Embodiment

*The focus upon life-course engagement with physical activity:*  
How confidence, competence, knowledge and understanding build foundations for choice about participation

LO2 Plan an effective coaching session, underpinned by relevant theoretical frameworks, aimed at developing physical literacy characteristics in a specific population

*Plan appropriate, effective sessions:*  
Safety  
Inspiring and engaging content  
Address multiple domains of learning

*Underpin planning with philosophical and pedagogical theory:*  
Contemporary learning theory  
Appropriate coaching style  
Understand how the environment created contributes to learning
Plan for specific needs of participant group:
Ages and stages of physical development
Relative age effect
Fundamental movement skills
Age-related expectations
Paediatric physiology
Recreational participants

LO3 Deliver an effective practical coaching session addressing the physical literacy needs of a specific population

Articulate clear aims and goals

Check safety and health implications of activity:
Injury status
Age- and ability-related appropriate activities
Safe equipment and space

Deliver effective content:
Appropriate activities adapted to the specific group
Show progression
Demonstrate differentiation
Clear communication

Develop physical literacy facets:
Confidence, competence, knowledge and understanding

Allow participant autonomy:
Negotiate goals, use of questioning, allow choice

Summarise learning:
Use of plenary strategies
Start and finish the session appropriately
Use warm-up and cool-down techniques/activities
LO4 Discuss how the implementation of physical literacy could influence models of athlete development and physical education programmes

Athlete development models:
Theoretical work around LTAD, development of expertise, National Governing body schemes and incentives

Talent development:
Biological, psychological and social aspects of development
Age-appropriate activities and coaching methods

National Curriculum for PE:
Key stages, guidelines for activities and learning outcomes, government policy development

International implementation of physical literacy:
Nations utilising the concept in national policy development - Wales, Canada, America
Fundamental movement skills
Early and late specialisation sports
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
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</table>
| **LO1** Analyse the constituent components that underpin the definition of physical literacy | **P1** Analyse the philosophical theories that underpin the international physical literacy association definition of physical literacy | **LO1, LO2 & LO3**
| **M1** Critically analyse a range of definitions of physical literacy from different contexts | **D1** Critically evaluate the impact of the philosophical underpinnings associated with physical literacy upon planning and coaching practice |
| **LO2** Plan an effective coaching session, underpinned by relevant theoretical frameworks, aimed at developing physical literacy characteristics in a specific population | **P2** Discuss the outcomes you would attribute to the successful development of physical literacy | **P3** Produce an effective practical session plan which develops the principles of physical literacy
| **M2** Apply philosophical theory in the design of your practical session | **P4** Create activities to address the physical literacy needs of a specific population |
| **LO3** Deliver an effective practical coaching session addressing the physical literacy needs of a specific population | **P5** Demonstrate effective coaching practice and techniques to develop physical literacy | **M3** Critically analyse coaching practice to adapt activities to enhance outcomes for all participants
<p>| <strong>P6</strong> Differentiate coaching practice, techniques and activities to address specific physical literacy needs within your participant group | <strong>P7</strong> | <strong>M4</strong> |</p>
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<tbody>
<tr>
<td><strong>LO4</strong> Discuss how the implementation of physical literacy could influence models of athlete development and physical education programmes</td>
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<tr>
<td><strong>P7</strong> Investigate the impact of physical literacy upon athlete development models and physical education</td>
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<tr>
<td><strong>M4</strong> Critically analyse the challenges of current models of talent development in encouraging lifelong participation in physical activity</td>
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<tr>
<td><strong>D2</strong> Justify the importance of coaching and physical education policy encompassing physical literacy objectives</td>
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</tbody>
</table>
Recommended resources

Textbooks

Websites
physical-literacy.org.uk
  International physical literacy Association
  About
  General reference

sportforlife.ca
  Canadian Sport 4 Life
  Resources
  General reference

Links
This unit links to the following related units:
Unit 28: Coaching Special Populations
Unit 32: Performance Analysis
Unit 34: Advanced Coaching
Unit 35: Teaching Practice
Unit 34: Advanced Coaching

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Introduction

Coaching is going through a process of professionalisation, challenging practitioners to examine what effective coaching practice is and how this can be developed and understood at high levels of performance. Coaches no longer rely on instinct to inform their programmes and decisions but are surrounded by theoretical frameworks from pedagogy, sports science, strength and conditioning, nutrition, performance analysis, biomechanics, psychology and other support services and technologies.

This unit is designed to challenge students to analyse the environment of performance coaching from a pedagogic and multi-disciplinary support service perspective, utilising theory and technology to improve performance in their chosen sports. The unit will critique definitions of effective performance coaching while challenging students to find solutions to real-world coaching scenarios. The unit will move beyond session-based planning to challenge students to plan for cycles of training and competition, creating programmes that identify various facets of performance that require development at different phases of training.

Students successfully completing the unit will be able to plan for macro, meso and micro cycles for their chosen sport, articulating the different aspects of performance that need development through player and sport profiling or needs analysis. Students will be challenged to create bespoke training programmes and specific coaching sessions to address the specific needs of an athlete(s) and demonstrate performance development through effective practical coaching sessions.

Students will be able to critically analyse the challenges of utilising sports science and technology to support performance development and understand the ethical issues created by technologies enabling athlete surveillance.
Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the needs of a high-performance athlete or squad in their chosen sport
2. Develop a macro-cycle training programme and associated meso-cycle medium-term units for an athlete or squad in their chosen sport, considering appropriate sports science and technological support
3. Create a detailed micro-cycle for an athlete or squad in their chosen sport
4. Deliver a series of coaching sessions to address the aims of a micro-cycle plan targeting the needs of the chosen athlete or squad.
Essential content

LO1 Investigate the needs of a high-performance athlete or squad in their chosen sport

Athlete profiling methods and needs analysis:
Physiological, psychological, nutritional, technical and tactical aspects of performance
Testing protocols for assessing current levels of performance

Characteristics associated with expert performance:
Bio-psycho-social characteristics of expertise
Growth and fixed mindset
Resilience and grit
Issues surrounding the concept of ‘talent’

LO2 Develop a macro-cycle training programme and associated meso-cycle medium term units for an athlete or squad in their chosen sport, considering appropriate sports science and technological support

Periodisation and planning:
Competition cycles
Peaking, recovery and tapering
Overload, specificity, reversibility

Goal setting and athlete-centred coaching:
Holistic development
Negotiated goals
Coaching for competence, confidence, connection and character

Multi-disciplinary sports science support:
Appropriate use of technology
Performance analysis
Strength and conditioning
Surveillance technologies
Lifestyle and nutrition monitoring
LO3 **Create a detailed micro-cycle for an athlete or squad in their chosen sport**

*Effective coaching pedagogy:*
Linear and non-linear pedagogies
Learning theories
Motivational theory (self-determination theory)

*Skill acquisition:*
Organisation of practice (deliberate practice, massed, distributed, random/variable) (whole, part, whole-part-whole)
Classification of skill

LO4 **Deliver a series of coaching sessions to address the aims of a micro-cycle plan targeting the needs of the chosen athlete or squad**

*Reflective practice:*
Reflection in action, on action and retrospective reflection
Reflective models

*Coaching principles:*
Progression, differentiation, specificity, innovation, overload

*Effective coaching pedagogy:*
Constructivism, behaviourism, social learning theory, communities of practice (situated learning theory)
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Investigate the needs of a high-performance athlete or squad in their chosen sport</td>
<td><strong>P1</strong> Using an appropriate profiling tool to conduct an analysis of the needs of a high-performance athlete in their chosen sport</td>
<td><strong>D1</strong> Critically analyse the current performance characteristics of your chosen performer, using your profiling frameworks and comparing contemporary data from your chosen sport</td>
</tr>
<tr>
<td><strong>P2</strong> Design a macro-cycle training programme specific to your chosen performer and the sports competition calendar</td>
<td><strong>M1</strong> Justify your analysis with relevant theoretical frameworks, including aspects such as physiology, technical and tactical and psychological traits</td>
<td><strong>D2</strong> Discuss how theoretical frameworks and principles have informed the design of your macro-, meso- and micro-cycles such as progression, overload, specificity, tapering, reversibility, and effective coaching pedagogy</td>
</tr>
<tr>
<td><strong>P3</strong> Illustrate how meso-cycle and micro-cycle segments of your plan contribute to the overall aims of the macro-cycle</td>
<td><strong>M2</strong> Justify which sports science support services will be required to effectively support athlete development within your training programme</td>
<td><strong>LO3 &amp; LO4</strong></td>
</tr>
<tr>
<td><strong>LO2</strong> Develop a macro-cycle training programme and associated meso-cycle medium term units for an athlete or squad in their chosen sport, considering appropriate sports science and technological support</td>
<td><strong>LO3</strong> Create a detailed micro-cycle for an athlete or squad in their chosen sport</td>
<td><strong>D3</strong> Critically analyse the effectiveness of your chosen approach in developing performance in your chosen athlete/squad.</td>
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<tr>
<td><strong>LO4</strong></td>
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<tr>
<td><strong>LO4</strong> Deliver a series of coaching sessions to address the aims of a micro-cycle plan targeting the needs of the chosen athlete or squad</td>
<td><strong>M4</strong> Explore how reflective practice helps coaches adapt programmes to respond to developments in athletes/squads</td>
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<tr>
<td><strong>P5</strong> Construct a detailed, progressive series of coaching session plans specific to your athlete's/squad's needs</td>
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<tr>
<td><strong>P6</strong> Deliver effective coaching sessions addressing the goals of your session plans</td>
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</tbody>
</table>
Recommended resources

Textbooks


Websites

www.sportscoachuk.org
Sports Coach UK
Resource bank
Research and training.

www.uksport.gov.uk
UK Sport
Resources/our work
Research/general reference

Links
This unit links to the following related units:

*Unit 12: Biomechanics*

*Unit 28: Coaching Special Populations*

*Unit 32: Performance Analysis*

*Unit 33: Physical Literacy*
Unit 35: Teaching Practice

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Introduction

For many professionals working in the sport and exercise sector, teaching offers many opportunities for developing a career. These opportunities include teaching or coaching children in a physical education and school sport session, classroom practice in physical education and sport examination subjects, teaching physical education and sport in a special needs setting and perhaps working with students who wish to study the subject at college or university.

In this unit students will explore ways to expand on teaching experience and subject knowledge in a variety of teaching scenarios and settings. Students’ will gain insight into the range of ways children and young people might learn new knowledge or skills and develop an understanding of how to support, enable and monitor progress. Students will also design programmes of study and explore creative assessment methods to motivate and engage all students.

