Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite

Issue 1

For use with:

Pearson BTEC Levels 4 and 5 Higher Nationals in Sport

Pearson BTEC Levels 4 and 5 Higher Nationals in Sport and Exercise Science

Pearson BTEC Level 4 Higher National Certificate in High Performance Sports Coaching for England

Pearson BTEC Level 4 Higher National Certificate in Community Coaching for England

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1.0 Introduction

The unit descriptors included in this document are for use with the following qualifications:

- Pearson BTEC Level 4 Higher National Certificate in Sport: 610/8132/2
- Pearson BTEC Level 5 Higher National Diploma in Sport: 610/8133/4
- Pearson BTEC Level 4 Higher National Certificate in Sport and Exercise Science: 610/8134/6
- Pearson BTEC Level 5 Higher National Diploma in Sport and Exercise Science: 610/8135/8
- Pearson BTEC Level 4 Higher National Certificate in High Performance Sports Coaching for England: 610/8162/0
- Pearson BTEC Level 4 Higher National Certificate in Community Coaching for England: 610/8163/2.

1.1 Qualifications indicated 'for England'

Qualifications that are indicated as 'for England' are designed to align to the requirements of specific occupational standards that meet the Department for Education's (DfE) current occupation criteria. Meeting the requirements of the occupational standards relates to:

- qualifications that are 'quality marked' as Higher Technical Qualifications (HTQs)
- the knowledge, skills and behaviours for identified occupations that are associated with relevant occupational standards.

1.2 Qualifications not indicated 'for England'

Qualifications that are **not** indicated as 'for England' can be delivered at any centre, in the UK or overseas, subject to approvals from Pearson. These qualifications are not 'quality marked' as HTQs by DfE.

2.0 Programme structures

Programme structures define the unit combinations required for a given qualification. These are defined in *Section 6.0 Programme structures* within the relevant programme specification for the qualification.

2.1 Programme structures overview

The infographic provides an 'at a glance' view of the pathway structures available in these qualifications.

2.1.1 Pearson BTEC Higher National Certificate and Diploma in Sport

Table 1: HNC/HND pathways showing core mandatory, specialist mandatory and optional units.

Level 4

CREDITS	UNIT TYPE	UNIT NUMBER	L4 GENERAL	CREDITS	UNIT TYPE	UNIT NUMBER	L4 COACHING AND PARTICIPATION MANAGER	CREDITS	UNIT TYPE	UNIT NUMBER	L4 HEALTH AND WELLBEING COACH
15	L4 Core Mandatory	**401**	Fundamentals of Nutrition for Sport, Health and Performance	**15**	L4 Core Mandatory	**401**	Fundamentals of Nutrition for Sport, Health and Performance	**15**	L4 Core Mandatory	**401**	Fundamentals of Nutrition for Sport, Health and Performance
15	L4 Core Mandatory	**402**	Fundamentals of Sport and Exercise Psychology	**15**	L4 Core Mandatory	**402**	Fundamentals of Sport and Exercise Psychology	**15**	L4 Core Mandatory	**402**	Fundamentals of Sport and Exercise Psychology
15	L4 Core Mandatory	**403**	Applied Anatomy and Physiology for Sport and Physical Activity	**15**	L4 Core Mandatory	**403**	Applied Anatomy and Physiology for Sport and Physical Activity	**15**	L4 Core Mandatory	**403**	Applied Anatomy and Physiology for Sport and Physical Activity
15	L4 Core Mandatory	**404**	Applied Research Skills in Sport and Physical Activity (Pearson-set)	**15**	L4 Core Mandatory	**404**	Applied Research Skills in Sport and Physical Activity (Pearson-set)	**15**	L4 Core Mandatory	**404**	Applied Research Skills in Sport and Physical Activity (Pearson-set)
15	L4 Specialist Mandatory	**412**	Physical Activity for Public Health and Wellbeing	**15**	L4 Specialist Mandatory	**405**	Coaching Practice and Skill Development	**15**	L4 Specialist Mandatory	**407**	Lifestyle Coaching
15	L4 Optional			**15**	L4 Specialist Mandatory	**408**	Community Coaching	**15**	L4 Specialist Mandatory	**420**	Exercise to support Mental Health and Wellbeing
15	L4 Optional			**15**	L4 Optional			**15**	L4 Optional		
15	L4 Optional			**15**	L4 Optional			**15**	L4 Optional		

Level 5

CREDITS	UNIT TYPE	UNIT NUMBER	L5 GENERAL	CREDITS	UNIT TYPE	UNIT NUMBER	L5 COACHING AND PARTICIPATION MANAGER	CREDITS	UNIT TYPE	UNIT NUMBER	L5 HEALTH AND WELLBEING COACH
30	L5 Core Mandatory	**501**	Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)	**30**	L5 Core Mandatory	**501**	Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)	**30**	L5 Core Mandatory	**501**	Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)
15	L5 Specialist Mandatory	**505**	Nutrition to Optimise Health and Performance	**15**	L5 Specialist Mandatory	**505**	Nutrition to Optimise Health and Performance	**15**	L5 Specialist Mandatory	**503**	Exercise for the Management of Long-Term Conditions
15	L5 Specialist Mandatory	**512**	Inclusive Coaching and Accessible Sport Delivery	**15**	L5 Specialist Mandatory	**506**	Advanced Coaching Pedagogy and Skill Acquisition	**15**	L5 Specialist Mandatory	**505**	Nutrition to Optimise Health and Performance
15	L5 Optional			**15**	L5 Specialist Mandatory	**512**	Inclusive Coaching and Accessible Sport Delivery	**15**	L5 Specialist Mandatory	**510**	Exercise Therapy and Specific Populations
15	L5 Optional			**15**	L5 Specialist Mandatory	**516**	Sport and Physical Activity Events Management and Operational Delivery	**15**	L5 Specialist Mandatory	**512**	Inclusive Coaching and Accessible Sport Delivery
15	L5 Optional			**15**	L5 Optional			**15**	L5 Optional		
15	L5 Optional			**15**	L5 Optional			**15**	L5 Optional		

- All Level 4 and Level 5 units have a value of 15 credits each, apart from Unit 501, which is a 30-credit unit
- HNC is made up of 120 credits (i.e. 8 × 15 credit Level 4 units)
- HND is made up of 240 credits, of which 120 credits are at Level 5 (i.e. 6 × 15 and 1 × 30 credit Level 5 units) and 120 credits are at Level 4 (see previous point).

Level 4 Optional units

CREDITS	UNIT TYPE	UNIT NUMBER	L4 GENERAL	CREDITS	UNIT TYPE	UNIT NUMBER	L4 COACHING AND PARTICIPATION MANAGER	CREDITS	UNIT TYPE	UNIT NUMBER	L4 HEALTH AND WELLBEING COACH
15	L4 Optional	**405**	Coaching Practice and Skill Development	**15**	L4 Optional	**406**	Application of Fitness Testing and Training	**15**	L4 Optional	**406**	Application of Fitness Testing and Training
15	L4 Optional	**411**	Digital Innovation in Health and Human Performance	**15**	L4 Optional	**412**	Physical Activity for Public Health and Wellbeing	**15**	L4 Optional	**412**	Physical Activity for Public Health and Wellbeing
15	L4 Optional	**413**	Work Experience	**15**	L4 Optional	**413**	Work Experience	**15**	L4 Optional	**413**	Work Experience
15	L4 Optional	**414**	Exercise Interventions for Inactive and Sedentary Populations	**15**	L4 Optional	**414**	Exercise Interventions for Inactive and Sedentary Populations	**15**	L4 Optional	**414**	Exercise Interventions for Inactive and Sedentary Populations
15	L4 Optional	**415**	Applied Massage Techniques for Recovery and Rehabilitation	**15**	L4 Optional	**417**	Industry Insights and Professional Pathways in Sport	**15**	L4 Optional	**415**	Applied Massage Techniques for Recovery and Rehabilitation
15	L4 Optional	**417**	Industry Insights and Professional Pathways in Sport	**15**	L4 Optional	**418**	Sociological Influences on Participation	**15**	L4 Optional	**417**	Industry Insights and Professional Pathways in Sport
15	L4 Optional	**418**	Sociological Influences on Participation	**15**	L4 Optional	**420**	Exercise to support Mental Health and Wellbeing	**15**	L4 Optional	**418**	Sociological Influences on Participation
15	L4 Optional	**420**	Exercise to support Mental Health and Wellbeing								

Level 5 Optional units

CREDITS	UNIT TYPE	UNIT NUMBER	L5 GENERAL	CREDITS	UNIT TYPE	UNIT NUMBER	L5 COACHING AND PARTICIPATION MANAGER	CREDITS	UNIT TYPE	UNIT NUMBER	L5 HEALTH AND WELLBEING COACH
15	L5 Optional	**502**	Performance Analytics and Tactical Evaluation	**15**	L5 Optional	**502**	Performance Analytics and Tactical Evaluation	**15**	L5 Optional	**507**	Injury Management and Rehabilitation Strategies
15	L5 Optional	**503**	Exercise for the Management of Long-Term Conditions	**15**	L5 Optional	**503**	Exercise for the Management of Long-Term Conditions	**15**	L5 Optional	**508**	Holistic Athlete Support: Media, Mindset and Wellbeing
15	L5 Optional	**506**	Advanced Coaching Pedagogy and Skill Acquisition	**15**	L5 Optional	**507**	Injury Management and Rehabilitation Strategies	**15**	L5 Optional	**514**	Leadership and Management within Multidisciplinary Teams
15	L5 Optional	**507**	Injury Management and Rehabilitation Strategies	**15**	L5 Optional	**510**	Exercise Therapy and Specific Populations	**15**	L5 Optional	**515**	Data-Informed Health and Performance Monitoring
15	L5 Optional	**510**	Exercise Therapy and Specific Populations	**15**	L5 Optional	**511**	Performance Psychology for Sporting Success	**15**	L5 Optional	**516**	Sport and Physical Activity Events Management and Operational Delivery
15	L5 Optional	**511**	Performance Psychology for Sporting Success	**15**	L5 Optional	**514**	Leadership and Management within Multidisciplinary Teams	**15**	L5 Optional	**517**	Learning through Sport within the Educational Setting
15	L5 Optional	**513**	Applied Sport, Exercise and Environmental Physiology	**15**	L5 Optional	**515**	Data-Informed Health and Performance Monitoring				
15	L5 Optional	**514**	Leadership and Management within Multidisciplinary Teams	**15**	L5 Optional	**517**	Learning through Sport within the Educational Setting				
15	L5 Optional	**515**	Data-Informed Health and Performance Monitoring								
15	L5 Optional	**516**	Sport and Physical Activity Events Management and Operational Delivery								
15	L5 Optional	**517**	Learning through Sport within the Educational Setting								

2.1.2 Pearson BTEC Higher National Certificate and Diploma in Sport and Exercise Science

Table 2: HNC/HND pathways showing core mandatory, specialist mandatory and optional units.

Level 4

CREDITS	UNIT TYPE	UNIT NUMBER	L4 GENERAL	CREDITS	UNIT TYPE	UNIT NUMBER	L4 COACHING AND TALENT IDENTIFICATION	CREDITS	UNIT TYPE	UNIT NUMBER	L4 STRENGTH AND CONDITIONING WITH ADVANCED EXERCISE PRESCRIPTION
15	L4 Core Mandatory	**401**	Fundamentals of Nutrition for Sport, Health and Performance	**15**	L4 Core Mandatory	**401**	Fundamentals of Nutrition for Sport, Health and Performance	**15**	L4 Core Mandatory	**401**	Fundamentals of Nutrition for Sport, Health and Performance
15	L4 Core Mandatory	**402**	Fundamentals of Sport and Exercise Psychology	**15**	L4 Core Mandatory	**402**	Fundamentals of Sport and Exercise Psychology	**15**	L4 Core Mandatory	**402**	Fundamentals of Sport and Exercise Psychology
15	L4 Core Mandatory	**403**	Applied Anatomy and Physiology for Sport and Physical Activity	**15**	L4 Core Mandatory	**403**	Applied Anatomy and Physiology for Sport and Physical Activity	**15**	L4 Core Mandatory	**403**	Applied Anatomy and Physiology for Sport and Physical Activity
15	L4 Core Mandatory	**404**	Applied Research Skills in Sport and Physical Activity (Pearson-set)	**15**	L4 Core Mandatory	**404**	Applied Research Skills in Sport and Physical Activity (Pearson-set)	**15**	L4 Core Mandatory	**404**	Applied Research Skills in Sport and Physical Activity (Pearson-set)
15	L4 Specialist Mandatory	**406**	Application of Fitness Testing and Training	**15**	L4 Specialist Mandatory	**405**	Coaching Practice and Skill Development	**15**	L4 Specialist Mandatory	**406**	Application of Fitness Testing and Training
15	L4 Optional			**15**	L4 Specialist Mandatory	**410**	Talent Identification and Athlete Pathway Development	**15**	L4 Specialist Mandatory	**419**	High-Performance Training Programme Design
15	L4 Optional			**15**	L4 Optional			**15**	L4 Optional		
15	L4 Optional			**15**	L4 Optional			**15**	L4 Optional		

Level 5

CREDITS	UNIT TYPE	UNIT NUMBER	L5 GENERAL	CREDITS	UNIT TYPE	UNIT NUMBER	L5 COACHING AND PERFORMANCE ANALYSIS	CREDITS	UNIT TYPE	UNIT NUMBER	L5 STRENGTH AND CONDITIONING WITH ADVANCED EXERCISE PRESCRIPTION
30	L5 Core Mandatory	**501**	Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)	**30**	L5 Core Mandatory	**501**	Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)	**30**	L5 Core Mandatory	**501**	Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)
15	L5 Specialist Mandatory	**504**	Applied Biomechanics to Optimise Performance	**15**	L5 Specialist Mandatory	**502**	Performance Analytics and Tactical Evaluation	**15**	L5 Specialist Mandatory	**503**	Exercise for the Management of Long-Term Conditions
15	L5 Specialist Mandatory	**511**	Performance Psychology for Sporting Success	**15**	L5 Specialist Mandatory	**504**	Applied Biomechanics to Optimise Performance	**15**	L5 Specialist Mandatory	**505**	Nutrition to Optimise Health and Performance
15	L5 Optional			**15**	L5 Specialist Mandatory	**506**	Advanced Coaching Pedagogy and Skill Acquisition	**15**	L5 Specialist Mandatory	**507**	Injury Management and Rehabilitation Strategies
15	L5 Optional			**15**	L5 Specialist Mandatory	**511**	Performance Psychology for Sporting Success	**15**	L5 Specialist Mandatory	**509**	Applied Strength and Conditioning
15	L5 Optional			**15**	L5 Optional			**15**	L5 Optional		
15	L5 Optional			**15**	L5 Optional			**15**	L5 Optional		

- All Level 4 and Level 5 units have a value of 15 credits each, apart from Unit 501, which is a 30-credit unit
- HNC is made up of 120 credits (i.e. 8 × 15 credit Level 4 units)
- HND is made up of 240 credits, of which 120 credits are at Level 5 (i.e. 6 × 15 and 1 × 30 credit Level 5 units) and 120 credits are at Level 4 (see previous point).

Level 4 Optional units

CREDITS	UNIT TYPE	UNIT NUMBER	L4 GENERAL	CREDITS	UNIT TYPE	UNIT NUMBER	L4 COACHING AND TALENT IDENTIFICATION	CREDITS	UNIT TYPE	UNIT NUMBER	L4 STRENGTH AND CONDITIONING WITH ADVANCED EXERCISE PRESCRIPTION
15	L4 Optional	**405**	Coaching Practice and Skill Development	**15**	L4 Optional	**406**	Application of Fitness Testing and Training	**15**	L4 Optional	**410**	Talent Identification and Athlete Pathway Development
15	L4 Optional	**411**	Digital Innovation in Health and Human Performance	**15**	L4 Optional	**411**	Digital Innovation in Health and Human Performance	**15**	L4 Optional	**411**	Digital Innovation in Health and Human Performance
15	L4 Optional	**413**	Work Experience	**15**	L4 Optional	**413**	Work Experience	**15**	L4 Optional	**413**	Work Experience
15	L4 Optional	**414**	Exercise Interventions for Inactive and Sedentary Populations	**15**	L4 Optional	**415**	Applied Massage Techniques for Recovery and Rehabilitation	**15**	L4 Optional	**414**	Exercise Interventions for Inactive and Sedentary Populations
15	L4 Optional	**415**	Applied Massage Techniques for Recovery and Rehabilitation	**15**	L4 Optional	**416**	Fundamentals of Biomechanics	**15**	L4 Optional	**415**	Applied Massage Techniques for Recovery and Rehabilitation
15	L4 Optional	**416**	Fundamentals of Biomechanics	**15**	L4 Optional	**417**	Industry Insights and Professional Pathways in Sport	**15**	L4 Optional	**416**	Fundamentals of Biomechanics
15	L4 Optional	**417**	Industry Insights and Professional Pathways in Sport	**15**	L4 Optional	**419**	High-Performance Training Programme Design	**15**	L4 Optional	**417**	Industry Insights and Professional Pathways in Sport
15	L4 Optional	**419**	High-Performance Training Programme Design								

Level 5 Optional units

CREDITS	UNIT TYPE	UNIT NUMBER	L5 GENERAL	CREDITS	UNIT TYPE	UNIT NUMBER	L5 COACHING AND PERFORMANCE ANALYSIS	CREDITS	UNIT TYPE	UNIT NUMBER	L5 STRENGTH AND CONDITIONING WITH ADVANCED EXERCISE PRESCRIPTION
15	L5 Optional	**502**	Performance Analytics and Tactical Evaluation	**15**	L5 Optional	**505**	Nutrition to Optimise Health and Performance	**15**	L5 Optional	**502**	Performance Analytics and Tactical Evaluation
15	L5 Optional	**503**	Exercise for the Management of Long-Term Conditions	**15**	L5 Optional	**507**	Injury Management and Rehabilitation Strategies	**15**	L5 Optional	**504**	Applied Biomechanics to Optimise Performance
15	L5 Optional	**505**	Nutrition to Optimise Health and Performance	**15**	L5 Optional	**508**	Holistic Athlete Support: Media, Mindset and Wellbeing	**15**	L5 Optional	**508**	Holistic Athlete Support: Media, Mindset and Wellbeing
15	L5 Optional	**506**	Advanced Coaching Pedagogy and Skill Acquisition	**15**	L5 Optional	**509**	Applied Strength and Conditioning	**15**	L5 Optional	**510**	Exercise Therapy and Specific Populations
15	L5 Optional	**507**	Injury Management and Rehabilitation Strategies	**15**	L5 Optional	**512**	Inclusive Coaching and Accessible Sport Delivery	**15**	L5 Optional	**511**	Performance Psychology for Sporting Success
15	L5 Optional	**508**	Holistic Athlete Support: Media, Mindset and Wellbeing	**15**	L5 Optional	**513**	Applied Sport, Exercise and Environmental Physiology	**15**	L5 Optional	**513**	Applied Sport, Exercise and Environmental Physiology
15	L5 Optional	**509**	Applied Strength and Conditioning	**15**	L5 Optional	**514**	Leadership and Management within Multidisciplinary Teams	**15**	L5 Optional	**514**	Leadership and Management within Multidisciplinary Teams
15	L5 Optional	**510**	Exercise Therapy and Specific Populations	**15**	L5 Optional	**515**	Data-Informed Health and Performance Monitoring	**15**	L5 Optional	**515**	Data-Informed Health and Performance Monitoring
15	L5 Optional	**512**	Inclusive Coaching and Accessible Sport Delivery	**15**	L5 Optional	**518**	Artificial Intelligence in Sport and Exercise Science	**15**	L5 Optional	**518**	Artificial Intelligence in Sport and Exercise Science
15	L5 Optional	**513**	Applied Sport, Exercise and Environmental Physiology								
15	L5 Optional	**514**	Leadership and Management within Multidisciplinary Teams								
15	L5 Optional	**515**	Data-Informed Health and Performance Monitoring								
15	L5 Optional	**518**	Artificial Intelligence in Sport and Exercise Science								

2.1.3 Pearson BTEC Higher National Certificate in High Performance Sports Coaching for England

Table 3: HNC pathway showing core mandatory and specialist mandatory units.

Level 4

CREDITS	UNIT TYPE	UNIT NUMBER	L4 HIGH PERFORMANCE SPORTS COACHING
15	L4 Core Mandatory	**401**	Fundamentals of Nutrition for Sport, Health and Performance
15	L4 Core Mandatory	**402**	Fundamentals of Sport and Exercise Psychology
15	L4 Core Mandatory	**403**	Applied Anatomy and Physiology for Sport and Physical Activity
15	L4 Core Mandatory	**404**	Applied Research Skills in Sport and Physical Activity (Pearson-set)
15	L4 Core Mandatory	**405**	Coaching Practice and Skill Development
15	L4 Core Mandatory	**406**	Application of Fitness Testing and Training
15	L4 Specialist Mandatory	**409**	Innovation and Ethics in High-Performance Coaching Practice
15	L4 Specialist Mandatory	**410**	Talent Identification and Athlete Pathway Development

2.1.4 Pearson BTEC Higher National Certificate in Community Coaching for England

Table 4: HNC pathway showing core mandatory and specialist mandatory units.

Level 4

CREDITS	UNIT TYPE	UNIT NUMBER	L4 COMMUNITY COACHING
15	L4 Core Mandatory	**401**	Fundamentals of Nutrition for Sport, Health and Performance
15	L4 Core Mandatory	**402**	Fundamentals of Sport and Exercise Psychology
15	L4 Core Mandatory	**403**	Applied Anatomy and Physiology for Sport and Physical Activity
15	L4 Core Mandatory	**404**	Applied Research Skills in Sport and Physical Activity (Pearson-set)
15	L4 Core Mandatory	**405**	Coaching Practice and Skill Development
15	L4 Core Mandatory	**406**	Application of Fitness Testing and Training
15	L4 Specialist Mandatory	**407**	Lifestyle Coaching
15	L4 Specialist Mandatory	**408**	Community Coaching

3.0 The unit descriptor

The unit descriptor is how we define the individual units of study that make up a Higher National qualification. Students will complete the units included in the programme you offer at your centre.

You can use any of the unit descriptors listed in *Section 4 Unit descriptors*. We have described each part of the unit as follows.

Table 5: Description of each part of the unit

Unit title	A general statement of what the unit will cover.
Unit code	The Ofqual unit reference number.
Unit type	There are three unit types: • core (mandatory to all pathways) • specialist (mandatory to specific pathways) • optional (available to most pathways).
Unit level	All our Pearson BTEC Higher National units are at Levels 4 or 5.
Credit value	The credit value relates to the total qualification time (TQT) and unit learning hours (ULH). It is easy to calculate: • 1 credit = 10 ULH • 15 credits = 150 ULH. To complete a Higher National Certificate or Higher National Diploma, students must achieve all of the credits required. Refer to *Section 7.5 Calculating the final qualification grade* in the programme specification.
Introduction	Some general notes on the unit: • setting the scene • stating the purpose and aim, and • outlining the topics to be learned and skills gained through the unit.
Learning Outcomes	These clearly explain what students will be able to do after completing the unit. There are usually 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	Tutors can refer to this table when grading assignments. The table connects the unit's Learning Outcomes with the student's work. Assignments can be graded at 'Pass' (P), 'Merit' (M) and 'Distinction' (D), depending on the quality of the student's work.
Recommended Resources	This section lists the resources that students should use to support their study for the unit. It includes books, journals and online material. The programme tutor may also suggest resources, particularly for local information. It may also contain delivery requirements, e.g. specific equipment, case study material, learning resources, depending on the subject.

Web resources – referencing

Some units have web resources as part of their recommended resources list. Hyperlinking to these resources directly can cause problems, as their locations and addresses may change. To avoid this problem we only link to the main page of the website and signpost students and tutors to the section where the resource can be found. Therefore 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 section of the website where the resource can be found

[4] The type of resource it is, for example:

- research
- general reference
- tutorial
- training
- e-book
- report
- wiki
- article
- data set
- development tool
- discussion forum.

Example

[1] www.who.int/health-topics/

[2] World Health Organization

[3] Health topics: Mental health

[4] (General reference)

Students and tutors must use a referencing system to cite and reference resources in an academic format.

4.0 Unit descriptors

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit code: D/652/3363

Unit level: 4

Credit value: 15

Introduction

Nutrition plays an important role in supporting health, wellbeing and sports performance. The food and drink consumed by individuals influence physiological function, energy availability, recovery, immune health and long-term health outcomes. An understanding of nutrition is therefore valuable for students progressing towards roles in coaching, fitness instruction, physical activity delivery, health promotion and performance support. In these settings, practitioners may use nutritional awareness to support safe professional practice while remaining within the boundaries of their role.

The purpose of this unit is to develop students' knowledge and understanding of the fundamental principles of nutrition and their relevance to health and sports performance. The unit provides a foundation for examining nutritional information and making evidence-informed judgements in sport, exercise, health and wellbeing contexts. It also supports students in recognising the professional boundaries associated with providing general nutritional information and when referral to an appropriately qualified nutrition, dietetic or medical professional is required.

Students will explore the structure, function and sources of macronutrients and micronutrients and examine how nutritional requirements vary across population groups, including physically active individuals and sports performers. They will examine the structure and function of the digestive system and factors affecting nutrient absorption, digestive efficiency and gut health. Students will also investigate relationships between dietary habits, dietary patterns and nutrition-related disease. The unit concludes with an exploration of prescriptive, dysfunctional and fad diets, including their principles, intended purposes, evidence bases, limitations and potential implications for health and sports performance.

On completion of the unit, students will be able to explore the role of nutrition in supporting health and sports performance, examine nutritional requirements across different populations and explain factors that influence digestion and gut health.

They will also be able to investigate relationships between diet and nutrition-related disease and examine specific diets and associated claims with reference to available evidence. Students will develop research, analytical and communication skills that support progression to further study and to roles in the sport, exercise, fitness, physical activity and health sectors.

Learning Outcomes

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

LO1 Explore the main components of nutrition and their role in supporting optimal health and sports performance

LO2 Examine the structure and function of the digestive system and factors influencing digestive efficiency and gut health

LO3 Investigate the relationship between dietary habits, dietary patterns and nutrition-related disease

LO4 Explore a range of specific diets with reference to their dietary principles and intended purpose.

Essential Content

LO1 **Explore the main components of nutrition and their role in supporting optimal health and sports performance**

Definition, structure, function and sources of micronutrients and macronutrients:

Protein, fats, carbohydrates, vitamins and minerals

Food pyramid and food groups

Cholesterol

Deficiencies of micronutrients and macronutrients

The importance of soluble and insoluble fibre in the diet

Superfoods.

The nutritional needs of specific populations in society:

Athletes, children, young people, adults, older adults and pregnant individuals

Sports performers, including strength and endurance athletes

Applied nutritional considerations in vocational contexts – e.g. community participants, academy or talent pathway athletes, recreational exercisers and performance sport performers.

Hydration, performance and supplementation:

Effects of dehydration

Nutritional factors affecting physical and cognitive performance – e.g. energy availability, hydration status, fatigue, concentration, recovery and
training adaptation

Potential benefits and limitations of nutritional supplements in sports

Professional boundaries when providing general nutritional information, including recognising when referral to appropriately qualified nutrition, dietetic or medical professionals is required.

Food labels as tools for informed consumer choices:

Front-of-pack and nutrition labelling systems, e.g. traffic light labelling or equivalent local systems

Nutritional information – e.g. ingredients, additives, allergens and nutrient declarations

Local and national food labelling guidance and regulatory requirements, using UK guidance only as an illustrative reference where relevant.

LO2 **Examine the structure and function of the digestive system and factors influencing digestive efficiency and gut health**

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.

Digestive processes and nutrient absorption:

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 and clinical considerations of intestinal permeability

Microbiome and the pathophysiology of the body.

Evidence-informed approaches to gut health:

Influence of overall dietary patterns on gut microbiota including variable, strain-specific evidence for prebiotics and probiotics supplementation.

LO3 **Investigate the relationship between dietary habits, dietary patterns and nutrition-related disease**

Dietary patterns, energy balance and disease risk:

Energy balance, input versus output, calculation and use of energy balance equations

Poor dietary habits and dietary patterns

Influence of overall dietary balance, food processing levels and fibre intake versus isolated nutrients.

Disordered physiological processes:

Energy availability, performance pressure and awareness of disordered eating behaviours and eating disorders within active populations, including risk factors, potential warning signs, impacts on health, wellbeing and sports performance, and appropriate referral or signposting within professional boundaries

Disordered eating behaviours, low energy availability and Relative Energy Deficiency in Sport (REDs), including implications for physical health, psychological wellbeing and sports performance

Impact of poor nutrition and low energy availability on physical and cognitive performance, e.g. fatigue, impaired recovery, reduced concentration, mood, injury risk and training consistency.

Nutrition-related conditions and dietary improvement:

Conditions linked to dietary habits – e.g. atherosclerosis, hypolipidaemia, hypertension, joint problems, obesity, type 2 diabetes, coronary heart disease, inflammatory disorders, depression, anxiety and food intolerance

Factors leading to these conditions and strategic dietary improvements to improve health.

Nutritional tests and medical tests for awareness:

Medical screening including heart angiogram, foetal test, urine test, small intestine biopsy for microbes, cholesterol test and vitamin D blood test

Commercial food-intolerance testing mechanisms and their contested evidence bases

Requirements for qualified professionals, safe interpretation, professional boundaries and referral where required.

LO4 **Explore a range of specific diets with reference to their dietary principles and intended purpose**

Prescriptive diets and principles:

Dietary principles including restriction, exclusion, balance, long-term sustainability and environmental sustainability considerations

Intended purpose versus evidence base, limitations, and risks to health and performance

Illustrative examples of prescriptive approaches including athletic diets (strength and endurance), Coeliac diet, lactose intolerant diet, diabetic, vegan and vegetarian diets.

Applied nutrition strategies for sport performance:

Fuelling, hydration and recovery strategies for training and competition – e.g. carbohydrate availability, protein intake for adaptation, timing of nutrient intake, competition-day nutrition, recovery nutrition and safe supplementation within scope of practice.

Dysfunctional diets and risks:

Nutritional impacts of high fat, processed food, high sugar and high alcohol diets

Consequences of dysfunctional dietary patterns on long-term health, wellbeing and athletic function.

Fad, commercial and digital diet claims:

Fad diets: Characteristics of trending or commercial approaches, using examples including Atkins, fasting and ketogenic diets

Credibility of commercial, digital and artificial intelligence (AI)-generated diet claims versus objective scientific evidence, safety boundaries and performance limitations.

Evidence base, sustainability and performance limitations:

Distinction between short-term fad diets and established health-promoting dietary patterns

Intended purpose, evidence base, sustainability, limitations and risks of different diet types in relation to health, training adaptation, recovery and sport performance

Impact of specific diets on physical and cognitive performance, e.g. energy availability, fuelling demands, recovery, concentration, adherence, sustainability and risk of nutrient deficiency.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the main components of nutrition and their role in supporting optimal health and sports performance		
P1 Identify the structure, function, sources and health implications of macronutrients and micronutrients. **P2** Explain nutritional requirements for specific populations, including sports performers.	**M1** Analyse how nutritional requirements differ between populations in relation to health and performance needs.	**D1** Evaluate the role of nutrition in supporting optimal health and sports performance across contrasting populations.
LO2 Examine the structure and function of the digestive system and factors influencing digestive efficiency and gut health		
P3 Explain the structure and function of the digestive system and associated organs. **P4** Examine factors influencing digestive efficiency, including diet and gut health.	**M2** Analyse the functional role of the microbiome in maintaining digestive health.	**D2** Evaluate the impact of microbiome imbalance on digestive function and wider health outcomes.
LO3 Investigate the relationship between dietary habits, dietary patterns and nutrition-related disease		
P5 Examine how dietary habits and dietary patterns contribute to the development of diet-related disease risk. **P6** Investigate how nutritional information and health indicators may be associated with selected nutrition-related conditions, including the limits of interpretation.	**M3** Analyse how dietary imbalance contributes to selected nutrition-related conditions.	**D3** Justify evidence-informed diet-based strategies for reducing disease risk, based on nutritional principles.

Pass	Merit	Distinction
LO4 Explore a range of specific diets with reference to their dietary principles and intended purpose		
P7 Differentiate between prescriptive, dysfunctional and fad diets based on dietary principles. **P8** Explain the intended purpose of different diet types in relation to health or performance aims.	**M4** Analyse the intended purpose and limitations of different diet types.	**D4** Evaluate the credibility of specific diets using nutritional evidence and health outcomes.

Recommended Resources

Textbooks

Forsyth, A., Mantzioris, E. and Belski, R. (eds.) (2024) *Nutrition for Sport, Exercise, and Performance: Science and Application*. 2nd edn. London: Routledge.

Jeukendrup, A. and Gleeson, M. (2024) *Sport Nutrition: An Introduction to Energy Production and Performance*. 4th edn. Champaign, IL: Human Kinetics.

Lean, M.E.J. (2022) *Clinical Handbook of Nutrition*. 5th edn. Hoboken: Wiley-Blackwell.

Websites

www.gov.uk/government/organisations/food-standards-agency/	Food Standards Agency About us / About our services (General reference)
www.gov.uk/food-labelling-and-packaging	UK Government Food labelling and packaging (General reference)
www.gov.uk/guidance/food-labelling-giving-food-information-to-consumers	UK Government Food labelling: giving food information to consumers (General reference)
www.nhs.uk/conditions/food-intolerance	NHS Food intolerance (General reference)
www.nutrition.org.uk	British Nutrition Foundation Nutritional Information / Nutrition for… / Health Conditions / Creating a Healthy Diet (General reference)
www.olympics.com/ioc/documents/athletes/medical-and-scientific-consensus-statements	International Olympic Committee Consensus statements (Report / General reference)

Journals and articles

Bock, P.M., et al. (2024) 'Understanding how pre- and probiotics affect the gut microbiome and metabolic health', *American Journal of Physiology – Endocrinology and Metabolism*, 327(1), pp. E89–E102.
Available at**:** https://doi.org/10.1152/ajpendo.00054.2024.

Keay, N. (2024) 'Current views on relative energy deficiency in sport (REDs)', *Cutting Edge Psychiatry in Practice*, 6, pp. 98–102.
Available at**:** https://doi.org/10.65031/vziu2474.

Kim, Y-T. and Mills, D.A. (2024) 'Exploring the gut microbiome: probiotics, prebiotics, synbiotics, and postbiotics as key players in human health and disease improvement', *Food Science and Biotechnology*, 33, pp. 2065–2080.
Available at**:** https://doi.org/10.1007/s10068-024-01620-1.

Mountjoy, M., et al. (2023) 'International Olympic Committee consensus statement on Relative Energy Deficiency in Sport (REDs)', *British Journal of Sports Medicine*, 57(17), pp. 1073–1098. Available at**:** https://doi.org/10.1136/bjsports-2023-106994.

Smolinska, S., et al. (2025) 'A Review of the Influence of Prebiotics, Probiotics, Synbiotics, and Postbiotics on the Human Gut Microbiome and Intestinal Integrity', *Journal of Clinical Medicine*, 14(11), p. 3673.
Available at**:** https://doi.org/10.3390/jcm14113673.

Links

This unit links to the following related units:

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 412: Physical Activity for Public Health and Wellbeing

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 505: Nutrition to Optimise Health and Performance

Unit 510: Exercise Therapy and Specific Populations

Unit 515: Data-Informed Health and Performance Monitoring

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Unit 402: Fundamentals of Sport and Exercise Psychology

Unit code: F/652/3364

Unit level: 4

Credit value: 15

Introduction

Sport and exercise psychology examines how psychological factors influence participation, performance and wellbeing across sport, exercise and physical activity contexts. Psychological knowledge is valuable to practitioners working in coaching, fitness, sport development, physical activity delivery and performance support, where motivation, confidence, social interaction and group functioning can affect individual experiences and outcomes. An understanding of these factors can help practitioners make informed decisions when supporting participants and sports performers, while working within appropriate professional boundaries.

The purpose of this unit is to develop students' knowledge and understanding of fundamental psychological theories and principles relevant to sport and exercise. The unit enables students to examine factors that may support or limit participation, sustained engagement and performance. It provides a foundation for understanding individual and group behaviour and the relationship between participation in sport and exercise and psychological wellbeing.

Students will examine theories and principles of motivation and their influence on participation in sport and exercise. They will explore the role of self-efficacy in participation and performance, including how beliefs about capability may influence confidence, effort and engagement. Students will also assess how group processes, cohesion and leadership can affect participation and experiences within teams and exercise groups. In addition, they will examine the impact of sport and exercise participation on psychological wellbeing, including factors that influence exercise behaviour, adherence and barriers to participation.

On completion of the unit, students will be able to interpret fundamental psychological concepts and examine their relevance to individuals and groups in sport and exercise settings. They will develop analytical, research and communication skills and an appreciation of how psychological knowledge can inform participant support and evidence-informed professional practice. The unit supports progression to further study in sport and exercise psychology, performance psychology, coaching, sport and

exercise science and related disciplines. It also provides relevant underpinning knowledge for roles involving work with participants and sports performers in coaching, fitness, physical activity, sport development and performance-support environments.

Learning Outcomes

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

LO1 Examine theories and principles of motivation and their influence on sport and exercise participation

LO2 Explore the role of self-efficacy in sport and exercise participation and performance

LO3 Assess the influence of group processes, cohesion and leadership on participation in sport and exercise

LO4 Examine the impact of sport and exercise participation on psychological wellbeing.

Essential Content

LO1 **Examine theories and principles of motivation and their influence on sport and exercise participation**

Motivation:

Definition and types of motivation – intrinsic motivation, extrinsic motivation and achievement motivation

Application of motivation principles to sport performance contexts – e.g. training intensity, competition preparation, goal orientation, responses to success or failure

Applied examples from vocational sport and exercise contexts – e.g. community participation sessions, academy or talent pathway environments, recreational exercise settings and performance sport contexts.

Theories of motivation:

Views of motivation – trait-centred view, situational-centred view and interactional view

Self-Determination Theory – the role of autonomy, competence and relatedness on the development of intrinsic motivation

Cognitive Evaluation Theory – differential effects of rewards on intrinsic motivation, functional significance of rewards

Attribution Theory – Weiner's two-dimensional attribution model, the impact of attributions on an individual's emotions and expectations for future success and failure

Achievement Goal Theory – goal orientations (task and ego)

Motivational Climate (Mastery and Performance)

Adaptive and maladaptive outcomes (cognitive, affective and behavioural).

Benefits and consequences:

Benefits of motivation – improved participation, sustained engagement and adherence to healthy sport and exercise habits, enhanced psychological wellbeing, self-confidence, concentration and greater application of effort

Consequences of too much motivation – mistakes, over-arousal, burnout and overtraining.

LO2 **Explore the role of self-efficacy in sport and exercise participation and performance**

Self-confidence:

Definition and types of self-confidence – state and trait

Benefits of self-confidence – e.g. enhanced motivation, positive mindset, improved concentration, improved performance and adherence to exercise.

Bandura's self-efficacy theory:

Definition of self-efficacy (situation-specific form of self-confidence)

Determinants of self-efficacy – performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal

Consequences of self-efficacy – satisfaction (intrinsic motivation, internal attributions, reduction in pre-performance anxiety) and improved sport performance (effort and intensity, persistence, confidence in execution and decision-making under pressure).

LO3 **Assess the influence of group processes, cohesion and leadership on participation in sport and exercise**

Group processes:

Differences between a group and a team

Theories of group development – linear, cyclical and pendular

Steiner's model of group productivity – the link between actual productivity, potential productivity and process losses

Ringelmann effect and social loafing – definitions, reasons why people social loaf, e.g. lack of role clarity, low perceived ability, low self-confidence and motivation, and lack of recognition.

Group cohesion:

Definition and types of cohesion – task and social

Factors that influence group cohesion – environmental, personal, leadership
and team

Assessing group cohesion – group environment questionnaire (GEQ) and sociograms.

Leadership:

Definition of leadership

Leadership styles – autocratic, democratic and laissez-faire

Approaches/models of leadership – e.g. behavioural and interactional approaches, Chelladurai's multidimensional model

Influence of leadership on participation, group climate, motivation, role clarity and effective group functioning

Application of group processes, cohesion and leadership to sport performance contexts – e.g. role clarity, communication, shared goals, team confidence and performance under pressure

Use of group dynamics theory to plan, deliver and review coaching sessions – e.g. establishing roles, developing cohesion, managing communication and reflecting on group performance

Application of group processes, cohesion and leadership within different sport and exercise environments – e.g. community coaching groups, school or college sport, academy settings, recreational exercise groups and performance teams.

LO4 **Examine the impact of sport and exercise participation on psychological wellbeing**

Exercise participation and adherence:

Barriers to sport and exercise participation

Reasons for taking part in sport and exercise

Reasons for not taking part in sport and exercise

Psychological factors that support sustainable sport and exercise participation and long-term wellbeing.

Exercise, mental health and wellbeing:

Impact of sport and exercise participation on psychological wellbeing, including reducing anxiety and depression, promoting self-esteem and supporting emotional intelligence

Dysregulated exercise behaviour

Impact of body image and social physique anxiety on sport and exercise participation

Pressure in sport and exercise contexts, and its impact on participant and athlete welfare and psychological wellbeing

Digital tools used to support participation and wellbeing, including ethical use of participant data, confidentiality, data protection and responsible use of AI-generated information

Professional boundaries and conduct when supporting participant wellbeing, including scope of role and referral of concerns

Application of psychological principles in coaching and support roles – e.g. motivation, confidence, adherence, psychological wellbeing and athlete welfare.

Models of exercise behaviour:

Models: theory of planned behaviour, health belief model and transtheoretical model

Strategies to enhance exercise adherence – e.g. decisional balance sheets, social support, prompts, contracting and use of rewards.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine theories and principles of motivation and their influence on sport and exercise participation		
P1 Explain key theories of motivation in relation to sport and exercise participation and sustained engagement. **P2** Examine the benefits and potential consequences of motivation in sport and exercise contexts.	**M1** Apply one theory of motivation to a sport or exercise participation context.	**D1** Evaluate the role of motivation in developing healthy sport and exercise habits, using evidence from one motivational theory.
LO2 Explore the role of self-efficacy in sport and exercise participation and performance		
P3 Explain the benefits of self-efficacy in sport and exercise participation and performance. **P4** Examine the key components of Bandura's self-efficacy theory in sport and exercise contexts.	**M2** Apply Bandura's self-efficacy theory to a sport or exercise participation context.	**D2** Evaluate how sources of efficacy information influence performance and satisfaction in sport and exercise contexts.
LO3 Assess the influence of group processes, cohesion and leadership on participation in sport and exercise		
P5 Explain the role of leadership in developing effective sport or exercise groups and supporting participation. **P6** Assess key group processes and the importance of group cohesion in influencing sport and exercise participation and performance.	**M3** Analyse the impact of leadership, group processes and cohesion on the development of effective sport or exercise groups.	**D3** Evaluate how group processes, cohesion and leadership contribute to participant success in sport and exercise settings.

Pass	Merit	Distinction
LO4 Examine the impact of sport and exercise participation on psychological wellbeing		
P7 Explain the impact of sport and exercise participation on psychological wellbeing. **P8** Examine psychological factors and barriers that influence sustained participation in sport and exercise.	**M4** Assess the use of models of exercise behaviour in supporting sport and exercise participation.	**D4** Evaluate the role of sport and exercise in promoting positive psychological wellbeing.

