

BTEC

HIGHER NATIONALS

Sport

Specification

First Teaching from September 2018

First Certification from 2019



**Higher National
Certificate Lvl 4**

**Higher National
Diploma Lvl 5**

About Pearson

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ISBN 978 1 446 94822 4

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Summary of Pearson BTEC Higher Nationals in Sport programme specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
<p><i>4.2.2 Pearson BTEC Level 4 Higher National Certificate in Sport</i> Add new row: Optional Unit: 44 Sport Specific Nutrition</p>	41
<p><i>4.2.3 Pearson BTEC Level 5 Higher National Diploma in Sport</i> Add new row: Optional Unit: 44 Sport Specific Nutrition</p>	42
<p><i>10 Higher Nationals Sport Units</i> Optional Level 5 unit added: Unit 44 Sport Specific Nutrition</p>	410-417

Earlier issue(s) show(s) previous changes.

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

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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 Highlands College 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 range of higher education institutions around the world that recognise and accept BTEC Higher Nationals as a qualification for entry onto an undergraduate degree. Many universities allow advanced entry onto the second or third year of a degree, and agreements can include credit transfer, articulation and case-by-case admission. Students should be aware that university admission criteria are always subject to change and remain at the discretion of the institution. Students should take time to 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://www.highernationals.com/degree-finder>.

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:

Pathway	Job roles
Outdoor Adventure (Management)	Outdoor adventure instructor Adventure tourism manager Field studies officers Environmental education Youth development officers

Community Sport & Physical Activity	Sports development Sports coaching Health promotion Health and fitness management
Leisure Management	Sports facility management Corporate sports hospitality Sports event management
General/All Pathways	Outreach work Sports entrepreneurship PE teaching Armed forces and police

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 more of their lives through learning. In order for students to be successful on Pearson BTEC Higher National qualifications which are **both** taught and assessed in English, it is critical that they have an appropriate level of English language skills.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications.

All centres delivering the new Pearson BTEC Higher National qualifications must ensure that all students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme **where the programme is both taught and assessed in English:**

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications which are taught in a language other than English, but are assessed in English.

All centres delivering the new Pearson BTEC Higher National qualifications **wholly or partially** in a language other than English, but who are assessed in English, must ensure that all students can demonstrate capability in English at a standard equivalent to the levels identified below, on completion of the programme:

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

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/>).

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:

UNIT	WORK EXPERIENCE PROPOSAL
Unit 3: Project Management	Students could work with local employers or organisations to manage a project relevant to their function.
Unit 7: Inclusive Sport	Students could work with local sports centres or groups to conduct their research and practice.
Unit 12: Biomechanics	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.
Unit 28: Coaching Special Populations	Students could work with local sports centres or groups.

UNIT	WORK EXPERIENCE PROPOSAL
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.

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.

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

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

Total Guided Learning (GL) 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.

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

UNIT TITLE	UNIT CODE	UNIT NUMBER	
		HNC Sport	HNC Sport & Exercise Science
Teaching Practice	L/616/1061	35	29
Personal & Professional Development	Y/616/1063	36	24
Work Experience	H/616/1065	37	25
Exercise Physiology	M/616/1067	38	26
Advanced Nutrition	J/616/1074	41	27

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.

Pearson BTEC Level 4 Higher National Certificate in Sport		Unit credit	Level
Core Unit <i>Mandatory</i>	1 Physical Activity, Lifestyle & Health	15	4
Core Unit <i>Mandatory</i>	2 The Sport Landscape	15	4
Core Unit <i>Mandatory</i>	3 Project Management (Pearson-set)	15	4
<p>Plus an additional five Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each Specialist pathway group.</p>			
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

Group: Leisure Management			
Specialist Unit	8 Sport Marketing	15	4
Specialist Unit	9 Operation Management & Leadership	15	4
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
Optional Unit	19 Expedition Leadership	15	4
Optional Unit	20 Residential Activity Management	15	4
Optional Unit	21 Outdoor Leadership	15	4
Optional Unit	22 Outdoor Activities	15	4
Optional Unit	43 Coaching Practice and Skill Development	15	4

Pearson BTEC Level 4 Higher National Certificate in Sport (Outdoor Adventure)		Unit credit	Level
Core Unit <i>Mandatory</i>	1 Physical Activity, Lifestyle & Health	15	4
Core Unit <i>Mandatory</i>	2 The Sport Landscape	15	4
Core Unit <i>Mandatory</i>	3 Project Management (Pearson-set)	15	4
Specialist Unit <i>Mandatory</i>	4 Risk & Safety Management in the Outdoors	15	4
Specialist Unit <i>Mandatory</i>	5 Outdoor Learning	15	4
<p>Plus an additional three Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each Specialist pathway group.</p>			
Group: Community Sport & Physical Activity			
Specialist Unit	6 Activity Leadership	15	4
Specialist Unit	7 Inclusive Sport	15	4
Group: Leisure Management			
Specialist Unit	8 Sport Marketing	15	4
Specialist Unit	9 Operation Management & Leadership	15	4
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

Optional Unit	19 Expedition Leadership	15	4
Optional Unit	20 Residential Activity Management	15	4
Optional Unit	21 Outdoor Leadership	15	4
Optional Unit	22 Outdoor Activities	15	4
Optional Unit	43 Coaching Practice and Skill Development	15	4

Pearson BTEC Level 4 Higher National Certificate in Sport (Community Sport & Physical Activity)		Unit credit	Level
Core Unit <i>Mandatory</i>	1 Physical Activity, Lifestyle & Health	15	4
Core Unit <i>Mandatory</i>	2 The Sport Landscape	15	4
Core Unit <i>Mandatory</i>	3 Project Management (Pearson-set)	15	4
Specialist Unit <i>Mandatory</i>	6 Activity Leadership	15	4
Specialist Unit <i>Mandatory</i>	7 Inclusive Sport	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.			
Group: Outdoor Adventure			
Specialist Unit	4 Risk & Safety Management in the Outdoors	15	4
Specialist Unit	5 Outdoor Learning	15	4
Group: Leisure Management			
Specialist Unit	8 Sport Marketing	15	4
Specialist Unit	9 Operation Management & Leadership	15	4
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

Optional Unit	19 Expedition Leadership	15	4
Optional Unit	20 Residential Activity Management	15	4
Optional Unit	21 Outdoor Leadership	15	4
Optional Unit	22 Outdoor Activities	15	4
Optional Unit	43 Coaching Practice and Skill Development	15	4

Pearson BTEC Level 4 Higher National Certificate in Sport (Leisure Management)		Unit credit	Level
Core Unit <i>Mandatory</i>	1 Physical Activity, Lifestyle & Health	15	4
Core Unit <i>Mandatory</i>	2 The Sport Landscape	15	4
Core Unit <i>Mandatory</i>	3 Project Management (Pearson-set)	15	4
Specialist Unit <i>Mandatory</i>	8 Sport Marketing	15	4
Specialist Unit <i>Mandatory</i>	9 Operation Management & Leadership	15	4
<p>Plus an additional three Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each Specialist pathway group.</p>			
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			
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
Optional Unit	19 Expedition Leadership	15	4

Optional Unit	20 Residential Activity Management	15	4
Optional Unit	21 Outdoor Leadership	15	4
Optional Unit	22 Outdoor Activities	15	4
Optional Unit	43 Coaching Practice and Skill Development	15	4

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.

Pearson BTEC Level 5 Higher National Diploma in Sport		Unit credit	Level
Level 4 Units			
Core Unit <i>Mandatory</i>	1 Physical Activity, Lifestyle & Health	15	4
Core Unit <i>Mandatory</i>	2 The Sport Landscape	15	4
Core Unit <i>Mandatory</i>	3 Project Management (Pearson-set)	15	4
<p>Plus an additional five Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each Specialist pathway group.</p>			
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
Group: Leisure Management			
Specialist Unit	8 Sport Marketing	15	4
Specialist Unit	9 Operation Management & Leadership	15	4
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
Optional Unit	19 Expedition Leadership	15	4
Optional Unit	20 Residential Activity Management	15	4
Optional Unit	21 Outdoor Leadership	15	4
Optional Unit	22 Outdoor Activities	15	4
Optional Unit	43 Coaching Practice and Skill Development	15	4

Level 5 Units		Unit credit	Level
Core Unit <i>Mandatory</i>	23 Research Project (Pearson-set)	30	5
Core Unit <i>Mandatory</i>	24 Entrepreneurism in Sport	15	5
<p>Plus an additional five Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each Specialist pathway group.</p>			
Optional Level 5 Units:			
Group: Outdoor Adventure Management			
Specialist Unit	25 Outdoor Facility Management	15	5
Specialist Unit	26 Adventure Programming	15	5
Group: Community Sport & Physical Activity			
Specialist Unit	27 Sport, Health & Society	15	5
Specialist Unit	28 Coaching Special Populations	15	5
Specialist Unit	29 Understanding & Evaluating Initiatives	15	5
Group: Leisure Management			
Specialist Unit	30 Leisure Management & Leadership	15	5
Specialist Unit	31 Event Management	15	5
Optional Units			
Optional Unit	32 Performance Analysis	15	5
Optional Unit	33 Physical Literacy	15	5
Optional Unit	34 Advanced Coaching	15	5

Optional Unit	35 Teaching Practice	15	5
Optional Unit	36 Personal & Professional Development	15	5
Optional Unit	37 Work Experience	15	5
Optional Unit	38 Exercise Physiology	15	5
Optional Unit	39 Adventure Therapy Facilitation	15	5
Optional Unit	40 Adventure Tourism	15	5
Optional Unit	41 Advanced Nutrition	15	5
Optional Unit	42 Managing a Sport Programme	15	5
Optional Unit	44 Sport Specific Nutrition	15	5

Pearson BTEC Level 5 Higher National Diploma in Sport (Outdoor Adventure Management)		Unit credit	Level
Level 4 Units			
Core Unit <i>Mandatory</i>	1 Physical Activity, Lifestyle & Health	15	4
Core Unit <i>Mandatory</i>	2 The Sport Landscape	15	4
Core Unit <i>Mandatory</i>	3 Project Management (Pearson-set)	15	4
Specialist Unit <i>Mandatory</i>	4 Risk & Safety Management in the Outdoors	15	4
Specialist Unit <i>Mandatory</i>	5 Outdoor Learning	15	4
<p>Plus an additional three Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each Specialist pathway group.</p>			
Group: Community Sport & Physical Activity			
Specialist Unit	6 Activity Leadership	15	4
Specialist Unit	7 Inclusive Sport	15	4
Group: Leisure Management			
Specialist Unit	8 Sport Marketing	15	4
Specialist Unit	9 Operation Management & Leadership	15	4
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
Optional Unit	19 Expedition Leadership	15	4
Optional Unit	20 Residential Activity Management	15	4
Optional Unit	21 Outdoor Leadership	15	4
Optional Unit	22 Outdoor Activities	15	4
Optional Unit	43 Coaching Practice and Skill Development	15	4

Level 5 Units		Unit credit	Level
Core Unit <i>Mandatory</i>	23 Research Project (Pearson-set)	30	5
Core Unit <i>Mandatory</i>	24 Entrepreneurism in Sport	15	5
Specialist Unit <i>Mandatory</i>	25 Outdoor Facility Management	15	5
Specialist Unit <i>Mandatory</i>	26 Adventure Programming	15	5
<p>Plus an additional three Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each Specialist pathway group.</p>			
Group: Community Sport & Physical Activity			
Specialist Unit	27 Sport, Health & Society	15	5
Specialist Unit	28 Coaching Special Populations	15	5
Specialist Unit	29 Understanding & Evaluating Initiatives	15	5
Group: Leisure Management			
Specialist Unit	30 Leisure Management & Leadership	15	5
Specialist Unit	31 Event Management	15	5
Optional Units			
Optional Unit	32 Performance Analysis	15	5
Optional Unit	33 Physical Literacy	15	5
Optional Unit	34 Advanced Coaching	15	5
Optional Unit	35 Teaching Practice	15	5

Optional Unit	36 Personal & Professional Development	15	5
Optional Unit	37 Work Experience	15	5
Optional Unit	38 Exercise Physiology	15	5
Optional Unit	39 Adventure Therapy Facilitation	15	5
Optional Unit	40 Adventure Tourism	15	5
Optional Unit	41 Advanced Nutrition	15	5
Optional Unit	42 Managing a Sport Programme	15	5
Optional Unit	44 Sport Specific Nutrition	15	5

Pearson BTEC Level 5 Higher National Diploma in Sport (Community Sport & Physical Activity)		Unit credit	Level
Level 4 Units			
Core Unit <i>Mandatory</i>	1 Physical Activity, Lifestyle & Health	15	4
Core Unit <i>Mandatory</i>	2 The Sport Landscape	15	4
Core Unit <i>Mandatory</i>	3 Project Management (Pearson-set)	15	4
Specialist Unit <i>Mandatory</i>	6 Activity Leadership	15	4
Specialist Unit <i>Mandatory</i>	7 Inclusive Sport	15	4
<p>Plus an additional three Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each Specialist pathway group.</p>			
Group: Outdoor Adventure			
Specialist Unit	4 Risk & Safety Management in the Outdoors	15	4
Specialist Unit	5 Outdoor Learning	15	4
Group: Leisure Management			
Specialist Unit	8 Sport Marketing	15	4
Specialist Unit	9 Operation Management & Leadership	15	4
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
Optional Unit	19 Expedition Leadership	15	4
Optional Unit	20 Residential Activity Management	15	4
Optional Unit	21 Outdoor Leadership	15	4
Optional Unit	22 Outdoor Activities	15	4
Optional Unit	43 Coaching Practice and Skill Development	15	4

Level 5 Units		Unit credit	Level
Core Unit <i>Mandatory</i>	23 Research Project (Pearson-set)	30	5
Core Unit <i>Mandatory</i>	24 Entrepreneurism in Sport	15	5
Specialist Unit <i>Mandatory</i>	27 Sport, Health & Society	15	5
Specialist Unit <i>Mandatory</i>	28 Coaching Special Populations	15	5
Specialist Unit <i>Mandatory</i>	29 Understanding & Evaluating Initiatives	15	5
<p>Plus an additional two Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each Specialist pathway group.</p>			
Group: Outdoor Adventure Management			
Specialist Unit	25 Outdoor Facility Management	15	5
Specialist Unit	26 Adventure Programming	15	5
Group: Leisure Management			
Specialist Unit	30 Leisure Management & Leadership	15	5
Specialist Unit	31 Event Management	15	5
Optional Units			
Optional Unit	32 Performance Analysis	15	5
Optional Unit	33 Physical Literacy	15	5
Optional Unit	34 Advanced Coaching	15	5
Optional Unit	35 Teaching Practice	15	5
Optional Unit	36 Personal & Professional Development	15	5
Optional Unit	37 Work Experience	15	5
Optional Unit	38 Exercise Physiology	15	5
Optional Unit	39 Adventure Therapy Facilitation	15	5
Optional Unit	40 Adventure Tourism	15	5
Optional Unit	41 Advanced Nutrition	15	5
Optional Unit	42 Managing a Sport Programme	15	5
Optional Unit	44 Sport Specific Nutrition	15	5

Pearson BTEC Level 5 Higher National Diploma in Sport (Leisure Management)		Unit credit	Level
Level 4 Units			
Core Unit <i>Mandatory</i>	1 Physical Activity, Lifestyle & Health	15	4
Core Unit <i>Mandatory</i>	2 The Sport Landscape	15	4
Core Unit <i>Mandatory</i>	3 Project Management (Pearson-set)	15	4
Specialist Unit <i>Mandatory</i>	8 Sport Marketing	15	4
Specialist Unit <i>Mandatory</i>	9 Operation Management & Leadership	15	4
<p>Plus an additional three Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each pathway group.</p>			
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			
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

Optional Unit	19 Expedition Leadership	15	4
Optional Unit	20 Residential Activity Management	15	4
Optional Unit	21 Outdoor Leadership	15	4
Optional Unit	22 Outdoor Activities	15	4
Optional Unit	43 Coaching Practice and Skill Development	15	4

Level 5 Units		Unit credit	Level
Core Unit <i>Mandatory</i>	23 Research Project (Pearson-set)	30	5
Core Unit <i>Mandatory</i>	24 Entrepreneurism in Sport	15	5
Specialist Unit <i>Mandatory</i>	30 Leisure Management & Leadership	15	5
Specialist Unit <i>Mandatory</i>	31 Event Management	15	5
<p>Plus an additional three Optional units selected from the Specialist and Optional units given below.</p> <p>*Please note that only one Specialist unit can be selected from each Specialist pathway group.</p>			
Group: Outdoor Adventure Management			
Specialist Unit	25 Outdoor Facility Management	15	5
Specialist Unit	26 Adventure Programming	15	5
Group: Community Sport & Physical Activity			
Specialist Unit	27 Sport, Health & Society	15	5
Specialist Unit	28 Coaching Special Populations	15	5
Specialist Unit	29 Understanding & Evaluating Initiatives	15	5
Optional Units			
Optional Unit	32 Performance Analysis	15	5
Optional Unit	33 Physical Literacy	15	5
Optional Unit	34 Advanced Coaching	15	5
Optional Unit	35 Teaching Practice	15	5
Optional Unit	36 Personal & Professional Development	15	5
Optional Unit	37 Work Experience	15	5
Optional Unit	38 Exercise Physiology	15	5
Optional Unit	39 Adventure Therapy Facilitation	15	5
Optional Unit	40 Adventure Tourism	15	5
Optional Unit	41 Advanced Nutrition	15	5
Optional Unit	42 Managing a Sport Programme	15	5
Optional Unit	44 Sport Specific Nutrition	15	5

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:

Qualification	Pathway	Import at Level 4	Import at Level 5
HNC Sport	Outdoor Adventure	30	
	Community Sport & Physical Activity	30	
	Leisure Management	30	
HND Sport	Outdoor Adventure Management	30	30
	Community Sport & Physical Activity	30	30
	Leisure Management	30	30

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.