By the end of the unit, students will be able to demonstrate confidence and competence in teaching a range of sport and exercise activities. They will have devised teaching materials for a series of taught sessions and will be able to reflect on the delivery of those sessions in order to be prepared to take their first steps into teaching or coaching.
Learning Outcomes

By the end of this unit students will be able to:

1. Explore a range of techniques for teaching physical education
2. Plan a sequence of lessons for an area of physical education
3. Undertake a sequence of lessons in an educational setting
4. Examine the effectiveness of chosen teaching approaches.
Essential content

LO1  **Explore a range of techniques for teaching physical education**

*Teaching methodologies:*
Teaching and learning styles
Differentiation and inclusion
Motivation and engagement
Sport education
Teaching games for understanding
Resource-based learning
Child-centred teaching and learning
Problem-based learning

LO2  **Plan a sequence of lessons for an area of physical education**

*Planning:*
Creating lesson objectives and success criteria
Formal and informal assessment activities
Formative and summative assessment
Effective questioning
Use of learning resources
Flipping the classroom
Schemes of work and session plans
The starter and the plenary
Teacher modelling
Inclusive practice
Teaching points for skill and tactic understanding
Constructive alignment
LO3 **Undertake a sequence of lessons in an educational setting**

*Contexts:*
Large group or lecture  
Masterclass  
Small group  
one-to-one  
Online/video lesson

*Delivery:*
Pace and style  
Transitions and plenaries  
Assessment and checking learning  
Questioning strategies  
Feedback  
Alignment with learning objectives  
Health and safety considerations  
Teacher modelling

*Classroom management:*
Use of resources  
Engagement and inclusivity  
Behaviour management

LO4 **Examine the effectiveness of chosen teaching approaches**

*Reflecting:*
Reflecting on teaching and learning  
Peer observation  
Self-evaluation  
Student satisfaction  
Student achievement  
Use of observations  
Identifying strengths and areas for development  
Target setting
## Learning Outcomes and Assessment Criteria

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</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td><strong>P1</strong> Examine a range of ways of teaching physical education</td>
<td><strong>M1</strong> Critique pedagogic theories in the context of an area of the physical education curriculum</td>
</tr>
<tr>
<td></td>
<td><strong>P2</strong> Discuss techniques to support a range of students needs</td>
<td><strong>D1</strong> Justify the suitability of your planning for both the subject area and expected student needs</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td><strong>P3</strong> Produce a scheme of work that outlines learning objectives and assessment strategy towards an overall aim</td>
<td><strong>M2</strong> Organise teaching resources to support learning across a series of planned sessions</td>
</tr>
<tr>
<td></td>
<td><strong>P4</strong> Design session plans to illustrate tasks and activities that will support students in achieving targeted learning outcomes</td>
<td><strong>M3</strong> Employ assessment strategies to support students’ learning</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td><strong>P5</strong> Research an appropriate teaching opportunity and arrange to be observed teaching</td>
<td><strong>M4</strong> Respond to student progress in real time and through the modification of teaching plans and materials</td>
</tr>
<tr>
<td></td>
<td><strong>P6</strong> Deliver a series of teaching sessions in a chosen context</td>
<td><strong>M5</strong> Justify developments and modifications made to your plans and materials in response to student progress</td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td><strong>P7</strong> Record student progress across the taught sessions</td>
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<tr>
<td></td>
<td><strong>P8</strong> Examine the effectiveness of teaching techniques and delivery methods used</td>
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</tbody>
</table>

**Notes:**
- **LO1 & LO2**
- **LO3 & LO4**
- **D2** Critically self-evaluate the teaching, learning and assessment that has taken place
Recommended resources

Textbooks


Journals


*European Physical Education Review*. Sage.

*Journal of Physical Education, Recreation and Dance*. Taylor and Francis.


*Physical Education Matters and Primary Physical Education Matters*. AfPE.

*Physical Education and Sport Pedagogy*. Taylor and Francis.

*Sport, Education and Society*. Taylor and Francis.

Websites

www.afpe.org.uk The Association for Physical Education
Home page
General reference

www.ndta.org.uk The National Dance Teachers Association
Home page
General reference
www.youthsporttrust.org  The Physical Literacy Framework
Home page
General reference

Links

This unit links to the following related units:

*Unit 16: Work Exposure*
*Unit 18: Working with Young People*
*Unit 28: Coaching Special Populations*
*Unit 33: Physical Literacy*
Introduction

Personal and professional development is important within the sports industry and is essential for career progression. Over time, it has become the responsibility of employees to identify their own strengths and areas for improvement and suggest ways in which they can develop their skills to meet the needs of the organisation and facilitate career progression.

This unit is designed to enable students to assess and develop a range of professional and personal skills in order to promote future personal and career development. The unit will help students become confident in managing their own personal and professional skills to achieve personal and career goals. Initially, students will consider the range of careers available within public, private and voluntary sectors within the sports industry. Exploration of the skill and experience requirements of different careers will enable students to consider their own knowledge, skills, experience, practice, values and beliefs in relation to working in the sports industry.

After reviewing careers within the sports industry and the skill and experience requirements of them, students will focus on personal and professional development. They will have the opportunity to complete their own development plan by considering their own qualities, skills, experience and current and future needs. Students will be expected to implement their development plan and then review its effectiveness. Throughout the completion of these plans, students will develop the ability to draw on a range of sources of information to assess their personal and professional development, including their vocational experience and other relevant experiences such as their formal study, employment and/or voluntary activity.

On successful completion of this unit, students will be able to use appropriate tools to assess personal and professional needs and plan appropriate methods to meet these needs through training and professional development. They will be able to review the effectiveness of these plans in meeting their own development needs in relation to specific roles within the sports industry. Students will have developed the ability to self-appraise which is crucial for career progression within the sports industry.
Learning Outcomes

By the end of this unit students will be able to:

1. Explore the skill and experience requirements of careers within the sports industry
2. Assess own personal and professional skills
3. Produce a personal and professional development plan
4. Carry out a personal and professional development plan.
Essential content

LO1 Explore the skill and experience requirements of careers within the sports industry

Careers within the sports industry:

Key pathways - coaching, sports science (e.g. sports therapist and injury management, sport psychologist, nutritionist), exercise and fitness (e.g. fitness instructor, personal trainer, strength and conditioning coach), sports development (e.g. sports development officers, National Governing Body (NGB) officers, sports administrator), leisure management (e.g. facility management, grounds keeping, activity co-ordinator), education (e.g. PE teacher, college/university lecturer), sports journalism

Sectors - public, private, voluntary, public/private partnerships

Employers – local, national and international (public, private and voluntary)

Employment contracts – full-time, part-time, fixed-term contract, zero-hours contract, apprenticeships, self-employment (independent, subcontracted).

Skills:

Qualities, e.g. reliability, commitment, resilience, empathy, emotional intelligence, self-discipline, creativity, problem-solving, initiative, confident, motivated

Communication skills, e.g. effective listening, respect of others’ opinions, negotiation, persuasion, assertiveness, presentation skills, e.g. the use of ICT

Working with others, e.g. teamwork, flexibility/adaptability, social skills, leadership, co-operation

Time management, e.g. organisational skills, time management, prioritising workloads, setting work objectives, using time effectively

Technical skills, e.g. coaching, instructing, leading, administering test procedures

LO2 Assess own personal and professional skills

Skills assessment:

Methods of assessment. e.g. questionnaires, interview, observation

Self-appraisal, e.g. skills audit (personal profile using appropriate self-assessment tools, SWOT analysis (strengths, weaknesses, opportunities, threats)
Skills and experience:
Qualities, e.g. reliability, commitment, resilience, empathy, self-discipline, creativity, problem-solving, initiative, confident, motivated
Communication skills, e.g. effective listening, respect of others' opinions, negotiation, persuasion, assertiveness, presentation skills, e.g. the use of ICT
Working with others, e.g. teamwork, flexibility/adaptability, social skills, leadership, co-operation
Time management, e.g. organisational skills, time management, prioritising workloads, setting work objectives, using time effectively
Technical skills, e.g. coaching, instructing, leading, administering test procedures
Experience, e.g. paid, voluntary, recreational, relevance to the sports industry

LO3 Produce a personal and professional development plan

Development plan:
Contents of plan – current performance, aims and objectives, goals, needs and expectations, strengths, areas for improvement, skills/knowledge/qualifications required, action plans, learning programme/activities, achievement and review dates, future needs

Portfolio building to support plan:
Developing portfolio, e.g. CV, personal statement, qualification and training certificates, record of training, evidence of experience, development plan
Maintaining portfolio – updating contents, relevance of portfolio to career goals, continuous review, maintaining contents in relation to development plan

LO4 Carry out a personal and professional development plan

Carry out development plan:
Training, e.g. coaching qualifications, fitness qualifications, health and safety qualifications (e.g. first aid, manual handling), conflict management, assertiveness training, time management, unconscious bias training
Learning from others, e.g. observation, mentoring, supervision, tutorials, informal networks, team members, line managers, other professionals, where applicable
Evaluation of progress, e.g. recording progress, updating portfolio, responding to feedback, resetting aims, objectives and goals
Review development plan:

Effectiveness – strengths, areas for improvement, recommendations for future development, completion of aims and objectives, links to SWOT analysis

Monitoring and evaluation of effectiveness, e.g. interviews, observation, peer assessment
## Learning Outcomes and Assessment Criteria

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<tbody>
<tr>
<td><strong>LO1 Explore the skill and experience requirements of careers within the sports industry</strong></td>
<td><strong>M1 Compare and contrast the skill and experience requirements of careers within the sports industry</strong></td>
<td><strong>D1 Justify the skill and experience requirements of careers within the sports industry in relation to relevant job descriptions</strong></td>
</tr>
<tr>
<td><strong>P1 Review different job opportunities within the sports industry</strong></td>
<td><strong>P2 Assess the skill and experience requirements of careers within the sports industry</strong></td>
<td><strong>M1 Compare and contrast the skill and experience requirements of careers within the sports industry</strong></td>
</tr>
<tr>
<td><strong>LO2 Assess own personal and professional skills</strong></td>
<td><strong>M2 Evaluate own suitability for a specific role in the sports industry identifying areas for development</strong></td>
<td><strong>D2 Justify areas for development making reference to the person specification and job description for a specific role in the sports industry</strong></td>
</tr>
<tr>
<td><strong>P3 Complete a personal SWOT analysis, identifying strengths, weaknesses, opportunities and threats</strong></td>
<td><strong>P4 Assess your suitability for a specific role in the sports industry</strong></td>
<td><strong>M2 Evaluate own suitability for a specific role in the sports industry identifying areas for development</strong></td>
</tr>
<tr>
<td><strong>LO3 Produce a personal and professional development plan</strong></td>
<td><strong>M3 Justify the contents of a personal and professional development plan in relation to the person specification for a specific role in the sports industry</strong></td>
<td><strong>D3 Critically evaluate how the personal and professional development plan will increase employment opportunities within the sports industry</strong></td>
</tr>
<tr>
<td><strong>P5 Create a personal and professional development plan for a specific role in the sports industry</strong></td>
<td><strong>P6 Analyse different training and development opportunities</strong></td>
<td><strong>D3 Critically evaluate how the personal and professional development plan will increase employment opportunities within the sports industry</strong></td>
</tr>
<tr>
<td><strong>LO4 Carry out a personal and professional development plan</strong></td>
<td><strong>P7 Implement a personal and professional development plan</strong></td>
<td><strong>M4 Analyse future personal and professional development needs</strong></td>
</tr>
<tr>
<td><strong>P8 Review the effectiveness of a personal and professional development plan</strong></td>
<td><strong>P8 Review the effectiveness of a personal and professional development plan</strong></td>
<td><strong>D4 Justify future personal and professional development needs to facilitate career progression within the sports industry</strong></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Website

www.afpe.org.uk  
Association of Physical Education  
Physical Education Matters  
General Reference

www.bases.org.uk  
British Association of Sport and Exercise Sciences  
General Reference

www.jobs.ac.uk  
Jobs  
Homepage  
General Reference

www.jobs.theguardian.com  
Guardian jobs  
Homepage  
General Reference

www.leisureopportunities.co.uk  
Leisure opportunities  
Homepage  
General Reference

www.tes.co.uk  
Times Educational Supplement  
Homepage  
General Reference
Links

This unit links to the following related units:

Unit 2: The Sport Landscape
Unit 16: Work Exposure
Unit 24: Entrepreneurism in Sport
Unit 37: Work Experience
Unit 37: Work Experience

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**Introduction**

Work experience is imperative if students are to be successful and create future employability opportunities. In recent years, owing to the number of skills and experiences required in this diverse industry and to the growing number of sport graduates, experience in a work setting has grown in importance. Students wanting to work in the sport industry require more than just qualifications because of the competitive and popular nature of sport careers.