Recommended Resources

Textbooks

Schüler, J., Wegner, M., Plessner, H. and Eklund, R.C. (eds.) (2023) *Sport and Exercise Psychology: Theory and Application*. Cham: Springer.

Weinberg, R.S. and Gould, D. (2023) *Foundations of Sport and Exercise Psychology*. 8th edn. Champaign, IL: Human Kinetics.

Websites

www.bps.org.uk	The British Psychological Society Member networks (Professional reference)
www.sportengland.org	Sport England Guidance and support (Sector reference)
www.who.int/health-topics/	World Health Organization Health topics: Mental health (General reference)

Journals and articles

Alkasabeh, W.J. and Akroush, S.H. (2025) 'Sports motivation: a narrative review of psychological approaches to enhance athletic performance', *Frontiers in Psychology*, 16. Available at: https://doi.org/10.3389/fpsyg.2025.1645274.

Ayranci, M. and Aydin, M.K. (2025) 'The complex interplay between psychological factors and sports performance: a systematic review and meta-analysis', *PLOS One*, 20(8), e0330862.
Available at: https://doi.org/10.1371/journal.pone.0330862.

Hu, Y. and Liu, B. (2025) 'The impact of physical exercise on college students' mental health through emotion regulation and self-efficacy', *Scientific Reports*, 15, Article number 33548.
Available at: https://doi.org/10.1038/s41598-025-18352-9.

Kwon, S.H. (2024) 'Analyzing the impact of team-building interventions on team cohesion in sports teams: a meta-analysis study', *Frontiers in Psychology*, 15.
Available at: https://doi.org/10.3389/fpsyg.2024.1353944.

Martín-Rodríguez, A., et al. (2024) 'Sporting mind: the interplay of physical activity and psychological health', *Sports (Basel)*, 12(1), p. 37.
Available at: https://doi.org/10.3390/sports12010037.

Links

This unit links to the following related units:

Unit 405: Coaching Practice and Skill Development

Unit 406: Application of Fitness Testing and Training

Unit 410: Talent Identification and Athlete Pathway Development

Unit 418: Sociological Influences on Participation

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 511: Performance Psychology for Sporting Success

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 517: Learning through Sport within the Educational Setting

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit code: H/652/3365

Unit level: 4

Credit value: 15

Introduction

A sound understanding of human anatomy and physiology is important for those working in sport, exercise, health and physical activity. Safe participation, informed decision-making and the analysis of movement and physical performance depend on knowledge of how body systems are structured and how they function. This subject knowledge is relevant to roles in coaching, fitness instruction, physical activity leadership and performance support, where practitioners need to recognise how the body supports movement and responds to the demands of sport and exercise.

The purpose of this unit is to develop students' knowledge and understanding of the skeletal, muscular, cardiovascular and respiratory systems. Students will examine the relationship between the structures and functions of these systems and their contribution to movement, physical activity and exercise. The unit provides an anatomical and physiological foundation that students can apply when interpreting movement and responses to exercise within appropriate sport and physical activity contexts.

Students will examine the organisation, structures and functions of the skeletal system, including its axial and appendicular components, major bones, joints and the structural features that enable movement. They will explore the structure and function of skeletal muscle and how muscle contraction, muscle roles and contraction types contribute to movement. Students will also investigate the principal structures and functions of the cardiovascular system, including cardiac control, blood circulation and responses to exercise. The respiratory system will be explored through its main structures and functions, the mechanics of breathing, gaseous exchange and responses to exercise. Students will consider how the skeletal and muscular systems contribute to movement and how the cardiovascular and respiratory systems work together during sport and exercise.

On completion of the unit, students will be able to explain key anatomical and physiological principles and analyse how the structures and functions of body systems support movement and responses to exercise. They will develop skills in using anatomical terminology, interpreting physiological information and applying subject knowledge to identified sport and exercise contexts. The unit supports progression to further study in sport and exercise science, biomechanics, fitness testing, training, coaching and related health and physical activity disciplines. It also provides underpinning knowledge relevant to roles in coaching, fitness, physical activity and performance-support environments.

Learning Outcomes

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

LO1 Examine the structure and function of the skeletal system

LO2 Explore the structure and function of the muscular system

LO3 Investigate the structure and function of the cardiovascular system

LO4 Explore the structure and function of the respiratory system.

Essential Content

LO1 **Examine the structure and function of the skeletal system**

Anatomical terminology:

Axial (central axis and core) and appendicular skeleton (upper and lower limbs and respective girdles)

Positional and directional terminology (e.g. transverse, sagittal, coronal/frontal)

Major anatomical landmarks – e.g. iliac crest, greater trochanter, tibial tuberosity.

Structure and function of the skeletal system:

Support, protection, movement, mineral homeostasis and chemical energy storage

Identifying, naming and locating major bones

Types of bone, structural characteristics, functions, skeletal growth (ossification) and structural change (remodelling)

Growth and maturation considerations – e.g. skeletal maturity, physical development differences, coordination changes during growth, bio-banding and implications for injury risk and safe participation in youth, female and ageing participants

The function and anatomy of long bones.

Joint structure and function:

Structure of synovial joints – e.g. ligaments, cartilage, joint capsule, synovial fluid

Joint structure-function relationships and movement capabilities – e.g. fluid lubrication to reduce friction, capsule providing stability to define range of motion and cartilage distributing force across the joint

Cartilaginous and fibrous joints, location, structure and function.

Movement terminology:

Flexion, extension, rotation, circumduction, pronation and supination

Range of movement dependent upon types of joint and specific architecture

Structure-function relationships in movement and lever systems – e.g. first, second and third class

Applied observation of skeletal and joint function in sport and exercise movements – e.g. running, jumping, landing, throwing, lifting, changing direction and sport-specific skills.

LO2 **Explore the structure and function of the muscular system**

Functions of muscles:

Posture, locomotion, generation of force and heat production

Voluntary and involuntary muscles, striated and non-striated.

Muscle types:

Skeletal muscle in relation to types, names, anatomical origins and insertions, functional anatomy and muscle surface anatomy – e.g. quadriceps, hamstrings and gastrocnemius

Cardiac muscle and smooth muscle.

Roles of skeletal muscle:

Agonists, antagonists, fixators and synergists

The type of muscle action (concentric, isometric and eccentric) dictated by muscle role and the coordination of these roles to produce movement

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 and how these structures underpin movement outcomes

Age- and maturation-related differences in muscle structure and function – e.g. strength development, sex-related physiological differences and age-related muscle change.

Kinetic chain:

How muscular contraction acts upon skeletal levers and synovial joints to produce effective movement in sport and exercise

Application to movement and performance outcomes – e.g. exercise technique, force production, movement efficiency, training load and coaching decisions

Practical application of muscular system knowledge to observe and explain movement quality, exercise technique, force production and safe participation in community, fitness, coaching and performance contexts.

LO3 **Investigate the structure and function of the cardiovascular system**

Structure of heart and surrounding anatomy:

The cardiovascular system – structure and function including heart chambers and valves

Changes in structure and function with exercise – blood vessels, capillaries, veins, arteries, cardiac impulse, stroke volume, cardiac output, regulation of heart rate (HR) at rest and regulation of heart rate (HR) during exercise

Relationship between cardiac output, HR and stroke volume during exercise

SAN and AV node and heart regulation (intrinsic control)

Autonomic sympathetic and parasympathetic nervous system, bundle of His and Purkinje fibres (extrinsic control)

Hormonal regulation including adrenaline and noradrenaline.

LO4 **Explore the structure and function of the respiratory system**

The respiratory system:

Structure and function, the anatomy of the lungs and respiratory tract, including airways, bronchi, bronchioles, alveoli, diaphragm and intercostal muscles

Gaseous exchange – pulmonary ventilation, the mechanics of breathing or the movement of gases into and out of the lungs driven by pressure changes

External respiration, the exchange of gases between the alveoli and pulmonary blood via diffusion across respiratory membrane

Respiratory gas transport, transport of gases to and from the lungs and cells via the bloodstream, involving the cardiovascular system and the role of haemoglobin

Internal respiration, the exchange of gases between the blood and the cells at the capillary level driven by partial pressure gradients

The effects of environmental factors and respiratory responses to exercise, e.g. changes in tidal volume and breathing rate, temperature, pressure and saturation on gas volumes, transportation of gases, gas exchange, the concept of partial pressures and gradients, and implications for safe participation in sport and exercise contexts.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the structure and function of the skeletal system</td><td rowspan="5">LO1 and LO2

D1 Evaluate how skeletal, joint and muscular structures contribute to effective movement in a sporting or exercise context.</td></tr>
<tr><td>P1 Examine the organisation of the skeletal system, distinguishing between axial and appendicular components.

P2 Examine the structural features and functions of major bones and joints within the skeletal system.</td><td>M1 Analyse how the structural design of synovial joints enables a range of movements.</td></tr>
<tr><td colspan="2">LO2 Explore the structure and function of the muscular system</td></tr>
<tr><td>P3 Explain the structural characteristics and functions of skeletal muscle.

P4 Examine how muscle contraction produces movement, with reference to underlying muscle structure.</td><td>M2 Analyse how muscle roles and contraction types contribute to movement.</td></tr>
<tr><td colspan="2">LO3 Investigate the structure and function of the cardiovascular system</td></tr>
<tr><td>P5 Explain the structural components of the cardiovascular system and their functions.

P6 Investigate the processes involved in cardiac control and blood circulation at rest.</td><td>M3 Analyse how the cardiovascular system responds to exercise.</td><td>LO3 and LO4

D2 Evaluate how the cardiovascular and respiratory systems work together during an identified sport or exercise activity.</td></tr>
<tr><td colspan="2">LO4 Explore the structure and function of the respiratory system</td></tr>
<tr><td>P7 Explain the structural components of the respiratory system and their functions.

P8 Examine the mechanics of breathing, gaseous exchange and respiratory gas transport.</td><td>M4 Analyse how the respiratory system responds to exercise.</td></tr>
</table>

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Recommended Resources

Textbooks

Draper, N., Williams, C. and Marshall, H. (2024) *Exercise Physiology for Health and Sports Performance*. 2nd edn. London: Routledge.

Kenney, W.L., Wilmore, J.H. and Costill, D.L. (2024) *Physiology of Sport and Exercise*. 9th edn. Champaign, IL: Human Kinetics.

Marieb, E.N. and Hoehn, K. (2024) *Human Anatomy and Physiology*. Global edn. 12th edn. Harlow: Pearson Education.

Websites

www.asep.org	American Society of Exercise Physiologists Journal of Exercise Physiology Online (JEP Online) (Professional reference)
www.cases.org.uk	The Chartered Association of Sport and Exercise Sciences (CASES) Resources (Professional reference)
www.humankinetics.com	Human Kinetics Browse by subject / K-12 / Higher Education / Professional Education / Student Resources (General reference)
www.who.int/health-topics/	World Health Organization Health topics: Physical activity (Professional reference)

Journals and articles

Matthews, M.J., Kanungo, S., Baker, R.J. and Kenter, K. (2024) 'Exercise physiology: a review of established concepts and current questions', *Physiologia*, 4(2), pp. 202–212. Available at: https://doi.org/10.3390/physiologia4020011.

Dominelli, P.B. and Sheel, A.W. (2024) 'The pulmonary physiology of exercise', *Advances in Physiology Education*, 48(2), pp. 238–251. Available at: https://doi.org/10.1152/advan.00067.2023.

Yu, L. (2025) 'Focus on exercise physiology and sports performance', *Life*, 15(1), Article 84. Available at: https://doi.org/10.3390/life15010084.

Links

This unit links to the following related units:

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit 406: Application of Fitness Testing and Training

Unit 415: Applied Massage Techniques for Recovery and Rehabilitation

Unit 416: Fundamentals of Biomechanics

Unit 419: High-Performance Training Programme Design

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 504: Applied Biomechanics to Optimise Performance

Unit 507: Injury Management and Rehabilitation Strategies

Unit 510: Exercise Therapy and Specific Populations

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

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Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit code: J/652/3366

Unit level: 4

Credit value: 15

Introduction

Research plays an important role in informing decisions and improving practice across the sport and physical activity sector. Practitioners working in coaching, participation, performance, health, wellbeing and community settings need to locate and interpret evidence, communicate findings and make responsible, evidence-informed decisions. Research skills are therefore relevant to a wide range of professional roles, including coaching, fitness, sport development, physical activity delivery, health promotion and performance support.

The purpose of this unit is to develop students' understanding of the professional research skills required in sport and physical activity practice. It provides a foundation for understanding how research can be used to identify needs, inform practice and contribute to participation, performance, health and wellbeing objectives. Students will consider how research skills apply within different professional contexts and examine the methodological, ethical and legal considerations that support responsible research practice.

Students will examine professional research skills, including literature searching, source selection, data handling, interpretation of findings and communication to specialist and non-specialist audiences. They will explore the purpose and stages of the research process and consider validity, reliability, trustworthiness, informed consent, confidentiality and data protection. Students will examine quantitative and qualitative research designs, data-collection methods and approaches to data analysis, considering their suitability and limitations in different sport and physical activity contexts. They will also review literature by locating relevant sources, identifying themes, comparing findings and assessing the quality, currency and relevance of research evidence.

On completion of the unit, students will be able to examine professional research skills in relation to sport and physical activity roles, explain the research process and consider the suitability of quantitative and qualitative methods for defined research contexts. They will develop research literacy, analytical thinking, ethical judgement, evidence interpretation and professional communication skills. Students will also be able to review current research and use evidence to support conclusions and recommendations. The unit supports progression to further research and applied practice units, including the Level 5 research project, and to roles across coaching, sport, physical activity, health, wellbeing and performance settings where evidence-informed decision-making is required.

Learning Outcomes

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

LO1 Examine the professional research skills required in sport and physical activity practice

LO2 Explore the research process within sport and physical activity contexts

LO3 Examine quantitative and qualitative research methods within sport and physical activity contexts

LO4 Review literature relevant to sport and physical activity contexts.

Essential Content

LO1 **Examine the professional research skills required in sport and physical activity practice**

Professional research skills:

Literature searching, digital research literacy, source selection and summarising research articles

Identifying research aims, methods, findings, strengths and limitations

Data handling, interpretation of findings, communication of research information to specialist and non-specialist audiences, ethical judgement and evidence-informed decision-making.

Applied professional behaviours:

Time management, organisation, prioritising workload, professional communication, giving and receiving feedback, and working with participants and stakeholders

Maintaining professional boundaries, duty of care, safeguarding responsibilities and responsible conduct in sport and physical activity settings.

Research skills in context:

Alignment of research skills to roles and activities across sport, coaching, physical activity, health, wellbeing and applied practice contexts, including fitness for role, appropriateness to context and contribution to evidence-informed practice.

Personal skills assessment:

Skills audit, self-assessment tools, SWOT analysis, identification of development priorities and planning for continued professional development.

LO2 **Explore the research process within sport and physical activity contexts**

Research purposes and contexts:

Purposes of research in sport and physical activity contexts, including identifying needs, informing practice, improving participation, performance, health and wellbeing, supporting professional development and contributing to evidence-informed decision-making

Applied vocational research contexts – e.g. coaching observations, club or community participation insight, academy or talent pathway questions, performance monitoring data, wellbeing surveys and evaluation of sport or physical activity provision.

Research approaches and planning considerations:

Overview of quantitative, qualitative and mixed methods approaches, their purposes and suitability for different research questions. Considerations in research planning, including methodology, sampling, data collection approach, data analysis approach, interpretation, limitations and conclusions.

Quality, ethical and legal considerations:

Validity, reliability, trustworthiness, accuracy, objectivity, informed consent, confidentiality, data protection, professional codes of conduct, competence, responsible handling of digital data and ethical use of digital tools and AI in research and professional practice.

LO3 **Examine quantitative and qualitative research methods within sport and physical activity contexts**

Quantitative research methods:

Quantitative designs, including experimental and non-experimental approaches, cross-sectional, longitudinal and correlational designs

Quantitative data collection methods, including laboratory-based, field-based, surveys/questionnaires, structured interviews and observations

Suitability, limitations and relationship to measurable data.

Qualitative research methods:

Qualitative designs and approaches used to explore experiences, perceptions, behaviours and meanings in sport and physical activity contexts

Qualitative data collection methods, including interviews, focus groups, open-ended questionnaires, observations and reflective accounts

Suitability, limitations and relationship to research questions.

Data analysis and interpretation:

Organisation, presentation and interpretation of quantitative data

Interpretation of statistical results and significance in applied contexts

Organisation and interpretation of qualitative data, including coding, theme identification, patterns, meaning and trustworthiness

Limitations of quantitative and qualitative methods.

Method selection in context:

Relationship between research questions, research designs, data collection methods, data analysis approaches and applied sport and physical activity contexts, including coaching, participation, performance, health, wellbeing and community settings

Use of practical or simulated sector data to support research-method decisions – e.g. fitness testing results, observation records, questionnaire responses, interview extracts, participation data or performance indicators.

LO4 **Review literature relevant to sport and physical activity contexts**

Purpose of a literature review:

Identifying gaps in research, justifying the appropriateness of a research question, providing up-to-date information on a field of study, identifying similar findings, inconsistencies and emerging themes, evaluating research quality, and generating ideas for further research in sport and physical activity contexts.

Process of reviewing literature:

Selecting and using appropriate sources, searching for relevant literature, reading and summarising current research, identifying key themes, comparing similarities and differences in findings, and organising evidence in relation to a defined sport and physical activity topic.

Sources of literature:

Use of primary and secondary sources, including books, academic journals, reports, websites, databases and other relevant professional or research sources

Consideration of current sources and their relevance to the topic, context and intended use of the literature review.

Quality and relevance of research evidence:

Appropriateness, currency, validity, reliability, trustworthiness and relevance of research evidence to sport and physical activity contexts

Reading techniques to assess the quality of sources, including consideration of research aims, methods, findings, limitations, applicability and contribution to evidence-informed practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the professional research skills required in sport and physical activity practice		
P1 Explain the professional research skills required to operate effectively within sport and physical activity contexts. **P2** Examine how professional research skills are applied within sport and physical activity practice.	**M1** Assess professional research skill strengths and limitations against role requirements in sport and physical activity contexts.	**D1** Justify priorities for professional research skill development in relation to sport and physical activity practice.
LO2 Explore the research process within sport and physical activity contexts		
P3 Explain the stages of the research process within sport and physical activity contexts. **P4** Examine the purposes of research within sport and physical activity contexts.	**M2** Analyse key methodological and ethical considerations that inform research planning within sport and physical activity contexts.	**D2** Justify the importance of validity, reliability and trustworthiness when conducting research in sport and physical activity contexts.
LO3 Examine quantitative and qualitative research methods within sport and physical activity contexts		
P5 Examine quantitative and qualitative research design approaches used within sport and physical activity contexts. **P6** Explain the use of quantitative and qualitative data analysis techniques within sport and physical activity research.	**M3** Assess the effectiveness of quantitative and qualitative research designs and data collection methods in sport and physical activity contexts.	**D3** Justify the selection of appropriate research methods for a defined sport and physical activity research context.
LO4 Review literature relevant to sport and physical activity contexts		
P7 Explain the process and purpose of a literature review within sport and physical activity contexts. **P8** Review current research findings related to a sport and physical activity topic.	**M4** Assess the quality of research evidence within a literature review, including validity, reliability and relevance.	**D4** Evaluate the outcomes of a literature review to justify recommendations for future research.

Recommended Resources

Textbooks

Bell, J., Waters, S. and Johnson, H. (2024) *Doing Your Research Project: A Guide for First-Time Researchers*. 8th edn. Maidenhead: Open University Press.

Thomas, G. (2025) *How to Do Your Research Project: A Guide for Students*. 5th edn. London: Sage.

Thomas, J.R., Martin, P., Etnier, J.L. and Silverman, S.J. (2023) *Research Methods in Physical Activity*. 8th edn. Champaign, IL: Human Kinetics.

Websites

www.cases.org.uk	The Chartered Association of Sport and Exercise Sciences Professional Development (Professional reference)
www.ncbi.nlm.nih.gov	National Center for Biotechnology Information (USA) National Library of Medicine (Research)
www.sportengland.org	Sport England Research and data (Research)
www.ukdataservice.ac.uk	UK Data Service Find data / Learning Hub (Datasets)

Journals and articles

Arora, N.K., et al. (2023) 'Good scientific practice and ethics in sports and exercise science: a brief and comprehensive hands-on appraisal for sports research', *Sports*, 11(2), Article 47. Available at: https://doi.org/10.3390/sports11020047.

Exel, J. and Dabnichki, P. (2024) 'Precision sports science: what is next for data analytics for athlete performance and wellbeing optimization?', *Applied Sciences*, 14(8), Article 3361. Available at: https://doi.org/10.3390/app14083361.

Links

This unit links to the following related units:

Unit 405: Coaching Practice and Skill Development

Unit 409: Innovation and Ethics in High-Performance Coaching Practice

Unit 413: Work Experience

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 516: Sport and Physical Activity Events Management and Operational Delivery

Unit 517: Learning through Sport within the Educational Setting

Unit 518: Artificial Intelligence in Sport and Exercise Science

Unit 405: Coaching Practice and Skill Development

Unit code: K/652/3367

Unit level: 4

Credit value: 15

Introduction

Coaching is an important professional activity within the sport, health and physical activity sector, spanning community, participation, talent-development, performance and high-performance environments. Coaches are required to create safe, inclusive and effective learning environments, adapt their practice to participants' needs and support skill development and performance. This requires an understanding of how coaching principles, leadership behaviours, participant characteristics and environmental factors interact to influence learning, engagement, welfare and performance.

The purpose of this unit is to develop students' knowledge, practical skills and professional judgement in coaching practice and skill development. The unit provides a foundation for understanding how communication, feedback, motivation, leadership, practice design and the coaching environment can influence skill acquisition and participant development. Students will consider professional boundaries, ethical and inclusive practice, safeguarding, health and safety, and duty of care when making coaching decisions.

Students will examine coaching practice principles and environmental factors that influence skill development. They will consider how coaching requirements may be adapted for participants of different ages, abilities, experiences, developmental stages and performance levels. Students will analyse coach-led, participant-centred and differentiated coaching and teaching approaches and how these can contribute to safe, inclusive and effective learning environments. They will also plan, deliver and review coaching sessions that support skill acquisition and development, using evidence from participant responses, feedback, safety, inclusion and session outcomes to inform adaptations and recommendations.

On completion of the unit, students will be able to examine coaching practice requirements, analyse the selection of coaching and teaching approaches and apply appropriate planning, leadership and delivery skills when working with participants.

They will develop communication, observation, reflection, evidence-informed decision-making and professional judgement skills, together with the ability to review and improve their coaching practice. The unit supports progression to coaching roles in community sport, physical activity, talent-development and performance settings, as well as further study in advanced coaching, skill acquisition, sport pedagogy and related areas of professional practice.

Learning Outcomes

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

LO1 Examine the key principles of coaching practice and the environmental factors that impact on skill development

LO2 Examine coaching practice requirements for enhancing performance across a range of participants

LO3 Investigate the use of coaching and teaching approaches to develop participants within effective learning environments

LO4 Review coaching sessions that support appropriate skill development for a range of participants.

Essential Content

LO1 **Examine the key principles of coaching practice and the environmental factors that impact on skill development**

Key principles:

Role of the coach

Professional knowledge

Communication styles and methods

Professional relationships

Professional boundaries, conduct and duty of care

Development experience

Self-development and Continuous Professional Development (CPD)

Development and review of personal coaching philosophy, including how professional values, participant needs, reflective practice and CPD inform coaching decisions

Ethical and inclusive practice.

Coaching practice:

Practice design and session planning

Feedback strategies to improve performance

Reflective practice

Motivation strategies

Self-awareness

Safeguarding and health and safety (risk assessment)

Lifestyle factors affecting participants

Participant welfare and wellbeing

Management of performance pressure

Sustainable approaches to participant development

Use of sport science support

Use of applied coaching support in vocational settings – e.g. community sport, school or college sport, academy or talent pathway environments and performance coaching contexts

Leadership styles

Use of technology

Ethical use of digital tools, data and AI in coaching practice.

Relationships between coaching principles and skill development outcomes:

How communication, feedback, motivation, practice design and leadership behaviours influence skill acquisition, confidence, engagement and performance progression

Application of learning theory and contemporary coaching pedagogy to support participant-centred, inclusive and evidence-informed coaching practice.

Environmental factors influencing skill development:

Motivational climate

Practice environment

Competitive situations and game-based pressure

Parents, peers and wider support networks.

LO2 **Examine coaching practice requirements for enhancing performance across a range of participants**

Phases of learning:

Learning theory, e.g. Fitts and Posner's (1967) three-stage model

Kolb's experiential 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, inter-task

Influence of transfer on sequencing skills to be learned

Transfer and instructional methods

Practical applications.

Participant characteristics and individual needs:

Developmental stage, age, experience, motivation, confidence, cognitive readiness, physical capability, disability, support needs and performance level

Implications of participant characteristics for coaching decisions, practice design, communication, feedback, progression and adaptation.

Leadership styles and behaviours:

Leadership styles – e.g. autocratic, democratic and laissez-faire approaches

Athlete-centred and differentiated leadership approaches to meet participant needs

Influence of leadership behaviours on participant performance, engagement, welfare and development

Requirements of effective leaders in meeting diverse participant needs

Range of participants:

Children, youth, adult, older adults, talent development participants, high-performance participants and academy or talent pathway participants, including those transitioning between development and performance environments

Participants with diverse needs and abilities.

LO3 **Investigate the use of coaching and teaching approaches to develop participants within effective learning environments**

Coaching and teaching approaches:

Coach-led and athlete-centred approaches

Group, one-to-one and small-group coaching approaches

Practical and theoretical approaches

Technical and tactical approaches

Differentiated coaching strategies to meet participant needs

Factors influencing the selection and use of coaching and teaching approaches, e.g. participant characteristics, session aims, coaching context and environment.

Participant needs:

Relationship between participant needs and different coaching and teaching approaches

Differentiation to support age, experience, motivation, confidence, ability, disability and support needs

Strategies to support learning – e.g. demonstrations, questioning and feedback.

Learning environment:

Creating safe, inclusive and effective learning environments for differing participant needs

Practice and competition environments

One-to-one, small-group and team environments

Motivational climate, challenge, support and feedback.

LO4 **Review coaching sessions that support appropriate skill development for a range of participants**

Planning coaching sessions:

Factors in session planning – e.g. goals, nature of the task, environmental factors, participant characteristics, individual needs, health and safety, safeguarding, inclusion, risk assessment and planned adaptations

Safeguarding and welfare considerations embedded within session planning and delivery decisions, including supervision, communication, participant pressure, professional boundaries and appropriate responses to concerns.

Delivery of coaching sessions:

Safe, inclusive and participant-centred delivery, including safeguarding, health and safety, professional boundaries, risk controls and adaptations to meet participant needs

Leadership behaviours – e.g. Chelladurai's multi-dimensional model of leadership, Mosston and Ashworth's spectrum of teaching styles

Evaluating progress during sessions

Providing appropriate, timely and constructive feedback to participant

Following guidelines

Supporting participants in preparation for, during and following competition or performance events, including appropriate communication with coaching or support staff and adapting delivery in response to observed performance, welfare and readiness needs.

Practice design:

Whole- and part-learning methods

Practice conditions (massed, distributed, fixed and variable)

Types of guidance (visual, verbal, manual and mechanical)

Contextual interference.

Reflective practice:

Reflective practice models and approaches used to support professional judgement rather than mechanical completion of a model

Evaluation techniques – e.g. self-reflection, peer observation and video analysis

Use of evidence from planning and delivery, including participant response, feedback, safety, inclusion and skill-development outcomes

Strengths and areas for improvement

Review-informed adaptations to future session delivery

Recommendations for future sessions

Use of evidence base to support future recommendations – e.g. peer review and empirical evidence

CPD priorities arising from session review.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the key principles of coaching practice and the environmental factors that impact on skill development		
P1 Explain key coaching practice principles that support skill development in sport or exercise environments. **P2** Compare how environmental factors influence skill development across different sport or exercise environments.	**M1** Analyse how key coaching practice principles and environmental factors influence skill development in a specified context.	**D1** Justify how coaching practice principles and environmental factors interact to influence skill development in the specified context.
LO2 Examine coaching practice requirements for enhancing performance across a range of participants		
P3 Compare coaching practice requirements used to enhance performance for participants with different characteristics. **P4** Explain how participant characteristics influence coaching practice used to enhance performance.	**M2** Analyse how coaching practice requirements are adapted to enhance performance across a range of participants.	**D2** Evaluate the suitability of coaching practice requirements for enhancing performance across a range of participants, using evidence to support judgements.
LO3 Investigate the use of coaching and teaching approaches to develop participants within effective learning environments		
P5 Examine coaching and teaching approaches used to develop participants within effective learning environments. **P6** Explain the features of an effective learning environment that support the development of a range of participants.	**M3** Analyse factors that influence the selection and use of coaching and teaching approaches when working with a range of participants.	**D3** Evaluate the effectiveness of selected coaching and teaching approaches in creating an effective learning environment for a range of participants.

Pass	Merit	Distinction
LO4 Review coaching sessions that support appropriate skill development for a range of participants		
P7 Deliver planned coaching sessions that demonstrate safe and inclusive practice, appropriate leadership behaviours and skill development for a range of participants. **P8** Review the planning and delivery of coaching sessions to identify how they supported participants' skill development.	**M4** Analyse the effectiveness of coaching session planning and delivery in supporting participant skill development **M5** Apply changes to coaching session delivery in response to review findings.	**D4** Evaluate the delivery of coaching sessions to a range of participants, with justified recommendations for future improvement.

Recommended Resources

Textbooks

Bradbury, S., Lusted, J. and van Sterkenburg, J. (eds) (2020)*'Race', Ethnicity and Racism in Sports Coaching*. London: Routledge.

Cassidy, T., Potrac, P. and Rynne, S. (2023) *Understanding Sports Coaching: The Pedagogical, Social and Cultural Foundations of Coaching Practice*. 4th edn. London: Routledge.

Farrow, D., Baker, J. and MacMahon, C. (eds) (2023) *Developing Sport Expertise: Researchers and Coaches Put Theory into Practice*. 3rd edn. London: Routledge.

Nash, C. (ed.) (2023) *Developing Sport Coaches*. London: Routledge.

Websites

www.britishschoolofcoaching.com/resources/	British School of Coaching Resources (Training)
www.sportengland.org	Sport England Roles (General reference)
www.tandfonline.com	Taylor & Francis Online Journals: Sports and Leisure (Research)
www.ukcoaching.org	UK Coaching Courses / About (Professional reference)

Journals and articles

Downham, L. and Cushion, C. (2022) 'Reflection and reflective practice in high-performance sport coaching: a heuristic device', *Physical Education and Sport Pedagogy*, 29(6), pp. 601–620. Available at: https://doi.org/10.1080/17408989.2022.2136369.

Williams, A.M. and Hodges, N.J. (2023) 'Effective practice and instruction: A skill acquisition framework for excellence', *Journal of Sports Sciences*, 41(9), pp. 833–849. Available at: https://doi.org/10.1080/02640414.2023.2240630.

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Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 406: Application of Fitness Testing and Training

Unit 409: Innovation and Ethics in High-Performance Coaching Practice

Unit 410: Talent Identification and Athlete Pathway Development

Unit 418: Sociological Influences on Participation

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 517: Learning through Sport within the Educational Setting

Unit 406: Application of Fitness Testing and Training

Unit code: **L/652/3368**

Unit level: **4**

Credit value: **15**

Introduction

Fitness testing and training are important areas of practice across the sport, exercise and fitness sector. Practitioners working with sports performers, active populations and recreational participants need to understand how fitness is developed, assessed and monitored to support performance, participation, health and wellbeing. This knowledge is relevant to roles in sport coaching, fitness instruction, physical activity delivery, strength and conditioning support, and sport and exercise science support, where practitioners are required to make safe and informed decisions within the boundaries of their role.

The purpose of this unit is to develop students' knowledge and applied skills in assessing fitness and planning, delivering and reviewing fitness training programmes. Students will examine how fitness requirements vary according to the demands of an activity, participant characteristics and identified goals. The unit provides a foundation for applying recognised training principles, selecting appropriate fitness tests and using assessment outcomes to inform safe, structured and progressive training.

Students will examine health-related and skill-related components of fitness, together with the principles and theories used to support training, adaptation and progression. They will determine the fitness levels of different sport and exercise participants by selecting suitable laboratory-based or field-based tests, following safe and ethical procedures and interpreting results using appropriate comparative data. Students will then use assessment findings, individual needs and activity demands to plan fitness training programmes using suitable training methods and principles. They will carry out programmes safely, monitor participant responses and progress, and review outcomes to identify strengths, areas for improvement and recommendations for future development.

On completion of the unit, students will be able to examine training principles, assess fitness levels and use relevant information to plan safe and appropriate fitness training programmes for sport and exercise participants. They will develop practical skills in fitness testing and programme delivery, alongside analytical, communication,

target-setting, monitoring and reflective-practice skills. The unit supports progression to further study and supervised roles in sport coaching, fitness instruction, physical activity, strength and conditioning, and sport and exercise science support, where fitness assessment and training contribute to informed professional practice.

Learning Outcomes

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

LO1 Examine the principles of training for sport and exercise

LO2 Determine the fitness levels of a selected sport or exercise participant

LO3 Plan safe and effective fitness training programmes for sport and exercise participants

LO4 Carry out safe and effective fitness training programmes for sport and exercise participants.

Essential Content

LO1 Examine the principles of training for sport and exercise

Fitness requirements for sport and exercise:

Health-related components of fitness – cardiovascular endurance, strength, flexibility, muscular endurance and body composition

Fitness requirements across participant groups – athletes, recreational exercisers, older adults, inactive individuals, and health-related fitness participants

Skill-related components of fitness – speed, reaction time, agility, balance, co-ordination and power.

Principles of training:

Principles – specificity, progressive overload, reversibility, individual needs/ differences, tedium, variance, adaptation, rest and recovery, athlete welfare in relation to training load and recovery

FITT (frequency, intensity, time, type) principles – application of FITT principles to meet participant goals/fitness components.

Theories of training:

General adaptation syndrome (GAS) theory, supercompensation cycle, periodisation (phases and cycles) and tapering.

LO2 Determine the fitness levels of a selected sport or exercise participant

Laboratory-based tests:

Laboratory-based testing – e.g. Wingate anaerobic test, VO2 max test, onset of blood lactate accumulation (OBLA) test, ventilatory breakpoint testing, cycle ergometer protocols.

Field-based fitness tests:

Field-based testing – e.g. multi-stage fitness test, 12-minute Cooper run test, one-mile Rockport walking test, Harvard step test (cardiovascular endurance), one rep maximum test, grip strength test (strength), sit and reach test (flexibility), sit up and press up tests, repetition maximum tests (muscular endurance), skinfold caliper test, bio-electrical impedance analysis (body composition), 30-metre sprint test (speed), ruler drop test, Batak reaction test (reaction time), Illinois agility test, side-step test, shuttle run test (agility), stork stand test, (balance), alternate hand wall toss test (coordination), vertical jump test, and Margaria-Kalamen power test using a staircase (power)

Appropriateness of tests – validity (internal and external), reliability (absolute, relative), practicality, suitability and accessibility.

Administration:

Health and safety – following safe testing protocols and pre-exercise client screening, e.g. PAR-Q+, health history, medication, injury status, contraindications, blood pressure, resting heart rate, height, weight, lung function and informed consent

Practicality – selecting tests relevant to the individual, test sequencing and duration

Maintaining professional boundaries, confidentiality and appropriate conduct during fitness testing

Referral pathways and scope of practice – recognising when to refer to qualified health, fitness or medical professionals

Ethical and secure handling of participant data and test results

Safeguarding considerations when testing participants, including appropriate supervision, communication and reporting procedures.

Assessment and Interpretation:

Methods of feedback – verbal and non-verbal

Timing of feedback – at fitness testing session versus after fitness testing session

Interpretation of results – comparison of results to appropriate normative data, considering participant profile, activity context and goals

Data, setting training targets based on test results and requirements of the sport or exercise activity

Using outcomes to identify strengths, limitations and training priorities

Use of data to inform participation, wellbeing, progression and programme planning decisions

Application of fitness testing outcomes to vocational sport and exercise contexts, e.g. community fitness participants, recreational exercisers, academy or talent pathway athletes and performance sport performers.

LO3 **Plan safe and effective fitness training programmes for sport and exercise participants**

Training methods:

Cardiovascular endurance training methods – e.g. interval training, fartlek training, continuous training and circuit training

Strength/muscular endurance training methods – e.g. free weights training, fixed resistance machines, pyramid training, tri-sets and giant sets and functional strength training

Power training methods – e.g. plyometric training and medicine ball training

Flexibility training methods – e.g. static stretching, dynamic stretching and proprioceptive neuromuscular facilitation (PNF)

Core stability training methods – e.g. pilates and gym-based exercises (e.g. plank)

Speed training methods – e.g. hollow sprints, resistance drills (e.g. hill runs, parachutes and sleds)

Strengths and limitations of each type of training.

Design an appropriate training programme:

Design – use of fitness test results to inform training goals

Application of the principles of training – specificity, progressive overload, individual needs/differences, rest and recovery

FITT principles – frequency, intensity, time and type

Use of appropriate training methods

Adaptation of training methods for different participant goals – e.g. performance, health improvement, wellbeing, functional fitness and return to activity

Structured session planning using evidence-based practice to set training goals (short-, medium- and long-term), SMARTER – specific, measured, achievable, relevant, time-bound, evaluated and revised

Health and safety – PAR-Q+, risk assessment of the training environment and strategies to avoid overtraining at the planning stage

Sustainable use of equipment, spaces and resources in programme planning

Managing training load in relation to participant welfare, recovery and wellbeing

Safeguarding and welfare considerations in training programme design, including safe progression, appropriate supervision, management of training pressure, professional boundaries, and referral or signposting where concerns are identified.

LO4 **Carry out safe and effective fitness training programmes for sport and exercise participants**

Carry out a training programme:

Following guidelines – e.g. process of completing different training methods, training at recommended levels, technique and progression

Monitoring during delivery – observation, participant feedback, rating of perceived exertion, heart rate, technique, fatigue and signs of discomfort

In-session adaptations – adjusting intensity, volume, rest periods, exercise selection or coaching cues in response to participant needs and safety considerations.

Review of a training programme:

Use of technology to record and review training sessions – mobile phone fitness trackers (e.g. My Fitness Pal and Strava), action cameras (e.g. GoPro cameras), video analysis tools, ethical and appropriate use of digital tools and AI-supported analysis

Analysis of strengths and areas for improvement

Repeated fitness test results

Review of training goals – short-, medium- and long-term goals, using outcome data

Recommendations for future development.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the principles of training for sport and exercise		
P1 Examine the components of fitness in relation to sport and exercise contexts. **P2** Examine the principles and theories of training in relation to sport and exercise contexts.	**M1** Analyse the application of training principles to the fitness requirements of selected sport and exercise activities.	**D1** Justify how training principles can be integrated to meet the fitness requirements of selected sport and exercise activities.
LO2 Determine the fitness levels of a selected sport or exercise participant		
P3 Select appropriate fitness tests for a selected sport or exercise participant. **P4** Undertake fitness testing for a selected sport or exercise participant in accordance with appropriate protocols and normative data requirements.	**M2** Interpret fitness test results in relation to appropriate normative data.	**D2** Justify the selection of fitness tests for a selected participant using validity, reliability and relevance.
LO3 Plan safe and effective fitness training programmes for sport and exercise participants		
P5 Select fitness training methods suitable for a selected individual and their activity, considering strengths and limitations. **P6** Plan a safe and structured fitness training programme informed by fitness test results.	**M3** Analyse key design features of the programme in relation to training principles and individual needs.	**D3** Evaluate how effectively the programme meets the participant's needs and activity demands.
LO4 Carry out safe and effective fitness training programmes for sport and exercise participants		
P7 Carry out a fitness training programme for a selected individual, following safe practice guidelines. **P8** Review the effectiveness of a fitness training programme for a selected individual using monitoring and outcome data.	**M4** Analyse the effectiveness of a fitness training programme for a selected individual.	**D4** Evaluate the effectiveness of a fitness training programme for a selected individual, using monitoring and outcome data to justify recommendations for future development.

Recommended Resources

Textbooks

Gibson, A.L., Wagner, D.R. and Heyward, V.H. (2024) *Advanced Fitness Assessment and Exercise Prescription*. 9th edn. Champaign, IL: Human Kinetics.

National Strength and Conditioning Association (NSCA), Haff, G.G. and Triplett, N.T. (eds) (2026) *Essentials of Strength Training and Conditioning*. 5th edn. Champaign, IL: Human Kinetics.

Websites

www.acsm.org	American College of Sports Medicine (ACSM) Resource Library (Professional reference)
www.cases.org.uk	The Chartered Association of Sport and Exercise Sciences Professional Development / Students / Resources (Professional reference)
www.sportengland.org	Sport England Guidance and support / News and inspiration (General reference)

Journals and articles

Coates, A.M., Joyner, M.J., Little, J.P., Jones, A.M. and Gibala, M.J. (2023) 'A perspective on high-intensity interval training for performance and health', *Sports Medicine,* 53, pp. 85–96. Available at: https://doi.org/10.1007/s40279-023-01938-6.

Impellizzeri, F.M., et al. (2023) 'Understanding training load as exposure and dose', *Sports Medicine*, 53, pp. 1667–1679. Available at: https://doi.org/10.1007/s40279-023-01833-0.

Yuan, Y., Soh, K.G., Qi, F., Bashir, M. and Zhao, N. (2024) 'Effects of high-intensity interval training on selected indicators of physical fitness among male team-sport athletes: a systematic review and meta-analysis', *PLOS ONE*, 19(11), e0310955. Available at: https://doi.org/10.1371/journal.pone.0310955.

Links

This unit links to the following related units:

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 405: Coaching Practice and Skill Development

Unit 410: Talent Identification and Athlete Pathway Development

Unit 411: Digital Innovation in Health and Human Performance

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 419: High-Performance Training Programme Design

Unit 502: Performance Analytics and Tactical Evaluation

Unit 505: Nutrition to Optimise Health and Performance

Unit 509: Applied Strength and Conditioning

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

Unit 407: Lifestyle Coaching

Unit code: M/652/3369

Unit level: 4

Credit value: 15

Introduction

Lifestyle coaching is a developing area of professional practice within sport, physical activity, health and wellbeing contexts. Lifestyle coaches work collaboratively with clients to clarify goals, increase self-awareness and support purposeful action and sustainable personal change. This knowledge is relevant to roles in health and wellbeing coaching, community sport, physical activity, fitness and participant support, where practitioners must communicate appropriately, respond to individual needs and maintain clear ethical and professional boundaries.

The purpose of this unit is to develop students' knowledge and applied understanding of the theories and processes that underpin lifestyle coaching. Students will examine the role and limits of lifestyle coaching, including relevant ethical, regulatory and professional considerations, coaching agreements, coaching methodologies and referral pathways. The unit provides a foundation for supporting personal change through structured coaching conversations while ensuring that practice remains appropriate to the practitioner's role and the client's needs.