Unit Title	A broad statement of what the unit will cover.
Unit Code	The Ofqual unit designation
Unit Type	There are three unit types: core (mandatory to all pathways); specialist (mandatory to specific pathways); and optional (available to most pathways)
Unit level	All Pearson BTEC Higher National units are at Level 4 or Level 5
Credit value	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
Introduction	Some general notes on the unit, setting the scene, stating the purpose, outlining the topics and skills gained on completion of the unit
Learning Outcomes	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.

Essential Content

This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.

Learning Outcomes and Assessment Criteria

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.

Recommended Resources

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.

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

- | | |
|----------------------------|-------------------------------|
| [1]www.gov.uk | [2] Government website (DCMS) |
| | [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:

Weeks 1 to 6	Week 7	Weeks 8 to 13	Week 14
Unit 1	Assessment	Unit 3	Assessment
Unit 2		Unit 4	

Expanded version:

Weeks 1 to 12	Weeks 13 and 14
Unit 1	Assessment
Unit 2	
Unit 3	
Unit 4	

Mixed version:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 1													Assessment
Unit 2					Assessment	Unit 3							
Unit 4													

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 chose 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.

Technique	Face-to-face	Distance learning
Lectures and seminars	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.	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.
Workshops	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.	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.
Tutorials	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.	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.
Virtual Learning Environments (VLEs)	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.	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.

Technique	Face-to-face	Distance learning
Blended learning	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.	Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.
Work-based learning	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.	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.
Guest speakers	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.	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.
Field trips	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.	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.

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 attempted but 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.

Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

6.5.4 Modelled student outcomes

Pearson BTEC Level 4 Higher National Certificate

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Core 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Core 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Opt 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Opt 2	15	4	6	M	90	M	90	D	120	D	120	D	120
TOTAL	120				600		540		690		870		810
GRADE					M		P		M		D		M

Pearson BTEC Level 5 Higher National Diploma

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Core 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Core 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Opt 1	15	4	0	M	0	P	0	D	0	D	0	D	0
Opt 2	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 7	30	5	6	M	180	M	180	M	180	P	120	D	240
Core 8	15	5	6	M	90	M	90	M	90	P	60	D	120
Opt 3	15	5	6	M	90	M	90	D	120	P	60	D	120
Opt 4	15	5	6	M	90	P	60	D	120	P	60	D	120
Opt 5	15	5	6	M	90	P	60	D	120	M	90	M	90
Opt 6	15	5	6	M	90	P	60	M	90	M	90	P	60
Opt 7	15	5	6	M	90	P	60	M	90	M	90	M	90
TOTAL	240				720		600		810		570		840
GRADE					M		M		M		P		D

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

Unit code	J/616/0930
Unit type	Core
Unit level	4
Credit value	15

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, extra-curricular 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

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

Recommended resources

Textbooks

ACSM (USA) (2013) *ACSM Guidelines for Exercise Testing and Prescription*, 9th edition. Lippincott, Williams and Wilkins.

COULSON, M. (England) (2007) *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness*. A&C Black.

HEYWARD, V.H. (USA) (2006) *Advanced Fitness Assessment and Exercise Prescription*. Human Kinetics.

VOLPE, S.L., SABELAWSKI, S.B. & MOHR, C. (Europe) (2007) *Fitness Nutrition for Special Dietary Needs*. Human Kinetics.

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

Unit code	L/616/0931
Unit type	Core
Unit level	4
Credit value	15

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:

Key policy stages: Wolfenden report (1960s), The Sports Council (1970s), Labour's White Paper (1975), John Major, National Lottery (1994), Raising the Game (1995), Creation of the Department for Digital, Culture, Media and Sport DCMS (1997), Game Plan (2002), Playing to Win (2008), Olympic Legacy (2012), Sporting Future: a new strategy for an active nation (2015)

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)

Hierarchical 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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Identify key policy stages and priority shifts in sports development		D1 Evaluate the success of different policy stages and priority shifts on grassroots and elite sports development
P1 Identify key policy stages in sports development P2 Describe significant priority shifts that have occurred in sports development	M1 Explain the impact of the key policy stages and priority shifts on elite and grassroots sports development	
LO2 Examine the structure, partnerships and funding of current sport policy		D2 Analyse strengths and weaknesses of current sport policy, using evidence to support your analysis
P3 Explain the structure of organisations and their aims within current sport policy P4 Explore the different partnerships and networks within sport policy	M2 Report on the current funding strategy in elite and grassroots sport policy M3 Assess the positives and negatives of networks and partnerships within sport policy	
LO3 Illustrate the significance of sport as a political, social and cultural tool		D3 Justify why sport is used by governments as a political, social and cultural tool
P5 Explore sport as a political tool P6 Discuss sport as a social and cultural tool	M4 Assess the effectiveness of sport being used as a political, social and cultural tool, using examples	
LO4 Review mass participation and elite sport models, strategies and/or policies		D4 Evaluate the success of the current mass participation and elite sport models, strategies and policies
P7 Review current mass participation models, strategies or policies, stating strengths and weaknesses P8 Examine current elite sport models, strategies or policies, stating strengths and weaknesses	M5 Analyse the influence elite sport can have on mass participation, and the impact of mass participation on elite sport M6 Compare elite sport models, strategies or policies to mass participation models, strategies or policies	

Recommended resources

Textbooks

BAINER, A., KELLY, J. and WOO LEE, J. (2016) *Routledge handbook of sport and politics*. Routledge.

BLOYCE, D. and SMITH, A. (2009) *Sport policy and development: an introduction*. Routledge.

GRIX, J. (2016) *Sport politics: An introduction*. Palgrave.

HOULIHAN, B. and LINDSEY, I. (2013) *Sport policy in Britain*. Routledge

HOULIHAN, B. and GREEN, M. (2008) *Comparative elite sport development: systems, structures and public policy*. Elsevier.

Journals

European Journals of Sports Management

International Journal of Sport Policy and Politics

International Review for the Sociology of Sport

Websites

www.uk sport.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

Unit code	R/616/0932
Unit type	Core
Unit level	4
Credit value	15

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

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

Pass	Merit	Distinction
LO3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis		LO3 & 4 D2 Critically evaluate and reflect on the project outcomes, the decision-making process and changes or developments of the initial project management plan to support justification of recommendations and learning during the project
P5 Analyse research and data using appropriate tools and techniques P6 Communicate appropriate recommendations as a result of research and data analysis to draw valid and meaningful conclusions	M3 Evaluate the selection of appropriate tools and techniques for accuracy and authenticity to support and justify recommendations	
LO4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance		
P7 Reflect on the value of undertaking the research to meet stated objectives and own learning and performance	M4 Evaluate the value of the project management process and use of quality research to meet stated objectives and support own learning and performance	

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

COSTLEY, C., ELLIOTT, G. and GIBBS, P. (London) (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. Sage.

DAWSON, C. (UK) (2016) *Projects in Computing and Information Systems: A Student's Guide*. Pearson Education.

FLICK, U. (London) (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Sage.

GRAY, D. (London) (2009) *Doing Research in the Real World. 2nd Ed.* Sage.

GUAY, M., SCHREIBER, D. and BRIONES, S. (USA) (2016) *The Ultimate Guide to Project Management: Learn everything you need to successfully manage projects and get them done. Free Kindle Edition*. Zapier Inc.

LOCK, D. (UK) (2013) *Project Management. 8th Edition*. Routledge.

PINTO, J.K. (UK) (2015) *Project Management: Achieving Competitive Advantage. 4th Ed.* Pearson.

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

Unit code	Y/616/0933
Unit level	4
Credit value	15

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

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

Recommended resources

Textbooks

- ATTARIAN, A. (United States) (2012) *Risk Management in Outdoor and Adventure Programs - Scenarios of Accidents, Incidents, and Misadventures*. Human Kinetics.
- BERRY, M. (Abingdon, Oxon) (2015) *Adventure sports coaching*. Routledge.
- BERRY, M. (United States) (2015) *Adventure sports coaching*. Routledge.
- HADDOCK, C. (New Zealand) (1993) *Managing Risk in Outdoor Activities*. New Zealand Mountain Safety Council.
- KEAY, W. (Great Britain) (2000) *Expedition Guide. 4th Ed.* Duke of Edinburgh Award.
- McNAMEE, M. (United States) (2007) *Philosophy, Risk and Adventure Sports*. Routledge.
- MARTIN, B. et al. (United States) (2006) *Outdoor Leadership: Theory and Practice*. Human Kinetics.
- OGILVIE, K. (Great Britain) (2005) *Leading and Managing Groups in the Outdoors. 2nd Ed.* Institute of Outdoor Learning.
- PRIEST, S. and GASS, M. (United States) (2005) *Effective Leadership in Adventure Programming. 2nd Ed.* Human Kinetics.

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

Unit code	D/616/0934
Unit level	4
Credit value	15

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

Pass	Merit	Distinction
LO1 Describe the origin and purpose of outdoor learning		D1 Critically analyse the origin and purpose of outdoor learning, making reference to how the purpose has evolved over time
P1 Create a timeline of the development of outdoor learning P2 Identify the origin and purpose of organisations involved in outdoor learning	M1 Compare and contrast the origin and purpose of organisations in the development of outdoor learning	
LO2 Explain the current structure of the outdoor sector		D2 Evaluate the similarities and differences between the different movements in the outdoor sector
P3 Describe three different movements in the outdoor sector P4 Participate in activities from three different movements in the outdoor sector	M2 Compare and contrast the different movements in the outdoor sector	
LO3 Describe the benefits and impact of outdoor learning to individuals and society		D3 Analyse how outdoor learning affects individuals and society
P5 Describe the benefits of outdoor learning to individuals and society	M3 Explain how individuals and society can benefit from participation in outdoor learning	
LO4 Create a profile of an existing organisation responsible for leadership or governance in outdoor learning		D4 Analyse the effectiveness of an organisation responsible for leadership or governance in outdoor learning
P6 Describe the purpose of leadership and governance P7 Create a profile of a named organisation responsible for leadership or governance of outdoor learning	M4 Examine the purpose of a named organisation responsible for leadership or governance of outdoor learning	

Recommended resources

Textbooks

- BARNES, P. et al. (Great Britain) (2004) *The RHP companion to Outdoor Education*. Russell House Publishing.
- BEARD, C. & WILSON, J. (Great Britain) (2002) *The Power of Experiential Learning – a handbook for trainers and educators*. Kogan Page.
- BERRY, M. et al. (United States) (2011) *Adventure Education – An Introduction*. Routledge.
- CAIN, J. & JOLLIFF, B. (United States) (1998) *Team Work and Team Play*. Kendall/Hunt Publishing.
- COUGHLAN, S. (Ireland) (1995) *Far Out! - The Why, What and How of Outdoor Education*. National Youth Council of Ireland.
- GILBERTSON, K. et al. (United States) (2005) *Outdoor Education – Methods and Strategies*. Human Kinetics.
- GRAHAM, J. (United States) (1997) *Outdoor Leadership: Technique, Common Sense & Self-Confidence*. Mountaineers Book.
- GRANT, F. (Great Britain) (2004) *The skilled practitioner*. Cherry Tree Publications.
- HUMBERSTONE, B. et.al. (Great Britain) (2016) *International handbook of outdoor studies*. Routledge.
- KOLB, D. (United States) (2014) *Experiential learning – Experience as the source of learning and development*. Prentice Hall.
- MARTIN, B. et al. (United States) (2006) *Outdoor Leadership: Theory and Practice*. Human Kinetics.
- OGILVIE, K. (Great Britain) (2005) *Leading and managing groups in the outdoors*. Institute for Outdoor Learning.
- OGILVIE, K. (Great Britain) (2013) *Roots and wings: A history of outdoor education and outdoor learning in the UK*. Institute for Outdoor Learning.
- PRIEST, S. & GASS, M. (United States) (2005) *Effective Leadership in Adventure Programming. 2nd Ed.* Human Kinetics.
- PROUTY, D. et al. (United States) (2007) *Adventure Education: Theory and Applications*. Human Kinetics.
- TAYLOR, D. (Great Britain) (2001) *Adventure Britain*. Footprint.
- WAITE, S. (Great Britain) (2017) *Children Learning Outside the Classroom*. Sage, London.

Journals

Horizons magazine

Journal of Adventure Education and Outdoor Learning

High Quality Outdoor Learning (English Outdoor Council)

Websites

www.outdoor-learning.org	Institute for Outdoor Learning About us General reference
www.lotc.org.uk	Council for Learning Outside of the Classroom About CLOtC General reference, research
www.englishoutdoorcouncil.org	English Outdoor Council Publications Research
www.sportengland.org	Sport England Outdoors participation report, Actives Lives survey Research
www.eoe-network.eu	European Institute of Outdoor Adventure Education and Experiential Learning Home General reference
www.britishcanoeing.org.uk	British Canoeing Coaching and Leadership General reference
www.rya.org.uk	Royal Yachting Association Knowledge and advice General reference

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

Unit code	H/616/0935
Unit level	4
Credit value	15

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

Pass	Merit	Distinction
LO1 Explore fundamental leadership theories, perspectives and the organisations responsible for creating and supporting activity leaders		LO1 & LO2 D1 Evaluate the role of an activity leader and make recommendations as to what constitutes good practice
P1 Research leadership theories and pathways to leadership	M1 Analyse leadership theories and concepts and how organisations involved in developing leadership skills utilise these	
P2 Investigate leadership concepts and the organisations involved in delivering leadership support		
LO2 Investigate the importance of psychological factors and having a principled and ethical approach to activity leadership		
P3 Investigate the role that psychological factors play in activity leadership	M2 Analyse how psychological factors can influence the principles and ethical approaches behind activity leadership	
P4 Explore the principles and ethical approaches behind activity leadership		
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		LO3 & LO4 D2 Evaluate a peer's feedback and suggested development plan, producing a personal, updated and focused development plan.
P5 Plan activity sessions for a selected client base, making sure leadership skills are evidenced	M3 Conduct the delivering of multiple activity sessions, applying leadership skills	
P6 Produce a risk assessment for a specific activity session		
LO4 Observe peer delivery and provide developmental feedback to support action plans to improve leadership and career potential		
P7 Observe a peer's delivery and review their leadership style	M4 Design an action plan to support improving leadership skills and career development for a peer	
P8 Critically review a peer's activity sessions		

Recommended resources

Textbooks

BORLAND, J., BURTON, L.J. and KANE, G.M., (201). *Sport leadership in the 21st century*. Jones & Bartlett Publishers.

HELLISON, P. and MARTINEK, T. (2009) *Youth Leadership in Sport and Physical Education*. Palgrave Macmillan.

NORTHOUSE, P.G. (2017) *Introduction to leadership: Concepts and practice*. Sage Publications.

Journals

GOULD, D. and VOELKER, D.K. (2010) *Youth sport leadership development: Leveraging the sports captaincy experience*. *Journal of sport psychology in action*, 1(1), pp.1-14.

GOULD, D. and VOELKER, D.K. (2012) *Enhancing youth leadership through sport and physical education*. *Journal of Physical Education, Recreation & Dance*, 83(8), pp.38-41.

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

Unit code	K/616/0936
Unit level	4
Credit value	15

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?

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the potential barriers individuals may face when participating in physical activity and sport		D1 Assess how far barriers can affect an individual's participation in physical activity and sport
P1 Identify physical, psychological and socio-economic factors which may limit participation in physical activity and sport	M1 Explain how physical, psychological and socio-economic factors limit an individual's participation in physical activity and sport	
LO2 Demonstrate knowledge of methods of inclusion which allow all to participate in physical activity and sport		D2 Fully integrate inclusive practice into all aspects of activity planning
P2 Identify methods of inclusion for activities in a range of physical activities	M2 Design an activity which shows consideration of inclusive practice	
P3 Discuss how facilities and equipment can be used to support inclusive practice		
LO3 Conduct activities designed to allow all to participate		D3 Analyse strengths and weaknesses of the activity session, identifying methods to improve
P4 Apply knowledge of inclusion strategies to create an activity session plan	M3 Identify strengths and weaknesses of the activity session	
P5 Conduct sessions showing inclusion strategies in practice		
LO4 Assess the suitability of physical activity and sport programmes designed to increase participation		D4 Assess the effectiveness of a chosen local physical activity or sport programme for all participants
P6 Identify a local sport programme and the methods it uses to promote participation	M4 Compare and contrast your chosen local sport programme with a similar national programme	

Recommended resources

Textbooks

CAPEL, S. A., & BRECKON, P. (Milton Park, Abingdon, Oxon) (2013). *A practical guide to teaching physical education in the secondary school*. Routledge.

GRIGGS, G. (Abingdon, Oxon, New York) (2015). *Understanding primary physical education*. Routledge.

GROUT, H., & LONG, G. (Maidenhead, Berkshire, England, New York) (2009). *Improving teaching and learning in physical education*. McGraw Hill/Open University Press.

MOSSTON, M., & ASHWORTH, S. (New York) (2008). *Teaching Physical Education*. Pearson.

STIDDER, G. (Abingdon, Oxon) (2015). *Becoming a Physical Education Teacher*. Routledge.

WHITEHEAD, M., & CAPEL, S. A. (Milton Park, Abingdon, Oxon) (2015). *Learning to Teach Physical Education in the Secondary School: A Companion to School Experience*, Fourth edition. Routledge.

WHITLAM, P. (Leeds) (2012). *Safe practice in physical education and sport*. Coachwise Ltd.

Journals

European Physical Education Review

Journal of Physical Education, Recreation and Dance

Journal of Teaching in Physical Education

Physical Education and Sport Pedagogy

Websites

thedailymile.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

www.nhs.uk

Change 4 Life

About Change4Life

General reference

www.yourschoolgames.com

School Games

About the Games

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 successful 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

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

Recommended resources

Textbooks

BLYTHE, J. and MARTIN, J. (London) (2016) *Essentials of Marketing*. 6th Edn. Pearson.

FILL, C. and TURNBULL, S. (London) (2016) *Marketing communications: discovery, creation and conversations (Expo)*. 7th Edn. Pearson.