This unit allows students to gain experience in their chosen field of sport. Students will investigate employment opportunities within the sports industry, identifying the different organisations and roles within it. In doing so, they may be able to identify a specific area of interest for work experience and possible future employment. Securing the placement may include initial communication with the employer, meetings about roles and responsibilities and agreeing the aims of the placement.

This unit then requires the student to undertake the placement. The placement supervisor and academic tutor will observe the student and the student will record their activities and log their progress in the form of a diary, logbook, portfolio and spreadsheets. Finally, the student will be required to evaluate the placement with regard to their performance and skills, the success of the placement and what they would do differently in the future.

On successful completion of the unit, the student will have gained a number of employability skills such as time management, communication and interpersonal skills, and task prioritisation. Furthermore, the student will gain the ability to evaluate their own performance against the original aims and use monitored data to provide an accurate judgement of the success of the placement.

Please note we recommend a minimum of 20 hours work experience with flexible completion (hours can be completed in one or more placements as long as assessment criteria is achieved).
Learning Outcomes

By the end of this unit students will be able to:

1. Investigate different work experience opportunities within the sport industry
2. Develop a work experience placement
3. Undertake a work experience placement
4. Evaluate the work experience placement.
Essential content

LO1 Investigate different work experience opportunities within the sport industry

Suitable organisations:
Local authority (LA)
Local county sport partnership (CSP)
Leisure centres
National Governing Body (NGB)
Sport clubs (elite, grassroots)
Schools (primary, secondary, further)
Health service (lifestyle improvement, sport therapy)

Suitable job roles:
Sport development officer
Sport coach
PE/sport teacher
Personal trainer
Lifestyle adviser
Performance analyst
Sport nutritionist
Sport psychologist
Physiotherapist

Requirements of roles:
Qualifications: PGCE, degree, master's, PhD, personal training qualifications, professional qualifications, accreditation to awarding boards
Skills and qualities required: teamwork, communication skills, time management, prioritising, monitoring and evaluation skills, use of technology, problem-solving abilities, decision-making
LO2  **Develop a work experience placement**

*Negotiation:*
Methods of contacting organisations
Methods of undertaking negotiations
Employer and placement requirements
Student and unit requirements

*Considerations of placement:*
Aims and objectives for placement and student
Personal development
Benefits to organisation
Business constraints/personal barriers

*Plan of placement:*
Times and dates
Roles and responsibilities
Dates of reviews and observations
Expected input from work supervisors
KPIs
Health and safety considerations

LO3  **Undertake a work experience placement**

*Carry out the placement:*
Carry out agreed duties and tasks agreed in negotiation and plan
Develop new skills and qualities required for job role
Undertake require training and/or procedures
Work to codes of practice and codes of conduct
Communicate with employer and supervisors: meetings, emails
Record and monitor activities:
Systematic recording of activities: logbook, diary, portfolio, spreadsheets, databases, hours completed, observations, reviews
Feedback from employer and/or customers
Skills and qualities required to carry out the job role – examples should be provided

LO4 Evaluate the work experience placement

Evaluation of own performance:
Achieved original aims and objectives
Overcome problems/constraints
Comments and observation from work and academic supervisors
Weaknesses and strengths of different skills and qualities: communication skills, time management, using initiative, problem-solving
Completion of tasks

Evaluation of placement:
New experiences gained
Teamwork and team dynamics
Suitability of position (roles and responsibilities)
What would you do differently next time?
Business constraints

Individual development plan:
List areas of improvement
Justification of the required improvements
Plan of training, CPD or qualifications required
## Learning Outcomes and Assessment Criteria

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<tbody>
<tr>
<td><strong>LO1</strong> Investigate different work experience opportunities within the sport industry</td>
<td><strong>M1</strong> Compare the suitability of job roles for your work experience placement.</td>
<td><strong>D1</strong> Justify the selected job role for work experience placement with regard to benefiting the employer and employee.</td>
</tr>
<tr>
<td><strong>P1</strong> Investigate different organisations and job roles available in the sport industry.</td>
<td><strong>P2</strong> Assess the requirements for a variety of job roles in the sport industry.</td>
<td><strong>M2</strong> Assess considerations for the work experience placement. <strong>M3</strong> Communicate roles and responsibilities for the work experience placement.</td>
</tr>
<tr>
<td><strong>LO2</strong> Develop a work experience placement</td>
<td><strong>M4</strong> Report ongoing tasks and activities completed in work experience placement. <strong>M5</strong> Apply recording and monitoring techniques throughout work experience placement.</td>
<td><strong>D2</strong> Critically analyse potential business constraints and personal barriers of the work experience placement.</td>
</tr>
<tr>
<td><strong>P3</strong> Carry out negotiation with organisation for work experience placement.</td>
<td><strong>P4</strong> Develop a plan for the placement with work experience placement supervisor.</td>
<td><strong>D3</strong> Justify the importance of the placement to the organisation, using systematic records of the placement to support.</td>
</tr>
<tr>
<td><strong>LO3</strong> Undertake a work experience placement</td>
<td><strong>M6</strong> Critically analyse the learning that has taken place during the work experience placement, using suitable examples as evidence. <strong>M7</strong> Develop recommendations on how the work experience placement could have been enhanced.</td>
<td><strong>D4</strong> Suggest a future development plan to improve employability in the field of work experience placement.</td>
</tr>
<tr>
<td><strong>P5</strong> Undertake work experience placement.</td>
<td><strong>P6</strong> Compose suitable recording and monitoring techniques to review work experience placement.</td>
<td><strong>M6</strong></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks
TROUGHT, F. (2017) *Brilliant employability skills. How to Stand Out from the Crowd in Graduate Job Market*.

Websites
www.careers-in-sport.co.uk
Careers in sport
Jobs
Dataset

www.eis2win.co.uk
EIS
Opportunities
EIS vacancies

www.monster.co.uk
Monster
Career advice
CV writing

Links
This unit links to the following related units:
*Unit 16: Work Exposure*
*Unit 24: Entrepreneurism in Sport*
*Unit 25: Outdoor Facility Management*
*Unit 29: Leadership & Management*
*Unit 30: Leisure Management & Leadership*
*Unit 36: Personal & Professional Development*
Unit 38: Exercise Physiology

<table>
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Introduction

Exercise physiology uses knowledge of how the body changes and adapts to exercise to predict and plan for such things as training programmes and performance-related targets. It applies the knowledge of the musculoskeletal system and cardio-respiratory system to analyse and respond to training and exercise needs. It is a practical and exciting process which explores testing protocols to make suggestions for how an athlete might change their training approach or technique.

This unit builds upon Unit 11: Anatomy & Physiology by researching further into the systems at work during sport and exercise. It recognises that success in sport and exercise is a culmination of the many factors at work in sporting performance. Increasingly, lifestyle choices can play a role in impacting upon effective sports or exercise performance. This unit will address some of these factors and consider how they may be measured, analysed and applied in training.

It will consider the acute and chronic adaptations to the cardiovascular, respiratory, muscular, skeletal systems and the energy systems used. Performance analysis techniques will be used to investigate the anatomical and physiological demands of sporting and exercise activities.

This unit will appeal to students who are interested in careers in athlete development such as performance coaches or strength and conditioning coaches. It would also be appropriate for students wishing to teach physical education (PE), coach sporting technique or enter a profession such as physiotherapy or occupational therapy.
Learning Outcomes

By the end of this unit students will be able to:

1. Communicate the physiological basis of exercise
2. Discuss the acute changes and chronic adaptations as a result of aerobic and anaerobic exercise
3. Investigate factors that can impact upon acute and chronic adaptations to exercise and training
4. Examine the physiological demands of specific sport and exercise activities.
Essential content

LO1  Communicate the physiological basis of exercise

*Energy systems:*
Aerobic synthesis of ATP
Anaerobic – anaerobic synthesis of ATP, phosphocreatine, anaerobic glycolysis
The changes in respiration and cardiovascular function when exercising (consider both strength and endurance)
The endocrine system - the function of the endocrine system, homeostasis, key hormones and the relationship between the endocrine system and exercise

LO2  Discuss the acute and chronic adaptions as a result of aerobic and anaerobic exercise

*Muscular adaptions to exercise:*
Different types of muscle fibres, their characteristics, and their recruitment during differing exercise intensities
Muscle fibre adaptations

*Fatigue:*
The effect this has on muscle force
Central and peripheral factors that influence the onset of fatigue

*Respiratory adaptions to exercise:*
Physiology theories associated with an individual's maximum oxygen uptake
Identify the criteria to determine if an individual has reached their maximal oxygen uptake (VO₂ max)

*Physiological adaptions that occur due to aerobic training:*
The cardiorespiratory system and aerobic metabolism

*Lactate production and removal:*
Opposing theories of lactate's role in fatigue

*Mitochondrial adaptions*
LO3 **Investigate factors that can impact upon acute changes and chronic adaptations to exercise and training**

*Activities that can impact on rate and function:*
Exercise, sleep, anxiety, stress, illness and ergogenic aids, supplements and drugs

*Environmental factors:*
Altitude, season, ambient temperature

*Health and wellbeing factors:*
Disease, age, mental health, pregnancy, diet, athlete's current physical profile, i.e. age, gender, weight, strength, speed, and power, height, weight, height-weight ratio, BMI, body fat, age, injury history, athlete's strengths and weaknesses (e.g. power, acceleration, balance, mobility, flexibility)

*Sporting factors:*
Positioning or role, training programme, gender, somatotype, overtraining, the duration of the sport, land-based or water-based, individual or team-based sport, competitive level (e.g. professional)

*Aerobic analysis:*
Average heart rate, maximum heart rate, VO$_2$ max, average VO$_2$, and total distance

*Anaerobic analysis:*
Lactate threshold, anaerobic capacity and anaerobic power

LO4 **Examine the physiological demands of specific sport and exercise activities**

Interpret pulse/heart rate, blood pressure, peak flow and other simple anthropometric measures, e.g. BMI and body fat %