Students will explore theories of human intelligence, cognition, emotional functioning and behaviour change, considering how these may influence behaviour, decision-making and readiness for change. They will investigate communication methods used in lifestyle coaching, including active listening, questioning, feedback and approaches for gaining insight into a client's perspective. Students will also demonstrate approaches to facilitating personal change through goal setting, planning and review. This includes motivating and empowering clients, recording and collating outcomes, monitoring progress over time and using review findings to support future action.

On completion of the unit, students will be able to explain the theory and processes underpinning lifestyle coaching, investigate communication methods and apply goal-setting approaches within structured lifestyle coaching interactions. They will develop communication, active-listening, questioning, planning, record-keeping and reflective skills, together with ethical awareness and professional judgement. The unit supports progression to further study and roles in health and wellbeing, community sport, physical activity, fitness and coaching contexts where supporting positive action, monitoring progress and working within professional boundaries are important aspects of practice.

Learning Outcomes

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

LO1 Explore the theory and processes underpinning lifestyle coaching

LO2 Explore the theories of human intelligence

LO3 Investigate different methods of effective communication

LO4 Demonstrate approaches to facilitating personal change, including the recording and collation of outcomes.

Essential Content

LO1 **Explore the theory and processes underpinning lifestyle coaching**

Key principles:

Specific role of a counsellor, therapist, psychotherapist, mentor, life coach and other relevant professionals

Coaching ethics and regulation as set out by the International Coaching Federation (ICF) and other relevant bodies – e.g. CIMSPA, EMCC UK and IRCM

Safeguarding

Data protection

Coaching agreement and the methodology involved in creating such an agreement

Coaching methodologies appropriate to specific scenarios.

Contexts and considerations:

Lifestyle coaching contexts – e.g. health referral programmes, workplace wellbeing initiatives, community physical activity interventions, and sport or exercise participation settings

Applied lifestyle coaching considerations in vocational sport and physical activity settings – e.g. community programmes, club environments, academy or talent pathway contexts, recreational exercise settings and performance-support contexts

Limitations, professional decision-making and referral pathways of a lifestyle coach, including when to refer clients to other practitioners

Role of life coach.

LO2 **Explore the theories of human intelligence**

Human biology and theories of human intelligence:

Theories of intelligence and their relevance to lifestyle coaching practice

Effective adaptation and different cognitive processes, e.g. perception, learning, memory, reasoning and problem-solving

Responses to situations – e.g. thoughts, mood, behaviours, physical reaction, environment and external pressures affecting wellbeing and behavioural change

Emotional intelligence, self-awareness, self-regulation, motivation, empathy and social skills.

Behavioural theories:

Cognitive behavioural methods of lifestyle coaching

Behaviour change theories and models relevant to lifestyle coaching, e.g. Transtheoretical Model, Self-Determination Theory (SDT), COM-B model and Behaviour Change Wheel (BCW)

ACE FIRST model of individual change and how this can be used to identify primary goals

Use primary goals to set specific goals for change in applied coaching practice.

LO3 **Investigate different methods of effective communication**

Methods of effective communication:

Purpose and scope of effective communication

Active listening and reflective listening

Different forms of communication – e.g. body language, verbal and non-verbal communication, bottom-lining, seeking statements, encouragement, affirmation and reinforcement

Powerful questioning invoking insight, discovery, moving the client forward and goal-setting possibilities.

Skills:

Skills involved in communication, direct and indirect communication, feedback, goal setting, objectives, tasks, reframing and visualisation

Enabling self-awareness with the client by employing different skills and processes

Professional boundaries and limitations.

LO4 **Demonstrate approaches to facilitating personal change, including the recording and collation of outcomes**

Approaches to facilitating personal change:

Goal setting using a variety of skills that promote self-discovery – e.g. brainstorming, explorative engagement, challenging assumptions and provoking thought

Structured coaching conversations – e.g. simulated or observed coaching interactions, goal-setting discussions, action planning and review conversations

Use of realistic or simulated client scenarios to support practical coaching skills – e.g. inactive individuals, community participants, recreational exercisers, academy or performance participants and clients seeking lifestyle change

Personalisation and inclusion for diverse client needs – e.g. inactive individuals, clinical populations, different ages, cultural contexts and socio-economic backgrounds

Methods to motivate and empower the client, bring forward ideas and create a plan for future action and sustainable personal change

Different templates that may enhance brainstorming, investigative questioning, goal setting and future planning

Use of the GROW model (other models offer alternative approaches), coaching plan, incorporate goals, limitations, targets, time limits, accountability and objectives for successful outcomes.

Tools:

Confidentiality, data protection, storage and GDPR

Link coaching plan and review to monitoring outcomes

Monitoring sustained progress over time, including review points, accountability measures and adaptation of action plans

Record-keeping, including digital tools for tracking progress, client communication, reflective practice, and reviewing and monitoring outcomes.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the theory and processes underpinning lifestyle coaching		
P1 Explain the role of regulation, ethics and professional boundaries in lifestyle coaching practice. **P2** Explain the purpose and function of a coaching agreement within lifestyle coaching.	**M1** Assess the suitability of different coaching methodologies for contrasting lifestyle coaching contexts.	**D1** Justify professional boundaries and appropriate referral considerations within lifestyle coaching practice.
LO2 Explore the theories of human intelligence		
P3 Explain key theories of human intelligence relevant to lifestyle coaching**.** **P4** Explain how cognitive processes and behaviour change models influence behaviour within a lifestyle coaching context.	**M2** Assess client reactions to situations using the ACE FIRST model to inform goal setting.	**D2** Evaluate the effectiveness of applying the ACE FIRST model, with reference to relevant behavioural change theories and models, to facilitate behavioural change within a lifestyle coaching context.
LO3 Investigate different methods of effective communication		
P5 Explain different methods of communication used in lifestyle coaching. **P6** Examine techniques used to gain insight into a client's perspectives and readiness for change.	**M3** Assess the effectiveness of communication skills used within a lifestyle coaching interaction.	**D3** Justify the selection of communication approaches to support individual client needs during lifestyle coaching.
LO4 Demonstrate approaches to facilitating personal change, including the recording and collation of outcomes		
P7 Demonstrate the use of goal-setting approaches to motivate and support positive action within lifestyle coaching. **P8** Explain how planning, review, recording and collation approaches support and monitor positive action within lifestyle coaching.	**M4** Assess techniques used to motivate and empower clients to engage in positive action.	**D4** Evaluate the effectiveness of approaches used to facilitate and monitor personal change within lifestyle coaching practice.

Recommended Resources

Textbooks

Cox, E., Bachkirova, T. and Clutterbuck, D. (eds) (2023) *The Complete Handbook of Coaching*. 4th edn. London: Sage.

Neenan, M. and Dryden, W. (2020) *Cognitive Behavioural Coaching: A Guide to Problem Solving and Personal Development*. 3rd edn. London: Routledge.

Prestwich, A., Kenworthy, J. and Conner, M. (2024) *Health Behavior Change: Theories, Methods and Interventions*. 2nd edn. New York: Routledge.

Whitmore, J. (2017) *Coaching for Performance: The Principles and Practice of Coaching and Leadership.* 5th edn. London: Nicholas Brealey Publishing.

Websites

cimspa.co.uk/	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Education and training (Professional reference)
www.coachingfederation.org	International Coaching Federation Coaching Competencies / Coaching Ethics (Professional reference)
www.coachingpsychology.one	National Academy of Coaching Psychology Journals / Research (Research)
www.emccuk.org	EMCC UK Professional practice / Global Code of Ethics / Resources (Professional reference)

Journals and articles

Ahmann, E., et al. (2024) 'Health and wellness coaching and sustained gains: a rapid systematic review', *American Journal of Lifestyle Medicine*, 18(2), pp. 162–180. Available at: https://doi.org/10.1177/15598276231180117.

Matthews, J.A. et al. (2024) 'Supporting sustainable health behavior change: the whole is greater than the sum of its parts', *Mayo Clinic Proceedings: Innovations, Quality & Outcomes*, 8(3), pp. 263–275. Available at: https://doi.org/10.1016/j.mayocpiqo.2023.10.002.

Wolever, R.Q. and Weinand, R. (2025) 'Integrating mind-body processes and motivational interviewing in health coaching: enhancing support for health behavior change', *Frontiers in Psychology*, 16. Available at: https://doi.org/10.3389/fpsyg.2025.1478525.

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Unit 413: Work Experience

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 418: Sociological Influences on Participation

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 510: Exercise Therapy and Specific Populations

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 517: Learning through Sport within the Educational Setting

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Unit 408: Community Coaching

Unit code: Y/652/3370

Unit level: 4

Credit value: 15

Introduction

Community coaching takes place across varied settings and involves working with participants who have different motivations, needs and barriers to participation. Coaching practice in these settings is influenced by community needs, social purpose, public policy and the objectives of organisations involved in sport, health and community engagement. Community coaches therefore need to understand the wider context in which provision operates and work inclusively with participants, partner organisations and other stakeholders. This knowledge is relevant to roles in community coaching, sport development, physical activity, health promotion and community engagement.

The purpose of this unit is to develop students' knowledge, practical skills and professional judgement in community coaching. Students will examine how historic and contemporary community sport initiatives and policies have influenced coaching practice and participation opportunities. The unit provides a foundation for planning and delivering inclusive coaching sessions for specific population groups or community contexts, while considering participant needs, intended outcomes, safeguarding, professional conduct and the wider social purposes of community sport.

Students will examine community sport initiatives and policies and consider how different priorities and approaches shape the role and practice of the community coach. They will plan an effective coaching session underpinned by relevant theoretical concepts and adapted to the needs of a specified population group or community context. Students will then deliver a practical coaching session, applying inclusive approaches and responding appropriately to participants during delivery. They will also explore how sport may be used to address wider societal issues, including barriers to participation, inclusion, health, wellbeing and community development.

On completion of the unit, students will be able to examine the influence of community sport initiatives and policies, plan context-appropriate coaching sessions and deliver practical activities that respond to the needs of a specified population group or community context. They will develop planning, communication, adaptation, inclusive delivery, reflection and professional decision-making skills, alongside an

awareness of sport's wider social value. The unit supports progression to further study and roles in community coaching, sport development, physical activity, health promotion and community engagement, where inclusive and context-responsive practice is required.

Learning Outcomes

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

LO1 Examine a range of community sport initiatives and policies, both contemporary and historic, which have shaped coaching practice

LO2 Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context

LO3 Deliver an effective practical coaching session that addresses the needs of a specific population group or community context

LO4 Explore the potential for sport to be used as a tool for addressing wider societal issues.

Essential Content

LO1 **Examine a range of community sport initiatives and policies, both contemporary and historic, which have shaped coaching practice**

Historic and contemporary coaching policy:

National and international policy documents

National, regional and international examples of community sport policy and delivery frameworks

Comparative international community coaching systems, policy priorities and participation strategies across different national and regional contexts

Link policy to local coaching practice

Using knowledge of community sport policy, local needs, participation priorities and contemporary influences to inform and share best practice within community coaching teams.

Sport for development:

History of Muscular Christianity – historic foundation of organised sport which is no longer a model for contemporary practice

Community development

Positive youth development

The 4Cs of coaching (character, competence, connection, confidence)

Sport and social inclusion

Sport and health

Linking sport to wider social outcomes

Inequality and target groups – under-represented populations and policy focus on reducing inequality.

LO2 **Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context**

Adaptation principles:

STTEPS principle – space, time/task, equipment, people and speed

STTEPS principle supporting inclusion

Modified games

National governing body initiatives or equivalent community sport organisations.

Differentiation:

Supporting inclusion and inclusive session planning

Long-term athlete development (broad and flexible development model, not rigid stages) and its support for inclusive coaching

Physical literacy

Barriers to participation for special population groups.

Planning principles:

Health and safety, safeguarding and risk assessment

Progression

Teaching/coaching styles

Activity leadership

Athlete-centred coaching

Teaching and coaching models – e.g. teaching for personal and social responsibility

Community needs analysis, stakeholder consultation and participant profiling e.g. consultation with disabled participants, representative organisations and people with lived experience to inform session planning

Planning rationale linked to identified participant needs – e.g. inactive adults, disabled participants, SEND groups, older adults and under-represented communities

Partnership working to support planning and delivery – e.g. schools, local authorities, charities, clubs, health agencies, NGBs or equivalent community sport organisations

Alignment with relevant coach education, professional standards or sector guidance where appropriate – e.g. national governing body guidance, UK Coaching resources, CIMSPA professional standards, or equivalent local, national or international frameworks

Compare planning principles used for specific community coaching contexts

Use of digital and AI-supported tools to support session planning, participant tracking, feedback collection and review, including ethical use, data protection and GDPR responsibilities.

Planning for inclusion:

Inclusion spectrum – open, modified, parallel and separate activities.

LO3 **Deliver an effective practical coaching session that addresses the needs of a specific population group or community context**

Effective coaching pedagogy:

Coaching styles

Communication

Delivery in real-world or simulated community coaching environments – e.g. outreach settings, multi-ability groups, school, club or community-based contexts

Preparation and support of the coaching team, e.g. volunteers, coaching assistants and support workers for community session delivery, including proportionate due diligence checks, induction to relevant organisational procedures and scopes of practice, identification of development needs, and monitoring of performance against agreed roles and delivery standards

Coaching-team development approaches, including briefing, observation, feedback and review for coaches, coaching assistants, support staff and volunteers

Supporting participants before, during and after community sport events, festivals, competitions or activity programmes, including appropriate communication, supervision, adaptation and welfare-aware responses to participant needs

Adaptation – e.g. STTEPS used to adapt tasks for inclusion.

Reflective practice:

Stages and models of reflection – e.g. reflection in action, reflection on action, retrospective reflection, Gibbs' reflective cycle or Kolb's experiential learning cycle

Quality of decisions made during the session

Review of live delivery decisions and adaptations during the session, distinct from pre-session planning rationale

Delivery quality and impact – e.g. inclusion, participant engagement and motivation

Participant outcomes from the session – e.g. physical, social, behavioural and confidence-related responses

Contingency planning.

Managing risk within coaching practice:

Risk assessment – dynamic, static, objective (based on observable hazards) and subjective (using professional judgement)

Phases of risk management – primary, secondary and tertiary

Dynamic implementation of risk controls during delivery, including activity modification, supervision and responses to changing participant needs.

Safeguarding in coaching practice:

Safeguarding policy

Equality, diversity and inclusion

Ethical issues working with different populations

Good practice guidelines

Application of safeguarding procedures during delivery, including safe supervision, reporting routes and professional responses to concerns

Professional boundaries and professional conduct in community coaching practice

Participant welfare and the impact of pressure in community coaching environments.

LO4 **Explore the potential for sport to be used as a tool for addressing wider societal issues**

Sport for development:

Positive youth development

The 4Cs of coaching (character, competence, connection and confidence)

Coaching for character

Inclusion and equality (contemporary coaching priorities)

Health and wellbeing.

Sport and society:

Sport and social inclusion

Gender, inclusion, ethnicity, disability and sport

Local community needs and identified societal issues – e.g. inactivity, social isolation, anti-social behaviour, health inequalities and barriers to inclusion.

Sports policy:

National Governing Bodies or equivalent national, regional and international sport organisations operating in different community sport systems

Coach education pathways

Sports leadership

Government, non-governmental and international policy and funding – linking sport, health and community outcomes

Local community sport initiatives and partnerships – e.g. schools, clubs, charities, local authorities, health agencies and community organisations

Collaborative working with internal colleagues and external partners to coordinate community coaching provision, share participant information appropriately and support effective delivery within professional boundaries

Coaching-team workforce structures within community initiatives, including employed, sessional and voluntary models; lines of responsibility, accountability and communication; and the roles, responsibilities and scopes of practice of support staff, coaches, coaching assistants and volunteers

The contribution and value of coordinated coaching teams in supporting safe, inclusive and sustainable community provision, including complementary expertise, continuity of participant support, appropriate supervision and shared responsibility

Approaches to promoting the value of the coaching team to participants, colleagues, volunteers, partner organisations and other stakeholders

Professional club and community foundation initiatives, including programmes that support participation, inclusion, health and wellbeing, education, social outcomes and progression into wider sport or physical activity pathways.

Initiative effectiveness and outcomes:

Physical

Psychological

Social

Behavioural

Evidence of how local initiatives address identified societal issues, including reach, engagement, inclusion, participant outcomes and community impact

Use of local participation, engagement and outcome data to review community coaching priorities, identify gaps in provision and inform improvements to local sport or physical activity initiatives

Participant-led and community-led evidence, e.g. disabled participants' experiences of access, inclusion, belonging and sustained engagement.

Strengths, limitations and areas for development of sport initiatives addressing societal issues

Sustainability in community sport initiatives, including environmental considerations and sustaining participation, inclusion and community benefit.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine a range of community sport initiatives and policies, both contemporary and historic, which have shaped coaching practice</td><td rowspan="2"></td></tr>
<tr><td>P1 Examine how policy frameworks shape local community coaching practice.

P2 Explain the influence of differing policy positions/ideologies and community sport initiatives on community coaching contexts.</td><td>M1 Analyse the role of the coach in delivering community coaching initiatives.</td><td>D1 Evaluate the changing role of the sports coach in community contexts.</td></tr>
<tr><td colspan="2">LO2 Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context</td><td rowspan="2"></td></tr>
<tr><td>P3 Produce a coherent coaching session plan for a specified population group or community context.

P4 Explain how relevant theoretical concepts inform inclusive session planning decisions for the specified population group or community context.</td><td>M2 Apply principles of differentiation, adaptation and inclusion within the coaching session plan to address specific needs within your participant group.</td><td>D2 Evaluate planning principles used to address the needs of the specified population group or community context.</td></tr>
<tr><td colspan="2">LO3 Deliver an effective practical coaching session that addresses the needs of a specific population group or community context</td><td rowspan="2"></td></tr>
<tr><td>P5 Deliver coaching practice that meets participant needs within the specified context.

P6 Adapt coaching activities and communication during delivery to meet identified needs.</td><td>M3 Assess the effectiveness of delivery and in-session adaptive refinements.</td><td>D3 Evaluate the effectiveness of coaching delivery and in-session adaptations in meeting participant needs.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Explore the potential for sport to be used as a tool for addressing wider societal issues		
P7 Explain how sport is used to address societal objectives at national and international levels. **P8** Explain how coaching-team workforce structures support local community initiatives in addressing identified societal issues.	**M4** Assess the contribution of coaching-team workforce structures to the effectiveness of local community initiatives in addressing identified societal issues.	**D4** Justify recommendations for improving the contribution of coaching-team workforce structures to local community initiatives addressing identified societal issues.

Recommended Resources

Textbooks

Bradbury, S., Lusted, J. and van Sterkenburg, J. (eds) (2020)*'Race', Ethnicity and Racism in Sports Coaching*. London: Routledge.

Cassidy, T., Potrac, P. and Rynne, S. (2023) *Understanding Sports Coaching: The Pedagogical, Social and Cultural Foundations of Coaching Practice*. 4th edn. London: Routledge.

Dowling, M., Harris, S. and Mackintosh, C. (eds) (2023) *Sport Policy Across the United Kingdom: A Comparative Analysis*. London: Routledge.

Sherry, E., Schulenkorf, N., Phillips, P. and Rowe, K. (eds) (2024) *Managing Sport Development: An International Approach*. 2nd edn. London: Routledge.

Websites

www.activityalliance.org.uk	Activity Alliance: Disability Inclusion Sport How We Help (Professional reference)
www.icce.ws	International Council for Coaching Excellence (ICCE) Projects / Resources (Professional reference)
www.sportengland.org	Sport England About us / Funding and campaigns (Professional reference)
www.ukcoaching.org	UK Coaching Courses / About Us / About Coaching (Professional reference)
www.unesco.org	UNESCO Who we are / What we do: Programmes: Education: Health and education (Professional reference)
www.who.int/health-topics/	World Health Organization Health topics (Professional reference)

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Journals and articles

Matthews, J.A., et al. (2024) 'Supporting sustainable health behavior change: the whole is greater than the sum of its parts', *Mayo Clinic Proceedings: Innovations, Quality & Outcomes*, 8(3), pp. 263–275.
Available at: https://doi.org/10.1016/j.mayocpiqo.2023.10.002.

Russell, E., Kirk, A., Dunlop, M.D., et al. (2025) 'Digital physical activity and sedentary behaviour interventions for community-living adults: an umbrella review', *Journal of Medical Internet Research*, 27, e66294. Available at: https://doi.org/10.2196/66294.

Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

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Unit 413: Work Experience

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 418: Sociological Influences on Participation

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 516: Sport and Physical Activity Events Management and Operational Delivery

Unit 517: Learning through Sport within the Educational Setting

Unit 409: Innovation and Ethics in High-Performance Coaching Practice

Unit code: A/652/3371

Unit level: 4

Credit value: 15

Introduction

High-performance coaching takes place in complex and changing environments shaped by technological innovation, competitive demands, ethical scrutiny and expectations relating to athlete welfare and professional accountability. Coaches working in these environments need to balance the pursuit of performance improvements with safeguarding responsibilities, ethical practice and informed professional judgement. An understanding of these demands is relevant to experienced and assistant coaching roles in high-performance, talent-development and performance-support settings, where coaches may work with athletes, multidisciplinary teams and other stakeholders.

The purpose of this unit is to develop students' knowledge and understanding of innovation and ethics in high-performance coaching practice. Students will consider how creative and evidence-informed responses can be developed to address contemporary coaching issues while remaining athlete-centred and professionally responsible. The unit provides a foundation for examining how theory, research, policy and ethical reasoning can inform decisions in dynamic coaching environments.

Students will explore innovative and creative responses to contemporary coaching issues, including the contribution of technology, leadership, change management and multidisciplinary working. They will examine how coaching theories and research can be applied to real-world coaching problems and scenarios. Students will also review the historical development of coaching policy at national and international levels and consider how policy frameworks influence coaching environments, expectations and professional practice. In addition, they will examine contemporary issues surrounding sports coaching, including safeguarding, athlete welfare, data use, professional accountability and the ethical implications of emerging approaches.

On completion of the unit, students will be able to explore evidence-informed responses to contemporary coaching issues, examine the application of theory to coaching problems and review the influence of national and international policy

on practice. They will develop problem-solving, research, ethical reasoning, communication and professional decision-making skills relevant to high-performance coaching environments. The unit supports progression to further study in coaching, talent development, performance support and related sport disciplines, as well as progression towards roles in which innovation, collaborative working and responsible professional judgement contribute to athlete development and performance.

Learning Outcomes

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

LO1 Explore innovative and creative responses to contemporary issues in high-performance coaching

LO2 Examine the application of theory in solving real-world high-performance coaching problems and scenarios

LO3 Review the historical development of high-performance coaching policy nationally and internationally

LO4 Examine contemporary issues surrounding high-performance sports coaching.

Essential Content

LO1 **Explore innovative and creative responses to contemporary issues in high-performance coaching**

Innovation and creativity as response processes:

Problem and scenario-based learning pedagogy

The emergence of creative responses within high-performance coaching environments

Innovation cycles, including identifying coaching problems and generating evidence-informed solutions

Research/project-based investigation of high-performance coaching environments – e.g. high-performance sport settings, talent pathways and interdisciplinary support teams

Applied high-performance coaching contexts – e.g. professional club environments, academy or talent pathway settings, interdisciplinary performance teams and competitive sport programmes

Cross-sector learning from sport and non-sport high-performance environments (e.g. sport contexts including NFL and basketball, and non-sport contexts including the military and NHS operating theatres), with analysis contextualised in sport to enable application to high-performance sport settings.

Group dynamics:

Phases of group formation

Change management

Contract formation and negotiation.

Strategy and leadership:

Leadership models and styles

Multidisciplinary team working, including collaboration with coaches, practitioners, analysts, medical/support staff and other stakeholders to inform innovative coaching responses

Employability skills

Entrepreneurial thinking and creative problem solving within coaching organisations.

Contemporary issues in sports coaching:

Ethical practice and safeguarding

Drugs and deviance

Artificial intelligence (AI) and digital monitoring as innovative tools to support sports performance

Data ethics and contemporary athlete surveillance

Drop out and burn out

Sport for development and competition ethics

Inclusion, disability and Para sport.

LO2 **Examine the application of theory in solving real-world high-performance coaching problems and scenarios**

Contemporary coaching pedagogy:

Non-linear coaching and constraints-led approaches

Transformational, transactional and servant leadership models

Athlete wellbeing and long-term athlete health.

Curriculum-based and individualised coaching approaches:

Curriculum-based approaches to structured athlete development

Individualised coaching approaches based on athlete needs, goals, maturation, stage of development and performance context

The advantages and limitations of curriculum-based and individualised approaches across different stages of athlete development

Progression from individual athlete development towards curriculum-led and team-based performance models, where appropriate to the sport, stage of development and performance context

Applied coaching scenarios illustrating progression from individual athlete development to curriculum-led or team-based performance models.

Theory to practice application:

Application of coaching theory to real-world problems

Theory-informed coaching-based decision-making

Alternative strategies based on theoretical rationale

Evaluation of solutions against coaching challenges

Debate around concepts used to refine coaching practice.

Evidence-informed practice:

Use of current research to inform and justify coaching decisions

Interpretation of professional coaching resources.

LO3 **Review the historical development of high-performance coaching policy nationally and internationally**

Coaching policy:

Government and national strategic funding bodies

National governing bodies, international federations and national coaching systems – e.g. Australian Institute of Sport, Coaching Association of Canada, United States Olympic and Paralympic Committee, Sport New Zealand and The English Football Association (FA)

Olympic funding

Government ideologies

Talent pathways and their impact on coaching practice

The role of international bodies – e.g. ICCE, IOC and WADA

Governance landscape and policy influences across multiple organisations – e.g. government bodies, national governing bodies, international federations, professional associations and regulatory agencies

Evolution of coaching policy over time, including shifts in governance, funding, professional standards, safeguarding, anti-doping and athlete welfare priorities.

International policy development:

Safeguarding and child protection

Competition ethics and regulatory frameworks

Mega events – e.g. Olympics, Paralympics and World Cup

Policy impact on coaching development

Comparative international policy frameworks, including coach education, safeguarding, anti-doping, athlete welfare and ethical practice across different national and international contexts.

Policy, participation and social context:

National trends, strategies for social change, and local participation and performance data

The influence of community context, culture, demographics, geographical infrastructure and resource constraints on coaching policy and practice.

Theory to practice applications:

Maturation and bio-banding considerations, including how differences in physical, psychological and social development can influence coaching decisions, fairness, athlete welfare and development opportunities.

LO4 **Examine contemporary issues surrounding high-performance sports coaching**

Professional and strategic context:

Strategic policy documentation, professional codes of conduct, professional boundaries and duty of care

High-performance context, culture and politics, including stakeholder priorities, organisational expectations, selection pressures, funding or pathway priorities and implications for ethical coaching decisions

Alignment with relevant coach education, safeguarding, anti-doping and professional standards or sector guidance, where appropriate – e.g. national governing body guidance, UK Coaching resources, CIMSPA professional standards, FA guidance or equivalent national and international frameworks

Influence of umbrella organisations and international bodies on coaching practice – e.g. UK Coaching, Australian Institute of Sport, Coaching Association of Canada

The coach's role within sport for development health initiatives and sustainable coaching environments.

Contemporary issues:

Inclusion, diversity and equity within high-performance coaching

Integrating emerging technology, AI and digital tools responsibly and ethically, including data protection, privacy, consent and athlete data governance across different jurisdictions

Balancing athlete welfare and athlete-centred care with performance pressures and demands

Ethical approaches to sustainable high-performance development, including balancing athlete progression, welfare, inclusion, performance expectations and the longer-term reputation or positioning of the sport

Managing media and public scrutiny in professional coaching environments

Safeguarding and integrity risks in high-performance coaching contexts – e.g. professional boundaries, athlete exploitation, anti-doping, unethical practice and welfare concerns.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore innovative and creative responses to contemporary issues in high-performance coaching		
P1 Explain key issues inherent in a contemporary high-performance coaching problem. **P2** Propose an innovative and creative response to a contemporary high-performance coaching problem.	**M1** Assess a range of potential responses to a contemporary high-performance coaching problem.	**D1** Justify an evidence-informed innovative response to a contemporary high-performance coaching problem.
LO2 Examine the application of theory in solving real-world High-Performance coaching problems and scenarios		
P3 Explain the application of a relevant coaching theory to a real-world high-performance coaching problem or scenario. **P4** Examine how contemporary research informs the application of a selected coaching theory.	**M2** Compare a range of relevant theories for their usefulness in responding to a high-performance coaching problem or scenario.	**D2** Evaluate the application of the selected theory in responding to a high-performance coaching problem or scenario.
LO3 Review the historical development of high-performance coaching policy nationally and internationally		
P5 Explain the historical development of high-performance coaching policy nationally and internationally. **P6** Review the impact of one selected policy document or strategy on high-performance coaching environments.	**M3** Assess the impact of a range of policy documents and strategies on high-performance coaching environments and contemporary high-performance coaching practice.	**D3** Evaluate how high-performance coaching policy has shaped coaching development nationally and internationally.

Pass	Merit	Distinction
LO4 Examine contemporary issues surrounding high-performance sports coaching		
P7 Explain a range of contemporary issues facing high-performance sports coaching environments. **P8** Examine the impact of a selected contemporary issue on high-performance coaching practice with reference to relevant literature.	**M4** Evaluate the implications of the selected contemporary issue within a specific high-performance coaching environment.	**D4** Justify professional responses to the selected contemporary issue within a specific high-performance coaching environment.

Recommended Resources

Textbooks

Dowling, M., Harris, S. and Mackintosh, C. (eds) (2023) *Sport Policy Across the United Kingdom: A Comparative Analysis*. London: Routledge.

Farrow, D., Baker, J. and MacMahon, C. (eds) (2024) *Developing Sport Expertise: Researchers and Coaches Put Theory into Practice*. 3rd edn. London: Routledge.

Goosey-Tolfrey, V.L. (ed.) (2010) *Wheelchair Sport: A Complete Guide for Athletes, Coaches, and Teachers*. Champaign, IL: Human Kinetics.

Smith, W-A., et al. (eds) (2023) *The Ethical Coaches' Handbook: A Guide to Developing Ethical Maturity in Practice.* London: Routledge.

Websites

www.anncrafttrust.org	Ann Craft Trust Safeguarding Adults / Safeguarding in Sport / Resources (Professional reference)
www.gabbettperformance.com.au	Gabbett Performance Solutions Blog (Applied professional development and high-performance sport science)
www.icce.ws	International Council for Coaching Excellence Projects / Resources (General reference)
www.sportscoachuk.org	UK Coaching About Us / About Coaching (Professional reference)
www.ukad.org.uk	UK Anti-Doping Education / Violations (Professional reference)
www.wada-ama.org	World Anti-Doping Agency Who We Are / What We Do / Data & Research (Professional reference)

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Journals and articles

Gerdin, G. and Pringle, R. (2025) 'Ethical coaching and athlete transitions – a Foucauldian perspective on high-performance sports', *Frontiers in Sports and Active Living*, 7, Article 1675173. Available at: https://doi.org/10.3389/fspor.2025.1675173.

Kwon, J. W. (2025) 'Athlete data sovereignty: addressing the legal and policy gaps in sports technology', *Frontiers in Sports and Active Living*, 7, Article 1742484. Available at: https://doi.org/10.3389/fspor.2025.1742484.

Waśkiewicz, Z., et al. (2025) 'Ethical bias in AI-driven injury prediction in sport: a narrative review of athlete health data, autonomy and governance', *AI*, 6(11), Article 283. Available at: https://doi.org/10.3390/ai6110283.

Zhou, D., et al. (2025) 'Artificial intelligence in sport: a narrative review of applications, challenges and future trends', *Journal of Sports Sciences*, 1–16. Available at: https://doi.org/10.1080/02640414.2025.2518694.

Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 405: Coaching Practice and Skill Development

Unit 406: Application of Fitness Testing and Training

Unit 410: Talent Identification and Athlete Pathway Development

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 518: Artificial Intelligence in Sport and Exercise Science

Unit 410: Talent Identification and Athlete Pathway Development

Unit code: D/652/3372

Unit level: 4

Credit value: 15

Introduction

Talent identification and athlete pathway development contribute to the organisation and sustainability of sporting systems. Across participation, talent-development and high-performance settings, structured approaches are used to recognise potential, support progression and retain athletes within appropriate development environments. These approaches are influenced by biological, psychological and social factors, as well as organisational structures, resources and athlete welfare considerations. This knowledge is relevant to roles in coaching, athlete development, talent pathways and performance support, where practitioners work with athletes, multidisciplinary teams and other stakeholders.

The purpose of this unit is to develop students' knowledge and applied understanding of the principles and practices underpinning talent identification and athlete pathway development. Students will consider why talent identification and development programmes exist, how they are structured and the purposes they serve in different sporting contexts. The unit provides a foundation for reviewing existing provision and planning an appropriate talent identification and development programme for a chosen sport.

Students will explore the aims, structures and purposes of talent identification and development before investigating the predictors and factors that may influence athlete identification and progression. These include maturation, sport and positional demands, athlete engagement, support networks, third-party influences, technology, safeguarding and professional conduct. Students will review talent identification and development programmes within a chosen sport, considering how pathways are designed, implemented and monitored. They will then plan a programme that considers athlete characteristics, multidisciplinary support, stakeholder needs, resources, monitoring approaches, sustainability and athlete welfare.

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On completion of the unit, students will be able to explore the principles of talent identification and development, investigate factors affecting athlete progression and review existing approaches within a chosen sport. They will develop research, analysis, planning, communication and evidence-informed decision-making skills through the production of a talent identification and development programme. The unit supports progression to further study in coaching, talent development, sport and exercise science and performance support, as well as progression towards roles involving athlete pathways, participant development and the coordination of support across sporting environments.

Learning Outcomes

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

LO1 Explore the aim, structure and purpose of talent identification and development

LO2 Investigate key predictors and factors in talent identification and development

LO3 Review talent identification and development programmes in a chosen sport

LO4 Plan a talent identification and development programme for a chosen sport.

Essential Content

LO1 **Explore the aim, structure and purpose of talent identification and development**

Types of talent:

Uni-dimensional talent

Multi-dimensional talent

Uni-sport talent

Multisport talent.

Aim and purpose:

Talent identification.

Talent development:

Nature factors

Nurture factors

Talent identification and development programmes.

Structure:

Scale of programme

Format

Phases and stages

Timescale

Target and goal setting

Selection criteria

Academy, development and professional pathway structures, including entry points, progression routes, transition stages and exit or deselection considerations.

LO2 **Investigate key predictors and factors in talent identification and development**

Key predictors:

Natural selection

Scientific selection

Anthropometric predictors – height, weight, limb length and body composition

Physiological predictors – aerobic capacity, anaerobic power, speed, and flexibility

Sociological predictors – parental support, access to facilities, practice opportunities and peer influence

Psychological predictors – motivation, confidence, concentration, anticipation and decision-making

Skill-based predictors – general motor skills, technical and tactical skills.

Key factors:

Injuries – impact on progression, training continuity and selection decisions

Pressure, expectations and athlete welfare – influence of parents, coaches, peers and performance environments on wellbeing, motivation and continued participation

Safeguarding and professional conduct – professional boundaries, duty of care, appropriate coach–athlete relationships, codes of conduct and reporting concerns

Third-party influences – role of agents, sponsors and external stakeholders in athlete progression, influence on decision-making, expectations, welfare and professional conduct

Athlete learning and engagement needs – individual differences (in communication preferences, feedback approaches, motivation and engagement), implications for support, development environments and progression

Gender considerations – differing participation pathways, support needs and opportunities

Age and maturation – relative age effects, growth and development stages

Growth and maturation in talent identification decision-making – biological age, maturation timing, early physical development bias and implications for selection decisions

Technology, access and support – performance monitoring tools (testing systems, data analysis platforms and AI-supported systems), availability of resources, ethical use of athlete data (including consent, privacy and relevant data protection requirements)

Socio-economic factors – affordability, travel, access to coaching and facilities

Support networks – family, coaching, education and multidisciplinary support.

LO3 **Review talent identification and development programmes in a chosen sport**

Talent identification and development programmes:

National, international and sport-specific approaches to identifying and developing athletes

Pathway structures, selection processes, development stages, progression routes and long-term athlete development frameworks

Sport-specific talent identification and development systems, including individual, team-based and pathway approaches

Applied review of real or simulated talent pathway examples – e.g. professional club academies, regional development programmes, national governing body pathways or community-to-performance progression routes

Examples, including national initiatives, sport-specific pathways and athlete support programmes, used illustratively.

Programme review focus:

Programme aims and intended outcomes

Predictors, selection criteria and progression requirements

Structural features, including stages, phases, timescales and pathway entry or exit points

Alignment with external frameworks, qualifications and sport-specific pathway models – e.g. governing body talent pathways, coaching awards or recognised development frameworks

Monitoring approaches, including athlete progress reviews, performance indicators and use of technology

Barriers to progression, including access, maturation, resource, welfare and support-related factors.

Talent identification evidence and tracking:

Objective and subjective approaches to identifying talent

Quantitative and qualitative evidence used to inform talent identification and development decisions

Balance between performance data, testing outcomes and observational judgement – e.g. coach observation, contextual performance information and athlete behaviours

Statistical interpretation and performance data in sport- or team-specific contexts

Tracking of athlete development over time, including maturation, progression, retention and transition points

Alignment between talent identification evidence and development needs.

LO4 **Plan a talent identification and development programme for a chosen sport**

Development planning and support structures:

Individual athlete development plans

Long-term athlete development planning – staged progression, appropriate challenge, retention, transition points and athlete welfare over time

Alignment of athlete development planning with pathway performance aims, sustainable progression and the wider national or international positioning of the sport, where relevant to the pathway context

Progression towards group-, team- or curriculum-led development models

Alignment with sport context, stage of development and performance aims

Multidisciplinary team structures – roles and contributions of coaching staff, sport science, medical support, education providers and welfare personnel in athlete development; coordination within planning, monitoring and review processes

Alignment with relevant sport pathway guidance, coach education expectations and professional standards where appropriate – e.g. national governing body guidance, academy or talent pathway frameworks, UK Coaching resources, CIMSPA professional standards or equivalent national and international frameworks.

Monitoring and implementation considerations:

Monitoring and review approaches – performance data, performance indicators and key performance indicators (KPIs), athlete feedback, multidisciplinary input and technology, including AI-supported monitoring and analysis

Implementation considerations – transition from talent identification into development planning, alignment between individual needs and wider performance objectives, constraints (relating to resources, communication, athlete readiness and stakeholder expectations)

Consideration of key stakeholder needs within athlete pathway decisions, including coaching teams, performance staff, athletes, parents or guardians where appropriate, education providers, clubs, governing bodies and pathway organisations.

Support at key training, competition, selection and transition points, including coordination with coaching staff, sport science, medical, education and welfare personnel to respond to athlete readiness, performance needs and welfare considerations

Decision-making considerations – differing views on athlete potential, selection priorities and development needs across coaching and support teams.

Resources, sustainability and welfare:

Funding and resources required

Sustainability considerations – long-term viability of programmes, efficient use of resources, inclusive access, and responsible use of facilities, travel and technology

Safeguarding, duty of care and athlete welfare – professional boundaries, safe progression, workload management, responsible communication, and referral and escalation processes in response to welfare concerns.

Justification of planning decisions:

Sport, gender, age, position, resources, support structures, monitoring approaches and intended outcomes.

Planning requirements:

Aims and objectives

Stages and phases

Scope of programme

Timescale

Organisations involved.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the aim, structure and purpose of talent identification and development		
P1 Explain the aim and purpose of talent identification and talent development within sport. **P2** Describe the structural features of talent identification and talent development programmes.	**M1** Analyse differences in aim, purpose and structure between talent identification and talent development programmes.	**D1** Evaluate the role of nature and nurture in supporting talent identification and development programmes.
LO2 Investigate key predictors and factors in talent identification and development		
P3 Examine key predictors used in talent identification. **P4** Explain key factors that influence talent development programmes.	**M2** Analyse the use of natural and scientific selection within talent identification. **M3** Analyse the influence of key factors on talent development programmes.	**D2** Evaluate the role of key predictors and factors in talent identification and development.
LO3 Review talent identification and development programmes in a chosen sport		
P5 Review a talent identification programme within a chosen sport. **P6** Review a talent development programme within a chosen sport.	**M4** Analyse the suitability of key predictors used within the talent identification programme. **M5** Assess the suitability of tests, criteria and stages used within the talent development programme.	**D3** Evaluate the effectiveness of the talent identification and development programme.
LO4 Plan a talent identification and development programme for a chosen sport		
P7 Develop a plan for the talent identification component of a programme for a chosen sport. **P8** Develop a plan for the talent development component of a programme for a chosen sport.	**M6** Analyse the design of the talent identification and development programme in relation to age, gender, sport and position.	**D4** Justify the planning decisions made within the talent identification and development programme.

Recommended Resources

Textbooks

Baker, J., Cobley, S. and Schorer, J. (eds) (2021) *Talent Identification and Development in Sport: International Perspectives*. 2nd edn. New York: Routledge.

Borrie, A. and Ryall, E. (eds) (2025) *Reimagining Talent Development in Sport: Seeing a Different World*. New York: Routledge.

Kelly, A. (ed.) (2023) *Talent Identification and Development in Youth Soccer: A Guide for Researchers and Practitioners*. London: Routledge.

Websites

www.britishcycling.org.uk	British Cycling Get Involved: Talent Development Pathway (Professional reference)
www.britishfencing.com	British Fencing Education / Community Projects / About Us (Professional reference)
www.british-gymnastics.org	British Gymnastics The Performance Pathway / Rise Gymnastics Programme and Award Scheme (Professional reference)
www.sportsaid.org.uk	Sports Aid Our Programmes / Fundraising (Professional reference)
www.sportengland.org/funding-and-campaigns/talent	Sport England Talent (Professional reference)
www.englandathletics.org	England Athletics Talented Athletes and Coach Pathway (Professional reference)
www.uksport.gov.uk	UK Sport Strategic plan 2021–31 / Learning and Development (Professional reference)

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Journals and articles

Dunn, E.L., et al. (2025) 'Thirty years of longitudinal talent development research: a systematic review and meta-aggregation', *International Review of Sport and Exercise Psychology*, 18(2), pp. 974–1001.
Available at: https://doi.org/10.1080/1750984X.2024.2309623.

Zhao, J., et al. (2024) 'Differences and relationships between talent detection, identification, development and selection in sport: a systematic review', *Heliyon*, 10(6), e27543. Available at: https://doi.org/10.1016/j.heliyon.2024.e27543.

Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 405: Coaching Practice and Skill Development

Unit 406: Application of Fitness Testing and Training

Unit 409: Innovation and Ethics in High-Performance Coaching Practice

Unit 411: Digital Innovation in Health and Human Performance

Unit 419: High-Performance Training Programme Design

Unit 502: Performance Analytics and Tactical Evaluation

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 509: Applied Strength and Conditioning

Unit 511: Performance Psychology for Sporting Success

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 515: Data-Informed Health and Performance Monitoring

Unit 518: Artificial Intelligence in Sport and Exercise Science

Unit 411: Digital Innovation in Health and Human Performance

Unit code: F/652/3373

Unit level: 4

Credit value: 15

Introduction

Digital technologies play an important role in contemporary sport, exercise, fitness and health environments, influencing how performance, participation and wellbeing are monitored, analysed and supported. Practitioners increasingly use wearable devices, performance-analysis systems, mobile applications, digital platforms and AI-supported tools in their work. Those working in the sector therefore need to understand the potential value and limitations of technology, together with the ethical considerations and practical constraints that influence its appropriate use. This knowledge is relevant to roles in coaching, fitness, performance analysis, physical activity and health-related support.