KOTLER, P. and ARMSTRONG, G. (London) (2015) *Principles of Marketing*. 16th edn. Pearson.

RYAN, D. (London) (2014) *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation*. Kogan Page.

SOLOMON, M. R., MARSHALL, G. W., STUART, E. W., BARNES, B. R., MITCHELL, V. (Essex) (2012) *Marketing: Real People, Real Decisions*. 2nd European edn. Prentice Hall.

TAYLOR, P. (Oxford) (2011) *Torkildsen's Sports and Leisure Management*. 6th Edn. Routledge.

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

Unit code	H/616/0949
Unit level	4
Credit value	15

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

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

Recommended resources

Textbooks

BOWDIN, G. A. J., McDONNELL, I., HARRIS, R., ALLEN, J., O'TOOLE, W. (Oxford) (2005) *Events management. 2nd Ed. Butterworth-Heinemann.*

McMAHON-BEATTIE, U. & YEOMAN, I. (London) (2004) *Sport and leisure operations management.* Thomson Learning.

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

Unit code	Y/616/0950
Unit level	4
Credit value	15

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

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

Recommended resources

Textbooks

- BEEN, A. (Great Britain) (2013) *The complete guide to sports nutrition*. 7th ed. Bloomsbury Sport.
- HOLFORD, P. (Great Britain) (2004) *The Optimum Nutrition Bible*. Piatkus.
- HOLFORD, P. (Great Britain) (2007) *The Optimum Nutrition For The Mind*. Piatkus.
- MAYER, E. (USA) (2016) *The Mind Gut Connection Wave*. Harper.
- PERLMUTTER, D. (Great Britain) (2015) *Brain Maker*. Yellow Kite.

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

Unit code	D/616/0951
Unit level	4
Credit value	15

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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Identify the key structures of the skeletal system		LO1 & LO2 D1 Analyse the role and function of the musculoskeletal system in relation to sporting examples
P1 Show the structure of the skeletal system. P2 Identify the structure of common synovial joints	M1 Suggest how the structure of synovial joints produces a range of movements	
LO2 Describe the structure and function of muscles		
P3 Identify the major muscles of the human body P4 Illustrate how muscle contractions occur	M2 Evaluate the major muscles of the human body relating structure to function	
LO3 Explore the structure and function of the cardiovascular system		LO3 & LO4 D2 Analyse how the cardiovascular and respiratory systems work together in response to an identified sport or exercise example
P5 Demonstrate the structure of the cardiovascular system P6 Describe the function of the cardiovascular system	M3 Discuss how the cardiovascular system responds to exercise	
LO4 Discuss the structure and function of the respiratory system		
P7 Demonstrate the structure of the respiratory system P8 Describe the function of the respiratory system	M4 Discuss how the respiratory system responds to exercise	

Recommended resources

Textbooks

ROHEN, J.W., YOKOCHI, C. & LUTJEN-DRECOLL, E. (Lippincott) (2015) *Color Atlas of Anatomy: A Photographic Study of the Human Body*. 8th edition. Williams and Wilkins.

McCONNELL, T. H. & HULL, K. L. (Lippincott) (2011) *Human Form Human Function: Essentials of Anatomy and Physiology*. Williams and Wilkins.

WIDMAIER, R. & STRANG, K. T. (2011) *Vander's Human Physiology: The Mechanisms of Body Function*. 12th Edition. McGraw-Hill.

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

Unit code	H/616/0952
Unit level	4
Credit value	15

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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe biomechanical principles in sporting contexts		D1 Critically analyse the influence of kinetics and kinematic principles in a sporting context
<p>P1 Describe planes, axes of motion and the kinetic principles in a sporting context</p> <p>P2 Describe kinematic principles and fluid mechanics in sporting contexts</p>	<p>M1 Discuss how planes, axes of motion and the kinetic principles affect sporting context</p> <p>M2 Discuss how kinematic principles and fluid mechanics affect sporting context</p>	
LO2 Develop biomechanical techniques to record sport performances		D2 Evaluate techniques used within the recording session
<p>P3 Plan a data collection session to record performance</p> <p>P4 Record a performance using biomechanical recording techniques</p>	M3 Justify techniques used within the recording session	
LO3 Carry out notational analysis of performance		D3 Critically evaluate the criteria to be used as part of the notational analysis
<p>P5 Explain manual notation systems and electronic notation systems</p> <p>P6 Design performance criteria and carry out notational analysis of a sport performance of a selected individual or team</p> <p>P7 Produce feedback for an individual or team based on the notational analysis</p>	<p>M4 Justify performance criteria to be used as part of notational analysis</p> <p>M5 Provide recommendations on how to improve future performance</p>	
LO4 Explore sport performances against biomechanical models		
<p>P8 Identify a biomechanical model for a chosen sport performance</p> <p>P9 Compare an observed sport performance to the selected biomechanical model</p>	<p>M6 Assess the selection of a biomechanical model for a chosen sport</p> <p>M7 Suggest to the observed participant how to improve their performance</p>	D4 Justify the performance recommendations made

Recommended resources

Textbooks

FERBER, R. & Macdonald, S. (Leeds) (2014) *Running Mechanics and Mechanics and Gait Analysis*. Human Kinetics.

McGINNIS, P. M. (Leeds) (2013) *Biomechanics of Sport and Exercise*. 3rd Ed. Human Kinetics.

ROBERTSON, D. G., CALDWELL, G.E., HAMILL, G.E., KAMEN, G., WHITTLESEY, S. N. (Leeds) (2014) *Research Methods in Biomechanics*. 2nd Ed. Human Kinetics.

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.

www.jbiomech.com

Journal of Biomechanics.

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

Unit code	K/616/0953
Unit level	4
Credit value	15

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 feed back

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

Pass	Merit	Distinction
LO1 Interpret the influence technological developments have had on sport and exercise performance		D1 Analyse the changes in sport and exercise due to the technological developments that have influenced performance
P1 Assess the influence technological developments have had on sport and exercise performance	M1 Discuss the advantages and disadvantages of the influences of technological developments	
LO2 Investigate technologies that support participants in performance and the ethical implications of use		D2 Justify the use of different technologies to support participants in performance and the ethical implications identified
P2 Investigate different technologies that support participants and indicate the ethical implications of using them in performance	M2 Differentiate between the types of technology compared to conventional methods that influence performance	
LO3 Review the factors that affect technology use in a practical setting		LO3 & LO4 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
P3 Review the personal and external factors that will affect technology use in a practical setting	M3 Assess the influence that personal and external factors have on performance in a practical setting due to the use of technology	
LO4 Demonstrate the effective use of technology in a practical setting		
P4 Plan the effective use of technology in a practical setting	M4 Report on the influence technology has on performance in a practical setting compared to using conventional methods	
P5 Demonstrate the effective use of technology in a practical setting to replace conventional methods		

Recommended resources

Textbooks

JAMES, D. and PETRONE, N. (2016). *Sensors and wearable technologies in sport*. 1st ed.

MAGDALINSKI, T. (London) (2009). *Sport, technology and the body*. 1st ed. Routledge.

MURRAY, T., MASCHKE, K. and WASUNNA, A. (Baltimore) (2009). *Performance-enhancing technologies in sports*. 1st ed. Johns Hopkins University Press.

ROSS, S. (Minn.) (2012). *Sports technology*. 1st ed. Mankato, Smart Apple Media.

SOUTHGATE, D., CHILDS, P. and BULL, A. (2016). *Sports innovation, technology and research*. 1st ed.

SUBIC, A., UJIHASHI, S. and FUSS, F. (Leiden, Netherlands) (2008). *The impact of technology on sport II*. 1st ed. Taylor & Francis.

Journals

Sports Technology

Links

This unit links to the following related units:

Unit 32: Performance Analysis

Unit 14: Environmental Issues & Ethics

Unit code	M/616/0954
Unit level	4
Credit value	15

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:

Moorlands, heathlands, sand dunes, estuaries, coastal zones, mudflats, limestone pavement, European Habitats Directive, Marine Strategy Framework Directive, Clean Water Act, National Parks, Sites of Special Scientific Interest (SSSIs), National Nature Reserves (NNRs), Marine Conservation Zones, Special Areas of Conservation, Areas of Outstanding Natural Beauty (AONB)

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:

National and regional examples of environmental and conservation legislation, e.g. National Parks and Access to the Countryside Act (1949), Wildlife and Countryside Act (1981), Countryside Rights of Way (CROW) Act (2000) in the UK or Clean Air Act (1970) and Clean Water Act (1977) in the USA

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

Pass	Merit	Distinction
LO1 Describe the origins of the environmental movement and the impact of outdoor activities on the environment		D1 Evaluate the impacts of outdoor activities on the environment, considering the effectiveness of solutions
<p>P1 Outline the key moments and issues contributing to the development of the environmental movement</p> <p>P2 Identify environmental impacts and issues relating to the use of the countryside for outdoor and adventurous activities</p>	<p>M1 Explain the environmental impacts of outdoor and adventurous activities and examples of how they can be minimised</p>	
LO2 Investigate the importance of the outdoor environment and whether outdoor activities can operate alongside conservation or preservation		D2 Critically evaluate by use of case studies whether outdoor activities can operate alongside conservation or preservation
<p>P3 Describe the key features and value of natural habitats and why their conservation or preservation is important</p> <p>P4 Outline the opportunities that wilderness areas offer to outdoor activities and other users</p>	<p>M2 Explain the concepts of conservation and preservation and whether outdoor activities can operate within them</p>	
LO3 Undertake an environmental sustainability project that addresses the impact of outdoor activities on the natural environment		D3 Evaluate the effectiveness of the project, suggesting future improvements
<p>P5 Undertake an environmental sustainability project that addresses the impact of outdoor activities on the natural environment</p> <p>P6 Review the environmental sustainability project, identifying strengths and areas for development</p>	<p>M3 Independently demonstrate conservation skills and techniques</p>	

Pass	Merit	Distinction
<p>LO4 Examine the effectiveness of environmental policies and guidance in achieving sustainable use of the countryside for outdoor activities</p>		<p>D4 Evaluate the effectiveness of environmental policies and guidance, suggesting future improvements</p>
<p>P7 Identify relevant government policy and legislation relating to sustainable use of the countryside</p> <p>P8 Outline the environmental policies of leadership organisations in outdoor activities, identifying strengths and areas for improvement</p>	<p>M4 Analyse the level of success in the practical implementation of environmental policies of leadership organisations in outdoor activities</p>	

Recommended resources

Textbooks

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

BRITISH MOUNTAINEERING COUNCIL (Great Britain) (2009) *The Green Guide to the Uplands: A good practice guide for walkers, climbers and mountaineers*.

Vertebrate Graphics.

COOPER, G. (Great Britain) (1998) *Outdoors with young people: A leaders guide to outdoor activities, the environment and sustainability*. Russell House Publishing.

HUMBERSTONE, B. et.al. (Great Britain) (2016) *Routledge international handbook of outdoor studies*. Routledge.

OGILVIE, K. (Great Britain) (2005) *Leading and managing groups in the outdoors*. Institute for Outdoor Learning.

TAYLOR, D. (Great Britain) (2001) *Adventure Britain*. Footprint.

WAITE, S. (Great Britain) (2017) *Children Learning Outside the Classroom*. Sage, London.

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

Unit code	T/616/0955
Unit level	4
Credit value	15

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

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

Recommended resources

Textbooks

ADMIRALTY (Great Britain) (2016) *Symbols and Abbreviations Used on Admiralty Charts*. 6th Ed. United Kingdom Hydrographic Office.

BARTLETT, T. (Great Britain) (2010) *An Introduction to Navigation*. Royal Yachting Association.

BARTLETT, T. (Great Britain) (2014) *Navigation Handbook*. 2nd rev. Ed. Royal Yachting Association.

BARTLETT, T. (Great Britain) (2015) *International Regulations for Preventing Collisions at Sea*. 2nd rev. Ed. Royal Yachting Association.

BOND, B. (Great Britain) (1996) *The Handbook of Sailing*. 2nd rev. Ed. Michael Joseph.

CUNLIFFE, T. (2014) *The Complete Yachtmaster*. 8th Ed. Adlard Coles.

GIBSON, R. (Great Britain) (2014) *Sail Trim Handbook for Cruisers*. Royal Yachting Association.

GLENANS SAILING SCHOOL (France) (1992) *The Glénans Manual of Sailing*. David & Charles.

HOUGHTON, D. (Great Britain) (2005) *Weather at Sea*. 4th rev. Ed. Fernhurst Books Ltd.

PIKE, D. (Great Britain) (2008) *50 Ways to Improve Your Weather Forecasting*. Adlard Coles Nautical.

SLADE, S. (Great Britain) (2008) *Navigation Exercises*. Royal Yachting Association.

THOMPSON, A. et al. (Great Britain) (2005) *Day Skipper Practical Course Notes*. Royal Yachting Association.

TIBBS, C. (Great Britain) (2006). *Weather Handbook - Northern Hemisphere*. 2nd rev. Ed. Royal Yachting Association.

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

Unit code	A/616/0956
Unit level	4
Credit value	15

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, co-operation, 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 co-ordinator, 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, co-operation, 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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Outline the structure of organisations within the sports industry		D1 Evaluate key differences that exist between organisations in the sport industry.
P1 Explain the structure of organisations within the sports industry P2 Discuss employment opportunities within different organisations in the sports industry	M1 Compare and contrast the structure of different organisations within the sports industry	
LO2 Examine employability skills relevant to the sports industry		D2 Justify the skill requirements of different job roles in the sports industry
P3 Assess employability skills relevant to the sports industry P4 Explain the skill requirements of different job roles in the sports industry	M2 Compare and contrast the skill requirements of different job roles in the sports industry	
LO3 Observe employability skills in action through work exposure		D3 Justify the use of employability skills by individuals working in the sports industry in relation to the demands of each role
P5 Observe individuals working in the sports industry P6 Explain employability skills used by individuals working in the sports industry	M3 Analyse the different skills used by individuals working in the sports industry	
LO4 Review the use of employability skills through work exposure		D4 Evaluate the use of employability skills in different roles within the sports industry
P7 Review the use of employability skills within different roles in the sports industry	M4 Assess the strengths and areas for improvement of a range of individuals working in the sports industry	

Recommended resources

Textbooks

COTTRELL, S. (New York) (2013) *The Graduate Career Guidebook: Advice for Students and Graduates on Careers Options, Jobs, Volunteering, Applications, Interviews and Self-employment*. Palgrave Macmillan.

LUMLEY, M. and WILKINSON, J. (Oxford) (2013) *Developing Employability for Business*. Oxford University Press.

OAKLEY, B. and RHYS, M. (Oxford) (2008) *The Sport and Fitness Sector*. Routledge.

ROOK, S. (UK) (2015) *Work experience, placements and internships*. Palgrave Macmillan.

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

www.tes.co.uk

Times Educational Supplement
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

Unit code	F/616/0957
Unit level	4
Credit value	15

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.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Give an overview of the history and underpinning philosophies of experiential learning		D1 Review the quality of the provision of experiential learning programmes within a locality or the educational sector and supply recommendations
P1 Provide a chronological overview of the significant developing stages of experiential learning P2 Supply three examples of philosophies underpinning experiential learning	M1 Investigate the provision of experiential learning programmes within a locality or the educational sector	
LO2 Investigate the benefits and possible outcomes of individual or group participation in experiential learning-based experiences		LO2 & LO3 D2 Drawing from personal and/or professional experience, analyse the long-lasting benefits and life-changing opportunities of participating in outdoor-based programmes
P3 At individual and group level, list the benefits and possible outcomes resulting from participation in experiential learning-based experiences	M2 With the support of contextualised examples, explain the values associated with the experiential learning process	
LO3 Compare learning styles and appropriate leadership strategies for the facilitation of meaningful and positive outdoor experiences		
P4 Describe learning styles with supporting examples P5 Identify leadership styles with supporting examples	M3 Match appropriate leadership strategy to specific learning style with supporting examples	
LO4 Demonstrate basic facilitation techniques, with a view of promoting change and learning opportunities, to a group within an outdoor context		D3 Review the session in terms of facilitation, benefits to the individual/group and offer recommendations
P6 Explain the role of the facilitator within an outdoor-based programme P7 Plan a two-hour outdoor-based session for a specific group	M4 Deliver a two-hour outdoor-based session to a specific group	

Recommended resources

Textbooks

- BARNES, P. (Great Britain) (1997) *Theory into Practice*. University of Strathclyde, Faculty of Education.
- BARNES, P. et al. (Great Britain) (2004) *The RHP companion to Outdoor Education*. Russell House Publishing.
- BEARD, C. & WILSON, J. (Great Britain) (2002) *The Power of Experiential Learning – a handbook for trainers and educators*. Kogan Page.
- BERRY, M. et al. (United States) (2011) *Adventure Education – An Introduction*. 1st Ed. Routledge.
- CAIN, J. & JOLLIFF, B. (United States) (1998) *Team Work and Team Play*. Kendall/Hunt Publishing.
- COUGHLAN, S. (Ireland) (1995) *Far Out! - The Why, What and How of Outdoor Education*. National Youth Council of Ireland.
- GILBERTSON, K. et al. (United States) (2005) *Outdoor Education – Methods and Strategies*. Human Kinetics.
- GRAHAM, J. (United States) (1997) *Outdoor Leadership: Technique, Common Sense, & Self-Confidence*. Mountaineers Book.
- GRANT, F. (Great Britain) (2004) *The skilled practitioner*. Cherry Tree Publications.
- KOLB, D. (United States) (2014) *Experiential learning – Experience as the source of learning and development*. 2nd Ed. Prentice Hall.
- MARTIN, B. et al. (United States) (2006) *Outdoor Leadership: Theory and Practice*. Human Kinetics.
- OGILVIE, K. (Great Britain) (2005) *Leading and Managing Groups in the Outdoors*. 2nd Ed. Institute for Outdoor Learning. Russel House Publishing Ltd.
- OGILVIE, K. (Great Britain) (2013) *Roots and Wings – A history of outdoor education and outdoor learning in the UK*. Russel House Publishing Ltd.
- PRIEST, S. et al. (United States) (2007) *The essential Elements of Facilitation*. Kendall/Hunt Publishing.
- PRIEST, S. & GASS, M. (United States) (2005) *Effective Leadership in Adventure Programming*. 2nd Ed. Human Kinetics.
- PROUTY, D. et al. (United States) (2007) *Adventure Education: Theory and Applications*. Human Kinetics. House Publishing Ltd.
- WAITZKIN, J. (United States) (2008) *The art of learning*. Free Press.
- WURDINGER, S. (United States) (1997) *Philosophical Issues in Adventure Education*. 3rd Ed. Kendall/Hunt Publishing.