Measuring lung ventilation volumes, e.g. using the Douglas bag method

Assessment of VO$_2$ max

Measuring lactate threshold and OBLA

Perceived exertion rate, e.g. Borg RPE Scale

Simple tests that measure athlete's power, acceleration, balance, and flexibility, e.g. Sergeant Jump, 30m sprint, one-rep max, stork stand, sit and reach
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Communicate the physiological basis of exercise</td>
<td><strong>M1</strong> Compare how physiological systems respond to aerobic and anaerobic exercise</td>
<td><strong>D1</strong> Analyse how the physiological systems work together when responding to exercise</td>
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<tr>
<td><strong>P1</strong> Explore the physiological systems used in exercise</td>
<td><strong>P2</strong> Discuss aerobic and anaerobic glycolysis</td>
<td><strong>D2</strong> Analyse how the changes that occur allow for effective performance in either an aerobic or anaerobic training programme for an identified individual</td>
</tr>
<tr>
<td><strong>LO2</strong> Discuss the acute and chronic adaptions as a result of aerobic and anaerobic exercise</td>
<td><strong>P3</strong> Illustrate the acute adaptations to aerobic and anaerobic exercise</td>
<td><strong>D3</strong> Research using an identified individual the factors which impact upon their performance</td>
</tr>
<tr>
<td><strong>P4</strong> Show the chronic adaptations that take place as a result of aerobic and anaerobic exercise</td>
<td><strong>M2</strong> Discuss how training programmes and exercise choices affect acute and chronic adaptions</td>
<td><strong>P5</strong> Review the environmental factors that can impact upon performance</td>
</tr>
<tr>
<td><strong>LO3</strong> Investigate factors that can impact upon acute changes and chronic adaptations to exercise and training</td>
<td><strong>P6</strong> Show how lifestyle factors can impact upon performance</td>
<td><strong>M3</strong> Justify how sport and exercise choices might impact upon these adaptations</td>
</tr>
<tr>
<td><strong>LO4</strong> Examine the physiological demands of specific sport and exercise activities</td>
<td><strong>P7</strong> Explore the physiological demands of a specific sporting case study</td>
<td><strong>M4</strong> Interpret the results of a range of laboratory-based fitness assessments and performance tests</td>
</tr>
<tr>
<td><strong>P8</strong> Undertake a range of field and laboratory-based assessments and performance tests appropriate to a specific sporting case study</td>
<td><strong>M5</strong></td>
<td><strong>D4</strong> Analyse the laboratory-based fitness assessments and performance tests in relation to a specific sporting case study.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites
www.bases.org.uk British Association of Sport and Exercise Science
Physiology
General reference

Links
This unit links to the following related units:

Unit 11: Anatomy & Physiology
Unit 12: Biomechanics
Unit 32: Performance Analysis
Unit 41: Advanced Nutrition
Unit 39: Adventure Therapy Facilitation

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Introduction

In recent years, adventure therapy has gained increased recognition as a positive alternative and/or complementary source of treatment for behavioural issues, disorders, addictions and many other challenges.

The aim of this unit is to allow students to explore adventure therapy as an active approach to dealing with current social issues and disorders in individuals and groups. This unit will offer an overview of the development of adventure therapy, with tent therapy at its origin, through to modern-day programmes. Adventure therapy is founded on a variety of theories and catalytic disciplines that the unit will allow students to explore.

So that they may successfully tailor programmes, students will develop an understanding of the common benefits and positive outcomes of adventure therapy, and how to reach them. Students will acquire the knowledge, understanding and necessary skills to plan, deliver and review effective sessions and programmes.

The knowledge, understanding and repertoire of activities gained in this unit will allow the students to make educated choices for further studies and career aspirations.
Learning Outcomes

By the end of this unit students will be able to:

1. Consider the provision of adventure therapy and associated theories
2. Discuss the most common outcomes and therapeutic benefits of an outdoor therapy programme and how to achieve them
3. Develop constructive adventure sessions in consultation with key organisations, with emphasis on quality and benefits to participants
4. Demonstrate effective debriefing methods to participants and key workers/liaison officers.
Essential content

**LO1 Consider the provision of adventure therapy and associated theories**

*Working definitions:*
Adventure, therapy, wilderness therapy, experiential therapy, facilitation, leadership, key worker, liaison officer, social worker, adventure programming, experiential learning, change through learning

*Development of adventure therapy:*
Origin of modern-day development (e.g. hospital tent therapy, Outward Bound, Glénans sailing school to the more contemporary organisations acting in region of study).

*Theories:*
How adventure therapy is based on various theories, e.g. experiential learning, Outward Bound process model, Double Diamond model, ABC model (adventure-based counselling) and their relevance today, Tuckman and Jensen’s group development theories

**LO2 Discuss the most common outcomes and therapeutic benefits of an outdoor therapy programme and how to achieve them.**

*Common outcomes and therapeutic benefits:*
Identification of the positive effects of adventure therapy on target groups and individuals, effects of positive and supportive role models in staff and their impact, personal development such as self-confidence, self-esteem, empowerment, emotional stability, emotional intelligence, self-awareness, self-esteem/concept/confidence, improved communication skills, creative thinking, resilience, understanding and controlling emotions, stress and fear management, social integration and social skills, sense of belonging, trust in others, team-working skills and ability to compromise, development of lifelong skills, transfer of learning

*The adventure medium as catalyst to change:*
Appropriate outdoor activities vary with settings and can include (but are not limited to) camping, canoeing, sailing, rock climbing, high and low ropes courses, hill walking, navigation, survival skills, team challenges, problem-solving scenario, trust activities
Indoor activities taking place in locations, e.g. climbing gyms, scouts den and community halls are varied and can consist of (but are not limited to) expedition planning, team challenges, problem-solving scenarios, trust activities, co-operation activities

**LO3 Develop constructive adventure sessions in consultation with key organisations, with emphasis on quality and benefits to participants**

*Diagnosis:*
Gathering data, purpose of the programme, setting goals and objectives, matching to client’s expectation/abilities, outcomes of learning/change, basic rules

*Design:*
Planning to meet the needs, resources, adaptable throughout the experience, ongoing review, Gass and Gillis CHANGES model, logistics, ground rules/operating principles, contingency plan, double-checking

*Delivery:*
Induction/orientation, coach on all protective factors/address risk factors at appropriate level, flexibility, observation, considering multiple intelligences and learning styles, reconfirm programme purpose, frontloading, intervening

**LO4 Demonstrate effective debriefing methods to participants and key workers/liaison officers**

*Processing the experience:*
Values, benefits, methods, metaphors, asking questions, reflection, group positioning, reviewing, transfer of learning, intangible values, integrity Positive feedback directed towards change, summing up, applying to daily life, committing to making a difference, getting feedback

*Debriefing session to key workers/liaison officers:*
Confidentiality, recalling key events, observation, professional feedback, recommendation, getting feedback

*Disembarkation:*
Evaluation, solutions, transfer, plan for action, anchoring the experience
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Consider the provision of adventure therapy and associated theories</td>
<td><strong>LO1 &amp; 2</strong></td>
<td><strong>D1</strong> Based on existing social issues, disorders and conditions affecting modern society, offer valuable recommendations and alternative adventure therapy options</td>
</tr>
<tr>
<td><strong>P1</strong> Explore the theories associated with adventure therapy provision</td>
<td><strong>M1</strong> Evaluate the limitations of adventure therapy provision within a chosen locality</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Investigate the provision of adventure therapy programmes within a chosen locality</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Discuss the most common outcomes and therapeutic benefits of an outdoor therapy programme and how to achieve them</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Explore the outcomes and benefits of adventure therapy programmes</td>
<td><strong>M2</strong> Discuss how the dynamic adventure environment model contribute to the therapeutic environment</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Describe adventure activities used in adventure therapy programmes</td>
<td><strong>M3</strong> Investigate contemporary treatment/therapy methods</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Develop constructive adventure sessions in consultation with key organisations, with emphasis on quality and benefits to participants</td>
<td><strong>LO3 &amp; LO4</strong></td>
<td><strong>D2</strong> Critically evaluate the quality and limitations of the sessions, the benefits to the participants and offer recommendation for further personal training</td>
</tr>
<tr>
<td><strong>P5</strong> Plan constructive adventure sessions for the benefit of a selected group of participants</td>
<td><strong>M4</strong> Justify chosen activity/program as catalyst for change</td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Liaise with key workers/liaison officers</td>
<td><strong>M5</strong> Assist in the delivery of adventure sessions for the benefit of a selected group of participants</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Demonstrate effective debriefing methods to participants and key workers/liaison officers</td>
<td><strong>M6</strong> Reflect on personal performance and quality of the debriefing sessions</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Deliver supervised debriefing sessions that are concise, constructive, positive and adapted to participants and informative to key workers/liaison officers</td>
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</tr>
</tbody>
</table>

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Recommended resources

Textbooks


Journals

*Institute for Outdoor Learning.* Journal of Adventure Education and Outdoor Learning.
Websites

www.outdoor-learning.org Institute for Outdoor Learning
Homepage
General Reference

Links

This unit links to the following related units:

*Unit 4: Risk & Safety Management in the Outdoors*

*Unit 17: Experiential learning*

*Unit 18: Working with Young People*

*Unit 20: Residential Activity Management*

*Unit 21: Outdoor Leadership*

*Unit 22: Outdoor Activities*

*Unit 26: Adventure Programming*

*Unit 40: Adventure Tourism*
Unit 40: Adventure Tourism

<table>
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Introduction

Adventure tourism is a worldwide industry that has been one of the fastest growing areas of the tourism sector, with more and more tourists seeking experiences that take place in unusual, exotic, remote and wilderness destinations. Operators have diversified to specialise in adventure-based experiences to cater for this demand.

This unit will enable students to define the nature of adventure tourism and explain the relationships formed within the sector. Through analysing the experience of adventure tourists, students will be able to discuss the trends and developments, characterising what makes an adventure tourist. The impacts of the adventure tourism industry will be investigated and proposals made towards developing a product/concept that would encourage a more sustainable approach.

Adventure tourism covers a wide range of areas, but being a relatively new terminology, there are discrepancies in the actual size of the industry. However, there is a clear consensus that it is a significantly large sector. Generally, it is the types of activity which determine whether an experience is considered to be adventure tourism, but there are many areas, such as transport and accommodation, which can also be considered to be a significant part of the industry. In defining its nature, the scale of the industry has to be understood as these could include independent travel, guided tours, fixed site activities and other businesses associated with adventure tourism.