The purpose of this unit is to develop students' knowledge and applied understanding of digital innovation in health and human performance contexts. Students will consider how technological developments have influenced sport and exercise performance and how technology can be used to support participants. The unit provides a foundation for selecting and using technology appropriately in practical settings while considering professional responsibilities, participant welfare and the quality of the information produced.

Students will examine the influence of technological developments on sport and exercise performance, including their contribution to performance measurement, monitoring and analysis. They will explore technologies that support participants and consider the ethical implications of their use, including access, fairness, data privacy, safeguarding and professional responsibility. Students will investigate the personal, organisational and environmental factors that affect technology use, including cost, technical knowledge, time, facilities, reliability, validity, technical support and health and safety. They will then demonstrate the use of selected technology in a practical setting by following relevant protocols and considering its influence on performance outcomes.

On completion of the unit, students will be able to examine the influence of technological developments, explore technologies used to support participants and investigate the factors affecting their use in practical settings. They will develop digital awareness, analytical thinking, practical application and professional decision-making skills through the appropriate use and review of technology. The unit supports progression to further study in performance analysis, coaching, exercise prescription, sport and exercise science and professional practice. It also provides underpinning knowledge for assistant or trainee roles in sport, exercise, fitness and health-related settings where technology is used to support human performance.

Learning Outcomes

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

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

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

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

LO4 Demonstrate the effective use of technology in a practical setting to support performance outcomes.

Essential Content

LO1 **Examine the influence that technological developments have had on sport and exercise performance**

Development of equipment and facilities:

Sport-specific equipment – e.g. racquets, bats and balls

Clothing and footwear – e.g. under layers, specialist shoes and protection

Facilities (indoor and outdoor) – e.g. surface, material and performance properties.

Performance measurement, monitoring, analysis and enhancement:

Video analysis – e.g. Dartfish, SportsCode and Prozone

Testing equipment – e.g. timing gates, portable gas analyser and force plates

Physiological testing – e.g. gas analysing and heart rates

Influence of technological developments on performance evidence and insight

Applied use of technology in vocational sport and exercise settings – e.g. community sport, fitness environments, academy or talent pathway settings, professional club environments and performance-support contexts

Advantages and limitations – e.g. practicality, cost, availability, time, training, staffing and laboratory versus sports environment

Sustainability considerations – e.g. energy use, equipment lifespan and replacement needs.

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

Different types of technology used in current sport:

Sport-specific equipment and facilities

Personal wearable technology – e.g. heart rate monitors, GPS and activity trackers

Portable device tools and applications – e.g. apps on tablets and phones

Performance recording equipment – e.g. video-capturing devices

Specialist software and applications

Digital sport ecosystems – e.g. integrated data platforms

AI-supported technologies – e.g. automated performance analysis, pattern recognition and decision-support tools

Use of integrated digital tools to support practical decision-making – e.g. wearable data, video analysis, GPS outputs, wellness information, performance dashboards and participant feedback systems.

Ethical implications and considerations:

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

Data privacy, informed consent and responsible use of participant information

Data protection requirements in the collection, storage and use of participant information

Participant welfare and the pressure created by continuous performance monitoring

Safeguarding responsibilities when using technology with participants, including appropriate monitoring, communication and data use

Ethical considerations in the use of AI-supported technologies, including automated decision-making, transparency and responsible use

Professional boundaries and professional conduct when using technology with participants.

LO3 **Investigate the factors that affect technology use in a practical setting**

Personal factors:

Cost – e.g. equipment costs and training course costs

Time – e.g. set-up time and post-activity data review

Technical knowledge – e.g. staff skill set and training needs

Decision-making responsibilities – e.g. approval to use or purchase technology.

External factors:

Environmental conditions – e.g. indoor temperature, space, outdoor weather and surface

Facilities – e.g. age of facility and equipment available

Area and space – e.g. size, surface and location

Technical support – e.g. staff availability, support and troubleshooting access

Reliability and validity – e.g. accuracy of measurement and implications for decision-making in practice.

Use of technology:

Measuring performance – e.g. validity and reliability of data

Recording performance – e.g. mechanisms to record and provide feedback

Analysing performance – e.g. capturing and interpreting performance information.

LO4 **Demonstrate the effective use of technology in a practical setting to support performance outcomes**

Planning:

Identification of the task the technology is supporting – e.g. performance analysis or outcome monitoring

Technical set-up of equipment

Resources required

Method of use

Facility needs and space requirements.

Considerations for safe and appropriate implementation:

Following relevant equipment protocols

Correct set-up of equipment

Health and safety considerations, including risk assessment, safe equipment use and participant readiness

Appropriate supervision, monitoring and participant communication

Evaluation of the effectiveness of the technology used

Consideration of relevant professional standards, organisational protocols and sector guidance when implementing technology in sport, exercise, health or performance environments.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the influence that technological developments have had on sport and exercise performance		
P1 Explain the influence of technological developments on sport and exercise performance in contemporary sport and exercise contexts. **P2** Examine how technological developments have affected performance measurement, monitoring or analysis in sport and exercise.	**M1** Analyse the advantages and limitations of technological developments influencing sport and exercise performance.	**D1** Evaluate the overall impact of technological developments on sport and exercise performance, making reasoned judgements.
LO2 Explore technologies that support participants in performance and the ethical implications of use		
P3 Explore different technologies used to support participants in sport and exercise performance. **P4** Explain the ethical implications associated with the use of performance-support technologies.	**M2** Analyse how different technologies influence performance when compared with conventional approaches, considering relevant ethical implications.	**D2** Justify the use of selected technologies to support participant performance in relation to ethical considerations.
LO3 Investigate the factors that affect technology use in a practical setting		
P5 Explain personal factors that affect the use of technology in a practical sport or exercise setting. **P6** Investigate external factors that affect the use of technology in a practical sport or exercise setting.	**M3** Assess how personal and external factors influence performance outcomes when technology is used in a practical setting.	**D3** Evaluate the extent to which identified factors impact the effective use of technology in a practical setting.

Pass	Merit	Distinction
LO4 Demonstrate the effective use of technology in a practical setting to support performance outcomes		
P7 Plan the use of technology to support performance outcomes in a practical setting, considering relevant protocols. **P8** Demonstrate technology effectively in a practical setting in accordance with relevant protocols.	**M4** Analyse the influence of technology on performance outcomes in a practical setting.	**D4** Evaluate the effectiveness of technology use in a practical setting in supporting performance outcomes.

Recommended Resources

Textbooks

Memmert, D. (ed.) (2024) *Sports Technology: Technologies, Fields of Application, Sports Equipment and Materials for Sport*. Cham: Springer.

Southgate, D.F.L., Childs, P.R.N. and Bull, A.M.J. (eds) (2016) *Sports Innovation, Technology and Research.* London: World Scientific Publishing Europe Ltd.

Wojda, T.R. (ed.) (2024) *Technology in Sports: Recent Advances, New Perspectives and Application*. London: IntechOpen.

Websites

www.humankinetics.com	Human Kinetics Professional Education (General reference)
www.nice.org.uk	National Institute for Health and Care Excellence (NICE) Guidance / Standards and indicators (Professional reference)
www.sportengland.org	Sport England Research and data (General reference)
www.statsperform.com	Stats Perform Insights (Professional reference)
www.ukcoaching.org	UK Coaching Courses (Professional reference)

Journals and articles

Cossich, V.R.A., et al. (2023) 'Technological breakthroughs in sport: current practice and future potential of artificial intelligence, virtual reality, augmented reality, and modern data visualization in performance analysis', *Applied Sciences*, 13(23), Article 12965. Available at: https://doi.org/10.3390/app132312965.

James, L.P., et al. (2024) 'A framework for test measurement selection in athlete physical preparation', *Frontiers in Sports and Active Living*, 6, Article 1406997. Available at: https://doi.org/10.3389/fspor.2024.1406997.

Seçkin, A.Ç., Ateş, B. and Seçkin, M. (2023) 'Review on wearable technology in sports: concepts, challenges and opportunities', *Applied Sciences*, 13(18), Article 10399. Available at: https://doi.org/10.3390/app131810399.

Waśkiewicz, Z., et al. (2025) 'Ethical bias in AI-driven injury prediction in sport: a narrative review of athlete health data, autonomy and governance', *AI*, 6(11), Article 283. Available at: https://doi.org/10.3390/ai6110283.

Links

This unit links to the following related units:

Unit 406: Application of Fitness Testing and Training

Unit 410: Talent Identification and Athlete Pathway Development

Unit 502: Performance Analytics and Tactical Evaluation

Unit 505: Nutrition to Optimise Health and Performance

Unit 509: Applied Strength and Conditioning

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

Unit 518: Artificial Intelligence in Sport and Exercise Science

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Unit 412: Physical Activity for Public Health and Wellbeing

Unit code: H/652/3374

Unit level: 4

Credit value: 15

Introduction

Physical activity contributes to physical, social and psychological wellbeing and plays an important role in public health approaches to supporting healthier lifestyles and reducing the risk of long-term health conditions. Alongside factors such as diet, stress, smoking and alcohol consumption, levels of physical activity can influence health, wellbeing and quality of life. An understanding of these relationships is relevant to roles in health promotion, fitness, exercise referral, community health and physical activity, where practitioners support individuals from different population groups within appropriate professional boundaries.

The purpose of this unit is to develop students' knowledge and applied understanding of physical activity within public health and wellbeing contexts. Students will examine the role of physical activity in maintaining a healthy lifestyle and investigate how lifestyle factors and physical inactivity may affect health and wellbeing. The unit provides a foundation for using relevant public health guidance and individual lifestyle information to plan and review appropriate lifestyle enhancement programmes.

Students will examine the physical, social and psychological benefits of physical activity and use current public health guidance to consider recommended activity levels for health. They will investigate the effects of lifestyle factors and physical inactivity, together with the behavioural, social and environmental influences that may affect lifestyle choices and participation. Students will use relevant lifestyle information to identify strengths, areas for improvement and individual needs before planning realistic, evidence-informed lifestyle enhancement programmes. They will then review programmes using appropriate outcome evidence to assess progress, identify areas for improvement and inform recommendations for future development.

On completion of the unit, students will be able to examine the role of physical activity in maintaining a healthy lifestyle, investigate factors affecting health and wellbeing, and plan and review lifestyle enhancement programmes for selected individuals.

They will develop skills in lifestyle assessment, programme planning, evidence interpretation, communication, review and professional decision-making. The unit supports progression to further study and roles in health promotion, fitness, exercise referral, community health, lifestyle support and physical activity, where evidence-informed approaches are used to support healthier lifestyles.

Learning Outcomes

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

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

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

LO3 Plan lifestyle enhancement programmes for a selected individual

LO4 Review lifestyle enhancement programmes for a selected individual.

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, type 2 diabetes, cancer and dementia

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

Social benefits – e.g. sense of belonging and development of social relations

Public health and community benefits – e.g. prevention and management of long-term health conditions, reduced pressure on healthcare systems and public services, contribution to reduced economic burden of inactivity, and support for social participation and community cohesion

Sport-sector contributions to public health and wellbeing – e.g. community sport programmes, club or foundation-led initiatives, workplace physical activity programmes, school or college partnerships and local physical activity campaigns.

Recommended levels of physical activity:

Use relevant and current public health guidance – e.g. World Health Organization guidance, UK Chief Medical Officers' guidelines, or equivalent national/regional public health guidance

Importance of everyday movement and active travel

Sustainable approaches to physical activity – everyday movement, active travel, and accessible lifestyle choices that support long-term health and wellbeing.

LO2 **Investigate 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, depression and anxiety)

Drug use and recreational drug use – health and wellbeing risks, e.g. high blood pressure, depression and anxiety

Smoking – health and wellbeing risks, e.g. coronary heart disease, lung cancer, bronchitis and emphysema

Excessive alcohol – health and wellbeing risks, e.g. stroke, cirrhosis, hypertension and depression

Poor diet – health and wellbeing risks, e.g. obesity, type 2 diabetes, low self-esteem and negative body image

Factors that affect lifestyle choice – cultural factors (e.g. religious beliefs and fasting), family-related factors (e.g. parental/guardian influence on children and young people, and financial income), occupational factors (e.g. hours of work and reliance on childcare), social factors (e.g. friends and peer pressure), personal factors (e.g. age, gender, hobbies, interests, injury, illness and disability), educational factors (e.g. school physical education, healthy school dinners and extra-curricular opportunities) and environmental factors (e.g. location and proximity to local facilities and quality of local provision).

Target groups:

Range of individuals, including inactive adults, young people, children, older adults, minority groups, women, and people with a disability or long-term physical or mental health conditions.

Physical inactivity:

Reasons for physical inactivity – religious and cultural reasons, psychological reasons (e.g. depression and anxiety), physical reasons (e.g. illness)

Health and wellbeing risks, including obesity, hypertension, coronary heart disease and negative self-image.

LO3 **Plan lifestyle enhancement programmes for a selected individual**

Assess lifestyle factors:

Interview (one-to-one consultation)

Lifestyle questionnaire – levels of physical activity, diet, drug use (e.g. smoking, alcohol consumption and recreational drug use) and stress levels

Digital tools and ethical data use in lifestyle assessment – secure collection and recording of lifestyle information, confidentiality, data protection, and appropriate use of digital tools to support planning and monitoring

Use assessment information to identify lifestyle strengths, areas for improvement and priority areas for planning

Readiness and barriers to change – behavioural change stage, e.g. precontemplation, contemplation, preparation, action and maintenance, barriers to change.

Plan lifestyle improvement programmes:

Planning of lifestyle enhancement programmes – priority areas for change and appropriate behaviour change strategies

Applied planning for realistic sport, exercise and wellbeing contexts, including inactive adults, young people, older adults, disabled participants, community groups, recreational exercisers or participants referred through local physical activity provision

Goal setting – SMART (specific, measurable, achievable, realistic and time-bound) goals (short-, intermediate, long-term)

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 including exercise classes and run/walking groups

Diet changes and healthy eating guidance – e.g. national or regional healthy eating frameworks, equivalent international guidance and appropriate hydration guidance

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

Processes of change:

Precontemplation to contemplation – e.g. consciousness raising, environmental re-evaluation, dramatic relief and social liberation

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

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

Action to maintenance – e.g. reinforcement management and stimulus control.

Professional conduct in lifestyle assessment:

Appropriate boundaries, scope of role, confidentiality and referral where additional support needs are identified.

LO4 **Review lifestyle enhancement programmes for a selected individual**

Methods:

Interview – one-to-one consultations

Peer and self-evaluation

Lifestyle questionnaires.

Effectiveness and evaluation:

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

Progress against intended outcomes

Review of individual goals – short-, medium- and long-term goals

Reflective evaluation – strengths and areas for improvement

Use of review findings to inform future lifestyle support in applied settings – e.g. community physical activity, health promotion, fitness, wellbeing or sport development contexts.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the role of physical activity in the maintenance of a healthy lifestyle		
P1 Explain the physical, psychological, social and public-health benefits of physical activity in maintaining a healthy lifestyle. **P2** Examine the current physical activity guidelines for adults.	**M1** Assess the benefits of meeting physical activity guidelines for adults.	**D1** Evaluate the contribution of physical activity to the development of a healthier lifestyle.
LO2 Investigate the impact of lifestyle factors and physical inactivity on health and wellbeing		
P3 Explain the impact of stress, smoking, excessive alcohol consumption, poor diet and physical inactivity on health and wellbeing. **P4** Explore 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.	**D2** Evaluate the relationship between lifestyle, health and wellbeing.
LO3 Plan lifestyle enhancement programmes for a selected individual		
P5 Explain lifestyle strengths and areas for improvement for a selected individual. **P6** Plan a lifestyle enhancement programme for a selected individual.	**M3** Analyse the design of a lifestyle enhancement programme for a selected individual, including the application of behaviour change strategies.	**D3** Justify the design of a lifestyle enhancement programme and use of behaviour change strategies for a selected individual.

Pass	Merit	Distinction
LO4 Review lifestyle enhancement programmes for a selected individual		
P7 Explain how outcome evidence from a lifestyle enhancement programme for a selected individual has been used to review progress towards intended lifestyle goals. **P8** Review the effectiveness of a lifestyle enhancement programme for a selected individual, identifying strengths and areas for improvement.	**M4** Analyse the effectiveness of a lifestyle enhancement programme for a selected individual to inform recommendations for future development.	**D4** Justify the recommendations made in relation to the development of a healthier lifestyle for a selected individual.

Recommended Resources

Textbooks

Eastwood, D. and Vishnubala, D. (eds) (2023) *Sport and Exercise Medicine: An Essential Guide*. Boca Raton: CRC Press.

Kohl, H.W., Murray, T.D. and Salvo, D. (2025) *Foundations of Physical Activity and Public Health*, 3rd edn. Champaign, IL: Human Kinetics.

Prestwich, A., Kenworthy, J. and Conner, M. (2024) *Health Behavior Change: Theories, Methods and Interventions*. 2nd edn. London: Routledge.

Websites

acsm.org/	American College of Sports Medicine Resource Library (Professional reference)
www.gov.uk/health-and-social-care/exercise-physical-activity	UK Government Exercise and physical activity (Professional reference)
www.nhs.uk/live-well/	NHS: Live well Healthy living (General reference)
www.who.int/health-topics/	World Health Organization Health topics: Physical activity (Professional reference)

Journals and articles

Bajaj, S., Verma, M., Sharma, H.B., Ramaiya, K., Bahendeka, S. and Kalra, S. (2025) 'Southeast Asian, African, and Middle East expert consensus on structured physical activity: dance, exercise, and sports', *Advances in Therapy*. Available at: https://doi.org/10.1007/s12325-025-03148-0

Salvo, D. et al. (2026) 'Physical activity for public health in the 21st century', *Nature Medicine*, 32, pp. 1479–1489. Available at: https://doi.org/10.1038/s41591-026-04237-5.

White, R.L., et al. (2024) 'Physical activity and mental health: a systematic review and best-evidence synthesis of mediation and moderation studies', *International Journal of Behavioral Nutrition and Physical Activity*, 21, Article 134. Available at: https://doi.org/10.1186/s12966-024-01676-6.

Links

This unit links to the following related units:

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 406: Application of Fitness Testing and Training

Unit 407: Lifestyle Coaching

Unit 408: Community Coaching

Unit 413: Work Experience

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 418: Sociological Influences on Participation

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 510: Exercise Therapy and Specific Populations

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 517: Learning through Sport within the Educational Setting

Unit 413: Work Experience

Unit code: J/652/3375

Unit level: 4

Credit value: 15

Introduction

Work experience helps prepare students for employment in the sport and physical activity sector, which includes varied organisations, professional contexts and routes into employment. Opportunities exist across areas such as coaching, teaching, health and wellbeing, sport development, fitness, community provision and performance support. Students entering the sector need to understand workplace expectations and develop the professional behaviours, skills and confidence required to contribute appropriately within a sport-related organisation.

The purpose of this unit is to enable students to investigate suitable work experience opportunities and undertake a supervised placement within the sport industry. Students will explore different organisations and job roles, including the qualifications, skills, personal qualities and professional or regulatory requirements that may apply. This will enable them to make informed decisions about opportunities that reflect their career interests, development needs and the expectations of employers or placement providers.

Students will plan a placement by agreeing its purpose, roles, responsibilities, timescales and review arrangements. They will consider organisational needs, practical constraints, safeguarding, health and safety, professional boundaries, and the knowledge, skills and behaviours they intend to develop. During the placement, students will carry out agreed duties, demonstrate appropriate professional behaviours, record their activities and use feedback and reflective practice to monitor and adapt their performance. They will then review the placement in relation to their contribution, performance, skills development and employability.

On completion of the unit, students will be able to investigate work experience opportunities, plan and undertake a supervised placement, and review the experience in relation to their professional development. They will develop workplace awareness, communication, organisation, time management, record-keeping, reflection and professional conduct. The unit supports progression to further work-based learning, further study or employment in sport and physical activity settings by helping students identify their strengths, areas for improvement and priorities for continuing professional development.

Learning Outcomes

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

LO1 Investigate different work experience opportunities within the sport industry

LO2 Plan a work experience placement

LO3 Undertake a work experience placement

LO4 Review the work experience placement.

Essential Content

LO1 **Investigate different work experience opportunities within the sport industry**

Suitable organisations:

Types of organisations – e.g. public, private and voluntary

Local, municipal, regional or community sport provision – e.g. local authority departments, municipal sport services or equivalent regional bodies

Regional, national or international sport development partnerships – e.g. county, state, provincial or national sport partnerships, or equivalent development organisations

Leisure centres

National Governing Body (NGB)

Sport clubs (high-performance, grassroots)

Professional club environments, academy settings and club or community foundation programmes

Schools and colleges, including primary, secondary and further education

Health service, including lifestyle improvement and sport therapy.

Suitable job roles:

High-performance coach

Sports therapist

PE teacher

Health and wellbeing coach

Sport performance analyst

Personal trainer

Strength and conditioning coach

Sport development officer

Games and competition organiser.

Requirements of roles:

Qualifications and experience – essential and desirable criteria

Professional and regulatory requirements – e.g. safeguarding, first aid, insurance, industry codes of conduct, and required membership or affiliation to NGBs, professional or regulatory bodies

Alignment of role requirements with relevant professional standards, sector guidance or industry expectations where appropriate – e.g. CIMSPA professional standards, national governing body guidance, coaching qualifications, safeguarding training or equivalent employer requirements

Skills and qualities required – teamwork, communication skills, time management, prioritising, monitoring and evaluation skills, use of technology, problem-solving abilities and decision-making

Entry level job roles and progression expectations within roles – e.g. assistant coach versus lead coach.

LO2 **Plan a work experience placement**

Negotiation:

Employer and placement requirements

Learner and unit requirements

Agreement of roles and responsibilities, expectations of boundaries.

Considerations of placement:

Aims and objectives for placement

Aims and objectives for learner, including employability and industry skills

Personal development

Benefits to organisation

Common organisational constraints – e.g. supervision capacity, safeguarding, insurance and scheduling

Safeguarding requirements, reporting procedures and expectations of professional boundaries

Digital systems, data handling requirements and confidentiality expectations in placement settings.

Plan of placement:

Times and dates

Roles and responsibilities

Dates of reviews and observations

Expected input from work supervisors

KPIs

Health and safety considerations

Skills and needs analysis, including current strengths, areas for development, and employability behaviours or professional skills the learner aims to develop through the placement.

LO3 **Undertake a work experience placement**

Carry out the placement:

Carry out agreed duties and tasks agreed through the placement plan

Demonstrate professional behaviours expected – e.g. reliability, communication and timekeeping

Develop new skills and qualities required for job role

Undertake required training and procedures

Work to codes of practice and codes of conduct

Communicate with employer and supervisors as desired – e.g. meetings and emails

Maintain professional boundaries and follow safeguarding procedures in line with organisational requirements

Apply sustainable working practices in line with organisational expectations – e.g. efficient use of resources, reduction of waste and responsible use of equipment.

Record and monitor activities:

Systematic recording of activities undertaken

Ongoing reflective practice and self-monitoring – e.g. reflective logs, supervisor feedback and action points used to review and adapt performance during the placement

Skills and qualities required to carry out the job role from employer and team.

LO4 **Review the work experience placement**

Own performance:

Achieved original aims and objectives

Performance against objectives

Performance against role expectations

Development of employability skills, including skills and behaviours for the sports industry

Overcome problems and constraints

Comments and observation from work experience placement and academic supervisors

Weaknesses and strengths of different skills and qualities – communication skills, time management, using initiative and problem-solving.

Work placement:

New experiences gained

Teamwork and team dynamics

Suitability of position (roles and responsibilities)

Improvements for future placements

Business constraints.

Individual development plan:

Review achievements and lessons learnt to impact next steps

List areas of improvement

Justification of the required improvements.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate different work experience opportunities within the sport industry		
P1 Explain the range of organisations and job roles available within the sport industry for work experience. **P2** Examine the qualification, skills and personal qualities typically required for selected sport-related job roles.	**M1** Assess the suitability of different sport-related job roles for a work experience placement, using role requirements as a basis.	**D1** Justify the selection of a specific job role for work experience in relation to both personal development needs and organisational requirements.
LO2 Plan a work experience placement		
P3 Explain the key considerations involved in planning a work experience placement. **P4** Develop a structured placement plan outlining agreed roles, responsibilities, timescales and review arrangements.	**M2** Assess potential organisational constraints and personal factors that may affect the effectiveness of the work experience placement.	**D2** Justify how identified constraints and considerations were addressed within the placement plan to support successful outcomes.
LO3 Undertake a work experience placement		
P5 Demonstrate appropriate professional behaviours and responsibilities while undertaking a work experience placement in a sport-related setting. **P6** Explain how agreed activities, undertaken during the placement, contribute to role responsibilities and the functioning of the organisation.	**M3** Assess own progress and skill development during the placement in relation to role responsibilities using appropriate recording and monitoring methods.	**D3** Justify the contribution of the placement activities to organisational objectives and own professional development, using evidence from monitored placement activity.

Pass	Merit	Distinction
LO4 Review the work experience placement		
P7 Review own performance during the work experience placement against agreed roles, responsibilities and objectives. **P8** Review the effectiveness of the placement in supporting skill development and employability within the sport sector.	**M4** Assess the learning gained from the work experience placement, using examples to illustrate skills, behaviours and knowledge developed.	**D4** Evaluate own performance and learning from the placement to justify informed recommendations for future professional development.

Recommended Resources

Textbooks

Barr, M. (ed.) (2025) *Approaches to Work-Based Learning in Higher Education: Improving Graduate Employability*. London: Routledge.

Holt, N.L. and McDonough, M.H. (eds) (2024) *Positive Youth Development through Sport*. 3rd edn. London: Routledge.

Websites

cimspa.co.uk/	Chartered Institute for the Management of Sport and Physical Activity Education and training (Professional reference)
www.prospects.ac.uk	Prospects Careers advice (General reference)
www.sportengland.org	Sport England Careers / Roles (Professional reference)
www.ukactive.com	UK Active Careers / Resources (Professional reference)

Journals and articles

Ferns, S.J., et al. (2025) 'Defining and designing work-integrated learning curriculum', *Higher Education Research & Development,* 44(2), pp. 371–385.
Available at: https://doi.org/10.1080/07294360.2024.2399072.

Garant-Jones, E., Eady, M.J. and Dean, B.A. (2024) 'Designing for inclusion in work-integrated learning: a scoping review', *Higher Education Research & Development*, 43(8), pp. 1754–1768. Available at: https://doi.org/10.1080/07294360.2024.2385354.

Jackson, D. and Dean, B.A. (2023) 'The contribution of different types of work-integrated learning to graduate employability', *Higher Education Research & Development,* 42(1), pp. 93–110.
Available at: *https://doi.org/10.1080/07294360.2022.2048638*.

Links

This unit links to the following related units:

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 405: Coaching Practice and Skill Development

Unit 407: Lifestyle Coaching

Unit 408: Community Coaching

Unit 412: Physical Activity for Public Health and Wellbeing

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 516: Sport and Physical Activity Events Management and Operational Delivery

Unit 517: Learning through Sport within the Educational Setting

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit code: K/652/3376

Unit level: 4

Credit value: 15

Introduction

Physical inactivity and sedentary behaviour can adversely affect physical and psychological health. Prolonged sedentary time and insufficient physical activity are associated with increased risks to health and wellbeing, creating a need for appropriately designed opportunities that support people to become more active. Practitioners working in fitness, community physical activity, health promotion and exercise settings therefore need to understand the needs and barriers experienced by inactive and sedentary populations and how to support safe, inclusive and appropriate participation.

The purpose of this unit is to develop students' knowledge and applied skills in exercise interventions for inactive and sedentary populations. Students will examine the health issues associated with inactivity and sedentary behaviour and explore interventions designed to support participation and behaviour change. The unit provides a foundation for planning and applying exercise interventions that respond to identified health needs, participation barriers and population characteristics while remaining within appropriate professional boundaries.

Students will examine physical and psychological health issues associated with inactivity and sedentary behaviour and consider the needs of population groups at increased risk. They will explore the purposes, features and delivery contexts of exercise interventions, including behaviour-change approaches and the contribution of organisations involved in promoting participation. Students will then plan an exercise intervention that addresses identified health needs and considers suitability, accessibility, inclusion, safeguarding, health and safety, resources and barriers to participation. They will apply the planned intervention, monitor participant responses and use relevant evidence to identify strengths and areas for improvement.

On completion of the unit, students will be able to examine the health issues associated with inactivity and sedentary behaviour, explore suitable exercise interventions and use identified needs to inform planning. They will develop practical skills in applying and reviewing an exercise intervention, together with communication, adaptation, monitoring, reflective practice and professional decision-making skills. The unit supports progression to further study and roles in fitness, community physical activity, health promotion and health-focused exercise settings where practitioners support inactive and sedentary populations to participate safely and appropriately.

Learning Outcomes

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

LO1 Examine the health issues associated with inactive and sedentary populations

LO2 Explore exercise interventions aimed at inactive and sedentary populations

LO3 Plan exercise interventions for inactive and sedentary populations

LO4 Apply exercise interventions for inactive and sedentary populations.

Essential Content

LO1 **Examine the health issues associated with inactive and sedentary populations**

Definitions:

Sedentary behaviour is any waking behaviour that is characterised by low energy expenditure, including: watching TV for long periods, prolonged screen time, desk-based work

Physical inactivity is insufficient engagement in moderate to vigorous physical activity, not meeting national guidelines.

Target groups:

Population groups with increased risk of inactivity or sedentary behaviour patterns – e.g. women, young people, adults aged 50+, disabled people and minority ethnic groups.

Health issues:

Physical health issues – e.g. obesity, coronary heart disease, type 2 diabetes, hypertension, osteoporosis, osteoarthritis and musculoskeletal decline

Psychological wellbeing issues – e.g. stress, anxiety, depression, low self-confidence, poor self-esteem, negative self-concept and reduced psychological wellbeing

Trends – local, national and international

Impact of poor nutrition and physical inactivity

Guidelines for nutrition and physical activity levels relevant to the delivery context – e.g. national or regional physical activity guidelines, food-based dietary guidance, UK Chief Medical Officers Physical Activity Guidelines, Eatwell Guide

Factors influencing inactive and sedentary behaviour – e.g. gender, age, socioeconomic status, ethnic background, poverty, behaviour patterns, lifestyle, genetics, disability, environmental issues and geographical location.

LO2 **Explore exercise interventions aimed at inactive and sedentary populations**

Exercise-specific interventions:

Types and purposes of exercise-based approaches designed to increase activity levels in inactive or sedentary populations

Features of structured exercise programmes – e.g. beginner exercise, low intensity introductory sessions, supervised group programmes and community-based activity sessions

Behaviour change elements within exercise interventions – e.g. goal setting, self-monitoring, motivational strategies, social support, relapse prevention and strategies to support long-term adherence

Behaviour-change models and approaches used to support participation – e.g. the Transtheoretical Model of Health Behaviour Change, stages of change, readiness to participate and maintenance of active behaviours.

Health initiatives and campaigns:

Focus of health initiatives aimed at increasing physical activity – e.g. health education, health protection, disease prevention, curative strategies and health improvement

National initiatives promoting physical activity and healthier lifestyles – e.g. British Heart Foundation's Health at Work, The Health Foundation's The Q Community, NHS's Healthy Start, NHS Walking for health and The Ramblers Wellbeing Walks, NHS Diabetes Prevention Programme (NHS DPP) and their Healthier You initiative, Health, Exercise and Nutrition for the Really Young (HENRY)

International initiatives promoting physical activity and healthier behaviours – e.g. WHO Global action plan on physical activity 2018–2030, Healthy People 2030 (Office of Disease Prevention and Health Promotion (ODPHP), USA)

National campaigns – e.g. NHS's Better Health, National Obesity Awareness Week, Nutrition and Hydration Week, On Your Feet Britain, British Nutrition Foundation's Healthy Eating Week

International campaigns, raising awareness of global health issues – e.g. WHO's World Health Day (WHD) and World No Tobacco Day, World Cancer Day.

Organisations contributing to the development and delivery of activity-based interventions:

Organisations – e.g. World Health Organisation (WHO), national and local government, local authorities, health systems or equivalent regional health bodies, private sector organisations, professional associations, community and voluntary groups, educational establishments, employers, sport development agencies and active partnerships or equivalent organisations e.g. NHS and Sport England

Role of organisations in the development of exercise interventions and activity-focused initiatives

Sport-sector delivery routes for exercise interventions – e.g. community sport programmes, professional club or foundation-led initiatives, leisure providers, schools, colleges, local authorities, health partners and voluntary sector organisations.

Policy context influencing activity promotion:

Local and national policy frameworks that support physical activity promotion and community health improvement – e.g. national physical activity guidelines and local authority health strategies.

LO3 **Plan exercise interventions for inactive and sedentary populations**

Identified health needs and exercise planning response:

Linking health issues to appropriate exercise-based approaches for inactive and sedentary populations

Use of health information (physical and psychological issues) to inform exercise aims, activity selection, progression and support strategies

Meeting needs, abilities and barriers of the target population.

Aims and objectives of exercise interventions:

Purpose of intervention relevant to target group, location and health needs

Setting clear, achievable and population appropriate aims and objectives.

Planning and development of the exercise intervention:

Target population characteristics – e.g. women, young people, adults aged 50+, disabled people and minority ethnic groups

Applied planning contexts – e.g. community-based activity sessions, club or foundation outreach programmes, workplace wellbeing initiatives, school or college-based interventions, local leisure provision and referral-based physical activity opportunities

Planning processes – e.g. data gathering, needs assessment, prioritising health needs, consultation with participants, identifying barriers and facilitators

Planning considerations – e.g. health and safety, safeguarding, inclusion, accessibility, ethical considerations, participant welfare, professional conduct and appropriate professional boundaries

Activities – e.g. workshops, exercise classes, discussions and volunteering

Materials and resources – e.g. handouts, basic equipment, policies, safety information, staffing, venue access, digital tools, appropriate and ethical use of AI-supported resources, basic funding, contingency planning and sustainable use of resources to support ongoing participation.

LO4 **Apply exercise interventions for inactive and sedentary populations**

Implementation:

Following professional guidelines, including health and safety, safeguarding, inclusion, accessibility, ethical considerations, participant welfare, professional conduct and appropriate professional boundaries

Session management – adapting activities to ability, monitoring participant readiness, supporting engagement, managing participation pressure and promoting participant welfare

Working in teams.

Review of applied practice:

Identifying strengths and areas for improvement in relation to aims, objectives and needs assessment

Use of review findings to inform future delivery in applied sport, exercise, public health, community physical activity or wellbeing settings

Observing participant engagement and progress

Utilising simple feedback methods including brief questionnaires, informal discussions, basic observation and appropriate digital tools to inform future delivery, while maintaining confidentiality, data protection and ethical use of participant information.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the health issues associated with inactive and sedentary populations		
P1 Explain key physical health issues associated with inactivity and sedentary behaviour in identified populations. **P2** Examine key psychological wellbeing issues associated with inactivity and sedentary behaviour in identified populations.	**M1** Analyse how inactivity and sedentary behaviour contribute to health risk within identified populations.	**D1** Evaluate the relative impact of inactivity and sedentary behaviour on physical and psychological health outcomes within identified populations.
LO2 Explore exercise interventions aimed at inactive and sedentary populations		
P3 Explain the purpose and features of exercise interventions designed to address inactivity, sedentary behaviour and support behaviour change. **P4** Explain the role of organisations involved in the delivery of exercise interventions for inactive and sedentary populations.	**M2** Assess the suitability of selected exercise interventions for addressing inactivity and sedentary behaviour in identified populations.	**D2** Evaluate the effectiveness of exercise interventions in supporting behaviour change among inactive and sedentary populations.
LO3 Plan exercise interventions for inactive and sedentary populations		
P5 Outline the health needs of an identified inactive or sedentary population. **P6** Develop a plan for an exercise intervention that addresses identified health needs, suitability and participation.	**M3** Assess how the planned exercise intervention addresses the health needs of the identified population.	**D3** Justify key design decisions within the exercise intervention plan in relation to health needs and participation barriers.

Pass	Merit	Distinction
LO4 Apply exercise interventions for inactive and sedentary populations		
P7 Apply a planned exercise intervention in line with recognised professional and safety considerations. **P8** Review participant feedback and responses to the exercise intervention to identify strengths and areas for improvement.	**M4** Assess the effectiveness of the delivered exercise intervention in meeting identified health needs.	**D4** Justify recommendations for improving the delivered exercise intervention based on participant outcomes and professional reflection.

Recommended Resources

Textbooks

Biddle, S., et al. (2025) *How to Increase Physical Activity and Reduce Sedentary Behaviour: Applied Psychology in Motion*. New York: Routledge.

Prestwich, A., Kenworthy, J. and Conner, M. (2024) *Health Behavior Change: Theories, Methods and Interventions*. 2nd edn. London: Routledge.

Rhodes, R.E., Hausenblas, H.A. and Rebar, A.L. (2023) *Psychology of Physical Activity and Sedentary Behavior.* 2nd edn. Burlington, VT: Jones & Bartlett Learning.

Websites

www.cdc.gov	U.S. Centers for Disease Control and Prevention Healthy Weight (Professional reference)
cimspa.co.uk/	Chartered Institute for the Management of Sport and Physical Activity Education and training (Professional reference)
www.sportengland.org	Sport England Research and data / Funding and campaigns / News and inspiration (Professional reference)
www.who.int/health-topics/	World Health Organization Health topics: Physical activity (Professional reference)

Journals and articles

Parés-Salomón, I., et al. (2024) 'Effectiveness of workplace interventions with digital elements to reduce sedentary behaviours in office employees: a systematic review and meta-analysis', *International Journal of Behavioral Nutrition and Physical Activity*, 21, Article 41. Available at: https://doi.org/10.1186/s12966-024-01595-6.

Russell, E., et al. (2025) 'Digital physical activity and sedentary behaviour interventions for community-living adults: an umbrella review', *Journal of Medical Internet Research*, 27, e66294. Available at: https://doi.org/10.2196/66294.

Schaller, A., et al. (2024) 'Physical activity interventions in workplace health promotion: objectives, related outcomes, and consideration of the setting — a scoping review of reviews', *Frontiers in Public Health*, 12, Article 1353119.
Available at: https://doi.org/10.3389/fpubh.2024.1353119.

Links

This unit links to the following related units:

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 407: Lifestyle Coaching

Unit 412: Physical Activity for Public Health and Wellbeing

Unit 413: Work Experience

Unit 415: Applied Massage Techniques for Recovery and Rehabilitation

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 507: Injury Management and Rehabilitation Strategies

Unit 510: Exercise Therapy and Specific Populations

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 515: Data-Informed Health and Performance Monitoring

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Unit 415: Applied Massage Techniques for Recovery and Rehabilitation

Unit code: L/652/3377

Unit level: 4

Credit value: 15

Introduction

Sports massage is used in sport, exercise and physical activity settings to support recovery and contribute to the management of soft-tissue needs. Practitioners must draw on relevant anatomical and physiological knowledge, assess the suitability of massage and apply techniques safely in response to an individual's needs. This knowledge and practical competence are relevant to sports massage and related support settings, where informed consent, effective communication, professional boundaries and appropriate referral are essential to responsible practice.

The purpose of this unit is to develop students' knowledge, practical competence and professional judgement in the application of sports massage techniques for recovery and rehabilitation support. Students will examine anatomy and physiology relevant to sports massage and explore the factors associated with soft-tissue dysfunction and repair. The unit provides a foundation for applying clinical and professional practice and demonstrating sports massage techniques and treatments safely within a defined scope of practice.

Students will examine the structure and function of soft tissues, muscles, joints and other anatomical structures relevant to sports massage. They will explore factors that may contribute to soft-tissue dysfunction and the processes involved in soft-tissue repair, considering how this knowledge informs the selection and adaptation of massage techniques. Students will apply clinical and professional practices, including consultation, postural and soft-tissue assessment, informed consent, identification of contraindications, record-keeping, hygiene, communication and referral. They will then demonstrate sports massage techniques and treatments informed by assessment findings, individual needs, recovery goals and feedback.

On completion of the unit, students will be able to use relevant anatomical and physiological knowledge to inform sports massage practice, recognise factors associated with soft-tissue dysfunction and repair, and apply appropriate clinical and professional procedures. They will develop practical skills in assessment, massage application, treatment adaptation, communication and record-keeping, together with ethical awareness and professional judgement. The unit supports progression to further study in sports massage, sport rehabilitation, sports therapy and related sport and exercise science pathways, as well as progression towards massage-related roles subject to relevant professional, regulatory and employment requirements.

Learning Outcomes

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

LO1 Examine the anatomy and physiology appropriate for sports massage

LO2 Explore the factors leading to soft-tissue dysfunction and soft-tissue repair

LO3 Apply clinical and professional practice within a sports massage environment

LO4 Demonstrate sports massage techniques and treatments.

Essential Content

LO1 **Examine the anatomy and physiology appropriate for sports massage**

Anatomical structures relevant to sports massage:

The structure and function of soft tissues relevant to sports massage, including skeletal muscle, fascia, tendons and ligaments

The characteristics of ligaments and tendons

The structure and function of the skeletal system and synovial joints

The location of bony prominences and landmarks

The origins and insertions of major muscles and attachment sites.

Physiological systems and recovery responses:

Relevant aspects of the nervous and endocrine systems that inform recovery, stress responses, pain perception and safe sports massage practice

The role of hormones relevant to recovery and stress responses, including cortisol, adrenaline and endorphins

The cardiovascular system and flow of blood around the body

The structure and function of the lymphatic system.

Application of anatomical and physiological knowledge:

Potential physiological responses to sports massage relevant to soft-tissue recovery, including reported effects on circulation, lymphatic drainage, muscle tone, pain perception and neuromuscular relaxation

The application of anatomical knowledge to sports massage planning and delivery, including the relevance of muscle groups, joint actions, bony landmarks and soft-tissue structures to technique selection, positioning and safe treatment.

LO2 **Explore the factors leading to soft-tissue dysfunction and soft-tissue repair**

Soft-tissue dysfunction and injury:

Types, causes and severity of soft-tissue injuries

Causes and signs of soft-tissue dysfunction.

Soft-tissue repair and recovery:

The process, stages and factors affecting soft-tissue repair

The supportive role of sports massage in soft-tissue repair, while not directing rehabilitation.

Purpose and potential responses to sports massage:

The purpose and potential physical and psychological responses associated with sports massage treatments, including reported effects on pain perception, muscle tension, flexibility, range of movement, perceived recovery, lymphatic drainage and rehabilitation support

Application of sports massage within vocational recovery contexts – e.g. recreational sport, community exercise, training environments, academy or talent pathway settings, and performance sport support.