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

Unit code	J/616/0958
Unit level	4
Credit value	15

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, by 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/Agreed, 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

Pass	Merit	Distinction
LO1 Investigate the value of participation in outdoor activities for young people in terms of recreation, education, and personal development		D1 Evaluate individual and group responses to adventure challenges and activities
P1 Define outdoor education and adventure education P2 Identify the benefits of participation in outdoor activities for young people	M1 Observe or shadow outdoor activity sessions delivered to a group of young people	
LO2 Identify areas of good practice while working with children and vulnerable adults		D2 Evaluate areas of good practice following observation of outdoor activity sessions
P3 Describe areas of good practice while working with young people, including supporting examples P4 Describe correct approach to dealing with concerns relating to a child or vulnerable adult	M2 Observe or shadow outdoor activity sessions delivered to a group of young people	
LO3 Explore the elements that go to produce a successful outdoor activity session		LO3 & LO4 D3 Review sessions in terms of facilitation, outcomes and meeting objectives and offer recommendation for future sessions
P5 Plan an activity session, making best use of available personnel and resources, establishing clear aims and objectives for a group of young people	M3 Act as an assistant leader on an outdoor education session for young people	
LO4 Deliver adventure games or activity sessions to a group of young people		
P6 Facilitate young people's experience of adventure games or activity session for a minimum of two hours	M4 Produce a repertoire of adventure games or activity sessions for a group of young people	

Recommended resources

Textbooks

BERRY, M. et al. (United States) (2011) *Adventure Education – An Introduction*. 1st Ed. Routledge.

COUGHLAN, S. (Ireland) (1995) *Far Out! - The Why, What and How of Outdoor Education*. National Youth Council of Ireland.

GILBERTSON, K. et al. (United States) (2005) *Outdoor Education – Methods and Strategies*. Human Kinetics.

GROUT, J. (United States) (1998) *Back Pocket Adventure*. Simon & Schuster Custom Publishing.

PROJECT ADVENTURE (United States) (1995) *Youth Leadership in Action – A guide to cooperative games and group activities written by and for youth leaders*. Kendall/Hunt.

ROHNKE, K. (United States) (1994) *Cowstails and Cobras II*. Kendall/Hunt Publishing.

ROHNKE, K. (United States) (2009) *Silver Bullets – A guide to initiative problems, adventure games and trust activities*. 2nd Ed. Kendall/Hunt Publishing.

ROHNKE, K. (United States) (2004) *The Bottomless Bag Revival!* 2nd Ed. Kendall/Hunt Publishing.

SMITH, A. (Great Britain) (1994) *Creative outdoor work with young people*. Russel House Publishing Ltd.

WAITE, S. (Great Britain) (2013) *Children Learning Outside the Classroom – from birth to eleven*. Sage.

Journals

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Websites

www.outdoor-learning.org

Institute for Outdoor Learning

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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

Unit code	L/616/1089
Unit level	4
Credit value	15

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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate significant historical or contemporary expeditions		D1 Evaluate the impact of an historical or contemporary expedition
P1 Present the significant features of an historical or contemporary expedition	M1 Explain the strengths and weaknesses of an historical or contemporary expedition	
LO2 Describe the challenges to overcome when undertaking expeditions		D2 Analyse methods to overcome a specific challenge encountered on an expedition
P2 Describe the physical and psychological challenges to overcome when undertaking an expedition	M2 Explain the methods for overcoming challenges on an expedition	
P3 Identify the potential challenges created by the environment when undertaking an expedition		
LO3 Outline the costs, benefits and impacts of expeditions		D3 Evaluate the costs and benefits of expeditions
P4 Describe the costs and benefits of expeditions	M3 Compare the costs and benefits of expeditions	
P5 Summarise the potential environmental and cultural impacts of expeditions		
LO4 Plan and undertake a multi-day expedition, demonstrating appropriate leadership, decision-making and risk assessment skills		D4 Demonstrate advanced leadership skills during the planning and undertaking of an expedition
P6 Plan and undertake a multi-day expedition	M4 Independently plan and lead sections of an expedition	
P7 Demonstrate leadership during the planning and undertaking of an expedition		

Recommended resources

Textbooks

- BARTLETT, T. (Great Britain) (2010) *An Introduction to Navigation*. Royal Yachting Association.
- BARTLETT, T. (Great Britain) (2014) *Navigation Handbook*. Royal Yachting Association.
- BARTON, B. (Great Britain) (2007) *Safety Risk and Adventure in Outdoor Activities*. Sage Publications Ltd.
- DAVIES, A. and Wood, D. (Great Britain) (2012) *DofE Expedition Guide*. The Award Scheme Ltd.
- HADDOCK, C. (New Zealand) (1993) *Managing Risks in Outdoor Activities*. New Zealand Safety Council.
- LANGMUIR, E. (Great Britain) (2013) *Mountaineering and Leadership*. Mountain Training UK.
- LONG, S. (Great Britain) (2014) *Hillwalking: The official handbook of the Mountain Training Walking Schemes*. Mountain Training UK.
- MORLOCK, C. (Cumbria, UK) (1984). *The Adventure Alternative*. Cicerone Press.
- MORTLOCK, C. (Cumbria, UK) (2002). *Beyond Adventure: An Inner Journey*. Cicerone Press.
- MOUNTAIN TRAINING ENGLAND (Great Britain) (2016) *Remote Supervision*. Mountain Training England.
- OGILVIE, K. (Great Britain) (2005) *Leading and managing groups in the outdoors*. Institute for Outdoor Learning.
- PRIEST, S. & GASS, M. (United States) (2005) *Effective Leadership in Adventure Programming*. 2nd Ed. Human Kinetics.

Journals

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Websites

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| 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

Unit code	L/616/0959
Unit level	4
Credit value	15

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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the key concepts of good practice in an outdoor residential centre		LO1 & LO2 D1 Critically evaluate the planning and application of a residential experience, looking at good practice against what is required from a legislative and regulative perspective
P1 Explain the key areas of regulation, legislation and accreditation used by residential outdoor centres P2 Investigate what constitutes good practice in an outdoor residential centre and how this is applied	M1 Using an identified residential outdoor centre, evaluate the effects regulation, legislation and accreditation can have on their operation	
LO2 Plan a residential programme experience for a selected cohort, applying the principles of good practice		
P3 Produce a residential programme for a selected cohort	M2 Apply the principles of good practice to the plan, adapting to the selected cohort's needs	
LO3 Facilitate the delivery of a residential learning experience for a selected cohort		LO3 & LO4 D2 Justify the evidence for residential outdoor learning for a returning group
P4 Facilitate, with support, the delivery of a residential learning experience	M3 Facilitate independently the delivery of a residential learning experience	
LO4 Analyse the evidence for residential outdoor learning and critically evaluate its impacts		
P5 Analyse the evidence of the residential, evidencing the strengths and areas for improvement P6 Produce recommendations for improvements and explain how they will improve the existing provision	M4 Evaluate the appropriateness of the recommendations	

Recommended resources

Textbooks

BARRETT, J. and GREENAWAY, R. (Coventry) (1995). *Why adventure? The role and value of outdoor adventure in young people's personal and social development*. Foundation for Outdoor Adventure.

RICKINSON, M., DILLON, J., TEAMEY, K., MORRIS, M., CHOI, M. Y., SANDERS, D., BENEFIELD, P. (Great Britain) (2004) *A review of research on outdoor learning*. National Foundation for Educational Research.

Journals

HAHN, K. (1957) *Outward bound*. Year Book of Education, pp.436-462.

HUMBERSTON, B. *Macho or multifarious: The image and place of outdoor and adventure education in the school curriculum*. British Journal of Physical Education. 20.3 (1989): 112-114.

PRIEST, S. and GASS, M., 1993. *Five Generations of Facilitated Learning from Adventure Experiences*. Journal of Adventure Education and Outdoor Leadership. 10(3), pp.23-25.

STOTT, T. and HALL, N. (2003) *Changes in aspects of students' self-reported personal, social and technical skills during a six-week wilderness expedition in Arctic Greenland*. Journal of Adventure Education and Outdoor Learning. 3(2): pp.159-169.

WILLIAMS, R. (2013) *Woven into the Fabric of Experience: Residential Adventure Education and Complexity*. Journal of Adventure Education and Outdoor Learning. 13: pp.107-124.

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

Unit code	F/616/0960
Unit level	4
Credit value	15

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

Pass	Merit	Distinction
LO1 Identify leadership roles and responsibilities in relation to working with groups in the outdoors		LO1 & LO2 D1 Analyse the factors that contributed to the leader's achievement and/or recognition
P1 Outline the traits and qualities required for a competent and professional outdoor leader P2 Explain the roles and responsibilities of a competent and professional outdoor leader in a variety of scenarios	M1 Investigate a great leader or influential individual in terms of their values, ethics and achievements	
LO2 Compare leadership styles adopted for the facilitation of outdoor activities for diverse groups and scenarios		
P3 Investigate contemporary leadership styles with supporting anecdotes P4 Explain the COLT theory	M2 Investigate a great leader or influential individual in terms of their approach to leadership in practice	
LO3 Develop fundamental leadership competencies and soft skills for the safe and professional facilitation of meaningful outdoor experiences		D2 Review personal and professional skills audit and sessions and offer recommendations for self-improvements, goals and for further training.
P5 Indicate the fundamental outdoor leadership competencies required for the delivery of outdoor experiences P6 Indicate the desirable soft skills required for the facilitation of safe and meaningful outdoor experiences for a variety of clients	M3 Undertake a personal and professional skills audit with a remit for outdoor leadership proficiency M4 Undertake outdoor activity sessions where you would shadow an outdoor leader	

Pass	Merit	Distinction
LO4 Facilitate safe and engaging outdoor activity sessions for a group		D3 Review the sessions in terms of planning, goals, delivery methods and offer appraisal and/or recommendations for future sessions
P7 Plan a series of outdoor activity sessions for a group with specific achievable goals P8 In an outdoor leader capacity, carry out outdoor activity sessions for a group (supervised)	M5 Show control, safety awareness and professionalism in your approach to delivering the outdoor activity sessions	

Recommended resources

Textbooks

GRAHAM, J. (United States) (1997) *Outdoor Leadership: Technique, Common Sense, & Self-Confidence*. Mountaineers Book.

GRANT, F. (Great Britain) (2004) *The skilled practitioner*. Cherry Tree Publications.

KOSSEFF, A (United States) (2010) *AMC Guide to Outdoor Leadership: Trip Planning * Group Dynamics * Decision-making * Leading Youth * Risk Management. 2nd Ed.* Appalachian Mountain Club Books.

MARTIN, B. et al. (United States) (2006) *Outdoor Leadership: Theory and Practice*. Human Kinetics.

PRIEST, S. & GASS, M. (United States) (2005) *Effective Leadership in Adventure Programming. 2nd Ed.* Human Kinetics.

PROUTY, D. et al. (United States) (2007) *Adventure Education: Theory and Applications*. Human Kinetics.

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

Unit code	J/616/0961
Unit level	4
Credit value	15

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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the qualities and uses of different materials and equipment used in outdoor activities		LO1 & LO2
<p>P1 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</p> <p>P2 Discuss the properties of a selection of materials used in outdoor clothing and equipment</p>	<p>M1 Compare materials used in technical clothing and equipment, focusing on properties, weight and life cycle</p>	
LO2 Identify the recommended safety precautions and emergency procedures associated with outdoor activities		
<p>P3 Produce a risk assessment for a specific outdoor activity.</p> <p>P4 Outline the roles, response systems and areas of responsibility of the emergency and rescue services in a locality</p>	<p>M2 Manage one first aid and one emergency incident scenario to ensure the safety and wellbeing of a casualty and/or group</p>	
LO3 Develop a minimum impact approach while partaking in outdoor activities		LO3 & LO4
<p>P5 Assess the impact of a specific outdoor activity on the local environment</p> <p>P6 Assess the impact of a specific outdoor activity on the local population</p>	<p>M3 Suggest minimum impact approaches to a specific outdoor activity</p>	
LO4 Carry out outdoor activities safely and independently		
<p>P7 Interpret the weather forecast for a given location.</p> <p>P8 Plan safe, goal-oriented and self-supported outdoor activities</p>	<p>M4 Undertake a number of self-supported outdoor activity sessions</p>	

Recommended resources

Textbooks

BOND, B. (Great Britain) (1996) *The Handbook of Sailing*. 2nd rev. Ed. Michael Joseph.

BRITISH CANOE UNION (Great Britain) (2002) *Canoe and Kayak Handbook*. 3rd Ed. Pesda Press.

HART, P. (Great Britain) (2005) *Windsurfing*. Crowood Press.

LANGMUIR, E. (Great Britain) (2013) *Mountaineering and Leadership*. 4th Ed. Mountain Leader Training England.

LONG, J. (United States) (2010) *How to Rock Climb!* (How to Climb Series). 5th Ed. Falcon Guides.

LONG, S. (Great Britain) (2003) *Hill Walking: The Official Handbook of the Mountain Leader and Walking Group Leader Schemes*. 2nd Ed. UKMTB.

MARTIN, B. et al. (United States) (2006) *Outdoor Leadership: Theory and Practice*. Human Kinetics.

PRIEST, S. and GASS, M. (United States) (2005) *Effective Leadership in Adventure Programming*. 2nd Ed. Human Kinetics.

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

canoe.ie

Canoeing Ireland

Homepage

General reference

metoffice.gov.uk

Met Office

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

Unit code	L/616/0962
Unit type	Core
Unit level	5
Credit value	30

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

Pass	Merit	Distinction
LO1 Examine appropriate research methodologies and approaches as part of the research process		LO1 & 2 D1 Critically evaluate research methodologies and processes in application to a sports research project to justify chosen research methods and analysis.
P1 Produce a research proposal that clearly defines a research question or hypothesis supported by a literature review	M1 Evaluate different research approaches and methodology and make justifications for the choice of methods selected based on philosophical/theoretical frameworks	
P2 Examine appropriate research methods and approaches to primary and secondary research		
LO2 Conduct and analyse research relevant to a Sport research project		
P3 Conduct primary and secondary research, using appropriate methods for a research project that consider costs, access and ethical issues	M2 Discuss merits, limitations and pitfalls of approaches to data collection and analysis	
P4 Apply appropriate analytical tools, analyse research findings and data		
LO3 Communicate the outcomes of a research project to identified stakeholders		D2 Communicate critical analysis of the outcomes and make valid, justified recommendations
P5 Communicate research outcomes in an appropriate manner for the intended audience	M3 Coherently and logically communicate outcomes to the intended audience, demonstrating how outcomes meet set research objectives	

Pass	Merit	Distinction
LO4 Reflect on the application of research methodologies and concepts		D3 Demonstrate reflection and engagement in the resource process leading to recommended actions for future improvement
P6 Reflect on the effectiveness of research methods applied for meeting objectives of the research project P7 Consider alternative research methodologies and lessons learned in view of the outcomes	M4 Provide critical reflection and insight that results in recommended actions for improvements and future research considerations	

Recommended resources

Textbooks

CORNFORD, T. (2005) *Project Research in Information Systems: A Student's Guide*. Macmillan.

COSTLEY, C., ELLIOTT, G. and GIBBS, P. (London) (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. Sage.

FINK, A. (2009) *Conducting Research Literature Reviews: From the Internet to Paper*. 3rd Ed. Sage Inc.

FLICK, U. (London) (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Sage.

GRAY, D. (London) (2009) *Doing Research in the Real World*. 2nd Ed. Sage.

SAUNDERS, M., LEWIS, P. and Thornhill, A. (Harlow) (2012) *Research methods for Business Students*. 6th Ed. Pearson.

WELLINGTON, J. (2000) *Educational Research: Contemporary Issues and Practical Approaches*. Continuum. International Publishing Group Ltd.

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

Unit code	R/616/0963
Unit type	Core
Unit level	5
Credit value	15

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 entrepreneurs 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 entrepreneurships
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.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the key characteristics and skills of entrepreneurs		D1 Evaluate how the entrepreneur, and their skills and characteristics, contribute to the success of a business
<p>P1 Explore the key characteristics and skills of entrepreneurs and entrepreneurships</p> <p>P2 Undertake a self-appraisal that can be benchmarked against successful entrepreneurs</p>	<p>M1 Assess the importance of key skills and characteristics in creating a successful business</p>	
LO2 Examine the factors that have contributed to the growth and development of entrepreneurships		D2 Critically analyse the key factors that have significantly contributed to the growth and development of entrepreneurships around the world
<p>P3 Examine how enterprises within an area of the sports industry have grown and developed</p> <p>P4 Analyse the factors that have led to the growth and development of entrepreneurships within the sports industry</p>	<p>M2 Analyse the factors that have generated the right conditions for entrepreneurships to be successful around the world</p>	
LO3 Investigate the development of a business idea suitable for the sports industry		LO3 & LO4 D3 Evaluate the potential impact that the creation of this new entrepreneurship could have on the relevant sector of the sports industry
P5 Create a business idea suitable for the sports industry	M3 Provide substantiated justification behind the creation of a suitable business idea in the sports industry	
LO4 Produce a business start-up plan, suitable for a new entrepreneurship within the sports industry		
<p>P6 Create a business start-up plan suitable for an entrepreneurship within the sports industry</p> <p>P7 Examine sources of funding available for new entrepreneurships</p>	M4 Evaluate suitable sources of funding for the development of this new entrepreneurship	

Recommended resources

Textbooks

BARON, R. A. (Cheltenham) (2014) *Essentials of Entrepreneurship: Evidence and Practice*. Edward Elgar Publishing.