The adventure tourism industry as a whole relies upon high numbers of participants and low-cost products that require minimal prior skills. However, the majority of activities that are partaken in the industry include some degree of risk and skill level. A vitally important job in the industry is to match the skills of participants to the level of challenge and skill required in the activity. Where this doesn't exactly match, having highly-skilled operatives or methods to enable facilitation of the activity is key. With continual growth in demand, there is pressure on providers to develop and expand the experiences with many focusing upon creating the ‘ultimate’ experience.
Learning Outcomes

By the end of this unit students will be able to:

1. Define the nature of adventure tourism and the relationships formed within the sector
2. Analyse the adventure tourism experience, discussing emergence of trends and developments, including the characteristics that apply to a participant in this industry
3. Investigate the impacts that adventure tourism has on its destinations, including environmental, social-cultural, economic and political impacts
4. Prepare and present a reasoned proposal for an adventure tourism product/concept towards developing a successful and sustainable approach in the industry.
**Essential content**

**LO1 Define the nature of adventure tourism and explain the relationships formed within the sector**

*Nature:*
Niche market provision, aims and purposes, e.g. active/creative, social, educational, discovery, hobbies, challenge/excitement and relaxation or health and therapy

*Structure of the adventure tourism industry:*
Tour operators, voluntary organisations, retail travel agents, transport, destinations, accommodations, equipment, media, venues

*Adventure:*
Types of adventure: hard, soft, non-adventure
Core characteristics and qualities: uncertain outcomes, danger and risk, challenge, anticipated rewards, novelty, stimulation and excitement, escapism and separation, exploration and discovery. Absorption focus and contrasting emotions

*Development:*
Factors facilitating growth, e.g. globalisation, transport, disposable income, market diversification and competition among providers and destinations, e.g. new man-made features, remote locations, urban attractions, e.g. regeneration, natural features, improved infrastructure, shift away from traditional tourist desires/packages, role of the internet, social trends

**LO2 Analyse the adventure tourism experience, discussing emergence of trends and developments, including the characteristics that apply to a participant in this industry**

*Profile of an adventurer traveller:*
Constitution of an adventurous traveler, e.g. demographic and psychographic characteristics
Pre- and post-trip behaviours
Changing consumer behaviour
Appeal of adventure:
Locations and features – UK, European, worldwide, e.g. man-made, natural, attractive, remote, urban, popular, spectacular, novel, dangerous, weather, amenities, e.g. ski, climb, sail, canoe, raft, views, social, range of comfort, level of challenge

Motivation:
Intrinsic, e.g. thrills, challenge, skill improvement, escape, discovery, relaxation, health, therapeutic
Extrinsic, e.g. status, image, newness, sustainability, personality types, methods of stimulation/promotion, pricing, seasonality, socio-cultural and economic influences, modernism

LO3 Investigate the impacts that adventure tourism has on its destinations, including environmental, social-cultural, economic and political impacts

Destinations:
Whole continents (Antarctica), countries (Nepal), regions of countries (Rocky Mountain in the USA), significant geographical features, local areas, e.g. natural or man-made features (Lee Valley Olympic White Water Centre) and smaller geographical features (individual mountain peak)

Impacts:
Environmental, impact on the nature and surrounding areas
Social-cultural, lives of local people, improvements in infrastructure, lifestyle changes
Economic, monetary benefits and overall economic development of the society
Political, political instabilities, political purpose and tools, troubled countries, politics and tourism, terrorism, warfare, coups, political violence, effects on tourism
LO4 Prepare and present a reasoned proposal for an adventure tourism product/concept towards developing a successful and sustainable approach in the industry

Methods:
Advertising, direct marketing, public relations, sales promotion and sponsorship

Materials:
Advertisements, brochures, leaflets, window displays, a display board, point of sale items, merchandising materials, videos, internet/websites, posters and press releases

Considerations:
Segmented approaches, logistics, ‘fit’ with local plans, e.g. access, visas, permits and licenses, insurance, accommodation, levels, quality of equipment, regulations and laws, contingency plans, ensuring customer satisfaction and evaluation, liaison with organisations, the intended audience, the use of your chosen promotional method, when, where and how often it will be used, design, e.g. logo, images, colour, language, sound, impact, quality, the corporate image and promotional message and budget considerations.

Impact on industry:
E.g. stimulation of demand, increased sales, competitive advantage, customer satisfaction, improved image of the product and organisation
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Define the nature of adventure tourism and explain the relationships formed within the sector</td>
<td><strong>P1</strong> Investigate the different natures of adventure tourism</td>
<td><strong>D1</strong> Evaluate the motivation of participants in adventure tourism and how they are met by those who create the experience</td>
</tr>
<tr>
<td></td>
<td><strong>P2</strong> Explore the relationships that make up the adventure tourism industry</td>
<td><strong>M1</strong> Critically analyse the different natures and relationships that define the adventure tourism industry and discuss the purposes of their input</td>
</tr>
<tr>
<td><strong>LO2</strong> Analyse the adventure tourism experience, discussing emergence of trends and developments, including the characteristics that apply to a participant in this industry</td>
<td><strong>P3</strong> Determine the different types of customers participating in adventure tourism</td>
<td><strong>M2</strong> Critically analyse the appeal to participants in adventure tourism experiences</td>
</tr>
</tbody>
</table>
| | **P4** Analyse the characteristics of a selected type of participant | | **LO3 & LO4**
<p>| | <strong>LO3</strong> Investigate the impacts that adventure tourism has on its destinations, including environmental, social-cultural, economic and political impacts | <strong>D2</strong> Critically evaluate the approach towards sustainability and the effect this has on the impacts |
| | <strong>P5</strong> Conduct analysis of impacts that adventure tourism has on destination | <strong>M3</strong> Evaluate the impacts of adventure tourism and how they affect the global tourism industry |
| | <strong>P6</strong> Investigate the impacts of adventure tourism on its destinations using specific examples | |</p>
<table>
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<tr>
<td><strong>LO4</strong> Prepare and present a reasoned proposal for an adventure tourism product/concept towards developing a successful and sustainable approach in the industry</td>
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<tr>
<td><strong>P7</strong> Explore the types of products/concepts that are required to develop further sustainability in adventure tourism</td>
<td><strong>M4</strong> Critically analyse a proposal for sustainable development in the adventure tourism industry</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Prepare and present a proposal for developing a sustainable product/concept in the adventure tourism industry</td>
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</table>
Recommended resources

Textbooks


Websites

www.adventure.travelnews.biz  Adventure Travel Trade Association

News
General reference

www.explore.co.uk  Explore: the Adventure Travel Experts

About us
General reference

www.intrepidtravel.com  Intrepid Travel

Destinations
General reference
Links

This unit links to the following related units:

*Unit 4: Risk & Safety Management in the Outdoors*

*Unit 19: Expedition Leadership*

*Unit 39: Adventure Therapy Facilitation*
Unit 41: Advanced Nutrition

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Introduction

The food we consume directly affects how the body functions. Our bodies need adequate nutrition otherwise they can begin to function abnormally. We can optimise our physical and psychological wellbeing by consuming a healthy balanced diet.

Our genetic make-up may predispose us to developing certain health conditions therefore our nutritional requirements are unique. This unit aims to equip the student with the knowledge, skills and competencies to develop an advanced understanding of nutrition and its core principles. It is advised that students have a basic knowledge of nutrition before commencing this unit.

Initially, this unit will investigate the language and terminology of nutrition, giving students a deeper knowledge of micro and macro nutrients and of phytonutrition. It will enable them to relate nutrition to the homeostasis of specific body systems and to their associated pathophysiology. Students will gain knowledge and understanding of energy balance and its relationship to physical performance as well as the function of nutrients and their role in returning the body to optimal health.

This unit will enable the student to gain an in-depth knowledge of the digestive system and the importance of having a healthy gut, with special emphasis on the specific foods that can enhance a healthy gut. They will learn about the microbiome and the concept of nutrigenomics and will gain a functional knowledge of nutrition and nutritional care for specific pathologies.
Learning Outcomes

By the end of this unit students will be able to:

1. Explore the nutritional elements that help to sustain and maintain physiological homeostasis
2. Investigate the pathophysiological processes associated with disease
3. Examine the microbiome and associated terms relating to gut health
4. Investigate the area of nutrigenomics and discuss why this may affect the future of diet prescription.
Essential content

LO1 Explore the nutritional elements that help to sustain and maintain physiological homeostasis

*Nutritional factors affecting physical performance:*
Sport, heart disease enzyme stimulation, free radical promotion, antioxidants, cholesterol and cancer

*The role of phytonutrients and phytochemicals:*
Effects on the body

*Factors affecting energy production:*
Circulation, hormone delivery, the role of fats and of vitamin D

LO2 Investigate the pathophysiological processes associated with disease

*Nutrients and their effect on the body systems:*
The musculoskeletal system, the digestive system, the endocrine system, the nervous system and the immune system

Nutrients to enhance the function of these systems, performance in sport and to prevent injury and disease

LO3 Examine the microbiome and associated terms relating to gut health

*The microbiome, the microbiota:*\nRole of probiotics and prebiotics

*The concept of dysbiosis:*
Gut-brain connection
Alkaline and acidic diets, food intolerance and leaky gut
LO4 Investigate the area of nutrigenomics and discuss why this may affect the future of diet prescription

*Categories of ergogenic aids:*
E.g. creatine, L-carnitine, caffeine, ginseng, beetroot juice, hormone aids, alcohol, gels, sports drinks, supplements, bars

*Controversial foods:*
E.g. hydrogenated fats, food additives, e.g. aspartame, MSG, high fructose corn syrup, sugar, artificial colours, nitrates in meat, etc.
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Explore the nutritional elements that help to sustain and maintain physiological homeostasis</td>
<td><strong>D1</strong> Provide evidence-based research relating to one sporting discipline that proves that these nutritional changes can aid optimum health</td>
</tr>
<tr>
<td><strong>P1</strong></td>
<td>Explore how phytonutrients can affect body functions</td>
<td><strong>M1</strong> Examine the factors that affect energy production, with reference to performance in sport</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Discuss the nutritional elements that can be incorporated into the diet of an athlete for optimal performance</td>
<td><strong>P3</strong> Demonstrate how nutrition can affect the functional ability of different body systems</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>Investigate the pathophysiological processes associated with disease</td>
<td><strong>M2</strong> Research a case study on a pathology that has used nutrition as a therapy to enhance the productivity of the chosen body system</td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>Demonstrate how nutrition can affect the functional ability of different body systems</td>
<td><strong>P4</strong> Investigate how specific nutritional considerations may prevent specific pathologies</td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td>Investigate how specific nutritional considerations may prevent specific pathologies</td>
<td><strong>M3</strong> Examine the functions of different microbiota and make recommendations for diet supplementations for the repair of a leaky gut</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>Examine the microbiome and associated terms relating to gut health</td>
<td><strong>D3</strong> Investigate the specific microbes that should be present in the gut in order for it to function at an optimal level</td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td>Research the microbiome and related terms</td>
<td><strong>P6</strong> Discuss the problems that may arise when dysbiosis occurs, to include information on the gut-brain connection</td>
</tr>
<tr>
<td><strong>P6</strong></td>
<td>Discuss the problems that may arise when dysbiosis occurs, to include information on the gut-brain connection</td>
<td><strong>M4</strong> Examine the benefits of taking these products</td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td>Investigate the area of nutrigenomics and discuss why this may affect the future of diet prescription</td>
<td><strong>D4</strong> Justify the use of ergogenic aids in sport and exercise, with reference to journal articles on performance</td>
</tr>
<tr>
<td><strong>P7</strong></td>
<td>Investigate different types of ergogenic food products</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong></td>
<td>Discuss their effects on the body</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
Research
Topical issues

www.nutrition.org.uk Research
General reference
Nutrition science

Links
This unit links to the following related units:
Unit 1: Physical Activity, Lifestyle & Health
Unit 10: Nutrition
Unit 11: Anatomy & Physiology
Unit 38: Exercise Physiology
Unit 42: Managing a Sport Programme

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Y/616/1077</th>
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<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

The development of sport (creating pathways for participation and talent/elite development) and development through sport (using sport as a tool to achieve social outcomes) are now fundamental aspects of the organisation and governance of sport around the world. Consequently, students wanting to work in sport need to understand what sport development programmes are and how they can be managed, implemented and evaluated effectively.