LO3 **Apply clinical and professional practice within a sports massage environment**

Professional roles, responsibilities and standards:

The roles and responsibilities of a sports massage professional

Professional boundaries, appropriate conduct and safe practitioner-client interactions

Legislation and regulation relevant to sports and massage practice

The application of professional standards

Professional accreditation and personal development

Alignment with relevant professional standards, sector guidance and employer expectations where appropriate – e.g. professional body guidance, insurance requirements, safeguarding expectations, scope of practice and continuing professional development

Insurance requirements, including public liability insurance.

Client information, consent and risk management:

Data protection, compliance and confidential client records

The use of digital systems for client records, data handling and communication in line with data protection requirements

Professional consultations and contraindications review to support risk management

Professional communication with different clients, including gaining consent

Subjective and objective client assessment.

Practitioner decision-making and working practices:

Sustainable working practices in a sports massage environment, including responsible use of consumables, equipment and treatment resources

Athlete welfare considerations, including the impact of return-to-play pressures on sports massage decision-making

Planning massage requirements, including techniques, timings, depth, type of massage – e.g. pre-event, rehabilitation support and homecare advice.

LO4 **Demonstrate sports massage techniques and treatments**

Client assessment and preparation:

Client assessment, verbal and physical, allergies and postural checks

Risk assessment, equipment checks and selection of mediums

Preparation for client, use of towels as barriers and hand washing

Specific considerations linked to the treatment environment or venue

Consideration of own posture and positioning.

Massage techniques and treatment application:

Pre-event, post-event and maintenance massage

A range of techniques relevant to client needs and intended recovery aims, including effleurage, petrissage, tapotement, frictions, compressions, vibrations, trigger point techniques and passive stretching techniques

The selection, sequencing and adaptation of massage techniques in response to client assessment, treatment aims, feedback and recovery context

Practical application of treatment decisions in realistic sport and exercise contexts – e.g. pre-event preparation, post-event recovery, maintenance support, return-to-activity support and adaptations for individual client needs.

Adaptation, feedback and reflection:

Strategies to reduce practitioner fatigue, including appropriate use of body position and different contact surfaces – e.g. thumbs, knuckles, palms, forearms and elbows

Obtaining client feedback during the massage through pain scales and communication

Reflection on massage performed and follow-up treatments.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the anatomy and physiology appropriate for sports massage		
P1 Outline the anatomy and physiology appropriate for sports massage. **P2** Examine key physiological responses to sports massage relevant to soft-tissue recovery.	**M1** Analyse the anatomy and physiology appropriate for sports massage.	**D1** Evaluate the relevance of anatomical and physiological features to the application of sports massage for recovery.
LO2 Explore the factors leading to soft-tissue dysfunction and soft-tissue repair		
P3 Explain common factors leading to soft-tissue dysfunction. **P4** Explain the stages of the soft-tissue repair process.	**M2** Analyse factors affecting soft-tissue dysfunction and repair.	**D2** Evaluate the relationship between soft-tissue dysfunction and the soft-tissue repair process.
LO3 Apply clinical and professional practice within a sports massage environment		
P5 Explain clinical and professional practice within a sports massage environment. **P6** Develop client consultation evidence that appropriately accounts for contraindications.	**M3** Analyse clinical and professional practices within a sports massage environment. **M4** Assess consultation decisions made in relation to identified contraindications.	**D3** Evaluate the use of clinical and professional practices within a sports massage environment.
LO4 Demonstrate sports massage techniques and treatments		
P7 Carry out client assessment, including postural checks. **P8** Perform sports massage techniques and treatments.	**M5** Undertake effective sports massage based on postural checks and client's needs. **M6** Apply adaptations to the sports massage based on formative feedback.	**D4** Evaluate the suitability of sports massage techniques used in relation to client feedback and recovery needs.

Recommended Resources

Textbooks

Bedford, S. (2022) *Sports Performance Massage*. London: Routledge.

Paine, T. (2023) *The Complete Guide to Sports Massage*. 4th edn. London: Bloomsbury Publishing.

Websites

cimspa.co.uk/	Chartered Institute for the Management of Sport and Physical Activity Professional standards library (Professional reference)
www.professionalstandards.org.uk	Professional Standards Authority for Health and Social Care Publications Hub: Our Standards (Professional reference)
www.thesma.org	The Sports Massage Association (SMA) What We Stand For / Code of Conduct (Professional reference)

Journals and articles

Dakić, M., et al. (2023) 'The effects of massage therapy on sport and exercise performance: a systematic review', *Sports*, 11(6), Article 110. Available at: https://doi.org/10.3390/sports11060110.

Gasibat, Q., Rafieda, A.E. and Aween, M.M. (2024) 'The influence of therapeutic massage on muscle recovery, physiological, psychological and performance in sport: a systematic review', *Sport Mont*, 22(1), pp. 147–164. Available at: https://doi.org/10.26773/smj.240220.

Kafrawi, F.R., et al. (2023) 'Massage has the potential to accelerate recovery and decrease muscle soreness after physical exercise (literature review)', *International Journal of Human Movement and Sports Sciences*, 11(1), pp. 170–175. Available at: https://doi.org/10.13189/saj.2023.110120.

Links

This unit links to the following related units:

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 416: Fundamentals of Biomechanics

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 504: Applied Biomechanics to Optimise Performance

Unit 507: Injury Management and Rehabilitation Strategies

Unit 510: Exercise Therapy and Specific Populations

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

Unit 416: Fundamentals of Biomechanics

Unit code: M/652/3378

Unit level: 4

Credit value: 15

Introduction

Biomechanics applies principles from physics and mechanics to the study of human movement in sport and exercise. Understanding how movement, forces and mechanical factors influence sporting actions is valuable in sport and exercise science, coaching, performance analysis and technical support settings. Practitioners in these areas may use biomechanical information to examine technique, understand performance and inform evidence-based recommendations. This requires an awareness of appropriate data-collection methods and the limitations of biomechanical analysis.

The purpose of this unit is to develop students' knowledge and applied understanding of fundamental biomechanical principles in sporting contexts. Students will examine how kinematic, kinetic, mechanical and fluid-mechanics principles influence movement and performance. The unit provides a foundation for recording and analysing sport performance using appropriate biomechanical techniques, notational analysis methods and biomechanical models.

Students will examine planes and axes of motion, linear and rotational movement, forces, levers, stability, balance, torque, momentum, impulse, work and power in sporting contexts. They will apply biomechanical techniques to plan and record sport performances, considering appropriate equipment, procedures, measurement quality and the collection of valid and reliable information. Students will also apply notational analysis methods to organise and interpret performance information. They will compare observed performances with appropriate literature-based or athlete-based biomechanical models to identify technical strengths, movement limitations and areas for development.

On completion of the unit, students will be able to explain biomechanical principles and apply appropriate techniques to record and analyse sport performance. They will develop skills in observation, quantitative measurement, digital recording, notational analysis, data interpretation and evidence-informed decision-making. Students will also be able to compare performance information with biomechanical models and

use the resulting evidence to inform recommendations. The unit supports progression to further study in biomechanics, performance analysis, sport and exercise science and coaching, and provides underpinning knowledge for technical and performance-support roles where movement and performance information is collected and interpreted.

Learning Outcomes

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

LO1 Examine biomechanical principles in sporting contexts

LO2 Apply biomechanical techniques to record sport performances

LO3 Apply notational analysis methods to sport performance

LO4 Compare sport performances against biomechanical models.

Essential Content

LO1 **Examine biomechanical principles in sporting contexts**

Application of biomechanical principles:

Planes and axes of motion within sporting actions including joint actions, range of motion and movement patterns

Kinematic principles in sporting movements, including linear kinematics, rotational kinematics and projectile motion

Kinetic concepts applied to sporting actions – definition, linear kinetics, rotational kinetics, friction, impact, Newton's laws and types of forces

Mechanical concepts influencing sporting movement and performance, including centre of mass, stability, balance, lever systems, torque and angular velocity

Application of quantitative biomechanical calculations, including velocity, acceleration, force, momentum, impulse, work, power and torque

Fluid mechanics influencing movement and performance, including viscosity, fluid kinematics, types of flow, drag forces, lift forces, Bernoulli principle and the Magnus effect.

LO2 **Apply biomechanical techniques to record sport performances**

Recording sport performance:

Planning considerations for performance recording sessions, including participant preparation and equipment setup

Athlete welfare considerations during performance-recording sessions, including comfort, fatigue and physical demands

Professional boundaries, informed consent and appropriate conduct during performance-recording sessions

Digital data management considerations, including consent, confidentiality, secure storage and GDPR principles

Sustainable practice considerations in performance-recording sessions, including efficient use of equipment, energy and digital resources

Recording methods and selection reasoning across digital photography, video recording, two-dimensional and three-dimensional recording systems

Contemporary recording technologies – e.g. markerless motion capture systems, wearable sensors, AI-assisted analysis tools and biomechanical analysis software

Applied recording contexts – e.g. community coaching sessions, school or college sport, academy or talent pathway environments, professional club settings and performance-support contexts

Recording principles within blended digital analysis environments, including frame rate, horizontal scaling, vertical referencing and minimising perspective error

Data quality implications, including validity, reliability, accuracy, precision in performance analysis data.

LO3 **Apply notational analysis methods to sport performance**

Notational analysis:

Models of technique analysis, including qualitative, subjective and quantitative approaches

Features and applications of manual and electronic notation systems within blended digital analysis environments

Development and application of sport-specific performance criteria

Use of real or simulated sport-performance evidence to support notational analysis – e.g. match footage, training footage, movement sequences, technical skill performance or performance-analysis datasets

Methods for data collection, interpretation and the effective visual presentation of performance data

Considerations around the suitability of performance criteria and the robustness of analytical interpretations.

LO4 **Compare sport performances against biomechanical models**

Biomechanical models:

Differences between literature-based and high-performance athlete-based numerical models

Characteristics of literature based and high-performance athlete-based technical models

Suitability of combining literature-based and high-performance athlete-based models

Comparison and interpretation of observed performance data against biomechanical models to identify technical strengths, movement limitations and areas for improvement

Applied interpretation of biomechanical model comparisons – e.g. movement screening, gait analysis and biomechanical reports

Biomechanical performance recommendations derived from literature, observed performance data and model comparison evidence

Communication of biomechanical findings and recommendations in an applied format suitable for coaches, participants, athletes or performance-support staff.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine biomechanical principles in sporting contexts		
P1 Explain how biomechanical principles are applied within sporting contexts, including movement, force and mechanical principles. **P2** Examine how kinematic principles, quantitative biomechanical measures and fluid mechanics influence movement and performance in sporting contexts.	**M1** Analyse how biomechanical principles collectively influence performance effectiveness in a selected sporting context.	**D1** Evaluate the influence of kinetic, kinematic, mechanical and fluid mechanics principles on performance quality in a selected sporting context, using appropriate biomechanical rationale.
LO2 Apply biomechanical techniques to record sport performances		
P3 Explain planning considerations for a biomechanical performance-recording session, including participant, equipment and data-management considerations. **P4** Apply biomechanical recording techniques to capture sport performance data using appropriate recording principles to support valid and reliable data collection.	**M2** Assess the suitability of selected recording techniques and principles used to capture biomechanical performance data.	**D2** Evaluate the effectiveness of the recording techniques and principles used, in relation to data quality and performance analysis requirements.
LO3 Apply notational analysis methods to sport performance		
P5 Explain the purpose and features of manual and electronic notational analysis systems used in sport. **P6** Apply notational analysis methods to collect and present sport performance data using defined performance criteria.	**M3** Analyse notational analysis data to identify performance strengths and areas for improvement.	**D3** Evaluate the suitability of the performance criteria and analytical interpretations used within the notational analysis.

Pass	Merit	Distinction
LO4 Compare sport performances against biomechanical models		
P7 Select an appropriate biomechanical model relevant to a selected sport performance. **P8** Compare observed sport performance data against the selected biomechanical model.	**M4** Assess the suitability of the selected biomechanical model in relation to the observed sport performance data.	**D4** Justify biomechanical performance recommendations derived from model comparison.

Recommended Resources

Textbooks

Hughes, M., et al. (eds) (2020) *Essentials of Performance Analysis in Sport*. 3rd edn. London: Routledge.

Knudson, D. (2021) *Fundamentals of Biomechanics*. 3rd edn. Cham: Springer.

McGinnis, P.M. (2020) *Biomechanics of Sport and Exercise*. 4th edn. Champaign, IL: Human Kinetics.

Websites

www.acsm.org	American College of Sports Medicine Resource Library (Professional reference)
www.cases.org.uk	The Chartered Association of Sport and Exercise Sciences Learning Resources / Resources (Professional reference)
www.isbs.org	International Society of Biomechanics in Sports Journal / Conferences (Professional and subject reference)

Journals and articles

Leporace, G., et al. (2023) 'Validity and reliability of two-dimensional video-based assessment to measure joint angles during running: a systematic review and meta-analysis', *Journal of Biomechanics*, 157, Article 111747. Available at: https://doi.org/10.1016/j.jbiomech.2023.111747.

McGillick, C., et al. (2024) 'Performance analysis in sport and soccer: past, present and future – narrative review', *Journal of Sports Research*, 11(1), pp. 19–41. Available at: https://doi.org/10.18488/90.v11i1.3915.

Scataglini, S., Abts, E., Van Bocxlaer, C., Van den Bussche, M., Meletani, S. and Truijen, S. (2024) 'Accuracy, validity, and reliability of markerless camera-based 3D motion capture systems versus marker-based 3D motion capture systems in gait analysis: a systematic review and meta-analysis', *Sensors*, 24(11), Article 3686. Available at: https://doi.org/10.3390/s24113686.

Links

This unit links to the following related units:

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 410: Talent Identification and Athlete Pathway Development

Unit 415: Applied Massage Techniques for Recovery and Rehabilitation

Unit 419: High-Performance Training Programme Design

Unit 504: Applied Biomechanics to Optimise Performance

Unit 507: Injury Management and Rehabilitation Strategies

Unit 509: Applied Strength and Conditioning

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

Unit 518: Artificial Intelligence in Sport and Exercise Science

Unit 417: Industry Insights and Professional Pathways in Sport

Unit code: R/652/3379

Unit level: 4

Credit value: 15

Introduction

The sport industry is a diverse and evolving sector encompassing participation sport, performance and high-performance provision, community and public health activity, education, commercial leisure and fitness, media and digital services. Professionals work within public, private, voluntary and community organisations, each with different purposes, structures and working environments. Understanding how these organisations operate and the expectations associated with sport-related roles is important for students considering employment, work experience, volunteering or further professional study within the sector.

The purpose of this unit is to develop students' knowledge and understanding of the structure and scope of the sport industry and the professional pathways available within it. Students will examine different organisations, sectors and professional environments and explore how these shape job roles, working practices and progression opportunities. The unit provides a foundation for making informed career choices by connecting industry expectations with students' interests, current skills and professional development needs.

Students will examine the structure, purpose and scope of sport organisations operating at local, national and international levels. They will explore professional roles and career pathways across participation, coaching, fitness, performance, health, education, administration, media, technology and sport development, considering the functions and expectations associated with different roles. Students will also examine the employability and professional skills required for effective practice, including communication, teamwork, organisation, problem-solving, digital skills, adaptability and professional conduct. They will then reflect on their career aspirations, assess their strengths and development needs, and develop a personal development plan aligned with an identified sport industry pathway.

On completion of the unit, students will be able to examine the sport industry and its professional environments, explore career pathways and identify the skills and expectations associated with sport-related roles. They will develop industry awareness, role-analysis, employability, self-assessment, reflection and career-planning skills. The unit supports progression to further study, work experience, volunteering and entry-level employment by enabling students to set realistic development objectives and make informed decisions about their next steps within the sport industry.

Learning Outcomes

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

LO1 Examine the structure and scope of the sport industry, including key organisations, sectors and professional environments

LO2 Explore a range of professional roles and career pathways within the sport industry, considering the functions and expectations of different job roles

LO3 Examine the employability and professional skills required for effective practice within sport-related roles

LO4 Reflect on personal career aspirations and professional development needs in relation to identified sport industry pathways.

Essential Content

LO1 **Examine the structure and scope of the sport industry, including key organisations, sectors and professional environments**

Sport industry organisations:

Local, national and international sport organisations – e.g. local authority sport and leisure services, local sports clubs, gyms and fitness centres, schools and colleges

National organisations – e.g. Sport England, National Governing Bodies (NGBs) and professional associations

International organisations – e.g. global governing bodies and international sport organisations

Professional sport organisations, academy environments and club or community foundation programmes, including their contribution to participation, performance, education, health and community outcomes.

Sectors within the sport industry:

Public sector

Private sector

Voluntary and community sector

Public–private partnerships

Differences in organisational purpose and priorities across sectors.

Structure of sport organisations:

Levels of employment and hierarchy within organisations – e.g. operational, supervisory and management roles

Committees, boards and governing structures

Lines of communication within organisations

Internal and external stakeholder relationships.

Purpose and role of sport organisations:

Participation

Performance

Health enhancement

Sports development

Delivery and facilitation

Strategic and advisory roles

Organisational mission, values and objectives

Contribution to community, education, health, performance and sustainability outcomes.

Professional environments and responsibilities:

Workplace culture and professional expectations – health and safety, safeguarding, equality of access and opportunity

Professional conduct behaviour and ethical practice

Communication and teamwork within sport organisations

Interaction with participants, customers, colleagues and stakeholders.

Employment contexts in the sport industry:

Employment contracts – e.g. full-time, part-time, fixed-term, casual, zero-hours, self-employed and voluntary roles

Variations in working patterns across different sport contexts.

LO2 **Explore a range of professional roles and career pathways within the sport industry, considering the functions and expectations of different job roles**

Professional roles within the sport industry:

Roles across different areas of the industry – e.g. sports coach, personal trainer, strength and conditioning coach, community sports officer, grounds staff, activity coordinator, PE teacher, sports journalist, sports agent, sports videographer, sports content creator, anti-doping officer, match official, leisure assistant, commercial partnerships manager, facility technician and talent development officer

Emerging roles linked to sport technology, performance analysis, sports analytics and digital media – e.g. performance analyst, sports data analyst, sport technology officer and digital engagement coordinator

Operational, supervisory and management roles within sport organisations.

Functions of sport industry roles:

Planning, delivery and facilitation of sport and physical activity

Management and administration of sport provision

Support roles associated with participation, performance, health enhancement and development

Responsibilities linked to specific organisational contexts – e.g. community sport, education, commercial, leisure, professional sport environments, media and digital, officiating and regulation.

Specific role expectations and responsibilities:

Professional conduct and behaviour

Communication with participants, colleagues, customers and stakeholders

Teamwork and collaboration

Adherence to organisational policies and procedures

Responsibility for participant and athlete welfare and safety including awareness of pressures affecting performance and wellbeing

Awareness of professional boundaries, role boundaries and accountability.

Career pathways within the sport industry:

Entry routes into sport-related roles – e.g. volunteering, work experience, assistant or trainee roles

Typical progression routes within sport organisations

Movement between operational, supervisory and management positions

Progression across different sectors of the sport industry

Progression routes from Level 3 study into Level 4 entry-level, assistant or trainee roles, and onwards to Level 5 specialist pathways linked to coaching, performance support, sport science, health and wellbeing, sport development, events, data, leadership or education-based roles.

Employment and progression requirements:

Qualifications and training expectations for different roles

Relevant professional standards, qualifications or sector guidance linked to specific roles where appropriate – e.g. CIMSPA professional standards, national governing body qualifications, coaching awards, safeguarding training, first aid requirements or equivalent employer expectations

Development of relevant employability and professional skills

Experience requirements linked to progression opportunities

Awareness of how career pathways may vary depending on organisation type and sector.

Factors influencing career choice and progression:

Personal interests and career aspirations

Individual skills, strengths and development needs

Organisational opportunities and constraints

Availability of employment and progression routes within different sport contexts.

LO3 **Examine the employability and professional skills required for effective practice within sport-related roles**

Employability and professional skills:

Personal qualities – e.g. reliability, commitment, resilience, motivation, professionalism, initiative and adaptability

Professional attitudes towards work, colleagues and customers.

Communication skills:

Verbal communication

Non-verbal communication

Effective listening

Responding appropriately to others

Formal and informal communication

Communication within teams and with employer, customers and stakeholders.

Working with others:

Teamwork and cooperation

Flexibility and adaptability within working environments

Understanding team roles and responsibilities

Supporting colleagues

Working under supervision and within organisational structures.

Time management and organisational skills:

Prioritising tasks and responsibilities

Meeting deadlines

Managing workloads

Punctuality and attendance.

Problem-solving skills:

Identifying workplace problems

Considering appropriate solutions

Responding to issues that arise during professional practice

Reflecting on outcomes to improve future practice.

Digital skills:

Use of digital tools relevant to organisation

Record-keeping and administration appropriate to role

Varied digital communication methods used in sport settings

Appropriate handling of digital records and personal information in line with data protection and confidentiality requirements

Responsible and ethical use of digital and AI-supported tools in professional practice.

Application of skills in sport-related roles:

How employability and professional skills are demonstrated in different sport roles – e.g. coaching, personal training, education, commercial, sports videographer and leisure assistant

Variation in skill requirements depending on role and organisational context.

Assessment of employability skills:

Approaches to identifying personal employability skills – e.g. skills audits, self-assessment and feedback from others

Recognition of strengths and areas for development in relation to sport-related roles.

LO4 **Reflect on personal career aspirations and professional development needs in relation to identified sport industry pathways**

Personal career aspirations:

Identification of individual career goals within the industry

Awareness of preferred roles and sectors

Alignment of personal interests with available industry pathways

Consideration of short-, medium- and long-term career aspirations.

Understanding pathway expectations:

Awareness of role expectations within chosen sport industry pathways

Understanding how employability and professional skills link to different roles

Consideration of typical progression routes and career development opportunities

Recognition of how organisational context may influence career progression.

Self-assessment of skills and attributes:

Reflection on personal strengths and areas for development

Assessment of current employability, industry and professional skills

Use of self-assessment approaches – e.g. reflective writing, skills audits, personal profiles and SWOT analysis

Identification of gaps between current skills and pathway expectations.

Professional development needs:

Identification of skills and competencies requiring further development

Consideration of knowledge, experience and behavioural expectations

Linking development needs to specific sport industry roles and pathways

Prioritisation of development areas for career progression.

Personal development planning:

Purpose of personal development planning within sport contexts

Setting realistic development objectives

Identifying appropriate development activities and opportunities – e.g. training courses, qualifications, work experience, volunteering and mentoring

Monitoring progress and reviewing development over time.

Reflection on progression:

Review of personal development priorities

Awareness of how professional development supports employability and progression

Reflective consideration of next steps within a chosen sport industry pathway.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the structure and scope of the sport industry, including key organisations, sectors and professional environments</td><td rowspan="2">D1 Evaluate key differences between sport industry organisations and sectors in relation to professional environments.</td></tr>
<tr><td>P1 Examine the structure and scope of the sport industry, including key organisations and sectors.
P2 Explain professional environments within the sport industry, using appropriate organisational examples.</td><td>M1 Analyse differences in professional environments across different sport industry organisations and sectors.</td></tr>
<tr><td colspan="2">LO2 Explore a range of professional roles and career pathways within the sport industry, considering the functions and expectations of different job roles</td><td rowspan="2">D2 Justify career pathway choices in relation to role expectations and industry context.</td></tr>
<tr><td>P3 Describe the functions and expectations of a range of sport industry job roles.
P4 Outline career pathways into and within the sport industry, including typical entry and progression expectations.</td><td>M2 Assess how role expectations differ across sport industry pathways, using appropriate role examples.</td></tr>
<tr><td colspan="2">LO3 Examine the employability and professional skills required for effective practice within sport-related roles</td><td rowspan="2">D3 Justify the employability and professional skill requirements of different sport-related roles in relation to effective practice.</td></tr>
<tr><td>P5 Explain employability and professional skills required for effective practice within sport-related roles.
P6 Examine how employability and professional skills are applied in sport-related roles, using appropriate workplace examples.</td><td>M3 Analyse the employability and professional skill requirements of different sport-related roles.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Reflect on personal career aspirations and professional development needs in relation to identified sport industry pathways		
P7 Reflect on personal career aspirations in relation to identified sport industry pathways. **P8** Develop a personal development plan that identifies professional development needs in relation to identified sport industry pathways.	**M4** Assess personal strengths and areas for development in relation to pathway expectations and professional skill requirements.	**D4** Evaluate professional development priorities in relation to progression within a chosen sport industry pathway.

Recommended Resources

Textbooks

Cottrell, S. (2021) *Skills for Success: Personal Development and Employability*. 4th edn. London: Red Globe Press.

Pedersen, P.M. (ed.) (2024) *Contemporary Sport Management*. 8th edn. Champaign, IL: Human Kinetics.

Taylor, T., Doherty, A. and Kerwin, S. (2025) *Managing People in Sport Organizations: A Strategic Human Resource Management Perspective*. 3rd edn. London: Routledge.

Websites

www.careers-in-sport.co.uk	Careers in Sport Jobs and Career Path (General reference)
cimspa.co.uk/	Chartered Institute for the Management of Sport and Physical Activity Professional standards library (Professional reference)
www.leisureopportunities.co.uk	Leisure Opportunities Jobs / News / Training (General reference)
www.sportengland.org	Sport England Research and data / Roles / Funding and campaigns (General reference)

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Journals and articles

Grant, M.T., Hanlon, C. and Young, J.A. (2024) 'Transforming the experiential learning of sport management graduates into transferable employability signals', *Journal of Education and Work*, 37(1–4), pp. 131–148.
Available at: https://doi.org/10.1080/13639080.2024.2335474.

Jackson, D. and Dean, B.A. (2023) 'The contribution of different types of work-integrated learning to graduate employability', *Higher Education Research & Development*, 42(1), pp. 93–110.
Available at: https://doi.org/10.1080/07294360.2022.2048638.

Belluzzi, M., et al. (2025) 'The experience of Italian student athletes enrolled in a dual career university program: the challenges of employability', *Frontiers in Sports and Active Living*, 6, Article 1515634.
Available at: https://doi.org/10.3389/fspor.2024.1515634.

Links

This unit links to the following related units:

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 405: Coaching Practice and Skill Development

Unit 407: Lifestyle Coaching

Unit 408: Community Coaching

Unit 409: Innovation and Ethics in High-Performance Coaching Practice

Unit 412: Physical Activity for Public Health and Wellbeing

Unit 413: Work Experience

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 416: Fundamentals of Biomechanics

Unit 418: Sociological Influences on Participation

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 516: Sport and Physical Activity Events Management and Operational Delivery

Unit 517: Learning through Sport within the Educational Setting

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Unit 418: Sociological Influences on Participation

Unit code: A/652/3380

Unit level: 4

Credit value: 15

Introduction

Participation in sport and physical activity is shaped by social, cultural and structural influences that extend beyond individual choice. Differences in opportunity, access and participation reflect wider inequalities, demographic change and evolving lifestyles. Practitioners working in coaching, sport development, fitness and physical activity therefore need to recognise how social context can enable or restrict participation. This understanding can support more inclusive, accessible and context-responsive practice when working with different participant groups.

The purpose of this unit is to develop students' knowledge and understanding of the sociological influences on participation in sport and physical activity. Students will examine factors that affect participation and explore how social characteristics and structures influence opportunities and participation patterns across different groups. The unit provides a foundation for interpreting participation through a sociological lens and considering the relationship between sport, health, social inclusion and wider societal change.

Students will examine how sociological factors can enable or restrict participation in different contexts. They will explore participation patterns associated with different social characteristics and consider how structures such as access to provision, affordability, education, employment patterns and geographical location shape opportunities to take part. Students will also explore the relationship between sport participation, physical and psychological health, social connection and inclusion, while recognising barriers that can limit these outcomes. They will then examine how technological development, media, changing lifestyles, commercialisation, globalisation and environmental responsibility influence contemporary participation trends.

On completion of the unit, students will be able to examine sociological influences on participation, interpret differences in participation patterns and explore how sport may contribute to health and social inclusion for different groups. They will develop skills in research, analysis, evidence interpretation and consideration of participation inequalities and changing social contexts. The unit supports progression to further study and roles in coaching, sport development, community sport, fitness and physical activity, where understanding participation patterns and barriers can inform inclusive professional practice.

Learning Outcomes

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

LO1 Examine sociological factors that influence participation in sport and physical activity

LO2 Explore how social characteristics and structures affect patterns of participation in different groups

LO3 Explore the relationship between sport participation, health and social inclusion

LO4 Examine how societal change influences contemporary participation trends in sport and physical activity.

Essential Content

LO1 **Examine sociological factors that influence participation in sport and physical activity**

Target groups:

Women

Young people

Older adults

Disabled people

Minority ethnic groups.

Participation patterns:

Differences in levels and types of participation across social groups

Formal and informal participation contexts

Barriers to participation experienced by different groups.

Social inequalities influencing participation:

Socio-economic status – e.g. financial barriers and community hubs

Gender – e.g. fear of judgement and campaigns

Age – e.g. physiological effects of ageing and walking variants of sports

Ethnicity and culture – e.g. lack of facilities and community-led initiatives

Disability – e.g. ableism, inaccessible environments, limited representation, assumptions about capability, lack of specialist or inclusive coaching

Religion – e.g. faith-based requirements, including fasting.

Access and opportunity:

Availability of facilities and activities

Accessibility of provision, including cost, location, transport and suitability

Representation, visibility, and role models in sport and physical activity

Influence of professional sport, clubs, athletes, coaches and visible role models on participation aspirations, perceived access and engagement across different social groups.

Social and cultural influences:

Social norms, values and expectations, relating to sport and physical activity

Cultural attitudes towards participation

Influence of peers, family and community networks

Positive influences – e.g. social inclusion, community belonging and shared identity

Negative influences – e.g. sexism, racism, elitism, exclusion and stereotyping

Links between participation, health and wellbeing (participation-centred):

Physical health benefits associated with participation – e.g. weight management and disease prevention

Psychological wellbeing benefits – e.g. reduced stress and anxiety, improved confidence and self-esteem

Recognition that some groups may experience greater barriers to participation linked to wider social inequality.

LO2 **Explore how social characteristics and structures affect patterns of participation in different groups**

Social characteristics:

Gender

Age

Ethnicity and culture

Disability

Socio-economic status

Religion.

Participation patterns across social groups:

Differences in levels of participation between groups, including cost of entry, cultural stereotypes, life stages, role models (and lack of) and access to facilities

Types of participation, including formal, informal, organised and recreational

Patterns of inclusion and exclusion in sport and physical activity.

Social structures influencing participation:

Economic structures – e.g. income levels and affordability of participation

Educational and occupational structures – e.g. work patterns, time availability and employment demands

Geographical and environmental structures – e.g. urban and rural provision, and transport access

Recognition that these structures shape participation opportunities for different groups.

Access and opportunity:

Availability and distribution of sport and physical activity provision

Accessibility of facilities and programmes for different groups

Impact of organisational priorities and provision models on participation opportunity.

Cultural and societal expectations:

Social norms and expectations linked to gender, age and culture

Perceptions of who sport and physical activity are 'for'

Impact of stereotyping and representation on participation choices.

Participation inequalities:

How social characteristics and structures combine to create unequal participation outcomes

Barriers to sustained participation for certain groups

Recognition of inequalities mirrored in wider society and reflected in sport and physical activity participation.

LO3 **Explore the relationship between sport participation, health and social inclusion**

Sport participation and physical health:

Contribution of sport and physical activity participation to physical health

Health benefits associated with participation – e.g. disease prevention, weight management and physical fitness

Recognition that participation levels may vary across different population groups.

Sport participation and psychological wellbeing:

Contribution of sport participation to psychological health

Psychological wellbeing benefits – e.g. reduced stress and anxiety, improved mood, improved cognitive functioning, improved self-confidence and self-esteem

Impact of participation on overall quality of life.

Social inclusion through sport participation:

Meaning of social inclusion in sport and physical activity contexts

Participation as a means of promoting belonging, inclusion and community connection

Role of shared activity in reducing social isolation

Contribution of sport organisations, community clubs, and club- or foundation-led programmes to inclusive participation, social connection, confidence, health and wellbeing.

Barriers to inclusive participation:

Social, cultural and economic barriers that may limit participation

Inequalities that restrict access to inclusive sport and physical activity opportunities

Recognition that exclusion from participation may reinforce wider social inequality

Professional conduct and safeguarding responsibilities when supporting inclusive participation across different groups, including awareness of appropriate professional boundaries.

Participation, health and inclusion across different groups:

How participation may support health and inclusion for different social groups

Variation in participation experiences based on age, gender, disability, ethnicity or socio-economic background

Understanding that participation outcomes may differ depending on social context.

LO4 **Examine how societal change influences contemporary participation trends in sport and physical activity**

Societal change:

Demographic change – e.g. ageing population and changing family structures

Economic change – e.g. employment patterns, working hours and income distribution

Technological change – e.g. digital technology, social media and online platforms

Cultural change – e.g. values, attitudes and lifestyles relating to sport and physical activity.

Lifestyle and work patterns:

Changes in types of employment – e.g. sedentary and screen-based work

Time pressures linked to work and education commitments

Influence of travel and transport patterns on participation opportunity.

Technology and media influences:

Role of technology in shaping how people engage with sport and physical activity – e.g. wearable technology, virtual reality, booking and social apps

Impact of digital media on awareness, motivation and perceptions of participation – e.g. awareness of social campaigns and 'influencer' culture

Positive and negative media representations of sport and physical activity – e.g. athlete documentaries, inclusion and diversity, and win at all costs

Pressure created by media, digital culture and performance expectations, including implications for participant or athlete welfare

Awareness of the ethical and responsible use of digital tools, participation data and AI-generated content in sport and physical activity contexts, including privacy and data protection responsibilities.

Commercialisation and globalisation:

Impact of commercial sport and fitness industries on participation opportunities

Influence of global sport, brands and events on participation trends

Accessibility and availability of sport and physical activity in a globalised context

Influence of local, national and international sport systems, brands, events and participation cultures on participation trends

Influence of professional leagues, clubs, major events and athlete or team visibility on contemporary participation trends, including both opportunities for engagement and potential inequalities in access.

Contemporary participation trends:

Growth of informal and lifestyle-based activities – e.g. gym-based exercise and running

Changes in traditional club-based participation

Variation in participation trends across different social groups.

Implications of societal change for participation:

How societal change may enable or restrict participation

Recognition that participation trends may reinforce or challenge existing inequalities

Understanding that participation patterns continue to evolve in response to social change

Growing awareness of sustainability and environmental responsibility as factors influencing participation choices, provision and access in sport and physical activity.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine sociological factors that influence participation in sport and physical activity		
P1 Examine sociological factors that influence participation in sport and physical activity. **P2** Explain how these sociological factors can enable or restrict participation.	**M1** Analyse how sociological factors influence participation across different participation contexts.	**D1** Evaluate the relative influence of sociological factors on participation in sport and physical activity.
LO2 Explore how social characteristics and structures affect patterns of participation in different groups		
P3 Describe participation patterns associated with different social characteristics across different groups. **P4** Explain how social structures influence opportunities for participation.	**M2** Analyse participation patterns across different social groups.	**D2** Evaluate how social characteristics and structures shape participation inequalities.
LO3 Explore the relationship between sport participation, health and social inclusion		
P5 Explain the relationship between sport participation and health outcomes. **P6** Explain how sport participation can contribute to social inclusion.	**M3** Analyse how participation in sport supports health and social inclusion for different groups.	**D3** Evaluate the extent to which sport participation can promote health and social inclusion across different groups.
LO4 Examine how societal change influences contemporary participation trends in sport and physical activity		
P7 Describe the nature of societal change relevant to participation in sport and physical activity. **P8** Explain how societal change is reflected in contemporary participation trends in sport and physical activity.	**M4** Analyse how societal change has influenced contemporary participation trends.	**D4** Evaluate the significance of societal change in shaping participation trends in sport and physical activity.

Recommended Resources

Textbooks

Bradbury, S., Lusted, J. and van Sterkenburg, J. (eds) (2020) *'Race', Ethnicity and Racism in Sports Coaching*. London: Routledge.

Coakley, J. and Montez de Oca, J. (2025) *Sports in Society: Issues and Controversies*. 14th edn. New York: McGraw Hill.

Sage, G.H., et al. (2023) *Sociology of Sport*. 12th edn. Oxford: Oxford University Press.

Wilson, W.J. and Haegele, J.A. (2025) *The Experiences of Disabled People in Physical Education: Reimagining Pedagogy through First-Person Accounts*. London: Routledge.

Websites

www.sportanddev.org	Sport and Development Thematic areas / Research & Learning (Research)
www.sportengland.org	Sport England Research and data (Professional reference)
www.who.int/health-topics/	World Health Organization Health topics: Physical activity (Professional reference)

Journals and articles

Eather, N., et al. (2023) 'The impact of sports participation on mental health and social outcomes in adults: a systematic review and the "Mental Health through Sport" conceptual model', *Systematic Reviews*, 12, Article 102.
Available at: https://doi.org/10.1186/s13643-023-02264-8.

Richard, V. et al. (2023) 'Socioeconomic inequalities in sport participation: pattern per sport and time trends', *BMC Public Health*, 23, 785.
Available at: https://doi.org/10.1186/s12889-023-15650-7.

Wade, L. et al. (2026) 'The impact of sports participation on psychological health and social outcomes in children and adolescents', *Systematic Reviews*, 15(121).
Available at: https://doi.org/10.1186/s13643-026-03104-1.

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Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 405: Coaching Practice and Skill Development

Unit 407: Lifestyle Coaching

Unit 408: Community Coaching

Unit 412: Physical Activity for Public Health and Wellbeing

Unit 413: Work Experience

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 517: Learning through Sport within the Educational Setting

Unit 419: High-Performance Training Programme Design

Unit code: D/652/3381

Unit level: 4

Credit value: 15

Introduction

High-performance training programme design supports athletes, performers and teams in preparing for sport, exercise and fitness-based performance. Practitioners working in coaching, strength and conditioning, fitness, sport science and performance support need to understand how training decisions relate to activity demands, competition requirements and individual or team needs. They must also consider readiness to train, recovery, training load and athlete welfare when contributing to safe and structured performance development.

The purpose of this unit is to develop students' knowledge and applied skills in designing high-performance training programmes. Students will explore training methods used to support performance development and investigate how needs analysis and performance profiling can identify training priorities. The unit provides a foundation for conducting consultation and profiling activities and using the resulting information to design a structured training programme for an individual or team.

Students will explore cardiovascular conditioning, resistance training, speed, agility and quickness training, plyometric training, mobility work, recovery-focused activity and sport- or activity-specific conditioning. They will investigate needs-analysis and performance-profiling methods that consider activity demands, training history, current performance, readiness to train, recovery and injury considerations. Students will undertake consultation and performance profiling, using appropriate information and relevant benchmarks to identify strengths, areas for development and training priorities. They will then design a high-performance training programme by selecting and sequencing suitable methods, applying training and periodisation principles, and incorporating appropriate approaches to training-load monitoring, recovery and programme adaptation.

On completion of the unit, students will be able to explore training methods, investigate profiling approaches and undertake consultation and performance profiling for an individual or team. They will develop skills in information gathering, data interpretation, programme planning, method selection, training-load

management and evidence-informed decision-making. Students will use profiling findings and identified performance needs to design a structured high-performance training programme. The unit supports progression to further study and roles in coaching, strength and conditioning, fitness, sport and exercise science and performance support, where practitioners contribute to planned and monitored performance development.

Learning Outcomes

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

LO1 Explore training methods used to support performance development in sport, exercise or fitness contexts

LO2 Investigate needs analysis and performance profiling methods used to inform high-performance training programme design

LO3 Undertake consultation and performance profiling for an individual or team in a performance context

LO4 Design a high-performance training programme for an individual or team in response to identified performance needs.

Essential Content

LO1 **Explore training methods used to support performance development in sport, exercise or fitness contexts**

Performance contexts and training needs:

Sport, exercise and fitness-based performance contexts, including individual athletes, performers and teams

Performance goals, training priorities, stage of development, competition or event demands, current capability and intended performance outcomes

Applied high-performance contexts – e.g. academy or talent pathway environments, professional club settings, competition preparation programmes, interdisciplinary performance-support environments and team-based training contexts.

Training methods to support performance:

Cardiovascular conditioning, resistance training, speed, agility and quickness training, plyometric training, flexibility and mobility work, sport- or activity-specific conditioning, functional movement training, recovery-focused activities and team-based conditioning approaches.

Suitability and safe selection of training methods:

Selection of training methods in relation to movement demands, physiological demands, performance goals, athlete or team readiness, accessibility of facilities and equipment, injury considerations, welfare and safe participation.

Progression across training methods:

Reasons for and methods of progression across training methods in response to changing performance needs, training adaptation, athlete or team development, monitoring outcomes and preparation for competition or performance events.

LO2 **Investigate needs analysis and performance profiling methods used to inform high-performance training programme design**

Needs analysis of the sport, activity or competition:

Movement demands, energy system demands, technical and tactical requirements, competition or event format, performance schedule, environmental considerations and performance outcomes relevant to the sport, activity or fitness-based competition.

Individual or team performance profiling:

Training history, current fitness and performance level, strengths, areas for development, injury history, recovery status, readiness to train, lifestyle factors affecting performance, access to facilities and support networks.

Performance testing and monitoring information:

Fitness and performance tests appropriate to the sport, activity or competition – e.g. aerobic or anaerobic capacity, strength, power, speed, agility, mobility, movement quality, training load, fatigue and recovery indicators

Use of baseline data, benchmarks, normative data or performance expectations to interpret findings.

Recording, digital tools and welfare considerations:

Use of appropriate recording systems, digital tools and workflows to collect, monitor and review performance information

Ethical use of data, secure storage, data protection, appropriate interpretation of information, safeguarding, duty of care, boundaries of role and referral procedures where concerns arise

Athlete welfare considerations linked to profiling and monitoring, including training pressure, fatigue, recovery status, injury risk, communication of concerns and appropriate escalation within professional boundaries.

LO3 **Undertake consultation and performance profiling for an individual or team in a performance context**

Performance consultation methods:

Use of appropriate consultation approaches to gather information about performance goals, training history, competition or event demands, current training load, injury history, recovery, lifestyle factors affecting performance, access to facilities, support networks and individual or team priorities.

Communication and professional practice:

Appropriate communication, active listening, rapport building, progressive questioning strategies, respectful professional relationships, scope of practice, safeguarding, duty of care and referral requirements.

Undertaking performance profiling:

Selection and use of appropriate performance profiling methods for the individual or team, including relevant fitness, movement, training-load, recovery and readiness measures

Appropriate recording of results and observations.

Interpreting profiling outcomes:

Comparison of results with appropriate benchmarks, baseline data, normative data or performance expectations

Identification of strengths, areas for development, anomalies and priorities to inform high-performance training programme design.

LO4 **Design a high-performance training programme for an individual or team in response to identified performance needs**

Programme design principles:

Principles of training, including specificity, overload, progression, reversibility, variation, recovery and FITT

Periodisation approaches, training phases, sequencing, tapering, peaking and preparation for sport, exercise or fitness-based competition

Consideration of relevant professional standards, sector guidance and organisational protocols where appropriate – e.g. strength and conditioning guidance, coaching expectations, safeguarding requirements, sport-specific pathway guidance and employer expectations.

Designing the training programme:

Use of needs analysis, consultation findings, performance profiling data and performance goals to design a structured training programme for an individual or team

Selection and sequencing of appropriate training methods to support performance development and preparation for competition or performance events.