BARRINGER, B. R. and IRELAND, D. R. (Boston) (2015) *Entrepreneurship: Successfully launching new ventures*. 4th edn. Pearson/Prentice Hall.

BURNS, P. (Basingstoke) (2012) *Corporate entrepreneurship: Entrepreneurship and innovation in large organisations*. 3rd edn. Palgrave Macmillan.

DOWN, S. (London) (2010) *Enterprise, entrepreneurship and small business*. Sage Publications.

JOHNSON, G., WHITTINGTON, R., ANGWIN, D., REGNER, P. and SCHOLLES, K. (Harlow, England) (2014) *Exploring strategy*. 10th edn. Pearson Education.

MARR, B. B. (Hoboken, NJ, United States) (2015) *Big data: Using smart big data, analytics and metrics to make better decisions and improve performance*. John Wiley & Sons.

SCARBOROUGH, N.M., ZIMMERER, T.W. and WILSON, D. (Boston) (2013) *Essentials of entrepreneurship and small business management*. 7th edn. Prentice Hall.

STOKES, D., WILSON, N. and MADOR, M. (United Kingdom) (2010) *Entrepreneurship*. First edition. South-Western/Cengage Learning EMEA. (Chapter 10).

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

www.start.biz

National Business Register

Home page

General reference

www.young-enterprise.org.uk

Young Enterprise

Home page

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

Unit code	Y/616/0964
Unit level	5
Credit value	15

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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction	
LO1 Discuss the roles of the manager within an outdoor facility		LO1 & LO2	
<p>P1 Assess the role of the manager with regard to the centre's objectives, resources and human resources</p> <p>P2 Analyse the major safety issues associated with managing an outdoor facility</p>	<p>M1 Using an outdoor facility that is familiar, investigate the centre's mission, values and objectives</p> <p>M2 Using an outdoor facility that is familiar, investigate staffing policies, including recruitment policies, qualifications, training, retention, upskilling</p>		<p>D1 Using an outdoor facility that is familiar, critically evaluate existing management roles and styles in relation to the centre's objectives, staffing, programmes, customer satisfaction, highlighting areas of good practice and offering recommendations</p>
LO2 Evaluate a range of management styles and their effectiveness in a variety of circumstances			
<p>P3 Compare a range of management styles</p> <p>P4 Evaluate effectiveness and limitations of management style in a variety of circumstances</p>	<p>M3 Using an outdoor facility that is familiar, reflect on the effectiveness and/or limitations of adopted management styles</p>		
LO3 Explore the organisational considerations for successful programming in an outdoor facility		D2 Critically evaluate the impact of external and local environment on management decision-making and programming	
<p>P5 Assess the impact of the external environment on a range of outdoor facilities with specific examples</p> <p>P6 Assess the impact of the local environment on a range of outdoor facilities, with specific examples</p>	<p>M4 Apply the PESTLE analysis of the external environment for a chosen outdoor facility</p> <p>M5 Apply the SWOT analysis to a chosen outdoor facility</p>		

Pass	Merit	Distinction
<p>LO4 Demonstrate managerial skills of a safe and positive programme within an outdoor facility context</p>		
<p>P7 Given resources (facilities, human resources and equipment), effectively plan a safe and positive adventure programme for a specific group</p>	<p>M6 Manage (under supervision) a programme within an outdoor facility setting</p>	<p>D3 Undertake an in-depth review of the management of the adventure programme, using critical evaluation, recognition of good practice and recommendations for the future</p>

Recommended resources

Textbooks

FERRIS, T. (Great Britain) (2016) *Tools of Titans*. Vermilion.

GILBERT, P. (Great Britain) (2005) *Leadership: Being Effective and remaining Human*. Russell House Publishing.

HARVEY, N. (Ireland) (2014) *Effective communication*. 4th Ed. Gill & Macmillan Ltd.

MALONE, S. (Ireland) (2006) *Success Skills for Managers*. Pentagon Press.

OGILVIE, K (Great Britain) (2005) *Leading and managing groups in the outdoors*. 2nd Ed. Institute of Outdoor Learning.

PRIEST, S. and GASS, M. (United States) (2005) *Effective Leadership in Adventure Programming*. 2nd Ed. Human Kinetics.

TORKILDSEN, G. (Great Britain) (2003) *Leisure and Recreation Management*. 4th Ed. Spon Press.

WOLSEY, C. et al (Great Britain) (2011) *Human Resource Management in the Sport and Leisure Industry*. Routledge.

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

Unit code	F/616/0974
Unit level	5
Credit value	15

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

Pass	Merit	Distinction
LO1 Investigate the underpinning philosophy of adventure programming		D1 Critically analyse the impacts of the key philosophical models and frameworks underpinning adventure programming on its development
<p>P1 Research the key philosophical models and frameworks underpinning adventure programming</p> <p>P2 Explore, with reference to physiological and psychological processes, how individual behaviour and motivation operate during adventure programming</p>	<p>M1 Investigate the stages of individual and group development for effective team working</p>	
LO2 Analyse the ethical issues related to adventure programming		D2 Evaluate the ethical issues and the effectiveness of the main methodologies in resolving them
<p>P3 Review current ethical guidelines and codes of practice devised by relevant professional bodies and government agencies for adventure programming</p> <p>P4 Analyse the ethical issues inherent in working with selected groups and individuals in adventure programming</p>	<p>M2 Critically analyse the main methodologies for resolving ethical problems in adventure programming</p>	

Pass	Merit	Distinction
<p>LO3 Explore the factors involved when planning to deliver different types of adventure programmes</p>		<p>LO3 & LO4</p> <p>D3 Review appropriate follow-up activities for own personal development in adventure programming and make recommendations for how you will improve these</p>
<p>P5 Investigate the rationale for, and benefits of, recreational, educational, developmental and therapeutic adventure programmes</p> <p>P6 Examine the factors that need to be taken into account when planning to deliver the selected adventure programme</p> <p>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</p>	<p>M3 Justify the rationale for a selected type of adventure programme and selected client group</p>	
<p>LO4 Deliver a safe, effective and challenging adventure programme</p>		
<p>P8 Carry out a safe, effective and challenging adventure programme for a selected client group, to meet client needs and requirements</p>	<p>M4 Critically analyse the adventure programme delivered in terms of achieving the intended goals, aims, objectives and learning outcomes for a selected client group</p>	

Recommended resources

Textbooks

BEARD, C. and WILSON, J.P. (Herndon, VA) (2002) *The Power of Experiential learning: A Handbook for Trainers and Educators*. Stylus Publishing.

GASS, M.A. (Dubuque, IA) (1993) *Adventure therapy: Therapeutic applications of adventure programming*. Kendall Hunt.

KOLB, D.A. (2014) *Experiential learning: Experience as the source of learning and development*. FT Press.

MILES, J.C. and PRIEST, S. (1999) *Adventure Programming*. Venture Publishing,

PRIEST, S. and GASS, M.A. (2005) *Effective leadership in adventure programming*. Human Kinetics.

WURDINGER, S.D. (Dubuque, IA) (1994). *Philosophical Issues in Adventure Education*. Kendall/Hunt.

Journals

BISSON, C. (1999) *Sequencing the adventure experience. Adventure programming*. pp.205-214.

GASS, M.A. (1999) *Adventure programs in higher education. Adventure programming*. pp.373-383.

GENTRY, J.W. (1990) *What is experiential learning? Guide to business gaming and experiential learning*, 9. p.20.

PRIEST, S. (1999) *Research in adventure programming. Adventure programming*. pp.309-317.

STONEHOUSE, P., ALLISON, P. and CARR, D., 2011. *Aristotle, Plato, and Socrates: Ancient Greek perspectives on experiential learning. Sourcebook of experiential education: Key thinkers and their contributions*. pp.18-25.

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

Unit code	J/616/0975
Unit level	5
Credit value	15

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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Discuss the relationship between sport, health and society		D1 Critically analyse strategies used to tackle inequalities in sport participation
P1 Discuss the factors that influence participation in sport P2 Explore the benefits of sport participation on physical and mental health	M1 Discuss the inequalities that exist in sport, health and society M2 Compare the two contrasting ideologies of sport, and the influence they have on society	
L02 Investigate the impact society has on sport participation and health		D2 Critically evaluate the impact of sport participation, technology and lifestyle choices on local health provision
P3 Assess the impact technology and lifestyle has on sport participation and health P4 Investigate how globalisation and commercialisation has affected sport participation and health	M3 Produce examples and evidence of technology and lifestyle choices impacting on sport participation and health M4 Compare the positive and negative impact media can have on peoples' perception of sport	
L03 Assess the role sport participation can play in addressing social issues		D3 Critically evaluate sport strategies being used to address social issues
P5 Discuss social issues that are addressed by sports participation P6 Examine the use of sports participation to address social issues which affects government policy	M5 Justify sport as a tool for addressing social issues M6 Analyse the organisations, partnerships and networks involved in the use of sport to address social issues	
L04 Produce sport strategies to address social issues		D4 Justify future recommendations for the sport strategies
P7 Plan sport strategies to address social issues P8 Develop sport strategies to address social issues.	M7 Evaluate strengths and areas of improvement of the sport strategies.	

Recommended resources

Textbooks

HOULIHAN, B. and MALCOLM, D. (2015) *Sport and society: A student introduction*. Ashford Colour Press Ltd.

WADDINGTON, I. and SMITH, A. (2013) *Sport, health and drugs: A critical sociological perspective*. Taylor and Francis Group.

JARVIE, G. (2012) *Sport, culture and society: An introduction*. Second edition. Routledge.

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

Unit code	L/616/0976
Unit level	5
Credit value	15

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

Adaptions 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

Pass	Merit	Distinction
LO1 Discuss special populations within sport and physical activity		D1 Justify the importance of sport and physical activity for special populations
P1 Discuss special populations that are relevant within sport and physical activity	M1 Explore how sport and physical activity can benefit special populations	
LO2 Investigate planning requirements, barriers and considerations when coaching special populations		D2 Produce strategies and methods to accommodate the considerations for two special populations within sports coaching
P2 Investigate the planning considerations when delivering a sports coaching session for two special populations P3 Assess the barriers and considerations when delivering a sports coaching session for two special populations	M2 Compare the physiological and psychological considerations when coaching different special populations	
LO3 Review sports coaching programmes for special populations		D3 Suggest areas of improvement and future recommendations for the two sports coaching programmes
P4 Review sports coaching programmes for two special populations P5 Report on differences and similarities between sports coaching programmes for two special populations	M3 Critically analyse the suitability of sports coaching programmes for two special populations M4 Justify the benefits of the sports coaching programmes for two special populations	
LO4 Produce a sports coaching session for a special population		D4 Critically evaluate the sports coaching session for a specific special population, with future recommendations
P6 Produce a sports coaching session for a special population	M5 Carry out a sports coaching session for a special population	

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.

ROBINSON, B. (2014) *Foundations of sports coaching. Second edition*. Routledge.

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

Unit code	H/616/1034
Unit level	5
Credit value	15

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

Pass	Merit	Distinction
LO1 Investigate different types of initiatives within the sport industry		D1 Assess organisations that create initiatives to organisations that deliver and implement initiatives
<p>P1 Differentiate a sport initiative from a sport policy, programme, strategy and scheme</p> <p>P2 Investigate the range of sport initiatives within the sport industry</p>	<p>M1 Demonstrate the aims and organisations involved within initiatives in different areas of the sport industry</p> <p>M2 Compare sport initiatives in different areas of the sport industry</p>	
LO2 Explore contemporary issues and key factors when creating sport initiatives		D2 Suggest strategies and methods to overcome the barriers and factors that impact on sport initiatives
<p>P3 Analyse contemporary issues when creating sport initiatives</p> <p>P4 Explore key factors when creating sport initiatives</p>	M3 Assess the impact different barriers and factors can have on sport initiatives	
LO3 Discuss monitoring and evaluating techniques for sport initiatives		D3 Critically evaluate two sport initiatives
<p>P5 Discuss monitoring techniques for sport initiatives</p> <p>P6 Examine different evaluation methods for sport initiatives</p>	<p>M4 Evaluate issues with monitoring and evaluating development through sport initiatives</p> <p>M5 Illustrate successful monitoring and evaluating of sport initiatives</p>	
LO4 Plan a sport initiative in your locality		D4 Critically analyse the suitability of the evaluation techniques used for the initiative
<p>P7 Research the type of sport initiative required in your locality</p> <p>P8 Plan a sport initiative in your locality</p>	<p>M6 Justify the plan and aims for the sport initiative</p> <p>M7 Communicate effective evaluation techniques for the initiative.</p>	

Recommended resources

Textbooks

BAINER, A., KELLY, J. and WOO LEE, J. (2016) *Routledge handbook of sport and politics*. Routledge.

BLOYCE, D. and SMITH, A. (2009) *Sport policy and development: an introduction*. Routledge.

HENRY, I. and KO, L. (2016) *Routledge handbook of sport policy*. Routledge.

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

Unit code	T/616/1040
Unit level	5
Credit value	15

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 organisations 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

Pass	Merit	Distinction
LO1 Review the principles of managing organisations and people within a range of contexts		D1 Assess the impact of a range of management activities on organisations and the people within those organisations
P1 Compare a wide range of management activities within a variety of organisational types	M1 Examine the principal internal management activities necessary to manage successful organisations in competitive environments	
LO2 Develop knowledge of leadership styles, and how they are used within organisations		D2 Evaluate the effectiveness of different leadership styles in a range of organisations
P2 Discuss the nature of leadership and distinguish between leadership and management P3 Explore major theoretical approaches to leadership	M2 Apply the major theoretical approaches of leadership to practice	
LO3 Investigate how facilities and organisations function effectively		D3 Assess the impact of a range of functional management activities on organisations and the people within those organisations
P4 Compare a variety of organisational types and purposes, their management structures and logistical frameworks across a range of sectors	M3 Examine the relationship between an organisation's structures, human resources, functional areas and performance	
LO4 Apply knowledge of management theory in practical contexts		D4 Review the use of different types of management theory within the workplace
P5 Apply management theory to practice, using specific examples P6 Justify how different roles within an organisation may utilise different practices to be effective	M4 Justify principles of management practice within a workplace scenario	

Recommended resources

Textbooks

CAMERON, E. (London) (2015) *Making sense of change management: a complete guide to the models, tools and techniques of organizational change*. 4th ed. Kogan Page.

HASSANIEN, A. & DALE, C. (Oxfordshire) (2013) *Facilities management and development for tourism, hospitality and events*. Wallingford.

SCHWARZ, E.C. (London) (2017) *Managing sport facilities and major events*. Routledge.

SCHWARZ, E.C., HALL, S.A. and SHIBLI, S. (Boston) (2010) *Sport facility operations management: a global perspective*. Butterworth-Heinemann.

SHAH, S. (Oxford) (2007) *Sustainable practice for the facilities manager*. Blackwell publishers.

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

Unit 31: Event Management

Unit code	D/616/1050
Unit level	5
Credit value	15

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

The origins of official published guidance and statutes: GLC Pop Code 1974, Safety at Sports Grounds Act 1975, The Popplewell Report 1985 and 1986, Taylor Report 1989, Home office/HSE Guide to safety at Concert and Events 1992

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

Pass	Merit	Distinction
LO1 Explore the growth and development of events and the event industry		LO1 & LO2 D1 Evaluate how the changes in events and crowd management techniques have had an impact upon the management of sports events
P1 Discuss how events have evolved over the last century P2 Explore the key factors that have had an influence on the growth and development of events and the event industry	M1 Analyse the influences that have driven the changes in events from the past to present day	
LO2 Explore the importance of crowd management in the successful management of sports events		
P3 Examine the origins and development of crowd management at sports events P4 Discuss effective crowd management techniques associated with sports events	M2 Assess the importance of developing management procedures and systems in successfully managing crowds at events	
LO3 Plan, stage and manage a sports event		LO3 & LO4 D2 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
P5 Plan a sports event P6 Manage a sports event	M3 Apply the principles of event management to the planning and staging of a sports event	
LO4 Review the planning and implementation of a sports event		
P7 Review success of the sports event in relation to its planning and staging P8 Make recommendations to improve the planning and staging of future sport events	M4 Explore the strengths and weaknesses of the planning and staging of the sports event	

Recommended resources

Textbooks

BLADEN, C., KENNEL, J., ABSON, E. and WILDE, N. (Abingdon) (2012) *Event Management: an introduction*. Routledge.

BOWDIN, G., ALLEN, J., O'TOOLE, W., HARRIS, R. and McDONNELL, I. (Oxford) (2011) *Events Management*. 2nd edn. Butterworth-Heinemann.

FERDINAND, N. and KITCHEN, P. (London) (2012) *Events Management an international approach*. Sage.

PRESTON, C. (USA) (2012) *Event marketing: how to successfully promote events, festivals, conventions and expositions*. 2nd edn. Wiley.

RAJ, R. and WALTERS, P. (London) (2013) *Events Management: Principles and Practice*. 2nd edn. Sage Publications Ltd.

SHONE, A. and PARRY, B. (London) (2010) *Successful Event Management*. Thomson Learning.

TORKILDSEN, G. and TAYLOR, P. (Oxford) (2011) *Sports and Leisure Management*. Routledge.

TUM, J., NORTON, P. and NEVAN-WRIGHT, J. (London) (2006) *Management of Event Operations*. Routledge.