Sports development programmes can be complex and have miscellaneous objectives. This unit, therefore, begins with assessing the different objectives, partnerships and funding of sports development programmes. These often vary depending on the scope of the programme, and the organisations involved. Sport development programmes can diverge from elite sport to youth and community sport, local disability sport to international development programmes and, therefore, each programme has unique objectives, partnerships and funding sources. The second outcome considers the contemporary issues and barriers often experienced when managing a sports programme, and possible solutions to overcome these.

The final two outcomes progress onto gaining experience of managing a sports programme of the student’s choice in the local area. Students will produce and manage a sports programme, which will involve planning, implementing and monitoring. Students could work in groups for this, developing key soft skills such as problem-solving, communication and organisation. This unit then requires the students to review their programme, stating strengths, weaknesses and future recommendations through the effective monitoring techniques used.

This unit is designed to provide an educational experience that includes an effective blend of classroom, research and practical experiences in an effort to provide each student with the opportunity to gain disciplinary knowledge, and to develop the necessary skills to be successful in managing a sports programme. Indeed, managing a sport programme can vary in size, level and objectives and, therefore, requires a number of skills and qualities that are imperative to succeed in this diverse industry, making a real difference to people’s lives both inside, and outside of sport.
Learning Outcomes

By the end of this unit students will be able to:

1. Assess the objectives, partnerships and funding of sports development programmes
2. Analyse contemporary issues and barriers for sports development programmes
3. Conduct a community sports development programme
4. Review the community sports development programme.
**Essential content**

**LO1 Assess the objectives, partnerships and funding of sports development programmes**

*Objectives:*
Sport for development
Development of sport
Athlete development
Talent ID
Non-sporting objectives: health, education, crime, social inclusion, peace
International development

*Partnerships:*
Sport clubs
Local authorities
County sport partnerships
Sport England
Non-sport organisations – NHS, police, welfare services
Schools/colleges/universities
NGBs
UK Sport (EIS)
Shared purpose

*Funding:*
Cost benefit analysis
Expenditure forecasts
Income streams: fees/subsidy, partnership organisations, sponsorship
Funding sources: Sports England initiatives (Sportivate, satellite clubs)
Network funding opportunities
National Lottery
UK Sport (EIS)
LO2 Analyse contemporary issues and barriers for sports development programmes

Contemporary issues:
Policy tension
Political priorities
Power dynamics within sport networks
Measuring the effect of the programme
Conflict of aims/objectives within partnerships
Inequalities within sport participation

Programming issues:
Capacity building
Sustainable framework
Corporate social responsibility
Stakeholder theory

Barriers:
Cultural, historical and social barriers
Political barriers
Demographics
Technological barriers
Education and knowledge
Socio-economic status
Physical barriers (gender, age, illness, disability)

LO3 Conduct a community sports development programme

Planning requirements:
Research
Data
Consultation
Feasibility of the idea
Budget (income and expenditure calculations)
Resources (facilities, equipment)
Logistics
Timescale
Ethics and legality considerations
Media and marketing

*Management and implementation techniques:*
Monitoring and evaluating
Health and safety
SMART targets
Contingency plan
Decision-making models
Roles and responsibilities
Leadership skills
Communication

**LO4 Review the community sports development programme**

*Evaluation techniques:*
Measuring of success - were objectives achieved?
Strengths
Weaknesses and limitations
Future recommendations
Future implications
Return on investment
Follow up (exit routes, retention rates, continued participation)
Evaluation surveys, questionnaires
How did the programme overcome barriers?
What non-sporting objectives were achieved?
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Assess the objectives, partnerships and funding of sports development programmes</td>
<td><strong>M1</strong> Evaluate the objectives, partnerships and funding within two current sports development programmes</td>
<td><strong>D1</strong> Compare objectives, partnerships and funding for two current sports development programmes</td>
</tr>
<tr>
<td><strong>P1</strong> Examine objectives and partnerships within sports development programmes</td>
<td><strong>M2</strong> Investigate programming issues for sports development programmes</td>
<td><strong>D2</strong> Critically analyse the impact of programming issues and contemporary issues on current sports development programmes</td>
</tr>
<tr>
<td><strong>P2</strong> Assess funding strategies and opportunities within sports development programmes</td>
<td><strong>M3</strong> Suggest strategies and methods to overcome barriers for sports development programmes</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Analyse contemporary issues and barriers for sports development programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Explore contemporary issues for sports development programmes</td>
<td><strong>M4</strong> Justify the plan for the sports development programme</td>
<td><strong>D3</strong> Stage and manage the sports development programme</td>
</tr>
<tr>
<td><strong>P4</strong> Analyse barriers and their impact on sports development programmes</td>
<td><strong>M5</strong> Critically evaluate the strengths and limitations of the sports development programme</td>
<td><strong>D4</strong> Justify future recommendations for the sports development programme</td>
</tr>
<tr>
<td><strong>LO3</strong> Conduct a community sports development programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Plan a sports development programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Develop a sports development programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Review the community sports development programme</td>
<td></td>
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</tr>
<tr>
<td><strong>P7</strong> Review the success and management of the sports development programme</td>
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</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
www.sportengland.org
Sport England
Our work, funding, research
Research

Links
This unit links to the following related units:
Unit 2: The Sport Landscape
Unit 3: Project Management
Unit 18: Working with Young People
Unit 24: Entrepreneurism in Sport
Unit 27: Sport, Health & Society
Unit 29: Understanding & Evaluating Initiatives
Unit 43: Coaching Practice & Skill Development

<table>
<thead>
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<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
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</tr>
</tbody>
</table>

Introduction

Coaching has become a diverse role within the sports industry. It is as important as ever that coaches understand the participants they work with and are prepared to deliver excellent coaching practice. However, it is crucial to be able to understand the individual requirements and the specific needs of participants and to address these through an emphasis on skill development. Having the knowledge to adapt your practice in order to ensure you create an environment for personal development and for the athlete to meet their specific goals is key. Instilling the right coaching environment can only be developed once both coaching practice and skill development is understood.

The aim of this unit is to provide students with the knowledge and understanding of coaching practice and the skill development associated with athlete performance. Students will engage in researching the impact of different coaching practices, working in various environments, utilising resources, developing skills and planning effective sessions. They will gain an understanding of the importance of developing sessions dependent on the group’s demographics.

As students progress through this unit, they will gain the practical and technical knowledge to review the positives and negatives of coaching practice and skill development and so gain a competitive edge. Further, they will understand how to plan effective coaching sessions that meet the needs of the group they are leading.

The knowledge, understanding and skill sets gained in this unit will help students to appreciate the varied coaching environments in which they might work. They will have learned how to be specific to the individuals they are coaching and ensure they apply the relevant skill development.
Learning Outcomes

By the end of this unit students will be able to:

1. Explain the key principles of coaching practice and the environmental factors that impact on skill development
2. Compare coaching practice requirements to enhance athlete performance for a range of participants
3. Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment
4. Reflect on delivered coaching sessions that demonstrate appropriate skill development for a range of participants.
Essential content

LO1 Explain the key principles of coaching practice and the environmental factors that impact on skill development

Key principles:
Role of the coach
Knowledge
Communication styles and methods
Professional relationships
Development experience
Approach of self-development and CPD
Ethical approach to all participants

Coaching practice:
Practice design
Feedback to improve performance
Reflective practice
Self-awareness
Safeguarding and safety
Lifestyle of the athlete
Sports science influences
Leadership styles

Environmental factors:
Motivational climate
Safeguarding
Practice
Competitive situations and games
Parents and others
LO2 **Compare coaching practice requirements to enhance athlete performance for a range of participants**

**Phases of learning:**
Learning theory, e.g. Fitts and Posner’s (1977) three-stage model
Kolb’s learning cycle
Characteristics of learning stages
Performance plateaus
Changes in aspects of performance with learning
Implications for practice

**Transfer of learning:**
Positive and negative transfer, e.g. zero transfer, intra-task transfer, intertask
Influence of transfer on sequencing skills to be learned
Transfer and instructional methods
Practical applications
Level of participant and individual needs

**Leadership styles:**
The influence of leadership on athletes
Types of leaders
Requirements of leaders to meet the needs of the participant
Leadership styles and behaviours

**Range of participants:**
Children
Youth
Adult
Talent development
High performance
LO3 **Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment**

*Coaching and teaching styles:*
- Teaching styles (autocratic, democratic, laissez-faire)
- Coaching styles, e.g. group and one-to-one sessions
- Practical and theoretical sessions
- Technical and tactical sessions

*Learning styles:*
- Styles, e.g. visual, auditory, kinesthetic
- Relationship with different teaching and coaching styles
- Be able to create an effective learning environment for leading sports activities

*Range of participants:*
- Children
- Youth
- Adult
- Talent development
- High performance

*Learning environment:*
- Relationship with different teaching and coaching styles
- Be able to create an effective learning environment for leading sports activities
- Practice
- Competition
- One-to-one and team
- Motivational climate
- Level of participant and individual needs
LO4 Reflect on delivered coaching sessions that demonstrate appropriate skill development for a range of participants

Planning sessions:
Factors in session planning, e.g. goals, nature of the task, environmental factors, individual differences of the student, learning styles

Running a session:
Leadership behaviours, e.g. Chelladurai's multi-dimensional model of leadership, Mosston and Ashworth's spectrum of teaching styles
Evaluating progress during sessions
Giving correct feedback to participants
Following guidelines

Practice design:
Whole- and-part learning methods
Practice conditions (massed, distributed, fixed, variable)
Types of guidance (visual, verbal, manual, mechanical)
Contextual interference

Reflective practice:
Reflective practice models and approaches
Evaluation techniques
Strengths and areas for improvement
Recommendations for future sessions
Use of evidence base to support future recommendations (peer reviewing, empirical evidence)
<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explain the key principles of coaching practice and the environmental factors that impact on skill development</td>
<td><strong>P1</strong> Describe the key principles of coaching practice</td>
<td><strong>D1</strong> Justify the key principles of coaching practice and the environmental factors that impact on skill development</td>
</tr>
<tr>
<td><strong>P2</strong> Explain the environmental factors that impact on skill development</td>
<td><strong>M1</strong> Discuss the key principles of coaching practice and the environmental factors that impact on skill development</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Compare coaching practice requirements to enhance athlete performance for a range of participants</td>
<td><strong>P3</strong> Compare the different coaching practice requirements for a range of participants</td>
<td><strong>D2</strong> Compare the coaching practice requirements to enhance athlete performance for a wide range of participants to indicate the distinct differences</td>
</tr>
<tr>
<td><strong>M2</strong> Explore the coaching practice requirements to enhance athlete performance for a range of participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment</td>
<td><strong>P4</strong> Investigate the coaching, teaching and learning styles that are used to develop a range of participants</td>
<td><strong>D3</strong> Analyse the coaching, teaching and learning styles of a coach when creating an effective learning environment when working with a range of participants</td>
</tr>
<tr>
<td><strong>P5</strong> Describe what makes an effective learning environment to develop a range of participants</td>
<td><strong>M3</strong> Explain the factors that can impact on the coaching, teaching and learning styles of a coach when working with a range of participants</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Pass</th>
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</thead>
<tbody>
<tr>
<td><strong>LO4</strong> Reflect on delivered coaching sessions that demonstrate appropriate skill development for a range of participants</td>
<td><strong>M4</strong> Review the planning and delivery of the coaching sessions to show that sufficient plans are put in place to adapt to the unforeseen</td>
<td><strong>D4</strong> Evaluate the delivery of coaching sessions, providing recommendations to improve in the future</td>
</tr>
<tr>
<td><strong>P6</strong> Plan coaching sessions for the acquisition or development of skills for a chosen group</td>
<td><strong>M5</strong> Deliver coaching sessions implementing changes identified as part of reviews</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Deliver coaching sessions and demonstrate the appropriate leadership behaviours that are required for the chosen group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Recommended resources**