Monitoring and managing training load:

Methods used to monitor and manage training intensity, volume, load, fatigue, recovery, readiness to train and signs of excessive training pressure

Use of appropriate indicators, including perceived exertion, observation, heart rate, percentages of repetition maximum, performance outputs, training-load measures, and athlete or team feedback.

Evaluation and adaptation of the programme:

Use of monitoring data, performance outcomes and feedback to judge programme effectiveness

Identification of strengths, areas for improvement, adaptations, future progression and considerations for athlete or team welfare, and sustainable performance development.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore training methods used to support performance development in sport, exercise or fitness contexts		
P1 Outline performance contexts that may require structured training programme design, including relevant individual or team characteristics and performance needs. **P2** Explain appropriate training methods for different performance contexts, linked to identified needs and intended outcomes.	**M1** Analyse the suitability of training methods for different performance contexts and intended outcomes.	**D1** Evaluate how progression through different training methods can support changing performance needs.
LO2 Investigate needs analysis and performance profiling methods used to inform high-performance training programme design		
P3 Outline appropriate needs analysis and performance profiling methods for high-performance sport, exercise or fitness performance contexts. **P4** Examine how needs analysis and performance profiling information can be used to identify training priorities, risks management and high-performance training programme design.	**M2** Analyse the impact that needs analysis and performance profiling can have on training programme decisions.	**D2** Evaluate the interrelationship between different profiling methods in informing safe and effective high-performance training programme design.

Pass	Merit	Distinction
LO3 Undertake consultation and performance profiling for an individual or team in a performance context		
P5 Demonstrate a structured consultation for an individual or team in a performance context, using appropriate communication approaches. **P6** Demonstrate appropriate performance profiling procedures for an individual or team in a performance context.	**M3** Analyse profiling results, identifying and explaining strengths, areas for development and any relevant anomalies against appropriate benchmarks. **M4** Analyse the effectiveness of progressive and appropriate questioning throughout the consultation process.	**D3** Evaluate how consultation findings and profiling results collectively inform training programme decisions.
LO4 Design a high-performance training programme for an individual or team in response to identified performance needs		
P7 Design a high-performance training programme for an individual or team based on needs analysis, profiling and performance goals. **P8** Explain the use of selected training methods within the designed programme.	**M5** Apply appropriate monitoring methods to manage training intensity, load and recovery safely and effectively within the programme. **M6** Interpret monitoring data and feedback to inform adjustments to the training programme.	**D4** Evaluate the effectiveness of the training programme in meeting performance needs, using monitoring data, feedback and performance outcomes.

Recommended Resources

Textbooks

American College of Sports Medicine (ACSM) (2025) *ACSM's Guidelines for Exercise Testing and Prescription.* 12th edn. Philadelphia, PA: Wolters Kluwer.

Bompa, T.O. and Buzzichelli, C. (2018) *Periodization: Theory and Methodology of Training*. 6th edn. Champaign, IL: Human Kinetics.

NSCA – National Strength & Conditioning Association, Haff, G.G. and Triplett, N.T. (eds) (2026*) Essentials of Strength Training and Conditioning*. 5th edn. Champaign, IL: Human Kinetics.

NSCA – National Strength & Conditioning Association and Jones, M.T. (eds) (2024) *NSCA's Guide to Program Design*. 2nd edn. Champaign, IL: Human Kinetics.

Websites

www.acsm.org	American College of Sports Medicine Education & Resources / Position Stands (General reference)
www.gabbettperformance.com.au	Gabbett Performance Solutions Blog (Applied professional development and high-performance sport science)
www.humankinetics.com	Human Kinetics Strength Training and Conditioning / Physiology of Sport and Exercise / Coaching and Officiating (Textbook and applied professional resources)
www.nsca.com	National Strength and Conditioning Association Education / Professional Development (Professional guidance and applied strength and conditioning resources)
www.uksca.org.uk	UK Strength and Conditioning Association Learn / Jobs & Careers (Professional body guidance)

Journals and articles

Deng, N., et al. (2023) 'Effects of plyometric training on technical skill performance among athletes: a systematic review and meta-analysis', *PLOS ONE*, 18(7), e0288340. Available at: DOI: 10.1371/journal.pone.0288340.

Impellizzeri, F.M., et al. (2023) 'Understanding training load as exposure and dose', *Sports Medicine*, 53, pp. 1667–1679.
Available at: https://doi.org/10.1007/s40279-023-01833-0.

Johnson, D.L. and Bird, M.D. (2022) 'Performance profiling in strength and conditioning', *Strength & Conditioning Journal*, 44(4), pp. 62–69.
Available at: https://doi.org/10.1519/SSC.0000000000000684.

Macedo, A.G., et al. (2024) 'Load monitoring methods for controlling training effectiveness on physical conditioning and planning involvement: a narrative review', *Applied Sciences*, 14(22), Article 10465. Available at: https://doi.org/10.3390/app142210465.

Links

This unit links to the following related units:

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 410: Talent Identification and Athlete Pathway Development

Unit 411: Digital Innovation in Health and Human Performance

Unit 416: Fundamentals of Biomechanics

Unit 502: Performance Analytics and Tactical Evaluation

Unit 505: Nutrition to Optimise Health and Performance

Unit 509: Applied Strength and Conditioning

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

Unit 518: Artificial Intelligence in Sport and Exercise Science

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Unit 420: Exercise to support Mental Health and Wellbeing

Unit code: F/652/3382

Unit level: 4

Credit value: 15

Introduction

Mental health and wellbeing contribute to overall health, quality of life and participation in physical activity. In sport, exercise and fitness settings, practitioners may need to consider mental health and wellbeing alongside physical outcomes when supporting participant engagement and positive experiences. Exercise can play a supportive role, although individual responses may vary and some needs require specialist support. This knowledge is relevant to roles in fitness, coaching and physical activity where practitioners work inclusively and within appropriate professional boundaries.

The purpose of this unit is to develop students' knowledge and applied understanding of how exercise may support mental health and wellbeing in non-clinical settings. Students will examine relevant mental health and wellbeing concepts, explore the role of exercise across different populations and apply appropriate exercise principles within defined physical activity settings. The unit also develops students' understanding of the ethical and professional responsibilities associated with this area of practice.

Students will examine key concepts of mental health and wellbeing and their relevance to participation in sport, exercise and physical activity. They will explore how different forms of exercise may support mental health and wellbeing across identified population groups, considering individual needs, accessibility, inclusion and suitability. Students will apply appropriate exercise principles within a defined physical activity setting and adapt their approach in response to the needs of a specific context. They will also examine professional roles and boundaries, ethical practice, safeguarding, duty of care, confidentiality, and the circumstances in which referral or signposting to appropriate services is required.

On completion of the unit, students will be able to examine mental health and wellbeing concepts, explore the supportive role of exercise and apply appropriate exercise principles in a defined physical activity setting. They will develop skills in planning, adaptation, communication, inclusive practice, reflection and professional decision-making. The unit supports progression to further study and roles in fitness, coaching, physical activity and wellbeing-focused settings where exercise is used to support participation and wellbeing in a safe, ethical and non-clinical manner.

Learning Outcomes

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

LO1 Examine key concepts of mental health and wellbeing relevant to sport, exercise and physical activity contexts

LO2 Explore the role of exercise in supporting mental health and wellbeing across different populations

LO3 Apply exercise principles to support mental health and wellbeing in appropriate physical activity settings

LO4 Examine professional responsibilities and ethical practice when using exercise to support mental health and wellbeing.

Essential Content

LO1 **Examine key concepts of mental health and wellbeing relevant to sport, exercise and physical activity contexts**

Understanding mental health and wellbeing:

Definition of mental health and mental wellbeing and the importance of good wellbeing

Mental health – e.g. psychological and emotional wellbeing, thoughts, feelings and behaviours

Mental wellbeing – e.g. social connections, environmental factors, personal fulfilment and financial stability.

Mental wellbeing models and constructs:

Models and constructs, including Self-Determination Theory (SDT), PERMA model, biopsychosocial model, social prescribing model and Bandura's self-efficacy theory.

Benefits of physical activity on mental health and wellbeing:

Benefits of physical activity for mental health and wellbeing – e.g. reduced anxiety, improved mood, increased confidence, social connection, emotional resilience and enhanced overall wellbeing

Including awareness of physiological responses associated with physical activity, e.g. stress regulation, improved sleep, increased energy, changes in mood-related neurotransmitters and improved cognitive function.

Factors influencing mental health and wellbeing in sport, exercise and physical activity contexts:

Physical – e.g. obesity, coronary heart disease, osteoporosis and diabetes

Psychological – negative psychological wellbeing, e.g. stress, anxiety, depression, low self-confidence, poor self-esteem, negative self-concept, addiction, low emotional intelligence

Trends – local, national and international

Impact of poor nutrition and physical inactivity

Use of relevant local, national and international guidance for nutrition, physical activity and sedentary behaviour – e.g. WHO guidelines on physical activity and sedentary behaviour, national physical activity guidance, national healthy eating guidance, and professional guidance from relevant sport, exercise or health organisations

Factors influencing mental health and wellbeing in sport, exercise and physical activity contexts – social, cultural, environmental, economic, lifestyle, developmental and participation-related factors

Contemporary participation and lifestyle influences – e.g. screen-based behaviour, social media use, academic or work-related pressure, body image, social connection and access to safe, inclusive physical activity opportunities.

LO2 **Explore the role of exercise in supporting mental health and wellbeing across different populations**

Population groups and participation contexts:

Age related groups – children (5–12 years old), young people and adolescence (13–18 years old), adults (18–64 years old) and older adults (65+ years old)

Activity status – sedentary/inactive individuals, recreationally active individuals, regularly active individuals and athletes/highly active individuals

Sport and physical activity contexts where exercise may support mental health and wellbeing – e.g. community programmes, school or college sport, club or foundation-led initiatives, academy or talent pathway environments, recreational exercise and performance sport settings

Life stages – education (school, college or university), employment, parenthood/caregiver, retirement, and injury or health-related groups.

Variation in responses to exercise:

Response to exercise factors – e.g. gender and biological factors, motivation, confidence, previous physical activity experiences, personal preferences, age and developmental stage, barriers to physical activity, performance pressure, training demands, recovery needs, and welfare considerations for athletes and highly active individuals.

Participation data, priority groups and inequalities:

Current participation data and priority groups – e.g. local, national or international participation data, and groups experiencing inequalities in access to physical activity.

Health initiatives, campaigns, organisations and policy:

Focus of health initiatives – e.g. health education, health protection, disease prevention, curative strategies and health gains

National initiatives promoting physical activity and healthier lifestyles – e.g. British Heart Foundation's Health at work, The Health Foundation's The Q Community, NHS's Healthy Start, NHS's Walking for health and The Ramblers Wellbeing Walks, NHS Diabetes Prevention Programme (NHS DPP) and their Healthier You initiative, Health, Exercise and Nutrition for the Really Young (Henry)

International initiatives promoting physical activity and healthier lifestyles – e.g. WHO Global action plan on physical activity 2018–2030, Healthy People 2030 (Office of Disease Prevention and Health Promotion (ODPHP), USA)

National campaigns – e.g. NHS's Better Health, National Obesity Awareness Week, Nutrition and Hydration Week, On Your Feet Britain, British Nutrition Foundation's Healthy Eating Week

International campaigns, raising awareness of global health issues – e.g. WHO's World Health Day (WHD) and World No Tobacco Day, World Cancer Day, WHO's World Mental Health Day.

Organisations involved in developing health initiatives and campaigns:

Organisations – e.g. World Health Organization (WHO), national and local government bodies, local authorities, health systems or equivalent regional health bodies, private sector organisations, professional associations, community and voluntary groups, educational establishments, employers, sport development agencies and active partnerships or equivalent organisations e.g. NHS and Sport England

Role of organisations in the development of health initiatives and campaigns.

Policy:

Local, national and international policy – e.g. government white papers, Sport Action Zones and Health Action Zones (UK), and International Health Policy Centre (The Commonwealth Fund).

LO3 **Apply exercise principles to support mental health and wellbeing in appropriate physical activity settings**

Exercise principles for mental health and wellbeing support:

Key principles and components to support mental health and wellbeing with physical activity – e.g. holistic approach, education and awareness, progression, enjoyment, accessibility and inclusivity, balance, consistency and routine, supportive environment and sustainable use of facilities and resources.

Appropriate physical activity settings:

Supervised physical activity led by qualified instructors or coaches

Educational settings, including schools, colleges, universities

Community based settings, including local clubs, community groups and sport sessions

Club or foundation-led wellbeing activities, outreach programmes and inclusive physical activity sessions designed to support confidence, enjoyment, social connection and positive engagement

Fitness environments, including gyms, leisure centres and exercise classes

Recreational and outdoor environments

Appropriate manipulation of exercise components – e.g. type, frequency, intensity, duration, progression and recovery.

Participant needs and considerations:

Mental health and wellbeing needs, physical activity history, confidence, motivation, accessibility requirements, risk factors, referral or signposting considerations and suitability of the activity setting.

Aims and objectives:

Relevant to target group, location and health need

Application of exercise principles – participant considerations when applying exercise principles, e.g. activity history, confidence, motivation, accessibility needs, preferences, risk factors and relevant health and wellbeing considerations

Plan – data gathering and research, needs assessment and priorities, aims and objectives, consultation, establishing partnerships, contingencies, selection and adaptation of activities to support wellbeing, confidence and engagement, appropriate use of digital tools and AI to support planning, adaptation and resource development while checking accuracy, bias and suitability for participants

Application may include planning, adapting and reviewing appropriate exercise-based activities or sessions within a defined physical activity setting

Resources, staffing and participant considerations:

Activities, including workshops, exercise classes, discussions and volunteering

Materials, including handouts, equipment, policies and catering

Resources, including venue, finance, staff and equipment

Staff, including fitness instructor, personal trainer, nurse, physiotherapist and counsellors.

LO4 **Examine professional responsibilities and ethical practice when using exercise to support mental health and wellbeing**

Role boundaries and scope of practice:

Encourage participation, enjoyment and confidence building, create a non-judgemental environment, adapt activities to support engagement and accessibility, promote mental health and wellbeing through physical activity

Training, qualifications and role, recognising limits of knowledge and responsibility

Consider when referral or signposting is appropriate – e.g. behaviour change, low mood or distress, high levels of anxiety, panic or emotional overwhelm

Maintaining clear professional boundaries in sport and exercise settings, including recognising limits of role, avoiding clinical advice, responding appropriately to welfare concerns, and following organisational safeguarding or referral procedures.

Ethical responsibilities:

Informed consent

Confidentiality

Equality and inclusion

Duty of care

Safeguarding

Professional boundaries in exercise-based support – e.g. scope of practice, appropriate communication, maintaining professional relationships, recognising when to refer concerns.

Professional conduct, safeguarding and data handling:

Digital communication and data handling – e.g. appropriate use of digital platforms, maintaining confidentiality, secure handling of personal information, awareness of data protection and GDPR requirements, and ethical use of AI-generated information in exercise-based support.

Implementation:

Implementation – e.g. following guidelines (health and safety, and equal opportunities), working in teams, problem-solving, appropriate communication, participant safety and wellbeing, delivering safe and inclusive exercise sessions.

Review of a training programme:

Effectiveness – strengths, areas for improvement, recommendations for future development, links to aims and objectives, and needs assessment

Monitoring and evaluation of effectiveness – e.g. questionnaires, focus groups, interviews, observation and peer assessment.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine key concepts of mental health and wellbeing relevant to sport, exercise and physical activity contexts		
P1 Examine key concepts of mental health relevant to sport, exercise and physical activity contexts. **P2** Examine key concepts of wellbeing and their relationship to participation in sport, exercise and physical activity contexts.	**M1** Analyse factors within sport, exercise and physical activity environments that influence mental health and wellbeing.	**D1** Evaluate the relevance of mental health and wellbeing concepts to differing sport, exercise and physical activity contexts.
LO2 Explore the role of exercise in supporting mental health and wellbeing across different populations		
P3 Explain how exercise can support mental health across identified population groups. **P4** Explain how exercise can support wellbeing across identified population groups.	**M2** Assess the suitability of different types of exercise for supporting mental health and wellbeing in defined populations.	**D2** Justify the selection of exercise approaches to support mental health and wellbeing for specific populations.
LO3 Apply exercise principles to support mental health and wellbeing in appropriate physical activity settings		
P5 Apply appropriate exercise principles to support mental health within a defined physical activity setting. **P6** Apply appropriate exercise principles to support wellbeing within a defined physical activity setting.	**M3** Adapt exercise principles to meet mental health and wellbeing needs within a specific physical activity context.	**D3** Evaluate the effectiveness of applied exercise principles in supporting mental health and wellbeing outcomes.
LO4 Examine professional responsibilities and ethical practice when using exercise to support mental health and wellbeing		
P7 Explain professional roles and boundaries when supporting mental health through exercise. **P8** Explain ethical responsibilities when supporting wellbeing through exercise-based activities.	**M4** Assess ethical considerations relevant to exercise-based support for mental health and wellbeing.	**D4** Justify professional judgements regarding ethical practice when supporting mental health and wellbeing through exercise.

Recommended Resources

Textbooks

Biddle, S., et al. (2021) *Psychology of Physical Activity: Determinants, Wellbeing and Interventions* (4th edn). London: Routledge.

Chang, Y-K. and Quartiroli, A. (eds) (2026) *Physical Activity, Exercise, and Mental Health: An International Approach to Research and Practice*. London: Routledge.

Ekkekakis, P. (ed.) (2015) *Routledge Handbook of Physical Activity and Mental Health*. London: Routledge.

Websites

www.cdc.gov	U.S. Centers for Disease Control and Prevention Healthy Weight (Professional reference)
cimspa.co.uk/	Chartered Institute for the Management of Sport and Physical Activity Professional standards library (Professional reference)
www.who.int/health-topics/	World Health Organization Health topics: Physical activity (Professional reference)

Journals and articles

Mahindru, A., Patil, P. and Agrawal, V. (2023) 'Role of physical activity on mental health and wellbeing: a review', *Cureus*, 15(1), Article e33475. Available at: https://doi.org/10.7759/cureus.33475.

Singh, B. et al. (2023) 'Effectiveness of physical activity interventions for improving depression, anxiety and distress: an overview of systematic reviews', *British Journal of Sports Medicine*, 57(18), pp.1203–1209. Available at: https://doi.org/10.1136/bjsports-2022-106195.

White, R.L. et al. (2024) 'Physical activity and mental health: a systematic review and best-evidence synthesis of mediation and moderation studies', *International Journal of Behavioral Nutrition and Physical Activity*, 21, Article 134. Available at: https://doi.org/10.1186/s12966-024-01676-6.

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Links

This unit links to the following related units:

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 407: Lifestyle Coaching

Unit 408: Community Coaching

Unit 412: Physical Activity for Public Health and Wellbeing

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 418: Sociological Influences on Participation

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 510: Exercise Therapy and Specific Populations

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 517: Learning through Sport within the Educational Setting

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit code: H/652/3383

Unit level: 5

Credit value: 30

Introduction

Research and evidence-based practice inform professional decision-making, ethical practice and service development across the sport and physical activity sector. Practitioners working in performance, coaching, physical activity, health and wellbeing settings need to locate and evaluate evidence, select appropriate research approaches and communicate findings to relevant audiences. These capabilities support credible professional practice and enable practitioners to respond to real-world questions, changing sector priorities and the needs of participants, organisations and other stakeholders.

The purpose of this unit is to enable students to complete a sustained and independent research project within a sport and physical activity context. As a Pearson-set unit, the project is developed in response to an annually released theme reflecting current sector issues and priorities. Students will define and negotiate a focused research topic connected to that theme, allowing them to investigate an area of academic, professional or personal interest within the common assessment framework.

Students will examine appropriate research methodologies and approaches as part of the research process, considering the relationship between the research aim, questions, methods, ethics and intended outcomes. They will undertake research using appropriate primary and/or secondary methods and analyse the resulting evidence in relation to the project aims. Students will communicate their research process, findings, conclusions and recommendations to identified stakeholders using appropriate formats. They will also evaluate the methodologies and concepts applied, reflect critically on methodological decisions and consider how learning from the project can inform future research or professional practice.

On completion of the unit, students will be able to plan and undertake an independent research project, analyse evidence and communicate relevant outcomes to identified stakeholders. They will develop research literacy, critical thinking, problem-solving, ethical judgement, data analysis, project management and professional communication skills. The unit supports progression to further academic research and professional roles across sport and physical activity where evidence-based decision-making, stakeholder engagement and evaluation are required.

Learning Outcomes

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

LO1 Examine appropriate research methodologies and approaches as part of the research process

LO2 Undertake research relevant to a sport research project

LO3 Communicate the outcomes of a research project to identified stakeholders

LO4 Review the application of research methodologies and concepts to inform future research or professional practice.

Essential Content

LO1 **Examine appropriate research methodologies and approaches as part of the research process**

Developing a research proposition:

The importance of developing methodical, coherent and valid research propositions as the foundation for a sustained research project, ensuring clarity of focus and direction for the overall research process.

Rationale:

The purpose and significance of a research question or hypothesis in shaping the direction, scope and focus of a research project, including its relevance to current and emerging issues in sport and exercise science, and sustainability where appropriate

Relevance of the research question or hypothesis to applied sector priorities – e.g. participation, performance, athlete or participant welfare, coaching practice, health and wellbeing, technology use, data-informed practice or employability within sport and exercise science

The value of the philosophical position of the researcher in shaping research design, methodological assumptions and the suitability of research approaches and methods for addressing the research aims.

Use of Saunders' research onion:

Use of Saunders' research onion as an analytical framework to support examination, comparison and justification of methodological choices in relation to research aims, research context and practical constraints.

Literature review:

Conceptualisation of the research problem or hypothesis through critical engagement with relevant literature

The importance of positioning a research project within the context of existing knowledge to establish relevance, originality and academic or professional value

The significance of the literature review in providing benchmarks and criteria against which research design, data and findings can be judged.

Qualitative, quantitative and mixed method research:

Key theoretical frameworks underpinning qualitative, quantitative and mixed-methods research within sport and exercise science

Comparative advantages and limitations of qualitative, quantitative and mixed-methods research approaches and methods, with consideration of their suitability for addressing different types of research questions and research contexts

Key research paradigms underpinning qualitative, quantitative and mixed-methods research, including positivism, interpretivism and pragmatism.

LO2 **Undertake research relevant to a sport research project**

Research as a process:

Research has distinct and interconnected phases that support the development of a coherent, logical and defensible research argument over an extended period of enquiry.

This includes the use of secondary research to inform the design, direction and justification of a primary, empirical study within a sport and exercise science context.

Selecting a sample:

The importance of gathering appropriate qualitative and/or quantitative data to support meaningful analysis, interpretation and comparison of research findings

Selecting and justifying sample types and sizes that are appropriate to the research design, research aims and contextual constraints, and which enable credible analysis and defensible conclusions

Considering sampling approaches and techniques – e.g. probability and non-probability sampling, and the implications of these choices for data quality, interpretation and the limitations of findings.

Ethics, reliability and validity:

Research should be carried out ethically, with consideration of participant welfare, including athlete welfare and the pressures associated with participation and performance where relevant.

This includes informed consent, data management, data protection and GDPR requirements, secure handling of digital data, ethical and transparent use of digital tools and AI where relevant, professional boundaries, professional conduct, safeguarding responsibilities, and how ethical approval and compliance are achieved and reported

Consideration of reliability and validity in relation to research design, data quality and analytical decisions, including the extent to which the research measures what is intended and produce consistent and meaningful findings.

Analysing data:

Using appropriate data collection tools – e.g. interviews and questionnaires, in a manner that aligns with the research aims and chosen methodology

Using appropriate analytical techniques – e.g. trend analysis, coding or typology, and evaluating their effectiveness in interpreting research data, identifying patterns or meanings, and addressing the aims of the sport research project.

LO3 **Communicate the outcomes of a research project to identified stakeholders**

Stakeholders:

Who the identified stakeholders are in relation to the sport research project and the nature of their interest in the research outcomes

Why different stakeholders may require research findings to be communicated in different ways, depending on their role, priorities and decision-making needs.

Communicating research outcomes:

Consideration of how research outcomes can be communicated clearly and effectively to support stakeholder understanding, interpretation and use of research findings

Communication of research outcomes in formats appropriate to applied sport and exercise stakeholders – e.g. coaches, practitioners, participants, community organisations, performance-support staff, employers or professional bodies

The selection of appropriate communication approaches in relation to the research aims, stakeholder needs and the intended purpose of the research outcomes, rather than the production of a specific format.

Convincing arguments:

The importance of presenting research outcomes logically and coherently, ensuring that arguments are supported by evidence and appropriate interpretation of research findings

The assumption that stakeholders may have limited prior knowledge of the research process, requiring communication to be accessible while remaining rigorous and evidence-based.

Evaluative conclusions:

The importance of developing evaluative conclusions and justified recommendations that are informed directly by research findings and analysis

Consideration of how research conclusions and recommendations can support stakeholder decision-making and professional practice within sport and exercise science contexts.

LO4 **Review the application of research methodologies and concepts to inform future research or professional practice**

Evaluation for learning and practice:

The distinction between reflecting on performance and evaluating a research project, where evaluation considers the quality of the research argument, the appropriateness of methodological choices, and the effective use of evidence to address research aims

Critical reflection on the merits, limitations and potential pitfalls of chosen research methodologies and approaches, with consideration of how these influence research quality, credibility and outcomes.

The cycle of evaluation and reflection:

Considering how evaluative reflection on the research process can inform future research design, methodological choices, professional judgement and decision-making within sport and exercise science contexts.

Reflective writing:

Adopting a critical and objective approach to reflective writing that avoids generalisation, demonstrates evaluative judgement, and focuses on learning gained from the research process and its application to future academic or professional practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine appropriate research methodologies and approaches as part of the research process		
P1 Analyse different research methodologies and approaches relevant to a sport research context. **P2** Analyse how research philosophies and methodological choices influence the design of a sport research project.	**M1** Critically analyse the suitability of selected research methodologies and approaches in relation to the research aims.	**D1** Appraise methodological decisions made for the research project in relation to theoretical or philosophical perspectives.
LO2 Undertake research relevant to a sport research project		
P3 Undertake appropriate primary and secondary research using methods relevant to the sport research project. **P4** Analyse the use of research methods in addressing the aims of the sport research project.	**M2** Critically analyse the effectiveness of data collection and data analysis methods used within the research project.	**D2** Critically evaluate conclusions drawn from research findings in relation to the aims of the research project.
LO3 Communicate the outcomes of a research project to identified stakeholders		
P5 Analyse research findings in relation to the needs of identified stakeholders. **P6** Present research findings in relation to the stated research objectives.	**M3** Critically analyse the effectiveness of research communication in meeting stakeholder requirements.	**D3** Critically evaluate recommendations derived from research findings in relation to stakeholder decision-making.
LO4 Review the application of research methodologies and concepts to inform future research or professional practice		
P7 Analyse the effectiveness of research methodologies applied within the research project. **P8** Analyse learning gained from the research process in relation to methodological decisions made.	**M4** Critically analyse learning from the research process to inform future research practice.	**D4** Critically evaluate actions for future professional or academic development based on evaluation of the research process.

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Recommended Resources

Textbooks

Creswell, J.W. and Creswell, J.D. (2022) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 6th edn. London: SAGE.

Denscombe, M. (2021) *The Good Research Guide: Research Methods for Small-Scale Social Research Projects*. 7th edn. London: Open University Press.

Jones, I. (2022) *Research Methods for Sports Studies*. 4th edn. London: Routledge.

Thomas, J.R., et al. (2023) *Research Methods in Physical Activity*. 8th edn. Champaign, IL: Human Kinetics.

Smith, M.F. (2022) *Doing Research in Sport and Exercise: A Student's Guide*. London: SAGE.

Websites

www.acsm.org	American College of Sports Medicine Education & Resources / Position Stands (Professional reference)
www.cases.org.uk	The Chartered Association of Sport and Exercise Sciences Professional Development (Professional reference)
www.frontiersin.org	Frontiers Open access / All journals / All articles (Academic research reference)
methods.sagepub.com/#	SAGE Research Methods Research Methods/Reference & Academic Books/Skills (Academic research methods reference)

Journals and articles

Faulkner, G., Fagan, M.J. and Lee, J. (2022) 'Umbrella reviews (systematic review of reviews)', *International Review of Sport and Exercise Psychology*, 15(1), pp. 73–90. Available at: https://doi.org/10.1080/1750984X.2021.1934888.

Gunnell, K.E., et al. (2022)'Systematic review methods', *International Review of Sport and Exercise Psychology*, 15 (1), pp. 5–29. Available at: https://doi.org/10.1080/1750984X.2021.1966823.

Tod, D., Booth, A. and Smith, B. (2022) 'Critical appraisal', *International Review of Sport and Exercise Psychology*, 15(1), pp. 52–72. Available at: https://doi.org/10.1080/1750984X.2021.1952471.

Links

This unit links to the following related units:

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 411: Digital Innovation in Health and Human Performance

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 502: Performance Analytics and Tactical Evaluation

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 504: Applied Biomechanics to Optimise Performance

Unit 505: Nutrition to Optimise Health and Performance

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit 507: Injury Management and Rehabilitation Strategies

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 509: Applied Strength and Conditioning

Unit 510: Exercise Therapy and Specific Populations

Unit 511: Performance Psychology for Sporting Success

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 515: Data-Informed Health and Performance Monitoring

Unit 516: Sport and Physical Activity Events Management and Operational Delivery

Unit 517: Learning through Sport within the Educational Setting

Unit 518: Artificial Intelligence in Sport and Exercise Science

Unit 502: Performance Analytics and Tactical Evaluation

Unit code: J/652/3384

Unit level: 5

Credit value: 15

Introduction

Performance analysis supports evidence-based decision-making in coaching, athlete development and high-performance sport. Observational methods, notational systems and digital technologies enable practitioners to collect and interpret information about technical, tactical, physical and psychological aspects of individual and team performance. This knowledge is relevant to roles in performance analysis, coaching and performance support, where practitioners need to select appropriate methods, interpret data responsibly and communicate findings in ways that support athlete and team development.

The purpose of this unit is to develop students' knowledge, analytical capability and practical skills in performance analytics and tactical evaluation. Students will examine methods used to analyse sports performance and consider the factors affecting their selection and effectiveness. The unit provides a foundation for creating performance profiles, analysing individual performance and carrying out post-event analysis using valid, reliable and contextually relevant information.

Students will examine observational, notational and technology-supported performance-analysis methods, including appropriate digital and AI-assisted approaches. They will create a performance-profiling system that represents and prioritises the technical, tactical, physical and psychological requirements of a selected sport. Students will use suitable analysis methods to examine an individual's performance and consider the validity and reliability of the data collected. They will then carry out a post-event analysis, linking observed performance issues to relevant evidence, and communicate objective feedback and recommendations to support future technical, tactical and performance development.

On completion of the unit, students will be able to select and examine performance-analysis methods, create a sport-specific performance-profiling system and analyse individual sports performance using appropriate evidence. They will develop skills in observation, notational analysis, data interpretation, tactical evaluation, digital analysis, critical judgement and professional communication. Students will also be

able to carry out post-event analysis and provide evidence-informed feedback to support future development. The unit supports progression to further study and roles in performance analysis, coaching, athlete development and performance support.

Learning Outcomes

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

LO1 Examine the methods used to analyse sports performance

LO2 Create a performance profiling system to represent the key requirements of a selected sport

LO3 Examine the sports performance of individuals

LO4 Carry out a post-event analysis to inform feedback for the development of sports performance.

Essential Content

LO1 **Examine the methods used to analyse sports performance**

Aims of performance analysis in applied sport contexts:

Opposition analysis to inform tactical planning

In-play/live analysis to support decision-making during performance

Technical analysis to improve skill execution and reduce injury risk

Tactical performance evaluation to assess the effectiveness of strategies, systems and decision-making in performance contexts

Use of performance analysis to evaluate and inform tactical decision-making before, during and after performance

Notational analysis to identify medium- and long-term performance trends

Objective feedback to support coaching practice and athlete learning

Applied performance analysis contexts – e.g. professional club environments, academy or talent pathway settings, interdisciplinary performance-support teams and competitive sport programmes.

Physical fitness tests for analysis:

Cardiovascular testing – e.g. Multi-stage Fitness Test and Harvard Step Test

Muscular testing – e.g. endurance, power and strength

Skill-related assessment – e.g. flexibility, balance and speed

Field-based testing – e.g. Yo-Yo Intermittent Recovery Test and Illinois Agility Test

Health-related – e.g. Bioelectrical Impedance Analysis (BIA), Body Mass Index (BMI) and 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 and positions in play

Qualitative measures – e.g. observations and movement styles

The use of technology to assist with analysis – e.g. Dartfish and Global Positioning System (GPS)

Digital and AI-assisted approaches to performance analysis – e.g. video analysis, notational tagging, athlete tracking, automated tagging, pattern recognition and video/data interpretation

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 and environmental variables (wind, rain)

Validity and reliability of methods used – e.g. stopwatch versus light-gate for measuring speed

Technical knowledge of administrators – e.g. qualified practitioners

Quality of information captured

Time taken and meeting the aims of analysis

Criteria for selecting and judging performance analysis methods in context, including alignment to the purpose of analysis, performer level and needs, feasibility constraints, and implications for validity, reliability and usefulness of the data collected

Sustainability considerations in sports performance analysis practice – e.g. travel, equipment use, digital resource consumption and facility demands.

LO2 **Create a performance profiling system to represent the key requirements of a selected sport**

Performance requirements of individual and team sports:

Comparison of the performance requirements of different sports

Observation methods for identifying performance needs and skills

Design and structure of a performance profiling system, including representation of prioritised performance requirements

Approaches to prioritising performance requirements, including ranking, weighting or categorising indicators according to role, position, context or performance demands

Rationale for the selection and structure of performance profile indicators in relation to the demands of the selected sport.

Technical and tactical requirements for success in sports:

Technical skills and techniques – e.g. shooting, passing and movement

Tactical approaches for attacking and defence.

Fitness requirements for success in sports:

Physical fitness requirements – e.g. endurance, strength and body composition

Skills-related fitness requirements – e.g. agility, power and speed.

Psychological requirements for success in sports:

Psychological requirements – e.g. self-efficacy, assertion, arousal regulation, interpersonal and intrapersonal competence.

LO3 **Examine the sports performance of individuals**

Assessing the technical and tactical requirements of selected sports:

Analysis of sports performance: technical analysis, notational analysis and accurate recording

Evaluation of tactical decision-making and effectiveness during performance situations

Technology-based recording methods – e.g. GPS systems and technique apps

Validity, reliability and data quality management in individual performance analysis, including observer bias, technician error, standard operating procedures (SOPs), quality checks and triangulation of performance evidence to support robust and defensible analysis conclusions

Ethical and responsible use of digital technologies, AI tools and performance data in individual performance analysis.

Assessing the fitness requirements of selected sports:

Physical fitness testing

Skill-related fitness testing.

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

Performance pressure and athlete welfare considerations in individual performance analysis.

LO4 **Carry out a post-event analysis to inform feedback for the development of sports performance**

Sports performance analysis feedback:

Strengths and areas for improvement

Evaluation of tactical effectiveness to inform performance development priorities and feedback

Analysis of data collection

Creation of charts and graphs to show findings

Conclusions made from observations

Methods of delivering outcomes to athletes

Communication of performance analysis feedback to relevant sport and performance stakeholders – e.g. coaches, athletes, analysts, performance-support staff, multidisciplinary teams or pathway staff

Professional boundaries and professional conduct in delivering performance feedback to athletes

Characteristics of development-focused feedback, including clarity, prioritisation of key messages, actionable next steps, and tailoring feedback to the needs, ability level and context of the performer.

Justifying recommendations using post-event analysis evidence:

Physiological recommendations – e.g. training programmes to aid development, High-Intensity Interval Training (HITT) and plyometrics

Psychological recommendations – e.g. self-talk, imagery and arousal regulation

Evidence-based justification of performance development recommendations, including linking identified performance issues to supporting evidence, intervention rationale and intended outcome.

Goal setting:

Goal setting programmes

SMART targets

Short-, medium- and long-term goal setting for performance improvement.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the methods used to analyse sports performance		
P1 Examine methods used to analyse sports performance. **P2** Analyse factors that impact the selection and effectiveness of sports performance analysis methods.	**M1** Critically analyse the suitability of different performance analysis methods in applied sporting contexts.	**D1** Appraise the effectiveness of performance analysis methods using applied examples.
LO2 Create a performance profiling system to represent the key requirements of a selected sport		
P3 Analyse the technical, tactical, physical and psychological requirements of a selected sport. **P4** Create a performance profiling system that represents the key performance requirements of a selected sport.	**M2** Apply the performance profiling system to identify prioritised performance requirements.	**D2** Appraise the design and structure of the performance profiling system in relation to the performance demands of the sport.
LO3 Examine the sports performance of individuals		
P5 Analyse an individual's performance using appropriate performance analysis methods. **P6** Analyse the technical, tactical, physical and psychological aspects of an individual's performance.	**M3** Critically analyse the validity and reliability of data collected through performance analysis.	**D3** Critically evaluate conclusions on individual performance using triangulated performance evidence.
LO4 Carry out a post-event analysis to inform feedback for the development of sports performance		
P7 Interpret performance analysis data to identify strengths and areas for development. **P8** Apply post-event performance analysis to inform development-focused feedback.	**M4** Evaluate post-event analysis findings to inform development recommendations.	**D4** Appraise performance development recommendations using post-event analysis evidence.

Recommended Resources

Textbooks

Butterworth, A. (2023) *Professional Practice in Sport Performance Analysis*. London: Routledge.

Cullinane, A., Davies, G. and O'Donoghue, P. (2024) *An Introduction to Performance Analysis of Sport.* 2nd edn. London: Routledge.

Websites

www.cases.org.uk	The Chartered Association of Sport and Exercise Sciences Professional Development (Professional reference)
www.ispas.org	International Society of Performance Analysis of Sport Literature (Professional reference)
www.sportperformanceanalysis.com	Sport Performance Analysis Articles / Courses / Books (General reference)

Journals and articles

Bird, M.D., Castillo, E.A. and Luzzeri, M. (2021) 'Performance profiling: theoretical foundations, applied implementations and practitioner reflections', *Journal of Sport Psychology in Action*, 12(4), pp. 213–225. Available at: https://doi.org/10.1080/21520704.2020.1822970.

Caso, S., Furley, P. and Jordet, G. (2026) 'Using video-notational analysis to examine soccer players' behaviours', *International Journal of Sport and Exercise Psychology*, 24(4), pp. 739–759. Available at: https://doi.org/10.1080/1612197X.2025.2477165.

Jia, Y., et al. (2025) 'A narrative review of deep learning applications in sports performance analysis: current practices, challenges, and future directions', *BMC Sports Science, Medicine and Rehabilitation*, 17, Article 249. Available at: https://doi.org/10.1186/s13102-025-01294-0.

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Links

This unit links to the following related units:

Unit 406: Application of Fitness Testing and Training

Unit 410: Talent Identification and Athlete Pathway Development

Unit 411: Digital Innovation in Health and Human Performance

Unit 419: High-Performance Training Programme Design

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 504: Applied Biomechanics to Optimise Performance

Unit 505: Nutrition to Optimise Health and Performance

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit 509: Applied Strength and Conditioning

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

Unit 518: Artificial Intelligence in Sport and Exercise Science

Unit 503: Exercise for the Management of Long-Term Conditions

Unit code: K/652/3385

Unit level: 5

Credit value: 15

Introduction

Physical activity and exercise can contribute to the management of long-term conditions by supporting health, physical function, wellbeing and independence. Practitioners working in exercise referral, health-related physical activity, community sport and rehabilitation-support settings may work with individuals whose participation is affected by clinical, functional, psychological or social factors. They therefore need to understand the potential benefits and limitations of exercise, recognise barriers to participation and work safely within professional boundaries and appropriate referral pathways.

The purpose of this unit is to develop students' knowledge, analytical capability and practical skills in using sport and exercise to support individuals managing long-term conditions. Students will examine the benefits of appropriate activity, analyse barriers that may restrict participation and consider how existing initiatives seek to address those barriers. The unit provides a foundation for designing and delivering inclusive sporting activities or exercise sessions that respond to identified needs, exercise considerations and safety requirements.

Students will examine the physiological, psychological and social benefits of sport and exercise for individuals managing long-term conditions, considering how suitability and expected outcomes may differ between conditions and individual circumstances. They will analyse psychological, social and practical barriers to participation and examine the effectiveness of relevant sport and exercise initiatives. Students will then design a structured sporting activity or exercise session informed by participants' needs, barriers, abilities, safety considerations and intended outcomes. They will deliver the planned session safely, provide appropriate feedback and adapt their delivery to support participation, understanding and increasing independence.

On completion of the unit, students will be able to examine the benefits of sport and exercise, analyse barriers to participation, and design and deliver an appropriate activity or exercise session for individuals managing long-term conditions. They will develop skills in needs analysis, activity selection, session planning, inclusive delivery,

adaptation, communication, feedback and professional judgement. The unit supports progression to further study and roles in exercise referral, physical activity, health promotion, community sport and rehabilitation support, subject to relevant professional, regulatory and employment requirements.

Learning Outcomes

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

LO1 Examine the benefits of sport and exercise for individuals managing long-term conditions

LO2 Examine the barriers preventing individuals managing long-term conditions from performing exercise

LO3 Design a sporting activity or exercise session for individuals managing long-term conditions

LO4 Deliver a sporting activity or exercise session for individuals managing long-term conditions.

Essential Content

LO1 **Examine the benefits of sport and exercise for individuals managing long-term conditions**

Individuals managing long-term conditions and selected clinical populations:

Focus on common long-term conditions and clinical presentations relevant to exercise referral, rehabilitation support and health-related physical activity

Young people and older adults

Referred clients managing long-term conditions – e.g. metabolic and cardiovascular conditions including cardiovascular disease, hypertension, type 2 diabetes and obesity, musculoskeletal conditions including osteoarthritis, osteoporosis and back pain, and clinical or long-term symptom management needs including cancer, respiratory disease and chronic pain

People with disabilities – e.g. physical, sensory and intellectual

People with addictions and those in recovery.

Psychological benefits:

Increased feeling of energy, social cohesion, reduced stress and mood swings and improved self-efficacy

Impact of exercise on mental health maintenance and clinical symptom management.

Physiological benefits:

Reduced health risks – e.g. metabolic regulation in diabetes, improved biomechanical function, cardiovascular efficiency and musculoskeletal adaptations relevant to prevention, early intervention and condition management, and how these benefits vary according to specific long-term conditions and clinical presentations.

Suitability of sporting activities and exercise modalities:

Modality selection based on individual or group needs – e.g. walking football, seated volleyball, adapted sports and parasport

Exercise interventions for clinical outcomes – e.g. cardio and resistance training, flexibility sessions, water-based sessions and functional training

Linked to rehabilitation or maintenance goals.

LO2 **Examine the barriers preventing individuals managing long-term conditions from performing exercise**

Psychological barriers:

Low confidence levels, lack of social support, previous experiences and lack of understanding of the benefits.