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

Unit code	M/616/1053
Unit level	5
Credit value	15

Introduction

The analysis of performance is a complex process that reviews the tactics, techniques and movements of an athlete competing within 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, Sportscode, 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

Pass	Merit	Distinction
LO1 Evaluate the methods used to analyse sports performance		D1 Critically evaluate the methods of sports analysis by providing examples to support judgments made on their effectiveness
<p>P1 Investigate the methods that are used to analyse sports performance</p> <p>P2 Evaluate the factors that impact on the analysis of sports performance</p>	<p>M1 Evaluate the significance of the different methods of analysis of sports performance</p>	
LO2 Create a performance profiling system to indicate the key requirements of a selected sport		D2 Justify a performance profiling system to support the identified requirements of a selected sport
<p>P3 Discuss the requirements of a selected sport</p> <p>P4 Create a performance profiling system to demonstrate the importance of the requirements and how they relate</p>	<p>M2 Illustrate a performance profiling system to display the requirements of a selected sport</p>	
LO3 Analyse the sports performance of individuals		D3 Critically analyse the performance of a performer in a selected sport by collecting varied and detailed analysis evidence
<p>P5 Plan the analysis of a performer in a selected sport</p> <p>P6 Analyse the performance of a performer in a selected sport</p>	<p>M3 Demonstrate valid and reliable analysis methods to capture the analysis of a performer in a selected sport</p>	
LO4 Carry out a post-event analysis to provide feedback to aid the development of sports performance		D4 Critically evaluate the analysis of a sports performer to provide detailed feedback and recommendations that are justified
<p>P7 Interpret the analysis of a sports performer to provide feedback</p> <p>P8 Produce a post-event analysis feedback report to aid the development of sports performance</p>	<p>M4 Evaluate the analysis of a sports performer to provide feedback and recommendations to improve future performance</p>	

Recommended resources

Textbooks

BARTLETT, R. (Milton Park, Abingdon, Oxon) (2009) *Introduction to sports biomechanics*. 1st ed. Routledge.

BULL, S. (Marlborough, Wiltshire) (1998). *Sport psychology*. 1st ed. The Crowood Press.

CARLING, C., REILLY, T. and WILLIAMS, A. (London [u.a.]) (2010). *Performance assessment for field sports*. 1st ed. Routledge.

HALL, S. (Boston) (2003). *Basic biomechanics*. 1st ed. McGraw-Hill.

HUGHES, M. and FRANKS, I. (Abingdon, England) (2010). *Notational analysis of sport*. 1st ed. Routledge.

JONES, R. (London [u.a.]) (2010). *An introduction to sports coaching*. 1st ed. Routledge.

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

Unit code	L/616/1058
Unit level	5
Credit value	15

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

Pass	Merit	Distinction
L01 Analyse the constituent components that underpin the definition of physical literacy		L01, L02 & L03 D1 Critically evaluate the impact of the philosophical underpinnings associated with physical literacy upon planning and coaching practice
P1 Analyse the philosophical theories that underpin the international physical literacy association definition of physical literacy P2 Discuss the outcomes you would attribute to the successful development of physical literacy	M1 Critically analyse a range of definitions of physical literacy from different contexts	
L02 Plan an effective coaching session, underpinned by relevant theoretical frameworks, aimed at developing physical literacy characteristics in a specific population		
P3 Produce an effective practical session plan which develops the principles of physical literacy P4 Create activities to address the physical literacy needs of a specific population	M2 Apply philosophical theory in the design of your practical session	
L03 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 P6 Differentiate coaching practice, techniques and activities to address specific physical literacy needs within your participant group	M3 Critically analyse coaching practice to adapt activities to enhance outcomes for all participants	

Pass	Merit	Distinction
<p>LO4 Discuss how the implementation of physical literacy could influence models of athlete development and physical education programmes</p>		
<p>P7 Investigate the impact of physical literacy upon athlete development models and physical education</p>	<p>M4 Critically analyse the challenges of current models of talent development in encouraging lifelong participation in physical activity</p>	<p>D2 Justify the importance of coaching and physical education policy encompassing physical literacy objectives</p>

Recommended resources

Textbooks

- BALYI, I., WAY, R. & HIGGS, C. (Champaign, Illinois) (2013) *Long-Term Athlete Development*. Human kinetics.
- GARDNER, H. (Champaign Illinois) (2017) *Physical Literacy on the Move: Games for developing confidence and competence in physical activity*. Human Kinetics.
- MAUDE, P. (London) (2001) *Physical Children, Active Teaching: Investigating Physical Literacy*. Open University Press.
- STAFFORD, I. (ed) (London) (2011) *Coaching Children in Sport*. Routledge.
- WHITEHEAD, M. (ed) (London) (2010) *Physical Literacy throughout the lifecourse*. Routledge.

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

Unit code	J/616/1060
Unit level	5
Credit value	15

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

Pass		Merit	Distinction
LO1 Investigate the needs of a high-performance athlete or squad in their chosen sport			D1 Critically analyse the current performance characteristics of your chosen performer, using your profiling frameworks and comparing contemporary data from your chosen sport
P1 Using an appropriate profiling tool to conduct an analysis of the needs of a high-performance athlete in their chosen sport	M1 Justify your analysis with relevant theoretical frameworks, including aspects such as physiology, technical and tactical and psychological traits		
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			D2 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
P2 Design a macro-cycle training programme specific to your chosen performer and the sports competition calendar P3 Illustrate how meso-cycle and micro-cycle segments of your plan contribute to the overall aims of the macro-cycle	M2 Justify which sports science support services will be required to effectively support athlete development within your training programme		
LO3 Create a detailed micro-cycle for an athlete or squad in their chosen sport			LO3 & LO4 D3 Critically analyse the effectiveness of your chosen approach in developing performance in your chosen athlete/squad.
P4 Construct a detailed, effective micro-cycle addressing the goals of your chosen squad/athlete, utilising appropriate coaching styles/approaches.	M3 Justify your coaching approach utilising pertinent pedagogic theory.		

Pass	Merit	Distinction
<p>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</p>		
<p>P5 Construct a detailed, progressive series of coaching session plans specific to your athlete's/squad's needs</p> <p>P6 Deliver effective coaching sessions addressing the goals of your session plans</p>	<p>M4 Explore how reflective practice helps coaches adapt programmes to respond to developments in athletes/squads</p>	

Recommended resources

Textbooks

ARMOUR, K. (eds) (London) (2011) *Sports Pedagogy an introduction for teaching and coaching*. Prentice Hall.

GORDAN, D. (Exeter) (2009) *Coaching Science*. Learning Matters.

JONES, R. L. (Eds) (London) (2006) *The sports coach as Educator – reconceptualising sports coaching*. Routledge.

KIDMAN, L. & HANRAHAN, S. J. (London) (2011) *The Coaching Process – a practical guide to becoming an effective sports coach*. Routledge.

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

Unit code	L/616/1061
Unit level	5
Credit value	15

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

Pass	Merit	Distinction
LO1 Explore a range of techniques for teaching physical education		LO1 & LO2 D1 Justify the suitability of your planning for both the subject area and expected student needs
P1 Examine a range of ways of teaching physical education P2 Discuss techniques to support a range of students needs	M1 Critique pedagogic theories in the context of an area of the physical education curriculum	
LO2 Plan a sequence of lessons for an area of physical education		
P3 Produce a scheme of work that outlines learning objectives and assessment strategy towards an overall aim P4 Design session plans to illustrate tasks and activities that will support students in achieving targeted learning outcomes	M2 Organise teaching resources to support learning across a series of planned sessions	
LO3 Undertake a sequence of lessons in an educational setting		LO3 & LO4 D2 Critically self-evaluate the teaching, learning and assessment that has taken place
P5 Research an appropriate teaching opportunity and arrange to be observed teaching P6 Deliver a series of teaching sessions in a chosen context	M3 Employ assessment strategies to support students' learning M4 Respond to student progress in real time and through the modification of teaching plans and materials	
LO4 Examine the effectiveness of chosen teaching approaches		
P7 Record student progress across the taught sessions P8 Examine the effectiveness of teaching techniques and delivery methods used	M5 Justify developments and modifications made to your plans and materials in response to student progress	

Recommended resources

Textbooks

- ARMOUR, K. (Essex) (2011) *Sport Pedagogy: An Introduction for Teaching and Coaching*. Pearson.
- ARMOUR, K. (London) (2014) *Pedagogical Cases in Physical Education and Youth Sport*. Routledge.
- DYSON, B. & CASEY, A. (London) (2014) *Co-operative Learning in Physical Education: A research based approach*. Routledge.
- GRIGGS, G. (London) (2015) *Understanding Primary Physical Education*. Routledge.
- JONES, R. L. (New York) (2006) *The sports coach as educator: Re-conceptualising sports coaching*. Routledge.
- PICKARD, A. & MAUDE, P. (London) (2014) *Teaching Physical Education Creatively*. Routledge.
- STIDDER, G. (London) (2015) *Becoming a Physical Educator*. Routledge.
- WHITEHEAD, M. (London) (2010) *Physical Literacy Throughout the Life course*. Routledge.
- WHITLAM, P. (Leeds) (2012) *Safe Practice in Physical Education and Sport*. Coachwise.

Journals

- European Journal of Physical Education*. Taylor and Francis.
- European Physical Education Review*. Sage.
- Journal of Physical Education, Recreation and Dance*. Taylor and Francis.
- Journal of Teaching in Physical Education*. Human Kinetics.
- 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

Unit 36: Personal & Professional Development

Unit code	Y/616/1063
Unit level	5
Credit value	15

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

Pass	Merit	Distinction
LO1 Explore the skill and experience requirements of careers within the sports industry		D1 Justify the skill and experience requirements of careers within the sports industry in relation to relevant job descriptions
P1 Review different job opportunities within the sports industry P2 Assess the skill and experience requirements of careers within the sports industry	M1 Compare and contrast the skill and experience requirements of careers within the sports industry	
LO2 Assess own personal and professional skills		D2 Justify areas for development making reference to the person specification and job description for a specific role in the sports industry
P3 Complete a personal SWOT analysis, identifying strengths, weaknesses, opportunities and threats P4 Assess your suitability for a specific role in the sports industry	M2 Evaluate own suitability for a specific role in the sports industry identifying areas for development	
LO3 Produce a personal and professional development plan		D3 Critically evaluate how the personal and professional development plan will increase employment opportunities within the sports industry
P5 Create a personal and professional development plan for a specific role in the sports industry P6 Analyse different training and development opportunities	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	
LO4 Carry out a personal and professional development plan		D4 Justify future personal and professional development needs to facilitate career progression within the sports industry
P7 Implement a personal and professional development plan P8 Review the effectiveness of a personal and professional development plan	M4 Analyse future personal and professional development needs	

Recommended resources

Textbooks

COTTRELL, S. (New York) (2013) *The Graduate Career Guidebook: Advice for Students and Graduates on Careers Options, Jobs, Volunteering, Applications, Interviews and Self-employment*. Palgrave Macmillan.

LUMLEY, M. and WILKINSON, J. (Oxford) (2013) *Developing Employability for Business*. Oxford University Press.

NEARY, S. and JOHNSON, C. (Bath) (2016) *CPD for the Career Development Professional: A Handbook for Enhancing Practice*. Trotman Publishing.

OAKLEY, B. and RHYS, M. (Oxford) (2008) *The Sport and Fitness Sector*. Routledge.

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

Unit code	H/616/1065
Unit level	5
Credit value	15

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

Pass	Merit	Distinction
LO1 Investigate different work experience opportunities within the sport industry		D1 Justify the selected job role for work experience placement with regard to benefiting the employer and employee.
<p>P1 Investigate different organisations and job roles available in the sport industry.</p> <p>P2 Assess the requirements for a variety of job roles in the sport industry.</p>	<p>M1 Compare the suitability of job roles for your work experience placement.</p>	
LO2 Develop a work experience placement		D2 Critically analyse potential business constraints and personal barriers of the work experience placement.
<p>P3 Carry out negotiation with organisation for work experience placement.</p> <p>P4 Develop a plan for the placement with work experience placement supervisor.</p>	<p>M2 Assess considerations for the work experience placement.</p> <p>M3 Communicate roles and responsibilities for the work experience placement.</p>	
LO3 Undertake a work experience placement		D3 Justify the importance of the placement to the organisation, using systematic records of the placement to support.
<p>P5 Undertake work experience placement.</p> <p>P6 Compose suitable recording and monitoring techniques to review work experience placement.</p>	<p>M4 Report ongoing tasks and activities completed in work experience placement.</p> <p>M5 Apply recording and monitoring techniques throughout work experience placement.</p>	
LO4 Evaluate the work experience placement		D4 Suggest a future development plan to improve employability in the field of work experience placement.
<p>P7 Evaluate own performance when undertaking the work experience placement.</p> <p>P8 Review the placement, with regard to the job role and organisation of the employer.</p>	<p>M6 Critically analyse the learning that has taken place during the work experience placement, using suitable examples as evidence</p> <p>M7 Develop recommendations on how the work experience placement could have been enhanced.</p>	

Recommended resources

Textbooks

ROOK, S. (2015) *Work experience, placements and internships*. Palgrave Macmillan.

TROUGHT, F. (2017) *Brilliant employability skills. How to Stand Out from the Crowd in Graduate Job Market*.

SMITH, B. & SPARKES, A. (2016) *Routledge handbook of qualitative research in sport and exercise*. Routledge.

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

Unit code	M/616/1067
Unit level	5
Credit value	15

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 adaptations as a result of aerobic and anaerobic exercise

Muscular adaptations 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 adaptations 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 (VO_2 max)

Physiological adaptations 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 adaptations

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

Pass	Merit	Distinction
LO1 Communicate the physiological basis of exercise		D1 Analyse how the physiological systems work together when responding to exercise
P1 Explore the physiological systems used in exercise P2 Discuss aerobic and anaerobic glycolysis	M1 Compare how physiological systems respond to aerobic and anaerobic exercise	
LO2 Discuss the acute and chronic adaptations as a result of aerobic and anaerobic exercise		D2 Analyse how the changes that occur allow for effective performance in either an aerobic or anaerobic training programme for an identified individual
P3 Illustrate the acute adaptations to aerobic and anaerobic exercise P4 Show the chronic adaptations that take place as a result of aerobic and anaerobic exercise	M2 Discuss how training programmes and exercise choices affect acute and chronic adaptations	
LO3 Investigate factors that can impact upon acute changes and chronic adaptations to exercise and training		D3 Research using an identified individual the factors which impact upon their performance
P5 Review the environmental factors that can impact upon performance P6 Show how lifestyle factors can impact upon performance	M3 Justify how sport and exercise choices might impact upon these adaptations	
LO4 Examine the physiological demands of specific sport and exercise activities		D4 Analyse the laboratory-based fitness assessments and performance tests in relation to a specific sporting case study.
P7 Explore the physiological demands of a specific sporting case study P8 Undertake a range of field and laboratory-based assessments and performance tests appropriate to a specific sporting case study	M4 Interpret the results of a range of laboratory-based fitness assessments and performance tests	

Recommended resources

Textbooks

ACKLAND, T. R., ELLIOTT, B. and BLOOMFIELD, J. (2009) *Applied anatomy and biomechanics in sport*. Human Kinetics.

DRAPER, N. and MARSHALL, H. (2012) *Exercise Physiology: for Health and Sports Performance*. Pearson.

KENNEY, W. L., WILMORE, J. and COSTILL, D. (2015) *Physiology of Sport and Exercise*. 6th Edition. Human Kinetics.

MARIEB, E.N. and HOEHN, K. (2007) *Human Anatomy and Physiology*. Pearson Education.

POCOCK, G., RICHARDS, C. and RICHARDS, D. (Oxford) (2013) *Human Physiology* 4th ed. Oxford University Press.

WIDMAIER, E. P., RAFF, H. and STRANG, K.T. (2011) *Vander's Human Physiology: The Mechanisms of Body Function*. 12th Edition. McGraw-Hill.

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

Unit code	A/616/1069
Unit level	5
Credit value	15

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

Pass	Merit	Distinction
LO1 Consider the provision of adventure therapy and associated theories		LO1 & 2 D1 Based on existing social issues, disorders and conditions affecting modern society, offer valuable recommendations and alternative adventure therapy options
P1 Explore the theories associated with adventure therapy provision P2 Investigate the provision of adventure therapy programmes within a chosen locality	M1 Evaluate the limitations of adventure therapy provision within a chosen locality	
LO2 Discuss the most common outcomes and therapeutic benefits of an outdoor therapy programme and how to achieve them		
P3 Explore the outcomes and benefits of adventure therapy programmes P4 Describe adventure activities used in adventure therapy programmes	M2 Discuss how the dynamic adventure environment model contribute to the therapeutic environment M3 Investigate contemporary treatment/therapy methods	
LO3 Develop constructive adventure sessions in consultation with key organisations, with emphasis on quality and benefits to participants		LO3 & LO4 D2 Critically evaluate the quality and limitations of the sessions, the benefits to the participants and offer recommendation for further personal training
P5 Plan constructive adventure sessions for the benefit of a selected group of participants P6 Liaise with key workers/liaison officers	M4 Justify chosen activity/program as catalyst for change M5 Assist in the delivery of adventure sessions for the benefit of a selected group of participants	
LO4 Demonstrate effective debriefing methods to participants and key workers/liaison officers		
P7 Deliver supervised debriefing sessions that are concise, constructive, positive and adapted to participants and informative to key workers/liaison officers	M6 Reflect on personal performance and quality of the debriefing sessions	

Recommended resources

Textbooks

- BERRY, M. et al. (United States) (2011) *Adventure Education – An Introduction*. 1st Ed. Routledge.
- CAIN, J. & JOLLIFF, B. (United States) (1998) *Team Work and Team Play*. Kendall/Hunt Publishing.
- CHAPMAN, T. (Great Britain) (2000) *Time to Grow – A Comprehensive Programme for People Working with Young Offenders and Young People at Risk*. Russell House Publishing.
- COUGHLAN, S. (Ireland) (1995) *Far Out! - The Why, What and How of Outdoor Education*. National Youth Council of Ireland.
- DAY, R. & DAY, C. (Great Britain) (2015) *Therapeutic Adventure: 64 activities for therapy outdoors*. CreateSpace Independent Publishing Platform.
- GASS, M. (United States) (1993) *Adventure Therapy: Therapeutic Applications of Adventure Programming*. Kendall/Hunt Publishing.
- GASS, M. et al. (United States) (2012) *Adventure Therapy – Theory, Research and Practice*. Routledge.
- GILBERTSON, K. et al. (United States) (2005) *Outdoor Education – Methods and Strategies*. Human Kinetics.
- GRANT, F. (Great Britain) (2004) *The skilled practitioner*. Cherry Tree.
- PRIEST, S. et al. (United States) (2007) *The essential Elements of Facilitation*. Kendall/Hunt Publishing.
- TWOMEY, M. & MEE, P. (Great Britain) (2001) *Dyslexia & Outdoor Learning*. Pathways.
- SCHOEL, J. & MAIZELL, R. (United States) (2002) *Exploring Islands of Healing: New Perspectives on Adventure Based Counseling*. Kendall Hunt Publishing.
- SQUIRRELL, G. (Great Britain) (1998) *Becoming an Effective Trainer*. Russell House Publishing.
- SQUIRRELL, G. (Great Britain) (1998) *Developing Life Skills – A Learning Resource Manual for Trainers and Educators Working in Non-Traditional Learning Environments*. Russell House Publishing.