**Textbooks**


**Links**

This unit links to the following related units:

*Unit 2: Fundamentals of Sport & Exercise Psychology*

*Unit 8: Lifestyle Coaching*

*Unit 9: Biomechanics*

*Unit 12: Community Coaching*

*Unit 15: Advanced Coaching*

*Unit 23: Physical Literacy*

*Unit 29: Teaching Practice*

*Unit 32: Psychology for Performance*

*Unit 33: Strength & Conditioning for Coaching*

*Unit 34: Innovation in Coaching*

*Unit 35: Contemporary Issues in Coaching*

*Unit 36: Applied Lifestyle Coaching.*
11 Appendices
Appendix 1: Mapping of HND in Sport against FHEQ Level 5

<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
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<tbody>
<tr>
<td>KU</td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td>CS</td>
<td>Cognitive Skills</td>
</tr>
<tr>
<td>AS</td>
<td>Applied Skills</td>
</tr>
<tr>
<td>TS</td>
<td>Transferable Skills</td>
</tr>
</tbody>
</table>

The qualification will be awarded to students who have demonstrated:

<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Sport HND Programme Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</td>
<td>KU1 Knowledge and understanding of the fundamental principles and practices of the contemporary global sport environment.</td>
</tr>
<tr>
<td>Understanding and insight into different organisations, their diverse nature, purposes, structures and operations and their influence upon the external environment.</td>
<td>KU2</td>
</tr>
<tr>
<td>A critical understanding of the evolving concepts, theories and models within the study of sport across a range of practical and hypothetical scenarios.</td>
<td>KU3</td>
</tr>
<tr>
<td>An ability to evaluate and analyse a range of concepts, theories and models to make appropriate decisions.</td>
<td>KU4</td>
</tr>
<tr>
<td>An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.</td>
<td>KU5</td>
</tr>
<tr>
<td>Articulate a critical and comprehensive understanding of Sport and Development related knowledge, and be critically aware of current national and international Sport and Development policy and management issues.</td>
<td>KU6</td>
</tr>
<tr>
<td>Critically evaluate the skills and knowledge required to coach and teach effectively.</td>
<td>KU7</td>
</tr>
<tr>
<td>Understand the moral, ethical and safety issues of working in a sports environment.</td>
<td>AS1</td>
</tr>
<tr>
<td>FHEQ Level 5 descriptor</td>
<td>Sport HND Programme Outcome</td>
</tr>
<tr>
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</tr>
<tr>
<td>Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</td>
<td>AS2 Evidence the ability to show client-relationship management and develop appropriate policies and strategies to meet stakeholder expectations.</td>
</tr>
<tr>
<td></td>
<td>AS3 Apply innovative ideas to develop and create new systems or services that respond to the changing nature of organisations.</td>
</tr>
<tr>
<td></td>
<td>AS4 Integrate theory and practice through the investigation and examination of practices in the workplace.</td>
</tr>
<tr>
<td>Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</td>
<td>KU8 Demonstrate relevant knowledge and understanding of sport organisations, brands and sponsors, the business environment in which they operate, their management, and consideration of the future of organisations within the global business environment, including the management of risk.</td>
</tr>
<tr>
<td>Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</td>
<td>KU9 Explain issues relating to participation in sport, the coaching of sport and the development of sport.</td>
</tr>
<tr>
<td></td>
<td>AS5 Develop outcomes for clients using appropriate practices and data to make justified recommendations.</td>
</tr>
<tr>
<td></td>
<td>CS1 Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successfully meet business objectives.</td>
</tr>
<tr>
<td></td>
<td>CS2 Entrepreneurially generate, develop and communicate ideas, manage and exploit intellectual property, gain support and deliver successful outcomes.</td>
</tr>
<tr>
<td></td>
<td>CS3 Recognise and critically evaluate the professional, economic, social, environmental, moral and ethical issues that influence the sustainable exploitation of sport activities.</td>
</tr>
<tr>
<td></td>
<td>CS4 Critique a range of systems and operations and their application to maximise and successfully meet strategic objectives.</td>
</tr>
<tr>
<td></td>
<td>KU10 An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.</td>
</tr>
<tr>
<td>FHEQ Level 5 descriptor</td>
<td>Sport HND Programme Outcome</td>
</tr>
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</tr>
<tr>
<td>An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.</td>
<td>KU11 Systematically and critically review a wide range of issues and practices in adventure and extreme sports, including elements of new, specialised and management knowledge</td>
</tr>
<tr>
<td></td>
<td>TS1 Develop a skill set to enable the evaluation of appropriate actions taken for solving problems in a specific organisational context.</td>
</tr>
</tbody>
</table>
Typically, holders of the qualification will be able to:

<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Sport HND Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</strong></td>
<td>TS4</td>
</tr>
<tr>
<td>CS7</td>
<td>Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision-making.</td>
</tr>
<tr>
<td>CS8</td>
<td>Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world scenarios.</td>
</tr>
<tr>
<td><strong>Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively</strong></td>
<td>TS5</td>
</tr>
<tr>
<td>TS6</td>
<td>Communicate ideas and arguments in an innovative manner using a range of digital media.</td>
</tr>
<tr>
<td>AS6</td>
<td>Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts.</td>
</tr>
<tr>
<td>TS7</td>
<td>Communicate effectively, verbally and in writing and articulate well-defined issues, for a variety of purposes, taking into account the audience viewpoint.</td>
</tr>
<tr>
<td><strong>Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations</strong></td>
<td>TS8</td>
</tr>
<tr>
<td>KU13</td>
<td>Describe and discuss a range of variables relating to health, fitness, nutrition and client assessment</td>
</tr>
</tbody>
</table>
Holders will also have:

<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Sport HND Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making</td>
<td>TS11 Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies.</td>
</tr>
<tr>
<td></td>
<td>TS12 Show an ability to work as a member of a team, recognising the different roles within a team and the different ways of organising teams.</td>
</tr>
<tr>
<td></td>
<td>TS13 Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines.</td>
</tr>
<tr>
<td></td>
<td>TS14 Use quantitative skills to manipulate data, evaluate and verify existing theory.</td>
</tr>
<tr>
<td></td>
<td>TS15 Show awareness of current developments within the sport industry and their impact on employability and CPD.</td>
</tr>
</tbody>
</table>
## Appendix 2: HNC/HND Sport Programme Outcomes for Students

<table>
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<tr>
<th>Knowledge and understanding</th>
<th>Cognitive skills</th>
<th>Applied skills</th>
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Pearson BTEC Levels 4 and 5 Higher Nationals in Sport
Specification – Issue 2 – April 2020 © Pearson Education Limited 2020
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# Appendix 3: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</table>
| Analyse         | Present the outcome of methodical and detailed examination either:  
                    - breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or  
                    - of information or data to interpret and study key trends and interrelationships.  
                    Analysis can be through activity, practice, written or verbal presentation. |
| Apply           | Put into operation or use.  
                    Use relevant skills/knowledge/understanding appropriate to context.                                                                                                                                         |
| Arrange         | Organise or make plans.                                                                                                                                                                                                 |
| Assess          | Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.                                                                                                     |
| Calculate       | Generate a numerical answer with workings shown.                                                                                                                                                             |
| Compare         | Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.  
                    This is used to show depth of knowledge through selection of characteristics.                                                                                                                          |
| Compose         | Create or make up or form.                                                                                                                                                                                       |
| Communicate     | Convey ideas or information to others.  
                    Create/construct skills to make or do something, for example a display or set of accounts.                                                                                                                 |
<p>| Create/Construct| Skills to make or do something, for example, a display or set of accounts.                                                                                                                                     |
| Critically analyse | Separate information into components and identify characteristics with depth to the justification.                                                                                                          |
| Critically evaluate | Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.                                                  |
| Define          | State the nature, scope or meaning.                                                                                                                                                                             |
| Describe        | Give an account, including all the relevant characteristics, qualities and events.                                                                                                                             |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show knowledge and understanding.</td>
</tr>
<tr>
<td>Design</td>
<td>Plan and present ideas to show the layout/function/workings/object/system/process.</td>
</tr>
<tr>
<td>Develop</td>
<td>Grow or progress a plan, ideas, skills and understanding</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Recognise or determine what makes something different.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Give an account that addresses a range of ideas and arguments.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Work draws on varied information, themes or concepts to consider aspects, such as:</td>
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<td></td>
<td>● strengths or weaknesses</td>
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<td></td>
<td>● advantages or disadvantages</td>
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<td>● alternative actions</td>
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<td>● relevance or significance.</td>
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<td></td>
<td>Students’ inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence</td>
</tr>
<tr>
<td></td>
<td>will often be written but could be through presentation or activity.</td>
</tr>
<tr>
<td>Explain</td>
<td>To give an account of the purposes or reasons.</td>
</tr>
<tr>
<td>Explore</td>
<td>Skills and/or knowledge involving practical research or testing.</td>
</tr>
<tr>
<td>Identify</td>
<td>Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Make clear by using examples or provide diagrams.</td>
</tr>
<tr>
<td>Indicate</td>
<td>Point out, show.</td>
</tr>
<tr>
<td>Interpret</td>
<td>State the meaning, purpose or qualities of something through the use of images, words or other expression.</td>
</tr>
<tr>
<td>Investigate</td>
<td>Conduct an inquiry or study into something to discover and examine facts and information.</td>
</tr>
<tr>
<td>Justify</td>
<td>Students give reasons or evidence to:</td>
</tr>
<tr>
<td></td>
<td>● support an opinion</td>
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<td>● prove something is right or reasonable.</td>
</tr>
<tr>
<td>Outline</td>
<td>Set out the main points/characteristics.</td>
</tr>
<tr>
<td>Plan</td>
<td>Consider, set out and communicate what is to be done.</td>
</tr>
<tr>
<td>Produce</td>
<td>To bring into existence.</td>
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<tr>
<td>Reconstruct</td>
<td>To assemble again/reorganise/form an impression.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Report</td>
<td>Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.</td>
</tr>
<tr>
<td>Review</td>
<td>Make a formal assessment of work produced.</td>
</tr>
<tr>
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<td>The assessment allows students to:</td>
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<td>● appraise existing information or prior events</td>
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<td>● reconsider information with the intention of making changes, if necessary.</td>
</tr>
<tr>
<td>Show how</td>
<td>Demonstrate the application of certain methods/theories/concepts.</td>
</tr>
<tr>
<td>Stage and manage</td>
<td>Organisation and management skills, for example, running an event or a Sport pitch.</td>
</tr>
<tr>
<td>State</td>
<td>Express.</td>
</tr>
<tr>
<td>Suggest</td>
<td>Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration.</td>
</tr>
<tr>
<td>Undertake/ carry out</td>
<td>Use a range of skills to perform a task, research or activity.</td>
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</table>
This is a key summary of the types of evidence used for BTEC Higher Nationals:

<table>
<thead>
<tr>
<th>Type of evidence</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
<td>A specific example to which all students must select and apply knowledge.</td>
</tr>
<tr>
<td>Project</td>
<td>A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.</td>
</tr>
<tr>
<td>Independent research</td>
<td>An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.</td>
</tr>
<tr>
<td>Written task or report</td>
<td>Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information.</td>
</tr>
<tr>
<td>Simulated activity/role play</td>
<td>A multi-faceted activity mimicking realistic work situations.</td>
</tr>
<tr>
<td>Team task</td>
<td>Students work together to show skills in defining and structuring activity as a team.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Oral or through demonstration.</td>
</tr>
<tr>
<td>Production of plan/business plan</td>
<td>Students produce a plan as an outcome related to a given or limited task.</td>
</tr>
<tr>
<td>Reflective journal</td>
<td>Completion of a journal from work experience, detailing skills acquired for employability.</td>
</tr>
<tr>
<td>Poster/leaflet</td>
<td>Documents providing well-presented information for a given purpose.</td>
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### Appendix 4: Assessment methods and techniques for Higher Nationals

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<thead>
<tr>
<th>Assessment technique</th>
<th>Description</th>
<th>Transferable skills development</th>
<th>Formative or Summative</th>
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</thead>
<tbody>
<tr>
<td>Academic graphic display</td>
<td>This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy.</td>
<td>Creativity&lt;br&gt;Written communication&lt;br&gt;Information and communications&lt;br&gt;Technology&lt;br&gt;Literacy</td>
<td>Formative&lt;br&gt;Summative</td>
</tr>
<tr>
<td>Case study</td>
<td>This technique present students with a specific example to which they must select and apply knowledge.</td>
<td>Reasoning&lt;br&gt;Critical thinking&lt;br&gt;Analysis</td>
<td>Formative&lt;br&gt;Summative</td>
</tr>
<tr>
<td>Discussion forum</td>
<td>This technique allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example, online groups, blogs.</td>
<td>Oral/written communication&lt;br&gt;Appreciation of diversity&lt;br&gt;Critical thinking and reasoning&lt;br&gt;Argumentation</td>
<td>Formative</td>
</tr>
<tr>
<td>Assessment technique</td>
<td>Description</td>
<td>Transferable skills development</td>
<td>Formative or Summative</td>
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<tr>
<td>Independent research</td>
<td>This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.</td>
<td>Information and communications technology, Literacy, Analysis</td>
<td>Formative</td>
</tr>
<tr>
<td>Oral/Viva</td>
<td>This technique asks students to display their knowledge of the subject via questioning.</td>
<td>Oral communication, Critical thinking, Reasoning</td>
<td>Summative</td>
</tr>
<tr>
<td>Peer review</td>
<td>This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.</td>
<td>Teamwork, Collaboration, Negotiation</td>
<td>Formative, Summative</td>
</tr>
<tr>
<td>Presentation</td>
<td>This technique asks students to deliver a project orally or through demonstration.</td>
<td>Oral communication, Critical thinking, Reasoning, Creativity</td>
<td>Formative, Summative</td>
</tr>
<tr>
<td>Assessment technique</td>
<td>Description</td>
<td>Transferable skills development</td>
<td>Formative or Summative</td>
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| Production of an artefact/performance or portfolio | This technique requires students to demonstrate that they have mastered skills and competencies by producing something. Some examples are [Sector] plans, using a piece of equipment or a technique, building models, developing, interpreting, and using maps. | Creativity  
Interpretation  
Written and oral communication  
Interpretation  
Decision-making  
Initiative  
Information and Communications  
Technology  
Literacy, etc. | Summative |
| Project                                    | This technique is a large scale activity requiring self-direction, planning, research, exploration, outcome and review.                                                                                     | Written communication  
Information  
Literacy,  
Creativity,  
Initiative.          | Summative |
<table>
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<tr>
<th>Assessment technique</th>
<th>Description</th>
<th>Transferable skills development</th>
<th>Formative or Summative</th>
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<tbody>
<tr>
<td>Role playing</td>
<td>This technique is a type of case study, in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation.</td>
<td>Written and oral communication, Leadership, Information literacy, Creativity, Initiative.</td>
<td>Formative</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>This technique asks students to reflect on their performance, for example, to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.</td>
<td>Self-reflection, Written communication, Initiative, Decision-making, Critical thinking</td>
<td>Summative</td>
</tr>
<tr>
<td>Simulated activity</td>
<td>This technique is a multi-faceted activity based on realistic work situations.</td>
<td>Self-reflection, Written communication, Initiative, Decision-making, Critical thinking</td>
<td>Formative, Summative</td>
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<tr>
<td>Assessment technique</td>
<td>Description</td>
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<td>Formative or Summative</td>
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<tr>
<td>Team assessment</td>
<td>This technique asks students to work together to show skills in defining and structuring an activity as a team.</td>
<td>Collaboration, Teamwork, Leadership, Negotiation, Written and oral communication</td>
<td>Formative Summative</td>
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<td>All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes, and submits it as a single piece of work.</td>
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<tr>
<td>Tiered knowledge</td>
<td>This technique encourages students to identify their gaps in knowledge. Students record the main points they have captured well and those they did not understand.</td>
<td>Critical thinking, Analysis, Interpretation, Decision-making, Oral and written communication</td>
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<td>Time constrained assessment</td>
<td>This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site.</td>
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<td>Top ten</td>
<td>This technique asks students to create a ‘top ten’ list of key concepts presented in the assigned reading list.</td>
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<tr>
<td>Written task or report</td>
<td>This technique asks students to complete an assignment in a structured written format, for example, a [Sector] plan, a report, marketing communication, set of instructions, giving information.</td>
<td>Reasoning, Analysis, Written communication, Critical thinking, interpretation.</td>
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## Appendix 5: Transferable skills mapping

### Level 4 Higher National Certificate in Sport: mapping of transferable employability and academic study skills

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### Level 5 Higher National Diploma in Sport: mapping of transferable employability and academic study skills

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Appendix 6: Subject Benchmarks

Subject benchmark statement – Events, Hospitality, Leisure, Sports & Tourism

(i) Leisure programmes

An Honours graduate in Leisure will be able to understand, critically evaluate and reflect on issues of lifestyle, consumption and culture as they affect people's leisure lives, including being able to:

- demonstrate an ability to synthesise interdisciplinary approaches to issues of consumption and consumerism in leisure markets
- critically reflect on the impact of leisure in the lives of individuals and analyse barriers to participation
- evaluate the importance of cultural and other diversities in developing access to participation in leisure by specific target groups.

An Honours graduate in Leisure will be able to understand the social, political, economic and physical contexts of leisure and analyse the impact of these upon leisure theories, including being able to:

- critically evaluate the notion of praxis derived from generic disciplines and apply these to a specific leisure context
- analyse and reflect upon the environment in which leisure operations take place
- review and analyse the political and economic factors which affect the supply of, and demands for, leisure
- critically reflect on the nature of policies for leisure across sectoral and administrative boundaries
- critically evaluate the role and impact of global and local leisure structures and organisations.

An Honours graduate in Leisure will be able to utilise and understand the impact of rationales, sources and assumptions embedded in policy, planning and delivery mechanisms in a leisure context, including being able to:

- operationalise concepts of social, public and business policy and critically analyse their role in leisure supply
- write and critically evaluate leisure plans, development plans and recognise and meet the leisure needs of specific communities
- critically reflect upon the role of those organisations and structures charged with a responsibility for the promotion of leisure or the training of practitioners in leisure.
An Honours graduate in Leisure will be able to employ a range of 'leisure specific' facilitation skills in the promotion of professional practice, including being able to:

- critically reflect upon what it means to work in leisure
- evaluate the impact and role of leisure events in everyday life
- demonstrate the skills necessary both to deliver and reflect upon a leisure experience aimed at a specific group, for example an event or a competition.

(ii) Sport programmes

Programmes of study are orientated towards the scientific, cultural or management-based approaches to the study of sport. The design of programmes, including the selection of learning outcomes, subject content and experiential learning will reflect this. Institutions will demonstrate that a programme of study has adequate coverage of one or more of the following five study areas, along with the learning experiences necessary to achieve the specific graduate outcomes. Degrees incorporating the term Sport studies will normally be expected to embrace two or more of the five study areas below.

1. The study of human responses to sport and exercise, including:
   - making effective use of knowledge and understanding of the disciplines underpinning human structure and function
   - appraising and evaluating the effects of sport and exercise intervention on the participant
   - showing evidence of the skills required to monitor and evaluate human responses to sport and/or exercise
   - providing a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups, this could include special populations such as senior citizens, disabled people and children.

2. The study of the performance of sport and its enhancement, monitoring and analysis, including:
   - monitoring, analysing, diagnosing and prescribing action to enhance the learning and performance of the component elements of sport
   - showing evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings
   - displaying a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.
3. The study of health-related and disease management aspects of exercise and physical activity, including:
   - displaying an awareness of current government policy on disease prevention and the relevance of exercise
   - showing evidence of an ability to monitor health through exercise and prescribe appropriate interventions
   - displaying a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.

4. The study of the historical, social, political, economic and cultural diffusion, distribution and impact of sport, including:
   - displaying a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these
   - employing social, economic and political theory to explain the development and differentiation of sport throughout society
   - demonstrating the application of the social and cultural meanings attached to sport and their impact on participation and regulation.

5. The study of the policy, planning, management and delivery of sporting opportunities, including:
   - understanding and applying the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events
   - employing strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities
   - demonstrating a critical appreciation of sport development and facilitation principles in at least one vocational context.

(iii) **Leisure-related award titles**

Adventure recreation, adventurous activities, countryside leisure management, entertainment management, facilities management, international leisure management, international leisure marketing, leisure administration, leisure and licensed retail, leisure and recreation, leisure economics, leisure events and entertainment management, leisure events management, leisure marketing, leisure property, leisure studies, management in equine leisure, maritime leisure management, outdoor activities, and outdoor recreation.
(iv) *Sport-related award titles*

Coaching studies, community sport, exercise physiology, exercise science, exercise studies, exercise therapy, fitness science, fitness studies, health and fitness management, movement science, movement studies, outdoor studies, physical education (non-qualified teacher status), recreation management, sport and exercise sciences, sport and the media, sport education, sports coaching, sports development, sports economics, sports injury/therapy, sports management, sports performance analysis, sports psychology, sports science, including the science of specific sports, for example football science, sports studies, sports technology, and sports tourism management.
**Appendix 7: Recognition of Prior Learning**

QCF Pearson BTEC Level 4 Higher National Certificate in Sport unit content mapped to the Level 4 units available in the RQF Pearson BTEC Higher National in Sport

**HNCs in Sport: Unit Mapping Overview**

This mapping document is designed to support centres who wish to recognise student achievement in older QCF Higher Nationals within the new RQF suites. The document demonstrates where content is covered in the new suite, and where there is new content to cover to ensure full coverage of learning outcomes.

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

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

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