Practical and social barriers:

Time constraints, financial barriers, childcare, physical ability levels and geographical access/transportation

Variation in barriers across individuals managing long-term conditions – e.g. clinical constraints of referred clients, accessibility for people with disabilities or cultural barriers in community sport and condition-specific limitations including fatigue in cardiovascular conditions, pain or reduced mobility in musculoskeletal conditions and adherence challenges in metabolic conditions

Professional and service-related barriers – e.g. limited practitioner knowledge or confidence, concerns about risk or liability, unclear referral routes and limited access to multidisciplinary support.

Approaches to reducing barriers:

Council leisure passes, crèche facilities, advertisement of initiatives, peer training sessions, community engagement, education of individuals and adaptation of sport and exercise.

Initiatives:

Public health campaigns – e.g. NHS Healthier families (formerly Change for Life), StreetGames and Exercise Referral Schemes

Initiatives – e.g. Walking sports, parasport programmes and national governing body inclusive participation strategies

Sport-sector and community health initiatives – e.g. club- or foundation-led health programmes, community exercise referral partnerships, local physical activity programmes and inclusive sport or exercise opportunities for individuals managing long-term conditions

Application of the Transtheoretical Model of Behaviour Change within initiatives to support engagement

Factors influencing the long-term sustainability of participation initiatives – e.g. accessibility, affordability, ongoing support, community relevance and adherence over time.

LO3 **Design a sporting activity or exercise session for individuals managing long-term conditions**

Sporting activity considerations:

Rationale for specific adaptations – e.g. officiating, rule changes, effects of competition to reduce participation barriers

Equipment required and creating an inclusive group environment

Building confidence and education of clients

Applied design contexts – e.g. community health sessions, club or foundation-led physical activity programmes, adapted sport sessions, exercise referral settings and inclusive group exercise environment.

Exercise considerations:

Referral pathways, multidisciplinary working and scope of practice in planning exercise support for individuals managing long-term conditions, including recognition of professional boundaries and when to seek guidance from appropriately qualified health professionals

Risk management based on the health and condition of the client – e.g. contraindications, intensity selection, progression, participant goals, environmental conditions and adaptation of exercise variables according to specific long-term conditions

Use of digital tools and participant data to inform session planning and monitoring – e.g. screening information, wearable data, heart rate monitoring and activity tracking

Balancing exercise challenge, progression and participant welfare – e.g. managing physical and psychological pressure in relation to readiness, confidence, fatigue and condition-specific needs

Ability of the client and relevant contingency planning

Equipment available, creating a group environment and building confidence.

Structure:

Effective warm-up and cool-down tailored to clinical needs

Main session, including teaching or coaching to improve client's ability/skill level

Logic for progression and regression within the session.

Aims of the session:

Monitor progression of the session and the client's health/condition
Improvement of the client's skill level and functional independence

Variation in session aims, structure, adaptations and progressions according to different long-term conditions and participant needs.

LO4 **Deliver a sporting activity or exercise session for individuals managing long-term conditions**

Effective session delivery:

Warm-up, main activity and cool-down appropriate to the selected sporting activity or exercise session

Risk management and supervision strategies ensuring they are relevant for individuals managing long-term conditions

Monitoring participant response – e.g. intensity management, safety checks, supervision, safeguarding and response to environmental conditions

Professional conduct and boundaries – e.g. respectful communication, appropriate practitioner–participant relationships, confidentiality, consent, maintaining scope of practice and signposting or referral where participant needs fall outside practitioner competence.

Feedback:

Provide feedback throughout the sessions – e.g. instructional, motivational and corrective

Educate the clients towards self-sufficiency and increased independence – e.g. self-monitoring of effort

Gain feedback from the clients and adapt delivery in-session based on participant response.

Comparison of the two sessions:

Strengths and areas to improve in delivery

Structure of sessions, client perception and adaptations applied

Meeting the aims and objectives to support participant progression.

Evaluation:

Delivery quality including instructional clarity, rapport-building, and coaching style

Refinement of delivery based on participant response, physiological data and feedback

Impact of the delivery approach on the reduction of psychological or practical barriers

Adjustments to coaching cues and session flow to support intended outcomes and functional goals.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the benefits of sport and exercise for individuals managing long-term conditions		
P1 Analyse psychological and physiological benefits of sport and exercise for individuals managing long-term conditions. **P2** Analyse how selected sport and exercise activities deliver identified benefits for individuals managing long-term conditions.	**M1** Critically analyse how sport and exercise contribute to health improvement, maintenance or condition management for individuals managing long-term conditions.	**D1** Critically evaluate conclusions about the effectiveness of sport and exercise activities in meeting the needs of individuals managing long-term conditions.
LO2 Examine the barriers preventing individuals managing long-term conditions from performing exercise		
P3 Analyse psychological, social and practical barriers that limit participation in exercise for individuals managing long-term conditions. **P4** Analyse how current sport/exercise initiatives seek to reduce participation barriers for individuals managing long-term conditions.	**M2** Critically analyse the extent to which initiatives address identified barriers for individuals managing long-term conditions.	**D2** Critically evaluate conclusions about the relative effectiveness of different initiatives in reducing participation barriers for individuals managing long-term conditions.
LO3 Design a sporting activity or exercise session for individuals managing long-term conditions		
P5 Design a structured sporting activity or exercise session appropriate to the needs of individuals managing long-term conditions. **P6** Analyse session design choices in relation to client needs, barriers and safety considerations.	**M3** Critically analyse how session aims and structure align to the needs of individuals managing different long-term conditions.	**D3** Appraise selected adaptations and progressions to maximise session effectiveness for individuals managing long-term conditions.

Pass	Merit	Distinction
LO4 Deliver a sporting activity or exercise session for individuals managing long-term conditions		
P7 Deliver a planned sporting activity or exercise session competently and safely for individuals managing long-term conditions. **P8** Provide appropriate feedback during the session to support participant safety and engagement.	**M4** Deliver the session adaptively in response to participant needs to support understanding and increasing independence.	**D4** Appraise potential improvements to session delivery that would enhance participant outcomes and progression.

Recommended Resources

Textbooks

American College of Sports Medicine (ACSM) (2025) *ACSM's Guidelines for Exercise Testing and Prescription*. 12th edn. Philadelphia, PA: Wolters Kluwer.

Biddle, S., et al. (2021) *Psychology of Physical Activity: Determinants, Wellbeing and Interventions*. 4th edn. London: Routledge.

Ehrman, J.K., et al. (eds) (2023) *Clinical Exercise Physiology: Exercise Management for Chronic Diseases and Special Populations*. 5th edn. Champaign, IL: Human Kinetics.

Websites

www.acsm.org	American College of Sports Medicine Resource Library (Professional reference)
www.csp.org.uk	Chartered Society of Physiotherapy Public & patient: Rehabilitation exercises (Professional reference)
www.nhs.uk/live-well/	NHS Live Well Healthy living (General reference)
www.sportengland.org	Sport England Research and data (Research)
www.streetgames.org	StreetGames Our Story (Professional reference)
www.who.int	World Health Organization Health topics: Physical activity (Research)

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Journals and articles

Bull, F.C. et al. (2020) 'World Health Organization 2020 guidelines on physical activity and sedentary behaviour', *British Journal of Sports Medicine*, 54(24), pp. 1451–1462. Available at: https://doi.org/10.1136/bjsports-2020-102955.

Dibben, G.O. et al. (2024) 'Evidence for exercise-based interventions across 45 different long-term conditions: an overview of systematic reviews', *eClinicalMedicine*, 72, Article 102599. Available at: https://doi.org/10.1016/j.eclinm.2024.102599.

Thornton, J.S., Morley, W.N. and Sinha, S.K. (2025) 'Move more, age well: prescribing physical activity for older adults', *CMAJ*, 197(3), pp. E59–E67. Available at: https://doi.org/10.1503/cmaj.231336.

Links

This unit links to the following related units:

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 412: Physical Activity for Public Health and Wellbeing

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 415: Applied Massage Techniques for Recovery and Rehabilitation

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 505: Nutrition to Optimise Health and Performance

Unit 507: Injury Management and Rehabilitation Strategies

Unit 510: Exercise Therapy and Specific Populations

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

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Unit 504: Applied Biomechanics to Optimise Performance

Unit code: L/652/3386

Unit level: 5

Credit value: 15

Introduction

Applied biomechanics supports the analysis and optimisation of performance by examining movement, force production and transfer, coordination and mechanical efficiency in sport. Practitioners working in biomechanics, performance analysis, sport and exercise science and coaching support use biomechanical evidence to interpret technique and inform judgements about performance. This requires careful selection of analysis methods and consideration of individual variability, sport-specific demands and the quality and limitations of performance data.

The purpose of this unit is to develop students' analytical and evaluative capability in applying biomechanics to sport performance. Students will examine the biomechanical factors that influence technique and movement efficiency and use appropriate analysis methods to investigate movement patterns and mechanical demands. The unit provides a foundation for interpreting movement strategies through biomechanical models and performance data and for evaluating recommendations intended to optimise performance.

Students will examine kinematic, kinetic, mechanical and stability-related factors affecting technique and efficiency, including movement sequencing, joint actions, force application, torque, impulse and control of the centre of mass. They will apply appropriate biomechanical analysis methods to analyse movement patterns and mechanical demands in a selected sporting context, considering the quality and suitability of the resulting evidence. Students will explore movement strategies by comparing performance data with appropriate biomechanical models and considering variability, contextual influences and alternative strategies. They will then evaluate biomechanical evidence and alternative recommendations before justifying approaches to performance optimisation.

On completion of the unit, students will be able to examine biomechanical influences on technique and efficiency, analyse sporting movement using appropriate methods and interpret movement strategies using models and performance data. They will develop skills in biomechanical analysis, quantitative data interpretation, critical evaluation, evidence integration and professional communication. Students will also

be able to evaluate and justify performance-optimisation recommendations in relation to a selected sporting context. The unit supports progression to further study and roles in biomechanics, performance analysis, sport and exercise science, coaching support and wider performance-support environments.

Learning Outcomes

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

LO1 Examine biomechanical factors influencing technique and efficiency in sport performance

LO2 Apply biomechanical analysis methods to sport performance movement patterns

LO3 Explore movement strategies using biomechanical models and performance data

LO4 Review biomechanical recommendations to optimise sport performance.

Essential Content

LO1 **Examine biomechanical factors influencing technique and efficiency in sport performance**

Biomechanical factors in sport performance:

Kinematic characteristics, kinetic characteristics, mechanical demands and stability/control features including linear and angular motion, displacement, velocity, acceleration, force production and absorption, impulse, torque, centre of mass, base of support and dynamic balance.

Biomechanical determinants of technique:

Segment sequencing and coordination, joint actions, movement phase structure, timing of movement components, force application in relation to technique execution and stability/control demands as they influence technical effectiveness.

Movement efficiency and performance effectiveness:

Mechanical efficiency, movement economy, effective force transfer, minimisation of unnecessary movement, timing and coordination efficiency, braking and propulsive characteristics, stability–effectiveness trade-offs and technique variants aligned to performance aims.

Contextual and constraint-based influences:

Task constraints (e.g. speed, accuracy, space and opposition), environmental constraints (e.g. surface interaction, equipment or implement use), individual constraints (e.g. anthropometry, mobility, strength and limb dominance), fatigue effects on movement quality and performance context demands.

Relevance of biomechanical factors to sport-specific performance contexts:

Application of biomechanical principles to selected movements, technique demands and performance aims.

LO2 **Apply biomechanical analysis methods to sport performance movement patterns**

Planning and method selection:

Performance context selection, movement task identification, analysis purpose definition, participant preparation, equipment preparation, session set-up consistency, alignment of analysis approach to movement characteristics and performance questions, and proportionate use of resources and technology

Applied biomechanical analysis contexts – e.g. coaching practice, academy or talent pathway environments, professional club settings, performance-support contexts and sport science support roles.

Method choice factors:

Appropriateness, strengths and limitations of selected methods, including movement type, sensitivity to key events, validity, reliability, practical feasibility, resource requirements and limitations affecting confidence in conclusions.

Recording and analysis approaches:

Digital photography, video-based analysis, two-dimensional analysis, three-dimensional analysis, marker-based systems, markerless systems, camera positioning strategies, capture environment considerations and method suitability for different movement types.

Recording principles and data quality:

Frame rate selection, spatial calibration, horizontal scaling, vertical referencing, management of perspective error, lighting considerations, capture stability, validity, reliability, accuracy, precision, repeatability of measurement conditions, ethical handling of performance data, and appropriate use of digital and AI-supported analysis tools.

Movement pattern identification and interpretation:

Key movement phases, critical events, timing characteristics, coordination patterns, phase transitions, observable technique features, variability across attempts, comparison within and between performances.

Examination of mechanical demands:

Mechanical demands – e.g. acceleration/deceleration characteristics, impact/contact characteristics and directional change demands

Examination of demands – e.g. movement intent, force-application implications inferred from observed patterns and task-specific mechanical demands.

Effectiveness of analysis methods:

Method sensitivity to movement characteristics, limitations of selected approaches, sources of error and uncertainty, fitness-for-purpose considerations, implications of method choice for confidence in movement pattern interpretation and implications of method limitations for validity, reliability and practical application of findings.

LO3 **Explore movement strategies using biomechanical models and performance data**

Biomechanical models for movement strategy analysis:

Sport-specific movement models, phase-based models, key performance determinant frameworks, literature-derived models, population-level reference models, high-performance performer models, idealised or reference technique profiles, model assumptions and simplifications.

Use of performance data to explore movement strategies:

Biomechanical performance data, kinematic datasets, temporal and phase-related data, technique outcome measures, comparison of observed performance data to biomechanical model expectations, identification of similarities, deviations and alternative movement strategies.

Variation and context in movement strategies:

Strategy variability across attempts, performer-specific adaptations, contextual effects on movement strategy (e.g. task demands, environmental conditions and competitive context), fatigue-related movement adjustments and situational strategy modification.

Suitability of biomechanical models:

Relevance of selected models to the sport and movement task, model selection criteria, applicability to performer characteristics, alignment with performance context, model assumptions, limitations of model transferability and fitness-for-purpose of models for analysing specific movement strategies.

Robustness of model-based interpretation:

Strength of model-based interpretations, data quality considerations, uncertainty in performance data, alternative explanatory models, sensitivity of interpretations to model choice, confidence in conclusions drawn from combined model and data use.

LO4 **Review biomechanical recommendations to optimise sport performance**

Biomechanical evidence for performance optimisation:

Observed movement pattern, model comparison and performance context demands

Movement pattern analysis outputs, mechanical demand indicators, technique efficiency indicators, performance model comparisons, kinematic and kinetic performance data, contextual performance metrics, evidence strength considerations and data limitations.

Identification of optimisation opportunities:

Technique adjustment opportunities, movement strategy refinements, phase-specific modifications, coordination and sequencing improvements, efficiency-focused changes, stability or control considerations linked to performance demands.

Evaluation of biomechanical optimisation recommendations:

Evidence-linked recommendations, biomechanical technique changes, movement strategy modifications, model-informed adjustments, performance-specific optimisation proposals, avoidance of generic or non-biomechanical guidance, awareness of professional boundaries and scope of practice.

Comparison of alternative recommendations:

Alternative recommendations – e.g. different technique variants, different phase-emphasis strategies and different movement strategy options

Alternative optimisation options, performance impact trade-offs, efficiency versus effectiveness considerations, athlete-specific considerations, feasibility within performance context, constraints affecting implementation, short- and medium-term performance implications, and consideration of athlete pressure and welfare.

Justification of recommended optimisation strategies:

Integrated biomechanical and performance evidence, model-based reasoning, comparative evaluation of options, justification of selected recommendation, consideration of uncertainty and alternative interpretations, practical implementation constraints and potential unintended consequences, confidence in optimisation decisions

Communication of biomechanical recommendations in formats appropriate to applied sport stakeholders – e.g. coaches, athletes, performance analysts, sport science practitioners or multidisciplinary support teams.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine biomechanical factors influencing technique and efficiency in sport performance		
P1 Analyse biomechanical factors influencing movement technique within a selected sport performance context. **P2** Examine biomechanical factors influencing movement efficiency within the selected sport performance context.	**M1** Evaluate the relative influence of biomechanical factors on technique effectiveness and efficiency within the selected sport performance context.	**D1** Appraise biomechanical judgements regarding technique efficiency using appropriate sport-specific performance evidence.
LO2 Apply biomechanical analysis methods to sport performance movement patterns		
P3 Apply biomechanical analysis methods to analyse key movement patterns within a selected sport performance. **P4** Apply biomechanical analysis methods to analyse mechanical demands associated with the selected sport performance movements.	**M2** Evaluate the effectiveness of biomechanical analysis methods used to analyse sport performance movement patterns.	**D2** Appraise the selection of biomechanical analysis methods in relation to identified movement pattern analysis requirements.
LO3 Explore movement strategies using biomechanical models and performance data		
P5 Analyse movement strategies using appropriate biomechanical models. **P6** Analyse movement strategies using sport performance data in relation to biomechanical models.	**M3** Evaluate the suitability of selected biomechanical models for analysing the identified movement strategies.	**D3** Critically evaluate biomechanical interpretations of movement strategies derived from model-based performance analysis.

Pass	Merit	Distinction
LO4 Review biomechanical recommendations to optimise sport performance		
P7 Analyse biomechanical evidence relevant to performance optimisation in a selected sport context. **P8** Review potential biomechanical recommendations using evidence relevant to potential performance optimisation in the selected sport context.	**M4** Evaluate alternative biomechanical optimisation recommendations in relation to the performance demands of the selected sport.	**D4** Appraise biomechanical recommendations using integrated biomechanical and performance evidence to optimise performance in a selected sport context.

Recommended Resources

Textbooks

Garner, J.C., et al. (2022) *Applied Biomechanics Laboratory Manual*. Champaign, IL: Human Kinetics.

Knudson, D. (2021) *Fundamentals of Biomechanics*. 3rd edn. Cham: Springer.

McGinnis, P.M. (2020) *Biomechanics of Sport and Exercise*. 4th edn. Champaign, IL: Human Kinetics.

Robertson, D.G.E., et al. (2014) *Research Methods in Biomechanics*. 2nd edn. Champaign, IL: Human Kinetics.

Websites

www.cases.org.uk	The Chartered Association of Sport and Exercise Sciences (CASES) Resources (Professional reference)
www.isbs.org	International Society of Biomechanics in Sports (ISBS) Journal / Conferences (General reference)
www.jbiomech.com	Journal of Biomechanics Articles & Issues (Research)

Journals and articles

Giustino, V. and Patti, A. (2025) 'Biomechanics and Sports Performances', *Sports*, 13(3), Article 73. Available at: https://doi.org/10.3390/sports13030073.

Leporace, G., et al. (2023) 'Validity and reliability of two-dimensional video-based assessment to measure joint angles during running: a systematic review and meta-analysis', *Journal of Biomechanics*, 157, Article 111747. Available at: https://doi.org/10.1016/j.jbiomech.2023.111747.

van Oeveren, B.T., et al. (2024) 'The biomechanics of running and running styles: a synthesis', *Sports Biomechanics*, 23(4), pp. 516–554. Available at: https://doi.org/10.1080/14763141.2021.1873411.

Pérez-Castilla, A. and García-Pinillos, F. (2024) 'Sports Biomechanics Applied to Performance Optimization', *Applied Sciences*, 14(9), Article 3590. Available at: https://doi.org/10.3390/app14093590.

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Links

This unit links to the following related units:

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 416: Fundamentals of Biomechanics

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 502: Performance Analytics and Tactical Evaluation

Unit 507: Injury Management and Rehabilitation Strategies

Unit 509: Applied Strength and Conditioning

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

Unit 505: Nutrition to Optimise Health and Performance

Unit code: M/652/3387

Unit level: 5

Credit value: 15

Introduction

Nutrition influences health, physiological function, recovery, adaptation and performance within sport and exercise. Practitioners working in coaching, fitness, sport and exercise science and performance-support settings need to interpret nutritional evidence and consider how individual needs, activity demands and training contexts affect nutritional decision-making. They must also recognise athlete welfare, ethical practice and the professional boundaries that apply when communicating nutritional information or supporting nutritional strategies.

The purpose of this unit is to develop students' analytical and applied understanding of how nutrition supports health and performance in sport and exercise contexts. Students will examine nutritional principles and the relationships between nutritional intake, health status and physiological adaptation. The unit provides a foundation for analysing gut health and emerging nutritional approaches and for applying evidence-informed strategies that respond to identified health and performance needs while remaining within an appropriate scope of practice.

Students will examine energy balance and availability, macronutrient and micronutrient functions, hydration, recovery and nutrient timing in relation to health, physiological function and performance. They will investigate how nutritional intake and practices may influence health status, training adaptation, body composition, recovery and physiological resilience, alongside the risks associated with inappropriate nutrition. Students will analyse the role of gut health and emerging approaches, considering evidence quality, effectiveness, limitations and ethical implications. They will then apply tailored nutritional strategies to an athlete or participant profile, taking account of activity demands, training phase, individual needs, preferences, lifestyle constraints, hydration, recovery and welfare.

On completion of the unit, students will be able to examine nutritional principles, investigate relationships between nutrition, health and physiological adaptation, and analyse contemporary approaches to supporting health and performance. They will develop skills in evidence appraisal, nutritional strategy selection, contextual decision-making, analysis and professional communication. Students will also be able to apply

and review tailored nutritional strategies and justify recommendations for improvement. The unit supports progression to further study and roles in coaching, fitness, sport and exercise science and performance support where advanced nutritional literacy contributes to evidence-informed practice.

Learning Outcomes

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

LO1 Examine nutritional principles that support health, physiological function and performance

LO2 Investigate the relationship between nutrition, health status and physiological adaptation in sport and exercise contexts

LO3 Review the role of nutrition, including gut health and emerging approaches, in optimising health and performance outcomes

LO4 Apply nutritional strategies to support health and performance within sport or exercise settings.

Essential Content

LO1 **Examine nutritional principles that support health, physiological function and performance**

Nutritional principles:

Principles of energy balance and energy availability and their impact on metabolic health

Principles of macronutrient and micronutrient roles in maintaining systemic homeostasis – e.g. carbohydrates, protein, fats, vitamins and minerals

Principles of hydration, fluid balance and electrolyte regulation

Recovery nutrition and nutrient timing principles for physiological adaptation

Oxidative stress, antioxidant balance and the role of phytonutrients in cellular health.

Physiological functions supported by nutrition:

Musculoskeletal function and tissue repair

Cardiovascular function

Endocrine and hormonal regulation – e.g. reproductive and metabolic hormones

Immune function and inflammatory modulation

Nervous system function and neurotransmitter synthesis

Digestive function and gastrointestinal tolerance strategies.

Performance-related considerations:

Energy production and utilisation mechanisms

Substrate availability optimisation

Recovery, adaptation and fatigue management

Cognitive performance and mental fatigue.

Factors influencing nutritional needs:

Age and life stage considerations

Sex and biological variance

Activity level, training status and periodisation phase

Body composition goals

Environmental conditions – e.g. heat and altitude.

LO2 **Investigate the relationship between nutrition, health status and physiological adaptation in sport and exercise contexts**

Health status and nutritional state:

Energy availability, energy deficiency and metabolic health status

Over-nutrition and nutritional imbalances

Poor dietary quality

Impact of restricted or imbalanced diets on systemic health.

Nutrition and physiological adaptation:

Nutritional signalling and adaptation to training stimulus

Recovery and structural repair processes – e.g. protein synthesis and muscle remodelling

Nutrition led changes in body composition and functional tissue mass

Long-term performance development and physiological resilience

Metabolic adaptations – e.g. glycogen sparing and oxidative capacity.

Consequences of inappropriate nutrition:

Relative Energy Deficiency in Sport (RED-S) and its multi-systemic effects

Disordered eating behaviours and eating disorders

Nutrient deficiencies and functional impairment

Compromised immune function, increased injury risk and delayed tissue healing

Health implications of rapid weight loss, weight-cutting and inappropriate rehydration practices in sport or exercise contexts, including risks associated with extreme methods used to meet weight or body composition requirements.

Systems affected by nutritional status:

Musculoskeletal system

Endocrine system

Immune system

Digestive system

Nervous system.

Contextual factors influencing health and adaptation:

Type of sport or exercise – e.g. weight category, endurance and power

Training volume and intensity

Stage of season or training cycle

Lifestyle and behavioural factors.

LO3 **Review the role of nutrition, including gut health and emerging approaches, in optimising health and performance outcomes**

Gut health and function:

Structure and function of the gut microbiome

Digestion and nutrient absorption

Immune regulation

Gut–brain interaction.

Dietary factors influencing gut health:

Fibre intake, prebiotics and probiotics

Food tolerance and intolerance.

Gut health and performance outcomes:

Gastrointestinal comfort during exercise

Nutrient availability and fuel utilisation

Recovery, immune resilience and training consistency.

Emerging nutritional approaches and evidence appraisal:

Contemporary and emerging nutritional approaches – e.g. nutrigenomics, microbiome-focused dietary strategies, plant-based nutrition approaches and chrononutrition, where relevant to health, adaptation or performance outcomes

Use of GLP-1 receptor therapies including single (GLP-1), double (GLP-1 / GIP) and triple (GLP-1 / GIP / Glucagon) and their implications

Personalised nutrition approaches and technological tracking

Evidence-based appraisal of contemporary claims – e.g. pH balance/alkaline diets, intestinal permeability/'leaky gut'.

Ergogenic aids and supplementation:

Evidence-based protocols for supplementation

Performance-supporting supplements

Recovery and health-related supplements.

Evidence and evaluation considerations:

Strength and quality of supporting evidence – e.g. hierarchy of evidence

Effectiveness and limitations

Ethical and professional considerations.

LO4 **Apply nutritional strategies to support health and performance within sport or exercise settings**

Nutritional strategy selection and justification:

Matching strategies to activity demands and tailoring to specific athlete or profile

Consideration of training phase and alignment to identified physiological goals

Evidence-based justification for strategy selection

Individual needs, preferences and lifestyle constraints

Consideration of sustainable food choices where appropriate to individual needs and performance goals.

Application to performance contexts:

Pre-activity nutrition strategies – e.g. tailored to intensity and duration of activity

Nutrition during activity – e.g. fuel maintenance and performance preservation

Post-activity recovery strategies to support functional adaptation

Applied performance nutrition contexts – e.g. academy or talent pathway environments, professional club settings, competition preparation, travel, training camps, congested fixture schedules and performance-support environments.

Hydration strategies:

Fluid requirements based on sweat rate and individual loss

Electrolyte balance and rehydration protocols

Environmental considerations.

Health-focused considerations:

Balancing performance outcomes with wellbeing and long-term health

Risk reduction – e.g. energy deficiency

Safe and appropriate practice

Athlete welfare considerations under performance and body composition pressures

Health, welfare and regulatory considerations when supporting individuals in weight-sensitive or weight-category sport contexts – e.g. weight-making practices, rehydration requirements and risks linked to extreme body composition strategies.

Monitoring, review and professional practice:

Reviewing effectiveness of strategies using valid dietary analysis tools and methods

Responding to individual outcomes and adjusting strategies for gastrointestinal tolerance

Communication of nutritional strategies to the individual or multidisciplinary team

Communication of nutritional strategies in formats appropriate to applied sport stakeholders – e.g. athletes, participants, coaches, parents or guardians where appropriate, nutrition professionals, medical staff or performance-support teams

Working within scope of practice and referral to appropriate specialists where required

Maintaining professional boundaries and appropriate professional conduct when communicating nutritional advice

Recognising safeguarding concerns and responding through appropriate escalation or referral

Ethical use of digital tools and dietary analysis technologies in monitoring and review

Confidential handling of personal nutrition and health data in line with data protection requirements.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine nutritional principles that support health, physiological function and performance		
P1 Analyse nutritional principles that support health and normal physiological function. **P2** Analyse how macro- and micronutrients contribute to physical performance and recovery.	**M1** Critically analyse nutritional principles in relation to performance demands within a sport or exercise context.	**D1** Critically evaluate conclusions on how nutritional principles should be prioritised to optimise both health and performance outcomes.
LO2 Investigate the relationship between nutrition, health status and physiological adaptation in sport and exercise contexts		
P3 Analyse how nutritional intake influences physiological adaptation to training or exercise. **P4** Analyse the relationship between nutritional practices and health status in active individuals.	**M2** Critically analyse the interaction between nutrition, adaptation and health outcomes within a sport or exercise context.	**D2** Appraise recommendations to optimise long-term health and performance based on the analysed relationships.
LO3 Review the role of nutrition, including gut health and emerging approaches, in optimising health and performance outcomes		
P5 Analyse the role of gut health in supporting health and performance. **P6** Analyse emerging nutritional approaches relevant to optimising health or performance outcomes.	**M3** Critically analyse the potential value and limitations of gut health and emerging approaches for health or performance outcomes.	**D3** Critically evaluate conclusions on the appropriate use of selected approaches to optimise health or performance outcomes.

Pass	Merit	Distinction
LO4 Apply nutritional strategies to support health and performance within sport or exercise settings		
P7 Apply tailored nutritional strategies to meet identified health and performance needs within a sport or exercise context. **P8** Apply nutritional strategies appropriate to an athlete or participant profile and activity demands.	**M4** Critically analyse the effectiveness of applied nutritional strategies in meeting identified health and performance needs.	**D4** Appraise recommendations for improving nutritional strategy selection to optimise health and performance goals.

Recommended Resources

Textbooks

Burke, L., Deakin, V. and Minehan, M. (2021) *Clinical Sports Nutrition*. 6th edn. Sydney: McGraw-Hill Education.

Jeukendrup, A. and Gleeson, M. (2024) *Sport Nutrition*. 4th edn. Champaign, IL: Human Kinetics.

McArdle, W., Katch, F.I. and Katch, V.L. (2022) *Exercise Physiology: Nutrition, Energy, and Human Performance*. 9th edn. Philadelphia, PA: Lippincott Williams and Wilkins (LWW).

Websites

www.acsm.org	American College of Sports Medicine Resource Library (Professional reference)
www.bda.uk.com	The Association of UK Dietitians Food Facts Professional Guidance (Professional reference)
www.who.int	World Health Organisation Nutrition Physical activity (Research)

Journals and articles

Maughan, R.J., et al. (2018) 'IOC consensus statement: dietary supplements and the high-performance athlete', *British Journal of Sports Medicine*, 52(7), pp. 439–455. Available at: https://doi.org/10.1136/bjsports-2018-099027.

Mountjoy, M. et al. (2023) '2023 International Olympic Committee's (IOC) consensus statement on Relative Energy Deficiency in Sport (REDs)', *British Journal of Sports Medicine*, 57(17), pp. 1073–1098. Available at: https://doi.org/10.1136/bjsports-2023-106994.

Thomas, D.T., Erdman, K.A. and Burke, L.M. (2016) 'Position of the Academy of Nutrition and Dietetics, Dietitians of Canada, and the American College of Sports Medicine: Nutrition and Athletic Performance', *Journal of the Academy of Nutrition and Dietetics*, 116(3), pp. 501–528. Available at: https://doi.org/10.1016/j.jand.2015.12.006.

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Links

This unit links to the following related units:

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 411: Digital Innovation in Health and Human Performance

Unit 419: High-Performance Training Programme Design

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 502: Performance Analytics and Tactical Evaluation

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 509: Applied Strength and Conditioning

Unit 510: Exercise Therapy and Specific Populations

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit code: R/652/3388

Unit level: 5

Credit value: 15

Introduction

High-performance coaching is an increasingly professional, interdisciplinary and evidence-informed area of practice. Coaches working with high-performance athletes and squads need to integrate coaching pedagogy and skill-acquisition principles with performance analysis, sport and exercise science and appropriate technology. They must use evidence and professional judgement to respond to athlete needs, coordinate support and maintain coherence between long-term performance objectives, training plans and coaching delivery. These capabilities are relevant to coaching and performance-support roles in clubs, academies, talent pathways and other performance-focused environments.

The purpose of this unit is to develop students' ability to investigate performance needs and use the resulting evidence to plan and deliver advanced coaching practice. Students will examine the needs of a high-performance athlete or squad and develop a macrocycle training programme supported by associated mesocycle units. The unit provides a foundation for integrating coaching pedagogy, skill acquisition, sport science and technological support across planning timescales, from long-term programme design to detailed microcycle planning and session delivery.

Students will investigate physiological, technical, tactical and psychological performance characteristics using appropriate profiling evidence and needs analysis. They will develop a macrocycle and associated mesocycles that respond to competitive demands and prioritised development needs, integrating relevant sport science and technological support. Students will then create a detailed microcycle that aligns session objectives, skill-acquisition approaches, coaching pedagogy, practice design, feedback, instruction, training load, recovery and progression. They will deliver coaching sessions that address the aims of the microcycle and use athlete or session responses, observation, feedback and reflection to evaluate and adapt their coaching practice.

On completion of the unit, students will be able to investigate the needs of a high-performance athlete or squad, develop coherent macrocycle and mesocycle plans and create a detailed microcycle informed by performance priorities. They will develop skills in needs analysis, programme design, periodisation, pedagogical decision-making, skill-acquisition planning, coaching delivery, reflection and critical evaluation. Students will also be able to integrate appropriate interdisciplinary and technological support into a coaching programme. The unit supports progression to further study and coaching or performance-support roles where evidence-informed planning, athlete-centred practice and reflective professional judgement contribute to sustained performance development.

Learning Outcomes

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

LO1 Investigate the needs of a high-performance athlete or squad in their chosen sport

LO2 Develop a macrocycle training programme and associated mesocycle units for an athlete or squad in their chosen sport, integrating appropriate sports science and technological support

LO3 Create a detailed microcycle plan for an athlete or squad in their chosen sport

LO4 Deliver coaching sessions that address the aims of a microcycle plan for 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:

Performance characteristics – physiological, psychological, nutritional, technical and tactical aspects of performance

Performance needs – effective decision-making, transferability of skill, efficiency of movement and biopsychosocial resilience

Testing protocols for assessing current levels of performance

Communication of nutritional strategies in formats appropriate to applied sport stakeholders – e.g. athletes, participants, coaches, parents or guardians where appropriate, nutrition professionals, medical staff or performance-support teams

Distinction between current performance characteristics and identified performance needs, using profiling evidence to determine development priorities

Motor learning, control and skill acquisition – definitions of motor learning, motor control and skill acquisition

Stages of learning – e.g. cognitive, associative, autonomous

Distinction between skill and ability

Classification of skills – e.g. open/closed, simple/complex, internally/externally paced

Measurement and evaluation of skill performance – use of observation, performance data and sport-specific criteria to assess current skill execution, consistency, adaptability and transfer to performance contexts

Individual differences influencing skill acquisition – ability, prior experience, stage of development, confidence, motivation and learning needs.

Characteristics associated with expertise and performance development:

Bio-psycho-social characteristics influencing expertise development, including physical, technical, tactical, psychological and social factors that contribute to skilled performance over time

Mindset, motivation, confidence, resilience and robustness in performance contexts, including how these factors may influence learning, adaptation, decision-making and response to challenge

Critical consideration of fixed ability, aptitude and talent-based assumptions in athlete development, including the limitations of viewing performance potential as innate or fixed, and the importance of evidence-informed, developmental approaches to athlete progression.

LO2 **Develop a macrocycle training programme and associated mesocycle units for an athlete or squad in their chosen sport, integrating appropriate sports science and technological support**

Periodisation and planning:

Competition cycles: macrocycle and mesocycle

Peaking, recovery and tapering

Overload, specificity and reversibility

Sequencing of mesocycle units to support progression towards macrocycle goals

Sustainable training design to support long-term athlete development and reduce avoidable performance disruption

Coherence across macrocycle and mesocycle phases, including alignment between performance priorities, training emphasis, recovery, adaptation and long-term development aims.

Goal setting and athlete-centred coaching:

Holistic development

Negotiated goals

Coaching for competence, confidence, connection and character

Reducing cognitive load, facilitating skill acquisition and protecting wellbeing

Managing performance pressure and training demands to protect athlete welfare.

Multidisciplinary sports science support:

Appropriate use of technology

Performance analysis

Strength and conditioning

Ethical use of surveillance technologies

Lifestyle and nutrition monitoring for wellbeing

Ethical and lawful use of athlete data, including AI-assisted analysis, privacy and consent.

LO3 **Create a detailed microcycle plan for an athlete or squad in their chosen sport**

Effective coaching pedagogy:

Linear and non-linear pedagogies
Athlete-centred coaching

Coach as educator

Command, discovery and guided discovery approaches

Teaching Games for Understanding (TGfU)

Inclusive and differentiated learning environments.

Skill acquisition and performance objectives:

Pedagogical interventions aligned to performance outcomes –
e.g. deliberate practice, massed, distributed, random and variable practice

Whole, part and whole-part-whole practice

Classification of skills

Representative learning design

Constraints-led practice design, including task, environment and individual constraints

Designing practice for transfer to performance environments, adaptability and problem-solving.

Feedback, instruction and learning:

Types of feedback – e.g. intrinsic, extrinsic, knowledge of results and knowledge of performance

Timing, frequency and methods of feedback delivery

Use of demonstration, modelling and instruction

Impact of feedback on learning, retention and performance transfer.

Microcycle planning and implementation:

Sequencing and progression of training sessions

Alignment of session objectives, practice structure, training load, recovery, adaptation and learning outcomes

Coherence between performance objectives, coaching pedagogy and periodisation principles

Microcycle planning decisions, including sequencing of technical, tactical, physical and psychological session aims

Balancing training load, recovery and adaptation

Adjusting session emphasis in response to athlete or squad needs.

LO4 **Deliver coaching sessions that address the aims of a microcycle plan for the chosen athlete or squad**

Reflective practice and coaching evaluation:

Reflection in action, on action and retrospective reflection in relation to the impact of the microcycle

Reflective models – e.g. Gibbs, Schön; self-evaluation and continuous professional development

Use of evidence-based practice to evaluate coaching effectiveness.

Analysis of athlete and session responses:

Observation, feedback and performance evidence used to interpret athlete engagement, skill execution, adaptation, decision-making and progress against planned objectives.

Coaching principles:

Progression, differentiation, specificity, innovation and overload

Session organisation, communication, observation and in-session adaptation during coaching delivery

Professional boundaries, appropriate coach–athlete conduct and duty of care.

Effective coaching pedagogy to support delivery decisions:

Constructivism, behaviourism, social learning theory and communities of practice

Selection and adaptation of delivery methods in response to athlete needs, feedback and observed outcomes across the microcycle.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the needs of a high-performance athlete or squad in their chosen sport		
P1 Analyse the current performance characteristics of a high-performance athlete or squad using appropriate profiling dimensions. **P2** Analyse identified performance needs, informed by profiling evidence, in relation to physiological, technical, tactical and psychological demands of the chosen sport.	**M1** Critically analyse profiling evidence to prioritise development needs using relevant theoretical perspectives.	**D1** Critically evaluate conclusions about performance needs through critical evaluation of profiling data in relation to contemporary performance standards in the chosen sport.
LO2 Develop a macrocycle training programme and associated mesocycle units for an athlete or squad in their chosen sport, integrating appropriate sports science and technological support		
P3 Develop a macrocycle training programme aligned to competitive demands, identified performance priorities and relevant sports science support. **P4** Develop associated mesocycle structures to support progression within the macrocycle, including appropriate use of technological support where relevant.	**M2** Critically assess the suitability of selected sports science and technological support within the training programme.	**D2** Critically evaluate the coherence and effectiveness of the training programme in supporting long-term athlete development.

Pass	Merit	Distinction
LO3 Create a detailed microcycle plan for an athlete or squad in their chosen sport		
P5 Create a detailed microcycle plan for an athlete or squad in a selected sport aligning training load, session objectives and practice structure with identified performance goals. **P6** Analyse how coaching methods, skill acquisition principles and practice design within the microcycle plan support the athlete's or squad's learning and performance development.	**M3** Critically analyse the rationale for coaching methods, skill acquisition principles and practice design used within the microcycle plan, with reference to appropriate pedagogic theory.	**D3** Critically evaluate the extent to which the planned microcycle design demonstrates integrated alignment between performance objectives, coaching pedagogy and periodisation principles.
LO4 Deliver coaching sessions that address the aims of a microcycle plan for the chosen athlete or squad		
P7 Deliver coaching sessions that address microcycle objectives and the needs of the athlete or squad. **P8** Analyse athlete or session responses to coaching delivery in relation to planned objectives.	**M4** Evaluate the suitability of adaptations to coaching delivery in response to reflective practice, feedback or observed outcomes.	**D4** Critically evaluate the effectiveness of coaching delivery in supporting performance development across the microcycle.

Recommended Resources

Textbooks

Chow, J.Y., et al. (2022) *Nonlinear Pedagogy in Skill Acquisition: An Introduction*. 2nd edn. London: Routledge.

Rynne, S.B. and Mallett, C.J. (eds) (2024) *The Routledge Handbook of Coach Development in Sport*. London: Routledge.

Turner, A. and Comfort, P. (eds) (2022) *Advanced Strength and Conditioning: An Evidence-based Approach*. 2nd edn. London: Routledge.

Websites

www.cases.org.uk	The Chartered Association of Sport and Exercise Sciences Professional Development (Professional reference)
www.olympics.com/ioc	International Olympic Committee Resources (General reference)
www.ncaa.org	National Collegiate Athletic Association (NCAA) What We Do (General reference)
www.sportscoachuk.org	UK Coaching Courses (Training)
www.uksport.gov.uk	UK Sport Our Work / Resources (Professional reference)

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Journals and articles

Downham, L. and Cushion, C. (2024) 'Reflection and reflective practice in high-performance sport coaching: a heuristic device', *Physical Education and Sport Pedagogy*, 29(6), pp. 601–620. Available at: https://doi.org/10.1080/17408989.2022.2136369.

Taylor, R.D., et al. (2023) 'Contemporary pedagogy? The use of theory in practice: an evidence-informed perspective', *Frontiers in Sports and Active Living*, 5, Article 1113564. Available at: https://doi.org/10.3389/fspor.2023.1113564.

Williams, A.M. and Hodges, N.J. (2023) 'Effective practice and instruction: a skill acquisition framework for excellence', *Journal of Sports Sciences*, 41(9), pp. 833–849. Available at: https://doi.org/10.1080/02640414.2023.2240630.

Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 405: Coaching Practice and Skill Development

Unit 409: Innovation and Ethics in High-Performance Coaching Practice

Unit 410: Talent Identification and Athlete Pathway Development

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 502: Performance Analytics and Tactical Evaluation

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 511: Performance Psychology for Sporting Success

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 517: Learning through Sport within the Educational Setting

Unit 507: Injury Management and Rehabilitation Strategies

Unit code: T/652/3389

Unit level: 5

Credit value: 15

Introduction

Injury prevention, management and rehabilitation are important elements of contemporary sport, exercise and performance practice, supporting athlete welfare, availability and sustainable participation. Practitioners working in coaching, sports therapy, strength and conditioning, physical activity and performance support need to understand injury risks, recognise signs and symptoms, and contribute appropriately to prevention and rehabilitation processes. In multidisciplinary settings, this requires informed professional judgement, effective communication and a clear understanding of scope of practice, referral and escalation.

The purpose of this unit is to develop students' analytical understanding of injury identification, prevention, management and rehabilitation in sporting contexts. Students will investigate the gate control theory of pain and its relevance to injury identification and examine the benefits, limitations and application of different injury prevention, injury management and rehabilitation approaches. The unit provides a foundation for understanding how professionals and support networks contribute to injury prevention and for designing an appropriate injury prevention and rehabilitation strategy for a specific sport scenario.