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

Unit code	A/616/1072
Unit level	5
Credit value	15

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

Pass		Merit	Distinction
LO1 Define the nature of adventure tourism and explain the relationships formed within the sector			LO1 & LO2 D1 Evaluate the motivation of participants in adventure tourism and how they are met by those who create the experience
P1 Investigate the different natures of adventure tourism P2 Explore the relationships that make up the adventure tourism industry	M1 Critically analyse the different natures and relationships that define the adventure tourism industry and discuss the purposes of their input		
LO2 Analyse the adventure tourism experience, discussing emergence of trends and developments, including the characteristics that apply to a participant in this industry			
P3 Determine the different types of customers participating in adventure tourism P4 Analyse the characteristics of a selected type of participant	M2 Critically analyse the appeal to participants in adventure tourism experiences		
LO3 Investigate the impacts that adventure tourism has on its destinations, including environmental, social-cultural, economic and political impacts			LO3 & LO4 D2 Critically evaluate the approach towards sustainability and the effect this has on the impacts
P5 Conduct analysis of impacts that adventure tourism has on destination P6 Investigate the impacts of adventure tourism on its destinations using specific examples	M3 Evaluate the impacts of adventure tourism and how they affect the global tourism industry		

Pass	Merit	Distinction
<p>LO4 Prepare and present a reasoned proposal for an adventure tourism product/concept towards developing a successful and sustainable approach in the industry</p>		
<p>P7 Explore the types of products/concepts that are required to develop further sustainability in adventure tourism</p> <p>P8 Prepare and present a proposal for developing a sustainable product/concept in the adventure tourism industry</p>	<p>M4 Critically analyse a proposal for sustainable development in the adventure tourism industry</p>	

Recommended resources

Textbooks

- BARRETT, J. and GREENAWAY, R. (1995) *Why adventure?* Foundation for Outdoor Education.
- BUCKLEY, R. J. (2006) *Adventure Tourism*. CABI. In HUDSON, S. (2008) *Sport and Adventure Tourism*. Haworth Press Inc
- DOUGLAS, N., DOUGLAS, N. and DERRETT, R. (2001) *Special Interest Tourism*. John Wiley & Sons Inc.
- EWERT, A.W. and JAMIESON, L. (2003) *Current status and future directions in the adventure tourism industry*. In Wilks, J. and S. J. Page, (eds) (Oxford, UK) *Managing Tourist Health and Safety in the New Millennium*. Pergamon. pp.67- 83.
- FENNEL, D.A. (1999) *Ecotourism: An Introduction*. Routledge.
- HUDSON, S. (2008) *Sport and Adventure Tourism*. Haworth Press Inc.
- HUNT, J. (1989) *In Search of Adventure*. Talbot Adair Press.
- JACK, S. J. and RONAN, K. R. (1998) *Sensation seeking among high and low risk sports participants*. *Personality and Individual Differences* 25: 1063-1083.
- SHACKLEY, M. (1996) *Wildlife Tourism*. International Thompson Business Press.
- SLANGER, E. and RUDESTAM, E. (1997) *Motivation and disinhibition in high risk sports: Sensation seeking and self efficacy*. *Journal of Research in Personality* 31: 355-374.
- SWARBROOKE et al. (2003) *Adventure Tourism: A New Frontier*, Butterworth- Heinemann.

Websites

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| 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 |

www.lonely.planet.com

Lonely Planet

Adventure travel

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

Unit code	J/616/1074
Unit level	5
Credit value	15

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:

Role 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

Pass	Merit	Distinction
LO1 Explore the nutritional elements that help to sustain and maintain physiological homeostasis		D1 Provide evidence-based research relating to one sporting discipline that proves that these nutritional changes can aid optimum health
P1 Explore how phytonutrients can affect body functions P2 Discuss the nutritional elements that can be incorporated into the diet of an athlete for optimal performance	M1 Examine the factors that affect energy production, with reference to performance in sport	
LO2 Investigate the pathophysiological processes associated with disease		D2 Critically analyse the outcomes of your research findings
P3 Demonstrate how nutrition can affect the functional ability of different body systems P4 Investigate how specific nutritional considerations may prevent specific pathologies	M2 Research a case study on a pathology that has used nutrition as a therapy to enhance the productivity of the chosen body system	
LO3 Examine the microbiome and associated terms relating to gut health		D3 Investigate the specific microbes that should be present in the gut in order for it to function at an optimal level
P5 Research the microbiome and related terms P6 Discuss the problems that may arise when dysbiosis occurs, to include information on the gut-brain connection	M3 Examine the functions of different microbiota and make recommendations for diet supplementations for the repair of a leaky gut	
LO4 Investigate the area of nutrigenomics and discuss why this may affect the future of diet prescription		D4 Justify the use of ergogenic aids in sport and exercise, with reference to journal articles on performance
P7 Investigate different types of ergogenic food products P8 Discuss their effects on the body	M4 Examine the benefits of taking these products	

Recommended resources

Textbooks

- BEEN, A. (Great Britain) (2013) *The Complete guide to sports nutrition*. 7th ed. Bloomsbury Sport.
- HOLFORD, P. (Great Britain) (2004) *The Optimum Nutrition Bible*. Piatkus.
- HOLFORD, P. (Great Britain) (2007) *The Optimum Nutrition For The Mind*. Piatkus.
- MAYER, E. (USA) (2016) *The Mind Gut Connection Wave*. Harper.
- PERLMUTTER, D. (Great Britain) (2015) *Brain Maker*. Yellow Kite.

Websites

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| www.ncbi.nlm.nih.gov | Journal articles
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

Unit code	Y/616/1077
Unit level	5
Credit value	15

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

Pass	Merit	Distinction
LO1 Assess the objectives, partnerships and funding of sports development programmes		D1 Compare objectives, partnerships and funding for two current sports development programmes
P1 Examine objectives and partnerships within sports development programmes P2 Assess funding strategies and opportunities within sports development programmes	M1 Evaluate the objectives, partnerships and funding within two current sports development programmes	
LO2 Analyse contemporary issues and barriers for sports development programmes		D2 Critically analyse the impact of programming issues and contemporary issues on current sports development programmes
P3 Explore contemporary issues for sports development programmes P4 Analyse barriers and their impact on sports development programmes	M2 Investigate programming issues for sports development programmes M3 Suggest strategies and methods to overcome barriers for sports development programmes	
LO3 Conduct a community sports development programme		D3 Stage and manage the sports development programme
P5 Plan a sports development programme P6 Develop a sports development programme	M4 Justify the plan for the sports development programme	
LO4 Review the community sports development programme		D4 Justify future recommendations for the sports development programme
P7 Review the success and management of the sports development programme	M5 Critically evaluate the strengths and limitations of the sports development programme	

Recommended resources

Textbooks

SHERRY, A., SCHULENKORF, N. and PHILLIPS, P. (2016) *Managing sport development: an international report*. Routledge.

GIRGINOV, V. (2009) *Management of sports development*. Elsevier.

HYLTON, K. (2013) *Sport development: Policy, process and practice*. 3rd edition. Routledge.

LUSSIER, R. and KIMBALL, D. (2009) *Applied sport management skills*. Human kinetics.

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

Unit code	T/616/1684
Unit level	4
Credit value	15

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)

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Explain the key principles of coaching practice and the environmental factors that impact on skill development		D1 Justify the key principles of coaching practice and the environmental factors that impact on skill development
P1 Describe the key principles of coaching practice P2 Explain the environmental factors that impact on skill development	M1 Discuss the key principles of coaching practice and the environmental factors that impact on skill development	
L02 Compare coaching practice requirements to enhance athlete performance for a range of participants		D2 Compare the coaching practice requirements to enhance athlete performance for a wide range of participants to indicate the distinct differences
P3 Compare the different coaching practice requirements for a range of participants	M2 Explore the coaching practice requirements to enhance athlete performance for a range of participants	
L03 Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment		D3 Analyse the coaching, teaching and learning styles of a coach when creating an effective learning environment when working with a range of participants
P4 Investigate the coaching, teaching and learning styles that are used to develop a range of participants P5 Describe what makes an effective learning environment to develop a range of participants	M3 Explain the factors that can impact on the coaching, teaching and learning styles of a coach when working with a range of participants	

Pass	Merit	Distinction
<p>LO4 Reflect on delivered coaching sessions that demonstrate appropriate skill development for a range of participants</p>		<p>D4 Evaluate the delivery of coaching sessions, providing recommendations to improve in the future</p>
<p>P6 Plan coaching sessions for the acquisition or development of skills for a chosen group</p> <p>P7 Deliver coaching sessions and demonstrate the appropriate leadership behaviours that are required for the chosen group</p>	<p>M4 Review the planning and delivery of the coaching sessions to show that sufficient plans are put in place to adapt to the unforeseen</p> <p>M5 Deliver coaching sessions implementing changes identified as part of reviews</p>	

Recommended resources

Textbooks

MARTENS, R. (Leeds) (2012). *Successful coaching*. 1st ed. Human Kinetics.

PYKE, F. (Champaign, IL) (2013). *Coaching excellence*. 1st ed. Human Kinetics.

VEALY, R. and CHASE, M. (Champaign, IL) (2016). *Best practice for youth sport*. 1st ed. Human Kinetics.

WRISBERG, C. (Leeds) (2007). *Sport skill instruction for coaches*. 1st ed. Human Kinetics.

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.

Unit 44 Sport Specific Nutrition

Unit 44 Sport-specific Nutrition

Unit code	J/618/7383
Unit type:	Optional
Unit level	5
Credit value	15

Introduction

An athlete's level of performance is dependent on numerous factors, with one of the most significant being optimum nutrition. Each athlete's nutritional requirements are different in terms of their individual differences, the requirements of their sport and where they are on their performance schedule. Through guiding an athlete to fulfil their nutritional needs, you can directly provide a positive effect on the performance of an athlete.

There are numerous theories underpinning nutritional planning for athletes and various ways to plan and deliver a nutritional programme. This unit will guide the learner as to the current theories and research underpinning nutritional programmes for athletes and provide the opportunity to design and deliver a nutritional programme to an athlete. It is advised students to have completed Level 4 unit Nutrition to provide a basic understanding of aspects of nutrition before beginning this unit.

The first two learning outcomes will provide the student with an insight into the concept of meeting energy requirements and how body composition is used to determine metabolic rates. Students will then discover how these concepts underpin the application of programmes, while understanding potential positive and negative outcomes. This will also include the importance of the timing of nutrition, seasonal periodisation and dietary requirements.

This exploration will form the basis of the design and delivery of a sport-specific balanced nutritional programme which will be monitored and then reviewed by the learner. The outcomes will be discussed, and a future action plan devised for the athlete.

Learning Outcomes

By the end of this unit a student will be able to:

1. Discuss nutritional theories in sport and exercise
2. Investigate current nutritional research for a range of sports or events
3. Deliver a nutritional programme for a specific athlete
4. Review a nutritional programme for a specific athlete

Essential content

LO1 Discuss nutritional theories in sport and exercise

Nutritional concepts:

Energy i.e. availability, requirements

Methodologies for body composition i.e. calculating BMR, methods to assess body composition e.g. skinfolds, bioelectrical impedance, hydrostatic weighing, DEXA

Application:

FODMAP e.g. impact on athlete, effect on digestive system

Hydration e.g. amounts, sporting requirement examples, positive and negative impacts: performance, physical and psychological

Negative impact:

RED-S

Disordered eating e.g. anorexia nervosa, bulimia nervosa, binge eating disorder, avoidant restrictive food intake disorder, OSFED, orthorexia

LO2 Investigate nutritional best practice for a range of sports or events

Sports or events:

e.g. Ironman, Olympic triathlon, Ultramarathon, Invasion games, racquet sports, rowing, weight category sports, bodybuilding

Best practice:

Carbohydrate cycling, protein intake, fats, fluid intake

Pre-, during and post-event fuelling

Use of supplements e.g. creatine, whey protein, Ergogenic aids, gels

Hydration strategy during event e.g. water, juice, milk

Use of software and apps e.g. MyFitnessPal, Nutritics

Post-fuelling strategies for refuelling e.g. carbohydrate, protein and electrolyte replacement

The role of key micronutrients:

e.g. calcium, vitamin D, iron, antioxidants, fluid and electrolyte balance

LO3 **Design and deliver a nutritional programme for a specific athlete**

Objectives:

e.g. overall aim, SMART targets, process goals

Targets e.g. Weight loss, fat loss, weight gain, hypertrophy, weight maintenance

Meal plan:

Training phase i.e. pre-training, during competition, post-event

Content i.e. Timed specific meal plan, calorie specifications, macronutrient specifications, specific nutrient timing, nutrient dense foods

Monitoring:

i.e. communicating with athlete, re-visiting goals e.g. consultations, online support, software use, practical applications, food preparation methods, recipe downloads, YouTube videos, performance and outcome review

Adaptation:

i.e. dynamic reflection, modify programme where necessary

LO4 **Review a nutritional programme for a specific athlete**

Review:

Planning e.g. existing knowledge, previous experience, difference between on-season and off-season

Delivery e.g. athlete's adherence to plan, athlete motivation, barriers, cost, time

Monitoring e.g. communication, goals, technology

Outcomes e.g. meeting goals (weight, performance), impact of goals, positive and negative effects of nutritional programme content on performance, physical and psychological aspects

Action Plan:

How the athlete will develop their nutrition and diet in order to improve future performance e.g. meal plans, macro and micronutrients, sporting requirements

Communication e.g. soft skills, athlete engagement, goalsetting, negotiation, collaboration, practical application

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss nutritional theories in sport and exercise		LO1 and LO2 D1 Critically evaluate a range of theories, requirements and impact of sports nutrition
<p>P1 Explore a range of theories that underpin nutritional plans in elite or performance sport</p> <p>P2 Interpret the theoretical underpinning of an elite athlete's nutritional programme</p>	<p>M1 Analyse a range of theories in sports nutrition</p>	
LO2 Investigate nutritional best practice for a range of sports or events		
<p>P3 Apply the requirements of macronutrients to a range of sports or events</p> <p>P4 Discuss the importance of adhering to nutritional requirements, using a specific athlete</p>	<p>M2 Explain the impact of nutritional strategies on athletes from a range of sports or events</p>	
LO3 Design and deliver a nutritional programme for a specific athlete		LO3 and LO4 D2 Critically evaluate a nutritional programme and provide recommendations for future nutritional approaches
<p>P5 Design a one-week nutritional programme for a specific athlete</p> <p>P6 Compare a designed nutritional programme to an elite athlete's programme</p>	<p>M3 Illustrate the potential advantages, pitfalls, disadvantages and drawbacks of a bespoke nutritional programme</p>	
LO4 Review a nutritional programme for a specific athlete		
<p>P7 Review the design of a nutritional programme for an athlete</p>	<p>M4 Communicate a nutritional action plan to a specific athlete based on review of a nutritional programme</p>	

Recommended resources

Textbooks

BURKE, L., & DEAKIN, V. (2015). *Clinical sports nutrition*.

JEUKENDRUP, A. E., & GLEESON, M. (2019). *Sport nutrition*.

Websites

Refer to the relevant Subject Page on HNGlobal for suitable web resources for this unit.

Podcasts

<https://podcasts.apple.com/gb/podcast/we-do-science-the-performance-nutrition-podcast/id885246231>

<https://sigmanutrition.com/podcasts/>

Journals

Exercise and Fluid Replacement, *Medicine & Science in Sports & Exercise*: February 2007 - Volume 39 - Issue 2 - p 377-390 doi: 10.1249/mss.0b013e31802ca597

Jill M. Thein-Nissenbaum, Mitchell J. Rauh, Kathleen E. Carr, Keith J. Loud, and Timothy A. McGuine. 2011. [Associations Between Disordered Eating, Menstrual Dysfunction, and Musculoskeletal Injury Among High School Athletes](#) *Journal of Orthopaedic & Sports Physical Therapy* 2011 41:2, 60-69

Joy E, Kussman A, Nattiv A. 2016 update on eating disorders in athletes: A comprehensive narrative review with a focus on clinical assessment and management. *British Journal of Sports Medicine* 2016;50:154-162.

The Female Athlete Triad, *Medicine & Science in Sports & Exercise*: October 2007 - Volume 39 - Issue 10 - p 1867-1882 doi: 10.1249/mss.0b013e318149f111

Thomas DT, Erdman KA, Burke LM. Position of the Academy of Nutrition and Dietetics, Dietitians of Canada, and the American College of Sports Medicine: Nutrition and Athletic Performance [published correction appears in *J Acad Nutr Diet*. 2017 Jan;117(1):146]. *J Acad Nutr Diet*. 2016;116(3):501-528. doi:10.1016/j.jand.2015.12.006

Zourdos MC, Sanchez-Gonzalez MA, Mahoney SE. A brief review: the implications of iron supplementation for marathon runners on health and performance. *J Strength Cond Res*. 2015;29(2):559-565. doi:10.1519/JSC.0000000000000636

Links

This unit links to the following related units:

Unit 10: Nutrition

Unit 27: Sport, Health and Society

Unit 41: Advanced Nutrition

11 Appendices

Appendix 1: Mapping of HND in Sport against FHEQ Level 5

Key	
KU	Knowledge and Understanding
CS	Cognitive Skills
AS	Applied Skills
TS	Transferable Skills

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor		Sport HND Programme Outcome
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	KU1	Knowledge and understanding of the fundamental principles and practices of the contemporary global sport environment.
	KU2	Understanding and insight into different organisations, their diverse nature, purposes, structures and operations and their influence upon the external environment.
	KU3	A critical understanding of the evolving concepts, theories and models within the study of sport across a range of practical and hypothetical scenarios.
	KU4	An ability to evaluate and analyse a range of concepts, theories and models to make appropriate decisions.
	KU5	An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.
	KU6	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.
	KU7	Critically evaluate the skills and knowledge required to coach and teach effectively.
	AS1	Understand the moral, ethical and safety issues of working in a sports environment.

FHEQ Level 5 descriptor		Sport HND Programme Outcome
<p>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</p>	AS2	Evidence the ability to show client-relationship management and develop appropriate policies and strategies to meet stakeholder expectations.
	AS3	Apply innovative ideas to develop and create new systems or services that respond to the changing nature of organisations.
	AS4	Integrate theory and practice through the investigation and examination of practices in the workplace.
	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.
	KU9	Explain issues relating to participation in sport, the coaching of sport and the development of sport.
<p>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.</p> <p>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</p>	CS1	Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successfully meet business objectives.
	CS2	Entrepreneurially generate, develop and communicate ideas, manage and exploit intellectual property, gain support and deliver successful outcomes.
	CS3	Recognise and critically evaluate the professional, economic, social, environmental, moral and ethical issues that influence the sustainable exploitation of sport activities.
	CS4	Critique a range of systems and operations and their application to maximise and successfully meet strategic objectives.
	KU10	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.

FHEQ Level 5 descriptor		Sport HND Programme Outcome
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	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
	TS1	Develop a skill set to enable the evaluation of appropriate actions taken for solving problems in a specific organisational context.

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor		Sport HND Programme Outcomes
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	TS4	Competently use digital literacy to access a broad range of research sources, data and information.
	CS7	Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision-making.
	CS8	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world scenarios.
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	TS5	Communicate confidently and effectively, both orally and in writing, both internally and externally with organisations and other stakeholders.
	TS6	Communicate ideas and arguments in an innovative manner using a range of digital media.
	AS6	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts.
	TS7	Communicate effectively, verbally and in writing and articulate well-defined issues, for a variety of purposes, taking into account the audience viewpoint.
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS8	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate.
	KU13	Describe and discuss a range of variables relating to health, fitness, nutrition and client assessment

Holders will also have:

FHEQ Level 5 descriptor		Sport HND Programme Outcomes
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making	TS11	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies.
	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.
	TS13	Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines.
	TS14	Use quantitative skills to manipulate data, evaluate and verify existing theory.
	TS15	Show awareness of current developments within the sport industry and their impact on employability and CPD.

Appendix 2: HNC/HND Sport Programme Outcomes for Students

Unit	Knowledge and understanding																Cognitive skills										Applied skills						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7
1	X	X	X			X	X	X	X				X	X	X				X	X			X	X		X	X	X		X	X	X	X
2	X	X			X	X		X	X	X		X		X	X	X			X			X	X	X	X		X	X		X		X	X
3	X	X		X	X			X	X	X		X					X	X	X	X		X	X	X	X			X	X	X		X	X
4	X	X	X	X				X	X	X	X	X					X		X	X			X	X			X	X		X		X	X
5	X		X	X			X		X	X	X				X				X				X	X		X	X	X	X	X		X	X
6	X	X	X	X			X		X	X	X	X			X				X	X			X	X		X	X	X		X		X	X
7	X	X	X	X		X	X		X				X	X					X				X	X		X	X	X	X	X	X	X	X
8	X	X	X	X		X		X	X	X						X	X	X	X	X	X	X	X	X			X	X	X		X	X	X
9	X	X		X	X				X	X		X							X	X			X	X				X		X		X	X
10			X						X				X	X					X			X	X	X			X	X		X	X	X	X
11			X						X				X						X			X	X	X		X	X	X		X	X	X	X
12			X				X		X				X						X			X	X	X		X	X	X		X	X	X	X
13	X		X						X	X									X			X	X	X				X	X	X		X	X
14	X	X				X		X	X		X								X				X	X			X	X		X		X	X
15			X	X					X		X								X				X	X			X	X		X	X	X	X
16	X	X	X					X	X	X						X			X				X	X	X			X		X		X	X
17	X	X	X	X	X				X		X								X				X	X		X	X	X	X	X	X	X	X

Unit	Knowledge and understanding																Cognitive skills										Applied skills						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7
18	X	X				X	X		X	X	X	X		X	X				X			X	X		X	X	X		X	X	X	X	
19	X	X	X	X					X		X	X							X	X			X	X		X	X	X		X	X	X	X
20	X		X	X					X	X	X	X							X	X			X	X			X		X		X	X	
21	X	X	X	X	X				X	X	X	X							X	X			X	X			X		X		X	X	
22	X	X	X	X	X		X		X										X				X	X		X	X	X		X	X	X	X
23	X	X	X	X	X			X	X										X	X		X	X	X			X		X		X	X	
24	X	X	X	X	X	X		X	X	X						X	X	X	X	X	X	X	X	X			X	X	X		X	X	
25	X	X	X	X					X	X	X	X							X				X	X			X		X		X	X	
26	X	X	X	X			X		X		X								X				X	X		X	X	X	X	X	X	X	
27	X		X			X			X					X	X				X				X	X			X		X		X	X	
28	X		X	X			X		X				X	X					X				X	X		X	X	X		X	X	X	X
29	X	X				X		X	X					X			X	X	X			X	X	X	X			X		X		X	X
30	X	X	X	X	X			X	X	X		X				X			X	X			X	X			X		X		X	X	
31	X	X	X	X	X			X	X	X		X						X	X	X		X	X	X			X	X	X		X	X	
32	X		X	X			X		X				X						X				X	X		X	X	X		X	X	X	X
33	X		X	X			X		X				X						X				X	X		X	X	X		X	X	X	X
34	X		X	X			X		X				X						X				X	X		X	X	X		X	X	X	X
35	X	X	X	X		X	X		X	X		X			X				X				X	X			X		X		X	X	
36	X	X	X	X	X	X			X	X		X				X	X			X	X	X	X			X	X	X		X	X	X	X

Unit	Knowledge and understanding																Cognitive skills										Applied skills						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7
37	X	X	X	X	X			X	X	X						X	X	X	X				X	X	X			X	X	X		X	X
38			X	X			X		X				X						X			X	X	X		X	X	X		X	X	X	X
39	X		X	X			X		X		X				X				X	X			X	X		X	X	X		X		X	X
40	X	X	X	X			X		X		X								X				X	X			X	X		X		X	X
41			X	X					X				X						X			X	X	X		X	X	X		X	X	X	X
42	X	X	X	X	X	X			X	X		X				X	X	X	X	X	X	X	X	X	X			X	X	X		X	X
43	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
44			X	X					X				X						X			X	X	X		X	X	X		X	X	X	X

	Transferable skills																	
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X
2	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X
3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
5		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
7	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
8		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
9	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
11		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
12		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
13		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
14	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
15		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
16	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
17		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
18	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
19	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X

	Transferable skills																	
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
20	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
21	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
22		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
23	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
24	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
25	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
26	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
27	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
28		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
29		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
30	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
31	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
32		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
33		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
34		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
35		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
36	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
37	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
38		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X

	Transferable skills																	
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
39	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
40	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
41		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
42	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
43	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

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.

Term	Definition
Analyse	<p>Present the outcome of methodical and detailed examination either:</p> <ul style="list-style-type: none"> • 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. <p>Analysis can be through activity, practice, written or verbal presentation.</p>
Apply	<p>Put into operation or use.</p> <p>Use relevant skills/knowledge/understanding appropriate to context.</p>
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	<p>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.</p> <p>This is used to show depth of knowledge through selection of characteristics.</p>
Compose	Create or make up or form.
Communicate	<p>Convey ideas or information to others.</p> <p>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.

Term	Definition
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.
Demonstrate	Show knowledge and understanding.
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments.
Evaluate	<p>Work draws on varied information, themes or concepts to consider aspects, such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.</p>
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or provide diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an inquiry or study into something to discover and examine facts and information.
Justify	<p>Students give reasons or evidence to:</p> <ul style="list-style-type: none"> • support an opinion • prove something is right or reasonable.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.

Term	Definition
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	<p>Make a formal assessment of work produced.</p> <p>The assessment allows students to:</p> <ul style="list-style-type: none"> • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Organisation and management skills, for example, running an event or a Sport pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC Higher Nationals:

Type of evidence	Definition
Case study	A specific example to which all students must select and apply knowledge.
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Team task	Students work together to show skills in defining and structuring activity as a team.
Presentation	Oral or through demonstration.
Production of plan/business plan	Students produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.

Appendix 4: Assessment methods and techniques for Higher Nationals

Assessment technique	Description	Transferable skills development	Formative or Summative
Academic graphic display	This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy.	Creativity Written communication Information and communications Technology Literacy	Formative Summative
Case study	This technique present students with a specific example to which they must select and apply knowledge.	Reasoning Critical thinking Analysis	Formative Summative
Discussion forum	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.	Oral/written communication Appreciation of diversity Critical thinking and reasoning Argumentation	Formative

Assessment technique	Description	Transferable skills development	Formative or Summative
Independent research	This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.	Information and communications technology Literacy Analysis	Formative
Oral/Viva	This technique asks students to display their knowledge of the subject via questioning.	Oral communication Critical thinking Reasoning	Summative
Peer review	This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork Collaboration Negotiation	Formative Summative
Presentation	This technique asks students to deliver a project orally or through demonstration.	Oral communication Critical thinking Reasoning Creativity	Formative Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
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

Assessment technique	Description	Transferable skills development	Formative or Summative
Role playing	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.	Written and oral communication Leadership Information literacy Creativity Initiative.	Formative
Self-reflection	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.	Self-reflection Written communication Initiative Decision-making Critical thinking	Summative
Simulated activity	This technique is a multi-faceted activity based on realistic work situations.	Self-reflection Written communication Initiative Decision-making Critical thinking	Formative Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Team assessment	<p>This technique asks students to work together to show skills in defining and structuring an activity as a team.</p> <p>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.</p>	<p>Collaboration</p> <p>Teamwork</p> <p>Leadership</p> <p>Negotiation</p> <p>Written and oral communication</p>	Formative Summative
Tiered knowledge	<p>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.</p>	<p>Critical thinking</p> <p>Analysis</p> <p>Interpretation</p> <p>Decision-making</p> <p>Oral and written communication</p>	Formative
Time constrained assessment	<p>This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site.</p>	<p>Reasoning</p> <p>Analysis</p> <p>Written communication</p> <p>Critical thinking</p> <p>Interpretation</p>	Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Top ten	This technique asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork Creativity Analysis Collaboration	Formative
Written task or report	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.	Reasoning Analysis Written communication Critical thinking, interpretation.	Summative

Appendix 5: Transferable skills mapping

Level 4 Higher National Certificate in Sport: mapping of transferable employability and academic study skills

Skill Set	Cognitive skills							Intra-personal Skills				Interpersonal Skills		
	Problem-solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-Management	Independent learning	Self-Reflection	Team Work	Leadership	Cultural Awareness
1		X	X	X			X	X	X	X	X	X	X	X
2				X	X		X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	X	X	X	X	X			X	X	X	X	X	X	X
5	X	X	X	X	X		X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10	X	X	X	X	X	X		X	X	X	X	X	X	X
11	X	X	X	X	X	X		X	X	X	X	X	X	X
12	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Skill Set	Cognitive skills							Intra-personal Skills				Interpersonal Skills			
	Unit	Problem-solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-Management	Independent learning	Self-Reflection	Team Work	Leadership	Cultural Awareness
13	X	X	X	X	X	X		X	X	X	X	X	X	X	X
14	X	X	X	X	X		X	X	X	X	X	X	X	X	X
15	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
17	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
18	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
19	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
22	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Level 5 Higher National Diploma in Sport: mapping of transferable employability and academic study skills

Skill set	Cognitive skills							Intra-personal skills				Interpersonal skills		
	Problem-solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan/Prioritise	Self-Management	Independent Learning	Self-Reflection	Team Work	Leadership	Cultural Awareness
23	X	X	X	X	X	X	X	X	X	X	X	X	X	X
24	X	X	X	X	X	X	X	X	X	X	X	X	X	X
25	X	X	X	X	X	X	X	X	X	X	X	X	X	X
26	X	X	X	X	X		X	X	X	X	X	X	X	X
27	X	X	X	X	X			X	X	X	X	X	X	X
28	X	X	X	X	X		X	X	X	X	X	X	X	X
29	X	X	X	X	X	X	X	X	X	X	X	X	X	X
30	X	X	X	X	X	X	X	X	X	X	X	X	X	X
31	X	X	X	X	X	X	X	X	X	X	X	X	X	X
32	X	X	X	X	X	X	X	X	X	X	X	X	X	X
33	X	X	X	X	X	X	X	X	X	X	X	X	X	X
34	X	X	X	X	X	X	X	X	X	X	X	X	X	X
35	X	X	X	X	X	X	X	X	X	X	X	X	X	X
36	X	X	X	X	X	X	X	X	X	X	X	X	X	X
37	X	X	X	X	X	X	X	X	X	X	X	X	X	X
38	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Skill set	Cognitive skills							Intra-personal skills				Interpersonal skills			
	Unit	Problem-solving	Critical Thinking/Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan/Prioritise	Self-Management	Independent Learning	Self-Reflection	Team Work	Leadership	Cultural Awareness
39	X	X	X	X	X		X	X	X	X	X	X	X	X	X
40	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
41	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
42	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
43	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
44	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
1	Physical Activity, Lifestyle & Health	21	P
2	The Sport Landscape	11 12 18	P
3	Project Management	5	P
4	Risk & Safety Management in the Outdoors		N
5	Outdoor Learning		N
6	Activity Leadership		N
7	Inclusive Sport		N
8	Sport Marketing	14	P
9	Operation Management & Leadership	44	P
10	Nutrition	6	P
11	Anatomy & Physiology	1	X
12	Biomechanics	4	X
13	Technology in Sport	32	P

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
14	Environmental Issues & Ethics		N
15	Small Craft Navigation		N
16	Work Exposure	24 25	P
17	Experiential Learning		N
18	Working with Young People	35	P
19	Expedition Leadership		N
20	Residential Activity Management		N
21	Outdoor Leadership		N
22	Outdoor Activities		N

HNCs in Sport: Unit Mapping Depth

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
1	Physical Activity, Lifestyle & Health	21	Physical Activity, Lifestyle and Wellbeing	Unit 21 LO1	Unit 1 LO1
		21	Physical Activity, Lifestyle and Wellbeing	Unit 21 LO4	Unit 1 LO3
2	The Sport Landscape	11	The Evolution of Sports	Unit 11 LO1	Unit 2 LO1
			Development		
		12	Managing Sports	Unit 12 LO2	Unit 2 LO2
			Development		
		18	Sport and Society	Unit 18 LO2	Unit 2 LO3
18	Sport and Society	Unit 18 LO4	Unit 2 LO4		
3	Project Management	5	Research Project	Unit 5 LO2	Unit 3 LO2
		5	Research Project	Unit 5 LO3	Unit 3 LO3
8	Sport Marketing	14	Marketing Principles	Unit 14 LO3	Unit 8 LO2
			Marketing Principles	Unit 14 LO2	Unit 8 LO4
			Marketing Principles	Unit 14 LO4	Unit 8 LO4
9	Operation Management & Leadership	44	Managing Resources in Sport and Leisure Management	Unit 44 LO3	Unit 9 LO1
			Managing Resources in Sport and Leisure Management	Unit 44 LO1	Unit 9 LO2
10	Nutrition	6	Nutrition for Sport and Exercise	Unit 6 LO1	Unit 10 LO1
			Nutrition for Sport and Exercise	Unit 6 LO2	Unit 10 LO1
			Nutrition for Sport and Exercise	Unit 6 LO3	Unit 10 LO4
11	Anatomy & Physiology	1	Anatomy and Physiology	Unit 1 LO2	Unit 11 LO1
			for Sport and Exercise		
		1	Anatomy and Physiology	Unit 1 LO2	Unit 11 LO2
			for Sport and Exercise		
		1	Anatomy and Physiology	Unit 1 LO1	Unit 11 LO3

RQF HNC Units		QCF HNC units		Mapping comments	
No	RQF unit title	No	QCF unit title	QCF LOs	RQF LOs
			for Sport and Exercise		
		1	Anatomy and Physiology	Unit 1 LO1	Unit 11 LO4
			for Sport and Exercise		
12	Biomechanics	4	Biomechanics for Sport	Unit 4 LO1	Unit 12 LO1
		4	Biomechanics for Sport	Unit 4 LO2	Unit 12 LO2
		4	Biomechanics for Sport	Unit 4 LO3	Unit 12 LO3
		4	Biomechanics for Sport	Unit 4 LO4	Unit 12 LO4
13	Technology in Sport	32	Technology in Sport and Exercise	Unit 32 LO2	Unit 13 LO1
16	Work Exposure	24	Employability Skills Employability Skills Work-based Experience	Unit 24 LO1 Unit 24 LO2 Unit 24 LO4	Unit 16 LO2 Unit 16 LO4 Unit 18 LO2
18	Working with Young People	35	Sport and Exercise for Specific Groups	Unit 35 LO1	Unit 18 LO2

September 2020

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