Students will investigate relationships between nervous-system processes, pain perception, injury response and the signs and symptoms of sports injuries. They will examine physical, psychological and holistic approaches to injury prevention, management and rehabilitation, including their suitability for different injuries and sporting contexts. Students will explore the responsibilities, professional boundaries and interrelationships of practitioners and support networks involved in injury prevention, referral, rehabilitation and return to participation. They will then design an injury prevention and rehabilitation strategy that considers injury risks, sport demands, athlete characteristics, stages of recovery, workload, monitoring, progression, welfare and return-to-play requirements.

On completion of the unit, students will be able to interpret injury-related evidence, examine the suitability of prevention and rehabilitation approaches and explore how professionals and support networks contribute within multidisciplinary settings. They will develop analytical, programme-design, communication, evidence-appraisal and professional decision-making skills. Students will also be able to design and evaluate an injury prevention and rehabilitation strategy in response to the physiological and contextual demands of a specific sport scenario. The unit supports progression to further study and roles in coaching, strength and conditioning, sport and exercise science, sports therapy and rehabilitation support, subject to relevant professional, regulatory and employment requirements.

Learning Outcomes

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

LO1 Investigate the gate control theory of pain and its relevance to injury identification in sport

LO2 Examine the benefits of different injury prevention, injury management and rehabilitation approaches in sport and exercise contexts

LO3 Explore the roles of professionals and support networks involved in injury prevention in sport

LO4 Design an injury prevention and rehabilitation strategy for a specific sport scenario.

Essential Content

LO1 **Investigate the gate control theory of pain and its relevance to injury identification in sport**

Gate control theory of pain:

Sensory nerves, interneurons and motor neurons

Pain signalling

The pain gate cycle

Nervous system responses to force, stretch, compression, laceration and level of injury

The relationship between neurological pain processing, pain perception and injury response.

Injury identification in sport:

Types of sports injury, including sprains, strains, tendinopathy, contusions, fractures, bursitis, head injuries, concussion, back pain, ligament injuries and meniscal injuries – e.g. ACL, PCL, MCL and LCL injuries

Signs and symptoms associated with different injury types, including pain, swelling, bruising, reduced range of movement, instability, weakness, altered function and loss of performance capacity

Immediate injury recognition and assessment considerations, including use of appropriate on-field assessment frameworks – e.g. SALTAPS, to inform decisions about removal from activity, referral to an appropriate professional and safe return-to-activity decisions

Recognition of signs and symptoms of suspected concussion, concussion screening considerations and the importance of following relevant sport-specific concussion protocols

Sport-specific causes of injury, including muscular imbalance, overuse, poor rehabilitation of previous injury, poor technique, inadequate strength, inadequate muscular endurance and accidental injury.

LO2 **Examine the benefits of different injury prevention, injury management and rehabilitation approaches in sport and exercise contexts**

Injury prevention techniques:

Effects, benefits, limitations and application of strapping, taping, sports massage, heat therapy and cold therapy in injury prevention, management and rehabilitation contexts

Protective clothing – e.g. pads, footwear, helmets and gloves

Benefits of using resistance training for sport-specific injuries (strength and conditioning)

Benefits of postural assessment and postural correction strategies.

Holistic approaches to injury prevention:

Whole-body training and adaptation around injury

Stretching and flexibility training, including static, dynamic, ballistic and proprioceptive neuromuscular facilitation stretching

Use of body-weight approaches, yoga and pilates to support mobility and movement control

Psychological readiness for rehabilitation and return to sport, including confidence, adherence, relapse concerns and stress management.

Selection of approaches in context:

Selection of techniques and approaches, appropriateness for injury type, athlete/client and sports context

Selection of rehabilitation approaches, including stages of tissue healing, exercise prescription, progression, monitoring and return-to-play considerations.

LO3 **Explore the roles of professionals and support networks involved in injury prevention in sport**

Professionals involved in injury prevention in sport: roles and responsibilities:

Professional boundaries in immediate injury response, including recognition of situations requiring removal from activity, referral, escalation and involvement of appropriately qualified medical professionals – e.g. osteopaths, GPs, chiropractors, physiotherapists, strength and conditioning coaches, and first aiders

Decision-making and responsibility, referral, scope of practice, relationships between professional roles in multidisciplinary sports environments

Sports scientists – tracking of muscle strength and performance levels to reduce the risk of injury

Professional boundaries, codes of conduct, safeguarding responsibilities, consent, confidentiality, referral and escalation procedures in injury prevention contexts.

Medication and professional practice:

Ethical and professional considerations relating to medication in injury prevention and rehabilitation contexts, including scope of practice, referral, anti-doping responsibilities, communication with appropriate medical professionals and implications for multidisciplinary working.

Support networks within sports team environments:

Teammates, coach, manager, club physiotherapist and club doctor

Pressures facing players - e.g. to achieve a level of performance

Support networks involved in assisting with continued engagement

Applied support networks in academy, pathway and professional sport environments - e.g. coaches, medical staff, strength and conditioning practitioners, sport scientists, safeguarding leads, welfare staff, parents or guardians where appropriate, and education or player care staff.

LO4 **Design an injury prevention and rehabilitation strategy for a specific sport scenario**

Sport demands and athlete profiling:

Review of sports movements and the required strength to complete these movements – e.g. jumping, landing, rotation and specific actions

Player profiling - e.g. size, strength, position and attributes

Training modalities and specific sport scenario requirements for injury-prone players – e.g. rest, massage, alternative training, weight training, boot camps and pre-season

Use of athlete monitoring data and digital tools to inform injury prevention programme design.

Programme design, adaptation and rehabilitation progression:

Adaptation of sports programming, fixture pile ups, lack of rest periods and managing performance while preventing injury – e.g. tactical training sessions, cardiovascular sessions and strength and conditioning

Event preparation for injury prevention and rehabilitation, including preparation strategies, recovery considerations and management of travel-related demands

Adaptation of sports coaching sessions to implement prevention techniques – e.g. training ground, gym and homecare changes

Balancing performance demands with recovery, wellbeing and long-term athlete welfare

Sustainable programme design to support long-term participation, workload management and reduced risk of recurrent injury.

Selection of strategies in context:

Selection of strategies and effectiveness to meet specific sport scenario – e.g. athlete/client, sport type, training type, travel and events

Rehabilitation exercise prescription and progression linked to the injury, sport demands and stage of recovery

Return-to-play (RTP) planning, including criteria-based progression, monitoring of symptoms, function and performance readiness

Return-to-play decision-making that considers athlete welfare, performance pressure, multidisciplinary input, professional boundaries and appropriate escalation where risks or concerns are identified.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the gate control theory of pain and its relevance to injury identification in sport		
P1 Analyse the gate control theory of pain in relation to nervous system function and injury response in sport. **P2** Analyse the signs and symptoms associated with different types of sports injuries to support injury identification.	**M1** Critically analyse the relationship between gate control processes and injury presentation in sport.	**D1** Critically evaluate the relevance of gate control theory of pain for identifying and interpreting sports injuries in applied sporting contexts.
LO2 Examine the benefits of different injury prevention, injury management and rehabilitation approaches in sport and exercise contexts		
P3 Assess the benefits of different injury prevention and injury management techniques used in sport and exercise contexts. **P4** Assess the contribution of holistic approaches to injury prevention and rehabilitation.	**M2** Critically analyse the effectiveness of selected injury prevention, rehabilitation and holistic approaches for a specific sport or exercise injury.	**D2** Appraise the selection of injury prevention, rehabilitation and holistic approaches for a specific sport or exercise injury, based on applied evidence and professional judgement.
LO3 Explore the roles of professionals and support networks involved in injury prevention in sport		
P5 Examine the roles and responsibilities of professionals involved in injury prevention in sport. **P6** Examine the contribution of support networks within injury prevention in sport.	**M3** Critically analyse how professionals and support networks contribute in injury prevention in sport.	**D3** Critically evaluate the interrelationship between professionals and support networks in injury prevention in sport.

Pass	Merit	Distinction
LO4 Design an injury prevention and rehabilitation strategy for a specific sport scenario		
P7 Design an injury prevention and rehabilitation strategy that addresses the key injury risks and rehabilitation needs associated with a specific sport scenario. **P8** Assess how selected injury prevention and rehabilitation strategies respond to the physiological and contextual demands of the specific sport scenario.	**M4** Evaluate the suitability of the injury prevention and rehabilitation techniques selected for the specific sport scenario.	**D4** Critically evaluate the effectiveness of the injury prevention and rehabilitation strategy in relation to the demands of the specific sport scenario.

Recommended Resources

Textbooks

Brukner, P. and Khan, K. (2017) *Clinical Sports Medicine*. 5th edn. Sydney: McGraw-Hill Education.

Joyce, D. and Lewindon, D. (2016) *Sports Injury Prevention and Rehabilitation: Integrating Medicine and Science for Performance Solutions*. London: Routledge.

Peterson, L., Renstrom, P.A.F.H. and Lynch, S. (2023) *Sports Injuries: Prevention, Treatment and Rehabilitation*. 5th edn. London: Routledge.

Turner, A. and Comfort, P. (eds) (2022) *Advanced Strength and Conditioning: An Evidence-based Approach*. 2nd edn. London: Routledge.

Websites

bjsm.bmj.com/	British Journal of Sports Medicine Current issue / Archive / Resources (Research)
www.cases.org.uk	The Chartered Association of Sport and Exercise Sciences Professional Development (Professional reference)
www.fifamedicalnetwork.com	FIFA Medical Network Create My Account (Research)
www.olympics.com/ioc	International Olympic Committee What We Do (Professional reference)
www.nhs.uk	National Health Service Conditions A to Z (General reference)
www.nsca.com	National Strength and Conditioning Association Education / Professional Development (Professional reference)

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www.wada-ama.org	World Anti-Doping Agency What We Do / Athletes & Support Personnel (Professional reference)

Journals and articles

Bahr, R. and Krosshaug, T. (2005) 'Understanding injury mechanisms: a key component of preventing injuries in sport', *British Journal of Sports Medicine*, 39(6), pp. 324–329. Available at: https://doi.org/10.1136/bjsm.2005.018341.

Lutz, D. et al. (2024) 'Best practices for the dissemination and implementation of neuromuscular training injury prevention warm-ups in youth team sport: a systematic review', *British Journal of Sports Medicine*, 58(11), pp. 615–625. Available at: https://doi.org/10.1136/bjsports-2023-106906.

Meeusen, R. et al. (2013) 'Prevention, diagnosis and treatment of the overtraining syndrome: joint consensus statement of the European College of Sport Science (ECSS) and the American College of Sports Medicine (ACSM)', *European Journal of Sport Science*, 13(1), pp. 1–24. Available at: https://doi.org/10.1080/17461391.2012.730061.

Links

This unit links to the following related units:

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 415: Applied Massage Techniques for Recovery and Rehabilitation

Unit 416: Fundamentals of Biomechanics

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 504: Applied Biomechanics to Optimise Performance

Unit 510: Exercise Therapy and Specific Populations

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

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Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit code: D/652/3390

Unit level: 5

Credit value: 15

Introduction

Holistic athlete support is an important area of practice within sport, performance, health and wellbeing contexts. Athletes may require support in managing performance demands, public profile, media scrutiny, sponsorship pressures, relationships with agents or promoters, mindset, wellbeing and career transition. Coaches and athlete-support practitioners can contribute by helping athletes consider informed, ethical and sustainable choices while remaining within clearly agreed professional boundaries. This knowledge is relevant to coaching, athlete development, performance-support and player-care roles.

The purpose of this unit is to develop students' applied understanding of holistic athlete support as a structured professional relationship grounded in ethical practice, evidence-informed approaches and reflective judgement. Students will examine how initial assessment and contracting establish the basis of an effective coaching relationship. The unit provides a foundation for using diagnostic, creative and cognitive coaching approaches to support athlete learning, self-awareness, decision-making and self-directed change.

Students will examine the purpose and components of an initial client assessment, including client needs, agreed outcomes, readiness, contracting, safeguarding, confidentiality, data protection and role boundaries. They will explore diagnostic and creative skills in relation to core coaching competencies, including coaching presence, listening, questioning, communication and the selection of techniques appropriate to client needs. Students will investigate cognitive coaching approaches used to interpret motivation, beliefs, habits and behavioural patterns and to support reframing and goal development. They will also consider ethical athlete support in public-facing and commercial contexts, including media engagement, social media, sponsorship, agent or promoter relationships, performance pressure and career transition.

On completion of the unit, students will be able to examine client needs, select appropriate coaching approaches and apply an ethical athlete-support coaching plan within an agreed coaching process. They will develop skills in assessment, contracting, communication, cognitive coaching, professional judgement, ethical reasoning and reflective evaluation. Students will also be able to monitor progress, adapt practice across sessions and evaluate coaching effectiveness in relation to agreed development goals. The unit supports progression to further study and roles in coaching, athlete support, player care and performance environments where holistic, athlete-centred and professionally bounded practice is required.

Learning Outcomes

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

LO1 Examine an initial assessment of a client

LO2 Explore diagnostic and creative skills in relation to core coaching competencies

LO3 Investigate a cognitive approach to coaching

LO4 Apply a coaching session plan within an agreed coaching process.

Essential Content

LO1 Examine an initial assessment of a client

Sports coaching, life coaching, mentoring, psychotherapy and counselling:

The importance of co-creating a client-coach relationship and the range of the contractual relationship – e.g. practical arrangements and responsibilities

Assessment aims, characteristics of a contract, relevant legislation, ethics and confidentiality, data protection, secure handling of client information, boundary setting between coaching and counselling, limitations of the coaches' role, safeguarding responsibilities (e.g. recognising and responding to concerns through organisational procedures, appropriate referral and practical issues)

Boundaries of the coach or athlete-support practitioner role when supporting athletes with wellbeing, media, sponsorship, agent/promoter relationships and referral to appropriate specialist support where required

Applied athlete-support contexts – e.g. academy or talent pathway environments, professional club settings, performance programmes, transition points and athlete-support services

Planning of coaching sessions, coaching agreement, detailed plan of the session and highlight areas of self-discovery

Follow-up and how to plan for the next session

Adhering to standardised coaching ethics, coaching agreement and relevant coaching process.

LO2 Explore diagnostic and creative skills in relation to core coaching competencies

Setting a foundation, co-creating a relationship, communicating effectively, facilitating learning and results:

Coaching presence, creating a safe and supportive environment and establishing trust through professional and ethical behaviour

Methods, practices and value of self-care for both the client and coach

Capable of exploring different methods of cognitive and emotional regulation for both the client and coach, and incorporate these into daily practice

Engage in self-reflection and evaluation of the benefits of cognitive and emotional regulation techniques

Effective communication through powerful questioning including establishing permission and clarifying purpose

Interpretation of verbal and non-verbal communication

Use of appropriate analysis in interpreting situations and making ethical decisions.

LO3 **Investigate a cognitive approach to coaching**

Motivational theory, self-determination, theory, stress and anxiety management, response to pressure and athlete welfare considerations:

Ethical athlete support in public-facing and commercial contexts – the coach's role in supporting ethical working relationships with agents, promoters, sponsors and media representatives

Responsible use of social media to develop profile and manage public image

Media pressure, sponsor expectations and risks of exploitation

Athlete role-modelling responsibilities

Long-term career planning and transition from high-performance sport

Broader client perspectives, new possibilities for action and sustainable change

Interpretation of feelings, actions, learned behaviours and new possibilities

Cognitive coaching methods to challenge learned behaviours, alter beliefs, perceptions, and moods and distinguish between destructive and constructive habits

Client potential, goal setting, behavioural responses, methods for change and future vision.

LO4 **Apply a coaching session plan within an agreed coaching process**

Role of the client and coach, accountability, responsibility and ethical issues:

Importance of the client's commitment to the process

Implement, monitor and evaluate a development plan using sustainable coaching practices that support long-term athlete wellbeing and development

Application of an ethical athlete-support plan in a case-study context, including athlete profile development, media and interview preparation, responsible social media use, ethical sponsorship considerations, funding and revenue pressures, and strategies to support wellbeing and reduce harmful performance pressure

Use of realistic case-study or simulated athlete-support contexts – e.g. academy athlete progression, first-team transition, injury-related identity change, media scrutiny, sponsorship pressure, career transition or retirement planning

Change during the coaching process

Link sessions, behavioural patterns

Critical incident appraisal, multi-perspective analysis (triangulation) and the importance of self-awareness

Client and coach responsibilities, and accountability for both parties

Praise and independence

Effectiveness of the original consultation plan, outcomes, improvement and how effectiveness is judged overtime (the 4 C's).

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine an initial assessment of a client		
P1 Analyse the purpose and components of an initial client assessment within a holistic athlete support context, including ethical, contractual and role-boundary considerations. **P2** Assess ethical, legal, safeguarding and confidentiality considerations within an initial client assessment.	**M1** Apply assessment findings to develop a client-appropriate coaching agreement and session outline.	**D1** Appraise the assessment approach and planned agreement using ethical principles and client-centred rationale.
LO2 Explore diagnostic and creative skills in relation to core coaching competencies		
P3 Analyse client information to identify diagnostic priorities using recognised coaching competencies. **P4** Analyse communication practices, including questioning and listening, to support client learning and outcomes.	**M2** Apply diagnostic and creative techniques to justify their selection in relation to coaching presence, client needs and self-awareness.	**D2** Critically evaluate the integration of self-care and emotional regulation strategies within coaching practice to support sustainable outcomes.
LO3 Investigate a cognitive approach to coaching		
P5 Analyse client behaviours, emotions and patterns using cognitive coaching concepts. **P6** Analyse the use of cognitive coaching methods to support behavioural change.	**M3** Critically analyse the suitability of cognitive coaching strategies for a client scenario or simulated coaching context, with reference to client narratives, reframing and athlete-support responses.	**D3** Appraise coaching interventions informed by cognitive theory and client context.

Pass	Merit	Distinction
LO4 Apply a coaching session plan within an agreed coaching process		
P7 Apply an ethical athlete-support coaching plan that reflects client needs, agreed outcomes, wellbeing responsibilities and ethical boundaries. **P8** Analyse coach and client roles and responsibilities within the coaching process.	**M4** Critically assess coaching implementation to monitor progress and adapt practice across sessions.	**D4** Critically evaluate coaching effectiveness over time, linking session outcomes to development goals.

Recommended Resources

Textbooks

Kimsey-House, H. et al. (2018) *Co-active coaching: The Framework for Transformative Conversations at Work and in Life*. 5th edn. London: John Murray Business.

Ramsay, K. (2023) *The Ultimate Life Coaching Handbook: A Comprehensive Guide to the Methodology, Principles and Practice of Life Coaching*. Dunfermline: Achology Publishing.

Websites

www.associationforcoaching.com	Association for Coaching About Us / Individuals / Knowledge Hub (Professional reference)
www.coachingfederation.org	International Coaching Federation Education & Professional Development (Professional reference)
www.globalcodeofethics.org	Global Code of Ethics for coaches, mentors and supervisors Global Code of Ethics (Professional reference)
www.iscpresearch.org	International Society for Coaching Psychology ISCP Research Forum / Conferences / Resources (Research)
www.ukcoaching.org	UK Coaching Courses (Research)

Journals and articles

Ng, T., et al. (2024) 'Media's effect on athletes' mental health', *Clinics in Sports Medicine*, 43(1), pp. 187–198. Available at: https://doi.org/10.1016/j.csm.2023.06.022.

Passmore, J. and Evans-Krimme, R. (2021) 'The future of coaching: a conceptual framework for the coaching sector from personal craft to scientific process and the implications for practice and research', *Frontiers in Psychology*, 12, Article 715228. Available at: https://doi.org/10.3389/fpsyg.2021.715228.

Simons, E.E. and Bird, M.D. (2023) 'Coach-athlete relationship, social support, and sport-related psychological wellbeing in National Collegiate Athletic Association Division I student-athletes', *Journal for the Study of Sports and Athletes in Education*, 17(3), pp. 191–210. Available at: https://doi.org/10.1080/19357397.2022.2060703.

Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 409: Innovation and Ethics in High-Performance Coaching Practice

Unit 410: Talent Identification and Athlete Pathway Development

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit 511: Performance Psychology for Sporting Success

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 517: Learning through Sport within the Educational Setting

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Unit 509: Applied Strength and Conditioning

Unit code: F/652/3391

Unit level: 5

Credit value: 15

Introduction

Strength and conditioning supports the physical preparation of athletes for the technical, tactical and physical demands of high-performance sport. Practitioners working in strength and conditioning, performance coaching and multidisciplinary support environments need to understand how training methods are selected, coached and integrated within structured programmes. Effective practice requires technical accuracy, communication, risk management and evidence-informed decision-making that responds to the athlete's performance needs, training history, readiness and stage of development.

The purpose of this unit is to develop students' analytical understanding, practical coaching competence and professional judgement in applied strength and conditioning. Students will examine training methods used to develop strength and investigate approaches for developing power, agility and speed in sports performance. The unit also enables students to demonstrate safe and effective coaching delivery and to apply periodisation principles when planning a training programme for an athlete or team.

Students will examine types of strength, methods of resistance application and the manipulation of variables such as volume, intensity, repetitions, sets, rest, exercise order and training frequency. They will investigate power, agility and speed methods in relation to mechanical demands, technical requirements, safety and specific performance contexts. Students will demonstrate coaching delivery in selected strength and conditioning exercises, including appropriate set-up, technical explanation, observation, feedback and corrective cueing. They will then plan a periodised programme that integrates strength, power, agility and speed development across macrocycle, mesocycle and microcycle structures, considering performance objectives, contextual constraints, training load, recovery, athlete welfare and individual needs.

On completion of the unit, students will be able to analyse and evaluate strength and conditioning methods in relation to sports performance demands. They will develop practical skills in exercise demonstration, observation, feedback, technical correction and the adaptation of coaching delivery, alongside analytical and programme-planning skills. Students will also be able to plan and appraise a periodised training programme for an athlete or team. The unit supports progression to further study, professional development opportunities and assistant or supervised roles in strength and conditioning, performance coaching, sport and exercise science and multidisciplinary performance-support environments.

Learning Outcomes

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

LO1 Examine training methods for strength in sports performance

LO2 Investigate training methods for power, agility and speed in sports performance

LO3 Demonstrate coaching delivery in selected strength and conditioning exercises for sports performance

LO4 Plan a training programme for an athlete or team.

Essential Content

LO1 Examine training methods for strength in sports performance

Training methods for strength:

Types of strength: general strength, specific strength, speed strength, maximum strength, muscular endurance, absolute strength and relative strength

Methods of resistance application – body weight, elastic bands, weighted objects, weight stack machines, fluid resistance machines, free weights and isometric

Manipulation of training variables – volume, training intensity, repetitions, sets, inter-set rest intervals, order of exercises and training frequency

Loading patterns – flat pyramid, ascending pyramid, double pyramid, skewed pyramid and wave-loading model.

Application of strength training methods:

Approaches used in practice and how methods differ

Adapting methods of strength training to meet sports performance outcomes and contextual demands

Applied strength and conditioning contexts – e.g. academy or talent pathway environments, professional club settings, performance-support teams, return-to-training contexts and competitive sport programmes

Physio-mechanical issues relating to strength training.

LO2 Investigate training methods for power, agility and speed in sports performance

Training methods for power, agility and speed:

Plyometric training methods for power, including key safety issues, dynamic warm-up, a range of plyometric drills and key coaching points relating to drills and whole skill completion

Fundamental agility skills and training methods, including acceleration, deceleration, backpedal, rounding cone, shuffle/cutting, open step and crossover step, key mechanical and technical variables governing agility performance, dynamic warm-up, agility-based drills and key coaching points relating to drills and agility techniques

Types of speed expression (acceleration and velocity) and mechanisms for their development, the mechanical and technical variables in straight-line maximal sprinting, dynamic warm-up and a range of sprint-based drills and key coaching points relating to drills and speed techniques

Training methods for developing speed (speed, speed endurance, tempo extensive and intensive, and special endurance), agility (closed drills, open drills, cone weave, side shuffle, 5-10-15 drill, figure eight and V-pattern), power (plyometric).

Application of power, agility and speed training methods:

Approaches used in practice and how methods differ

Adapting power, agility and speed training methods to meet sports performance outcomes and contextual demand

Physio-mechanical issues relating to power training methods (plyometric) and demands placed on the body by different types of drills.

LO3 **Demonstrate coaching delivery in selected strength and conditioning exercises for sports performance**

Coaching weightlifting exercises:

Safety requirements when working in a weightlifting environment

Key coaching points and key technical points for:

Back squat, overhead squat, front squat, single leg squat variations, bench press and push

Deadlift, clean first pull, stiff leg deadlift, single leg deadlift variations, power shrug and pull from thigh

Split jerk

Snatch and its derivatives

Movement stages and technical features – e.g. collection, start position, grip, descent, ascent, return, posture/alignment, breathing safety and dropping

Balanced exercise selection across lower-body, upper-body pushing and upper-body pulling movement patterns – e.g. pulling variations, unilateral lower-body exercises, hip-dominant lifts and Olympic lift derivatives.

Safe and effective coaching delivery:

Communication, observation, feedback and corrective cueing – e.g. evidence of competence, delivery quality

Professional boundaries, duty of care and appropriate coach–athlete conduct

Adapting coaching delivery for individual athlete needs – age, training age, biological maturation, movement competence, confidence, communication needs and sex-specific considerations where relevant.

Competent coaching delivery:

Accurate demonstration or explanation of exercise requirements, appropriate setup, clear communication, observation of technique, timely feedback and corrective cueing, with attention to safety and performance relevance.

Advanced or explosive exercises:

Strength and conditioning exercises with increased technical, coordination, speed, force-production or risk-management demands – e.g. Olympic lift derivatives, plyometric movements or other context-appropriate explosive strength activities.

LO4 **Plan a training programme for an athlete or team**

Planning:

Aims and objectives – identify performance objectives and contextual constraints

Periodisation principles – macrocycle, mesocycle and microcycle

Training session units and phases – structure, sequencing, balance intensity and recovery

Integrating periodisation programmes for strength, power, speed and agility

Planning considerations to meet the needs and demands of the athlete, team, sport/activity and season

Planning considerations for youth and female athletes, including training age, biological maturation, movement competence, progressive preparation, recovery needs, load tolerance and injury risk reduction

Athlete welfare, recovery needs and responses to performance pressure within training programme design

Digital tools and performance data in programme planning, including ethical use of AI, confidentiality and data protection

Sustainable training load, recovery and long-term athlete development within programme planning

Programme planning considerations in pathway and professional sport contexts – e.g. fixture congestion, training availability, athlete readiness, multidisciplinary input, performance pressure and staged progression across training phases

Return-to-training and injury risk reduction considerations, including appropriate modification of training load in response to athlete readiness, performance needs, recovery status and professional guidance.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine training methods for strength in sports performance		
P1 Analyse training methods for strength used in sports performance, including relevant types of strength and methods of resistance application. **P2** Analyse the application of strength training methods through the manipulation of training variables and loading patterns in sports performance contexts.	**M1** Critically analyse differences between strength training methods in relation to performance outcomes and contextual demands.	**D1** Critically evaluate the effectiveness of strength training methods for sports performance, using reasoned judgement informed by contextual demands.
LO2 Investigate training methods for power, agility and speed in sports performance		
P3 Analyse training methods for developing power in sports performance, including mechanical demands and safety considerations. **P4** Analyse training methods for developing agility and speed in sports performance, including movement demands and technical variables.	**M2** Critically analyse selected training methods for power, agility and speed in a specific sports performance context.	**D2** Critically evaluate training methods for power, agility and speed, justifying their use in relation to specific performance demands.

Pass	Merit	Distinction
LO3 Demonstrate coaching delivery in selected strength and conditioning exercises for sports performance		
P5 Demonstrate competent coaching delivery for selected strength and conditioning exercises, including safe set-up, key technical points and effective communication for sports performance. **P6** Demonstrate competent coaching delivery for selected advanced or explosive strength and conditioning exercises, including safe set-up, key technical points and effective communication for sports performance.	**M3** Adapt coaching delivery of selected strength and conditioning exercises in response to observed technical performance needs. **M4** Adapt coaching delivery of selected strength and conditioning exercises in response to observed safety and participant readiness needs.	**D3** Appraise coaching decisions made when delivering selected strength and conditioning exercises within a coaching context, demonstrating advanced technical accuracy, risk management and performance relevance.
LO4 Plan a training programme for an athlete or team		
P7 Plan a periodised training programme for an athlete or team that integrates strength, power, agility and speed development across appropriate macrocycle, mesocycle and microcycle structures. **P8** Apply periodisation principles to training sessions and phases within a programme in response to identified performance objectives and contextual constraints.	**M5** Apply periodisation principles to refine the structure of the training programme in relation to performance objectives and contextual constraints.	**D4** Appraise the structure and sequencing of the periodised training programme in relation to performance objectives and contextual constraints.

Recommended Resources

Textbooks

Jeffreys, I. and Moody, J. (2021) *Strength and Conditioning for Sports Performance*. 2nd Edn. London: Routledge.

National Strength and Conditioning Association (NSCA), Haff, G.G. and Triplett, N.T. (eds) (2026) *Essentials of Strength Training and Conditioning*. 5th edn. Champaign, IL: Human Kinetics.

Turner, A. and Comfort, P. (eds) (2022) *Advanced Strength and Conditioning: An Evidence-based Approach*. 2nd edn. London: Routledge.

Websites

www.iusca.org	International Universities Strength and Conditioning Association Services / Journal (Research)
www.nsca.com	National Strength and Conditioning Association Education (Professional reference)
www.scienceforsport.com	Science for Sport Resources (General reference)
www.uksca.org.uk	UK Strength and Conditioning Association Learn (Professional reference)

Journals and articles

Bourdon, P.C., et al. (2017) 'Monitoring athlete training loads: consensus statement', *International Journal of Sports Physiology and Performance*, 12(s2), pp. S2-161–S2-170. Available at: https://doi.org/10.1123/IJSPP.2017-0208.

Washif, J.A. et al. (2025) 'Current periodization, testing, and monitoring practices of strength and conditioning coaches', *International Journal of Sports Physiology and Performance*, 20(9), pp. 1239–1252. Available at: https://doi.org/10.1123/ijspp.2025-0051

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Links

This unit links to the following related units:

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 410: Talent Identification and Athlete Pathway Development

Unit 411: Digital Innovation in Health and Human Performance

Unit 416: Fundamentals of Biomechanics

Unit 419: High-Performance Training Programme Design

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 502: Performance Analytics and Tactical Evaluation

Unit 504: Applied Biomechanics to Optimise Performance

Unit 505: Nutrition to Optimise Health and Performance

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

Unit 510: Exercise Therapy and Specific Populations

Unit code: H/652/3392

Unit level: 5

Credit value: 15

Introduction

Exercise therapy can support health, physical function, wellbeing and participation for people whose needs require adapted or targeted approaches to exercise. Practitioners working in exercise referral, fitness, community physical activity and health-related settings need to understand how age, health status, functional ability and individual circumstances influence exercise needs and responses. They must be able to adapt exercise safely, recognise contraindications and precautions, and work within professional and ethical boundaries when supporting specific populations.

The purpose of this unit is to develop students' analytical understanding, practical competence and professional judgement in exercise therapy for specific populations. Students will examine the benefits of sport, exercise and adapted exercise therapy and investigate the barriers that may affect participation. The unit provides a foundation for designing and safely delivering an adapted exercise therapy session that responds to population-specific physiological, psychological, medical and functional needs.

Students will examine how the potential physiological, psychological, social and functional benefits of exercise vary across specific populations and consider suitable sporting activities, exercise modalities and therapeutic outcomes. They will investigate population-specific barriers, participant screening, informed consent, contraindications, precautions, risk assessment, accessibility, referral pathways and strategies for supporting engagement. Students will then design an adapted exercise therapy session using appropriate exercise-prescription principles, including frequency, intensity, time and type, alongside progression, regression, recovery and individual goals. They will demonstrate safe delivery using appropriate instruction, observation, monitoring, communication and adaptation.

On completion of the unit, students will be able to examine the benefits of adapted exercise therapy, investigate barriers to participation and use population-specific information to inform exercise decisions. They will develop skills in participant screening, needs analysis, exercise prescription, session design, risk management, communication, monitoring and practical adaptation. Students will also be able to

deliver and review an adapted exercise therapy session safely and make justified recommendations for progression. The unit supports further study and progression towards roles in exercise referral, fitness, community health, adapted physical activity and exercise support, subject to relevant professional, regulatory and employment requirements.

Learning Outcomes

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

LO1 Examine the benefits of sport, exercise and adapted exercise therapy for specific populations

LO2 Investigate the barriers affecting participation in exercise and adapted exercise therapy for specific populations

LO3 Design an adapted exercise therapy session for specific populations

LO4 Demonstrate safe delivery of an adapted exercise therapy session for specific populations.

Essential Content

LO1 **Examine the benefits of sport, exercise and adapted exercise therapy for specific populations**

Specific populations:

Young people, referred clients, older adults, ante- and post-natal, people with disabilities and people with additional needs

Population-specific physiological, psychological, medical and functional considerations, including how these influence exercise needs, therapeutic goals and expected benefits for each selected population.

Psychological and social benefits:

Increased energy, social connection, reduced stress, improved mood, confidence, self-esteem, self-efficacy, independence and confidence in managing health or activity needs, including how these benefits differ across specific populations and translate into meaningful wellbeing, participation or therapeutic outcomes.

Physiological and functional benefits:

Reduced health risks, improved cardiovascular function, musculoskeletal strength, mobility, balance, motor control, functional capacity, weight management and activities of daily living, including how benefits differ across specific populations and contribute to long-term condition management, rehabilitation or health maintenance.

Sporting activities:

Walking football, seated volleyball, adapted sports, parasport.

Exercise:

Cardio training, resistance training, flexibility sessions, group exercise classes, water-based activity and functional training – e.g. hydrotherapy, cold water therapy, adapted movement activities, general life movements or sporting movements.

LO2 **Investigate the barriers affecting participation in exercise and adapted exercise therapy for specific populations**

Psychological barriers:

Low confidence levels, lack of social support, previous experiences and lack of understanding of the benefits, how and why barriers affect participation differently across specific populations.

Barriers:

Population-specific barriers linked to health status, symptoms, confidence, previous injury, disability, pregnancy or postnatal recovery, ageing, long-term conditions, access needs, and cultural or social factors.

Participant screening, risk and safety considerations:

Health status, medical history, medication, physical function, referral information, informed consent, contraindications, precautions, risk assessment and professional boundaries, including when to adapt, stop, signpost or refer to an appropriate professional.

Solutions and approaches:

Reduced-cost access schemes, childcare or carer support, accessible promotion of initiatives, peer support, community engagement, participant education, referral pathways, and adaptation of exercise or physical activity.

Initiatives and approaches that reduce barriers:

Community, referral-based, public health, inclusive sport and adapted physical activity approaches that reduce socio-economic, environmental, cognitive or confidence-related barriers – e.g. local physical activity referral schemes, inclusive activity programmes or population-specific public health campaigns

Sport-sector and community delivery routes – e.g. club or foundation-led adapted physical activity programmes, community health partnerships, local leisure provision, inclusive sport organisations and referral-linked exercise opportunities.

LO3 **Design an adapted exercise therapy session for specific populations**

Considerations:

Specific adaptations to chosen exercise activities, equipment requirements, environmental considerations, access to facilities, effects of group or individual delivery, building confidence, participant education, sustainable use of facilities, equipment and resources, accessible low-resource approaches to delivery and support for long-term participation

Applied exercise therapy settings – e.g. community health sessions, adapted sport programmes, club- or foundation-led provision, exercise referral settings, inclusive group exercise environments and supported physical activity sessions.

Participant and professional considerations:

Health status, functional ability, exercise tolerance, recovery needs, participant welfare, contingency planning, management of physical or psychological pressure, and the impact of these factors on session design

Use of digital tools to support planning, monitoring and participant engagement, including ethical handling of participant information, confidentiality, data protection, and professional judgement in the use of AI-supported resources.

Exercise prescription principles:

Application of FITT principles, including frequency, intensity, time and type of exercise, alongside individual goals, baseline ability, health status, progression, regression and recovery needs.

Adaptation and modification:

Selection and modification of exercises, equipment, environment, communication, intensity and progression to meet the physiological, psychological, functional and medical needs of specific populations.

Structure:

Effective warm-up, main session and cool-down, including teaching or coaching points to support safe technique, confidence, functional ability and progression.

Session aims and monitoring:

Monitoring participant response, progression, health status, exercise tolerance, functional improvement and achievement of individual therapeutic goals.

LO4 **Demonstrate safe delivery of an adapted exercise therapy session for specific populations**

Effective session delivery:

Warm-up, main session and cool-down for adapted exercise therapy sessions, ensuring they are relevant for two different specific populations, professional boundaries, appropriate practitioner conduct, safeguarding awareness and scope of practice when working with specific populations

Safe instruction, observation and monitoring of participant response, including technique, exertion, fatigue, discomfort, confidence and engagement, and with appropriate adaptations during delivery.

Feedback:

Provide guidance to participants throughout the sessions, educate participants towards self-sufficiency, collect post-session appraisals from all participants and compare.

Review of delivery:

Strengths and areas for improvement in session structure, participant response, adaptations applied, progression, safety, functional outcomes and achievement of aims and objectives.

Evaluation:

Implementation in different delivery contexts, factors supporting repeatability and wider application of the session, including work-, community- and school-based delivery, and clear aims and objectives

Evaluation of exercise therapy outcomes, including participant response, achievement of session aims, safety, progression, functional improvement and recommendations for future adaptation.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the benefits of sport, exercise and adapted exercise therapy for specific populations</td><td rowspan="2">D1 Critically evaluate conclusions about the effectiveness of sport, exercise and adapted exercise therapy in meeting the health, wellbeing, functional or performance needs of specific populations.</td></tr>
<tr><td>P1 Analyse the psychological, physiological and functional benefits of sport, exercise and adapted exercise therapy for selected specific populations.

P2 Analyse how sport, exercise and adapted exercise therapy support engagement, inclusion, confidence or self-management within selected specific populations.</td><td>M1 Critically analyse the extent to which identified benefits and adapted exercise therapy benefits meet the needs of different specific populations.</td></tr>
<tr><td colspan="2">LO2 Investigate the barriers affecting participation in exercise and adapted exercise therapy for specific populations</td><td rowspan="2">D2 Critically evaluate conclusions about the effectiveness of initiatives, adaptations or referral-based approaches in reducing exercise participation barriers for specific populations.</td></tr>
<tr><td>P3 Analyse the psychological, social, practical and health-related barriers that limit participation in exercise and adapted exercise therapy for specific populations.

P4 Analyse how existing initiatives, adaptations or referral-based approaches address exercise participation barriers for specific populations.</td><td>M2 Critically analyse the suitability of selected initiatives, adaptations or referral-based approaches in reducing exercise participation barriers for different specific populations.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Design an adapted exercise therapy session for specific populations		
P5 Design an adapted exercise therapy session that applies exercise prescription principles to meet the identified needs of a specific population. **P6** Analyse how key design decisions address the needs or participation barriers of the specific population.	**M3** Critically analyse the effectiveness of adaptations and exercise prescription decisions within the session design in addressing participant needs, risks or barriers. **M4** Develop the session to demonstrate improved safety, engagement or effectiveness for the specific population.	**D3** Appraise design decisions relating to exercise prescription, adaptations and progression to support safe and effective participation by the specific population.
LO4 Demonstrate safe delivery of an adapted exercise therapy session for specific populations		
P7 Demonstrate safe and effective delivery of an adapted exercise therapy session for a specific population, using appropriate instruction, observation and monitoring. **P8** Analyse how guidance provided during delivery supports participant safety, engagement or technique.	**M5** Critically analyse how guidance strategies support participant understanding and progression towards self-sufficiency.	**D4** Appraise recommendations for improving the delivery, progression and longer-term therapeutic applicability of the session for the specific population.

Recommended Resources

Textbooks

Ehrman, J.K., et al. (eds) (2023) *Clinical Exercise Physiology: Exercise Management for Chronic Diseases and Special Populations*. 5th edn. Champaign, IL: Human Kinetics.

The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) (2019) *Working with People with Long Term Conditions*. Loughborough: CIMSPA.

Williamson, P. (2019) *Exercise for Special Populations.* 2nd edn. Philadelphia, PA: Wolters Kluwer.

Websites

www.acsm.org	American College of Sports Medicine Resource Library (Professional reference)
www.nhs.uk/live-well/	National Health Service Exercise (Professional reference)
www.nice.org.uk	National Institute for Health and Care Excellence Guidance / Standards and indicators (Professional reference)
www.sportengland.org	Sport England Guidance and support / Funding and campaigns (General reference)

Journals and articles

Aidar, F.J. (2023) 'Sports and special populations: training physiology in health and sports performance', *Healthcare*, 11(15), Article 2198. Available at: https://doi.org/10.3390/healthcare11152198.

Mendoza-Vasconez, A.S., et al. (2016) 'Promoting physical activity among underserved populations', *Current Sports Medicine Reports*, 15(4), pp. 290–297. Available at: https://doi.org/10.1249/JSR.0000000000000276.

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Links

This unit links to the following related units:

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 412: Physical Activity for Public Health and Wellbeing

Unit 414: Exercise Interventions for Inactive and Sedentary Populations

Unit 415: Applied Massage Techniques for Recovery and Rehabilitation

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 503: Exercise for the Management of Long-Term Conditions

Unit 505: Nutrition to Optimise Health and Performance

Unit 507: Injury Management and Rehabilitation Strategies

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 515: Data-Informed Health and Performance Monitoring

Unit 511: Performance Psychology for Sporting Success

Unit code: J/652/3393

Unit level: 5

Credit value: 15

Introduction

Psychological factors can influence how athletes and teams prepare for, respond to and perform in training and competition. Practitioners working in coaching, fitness, athlete support, performance analysis and sport and exercise science need to understand how psychological states and skills relate to sporting performance. They must also recognise individual differences, use psychological information responsibly and remain within appropriate professional boundaries when supporting psychological skills development or signposting an athlete to specialist support.

The purpose of this unit is to develop students' analytical and applied understanding of performance psychology in sport and exercise contexts. Students will examine the role of sport psychology in performance development and analyse the psychological states and needs of different athletes. The unit provides a foundation for producing and implementing structured psychological skills training programmes that respond to assessment findings, individual needs and the demands of the sport.

Students will examine psychological approaches and skills associated with performance development, including motivation, confidence, arousal regulation, attention, concentration, imagery and goal setting. They will analyse athletes' psychological states using appropriate performance-profiling, questionnaire, interview and observation methods, considering the suitability and limitations of the information collected. Students will use assessment findings to identify psychological priorities and produce a needs-led psychological skills training programme with appropriate aims, techniques, delivery phases and monitoring approaches. They will then implement the programme, review athlete responses and performance evidence, and evaluate its effectiveness in relation to identified needs and intended outcomes.

On completion of the unit, students will be able to examine the contribution of sport psychology to performance development, analyse psychological assessment information and identify priorities for psychological skills training. They will develop skills in assessment, programme design, communication, implementation, monitoring, reflective practice and evidence-informed decision-making. Students will also be able

to evaluate a psychological skills training programme and make justified recommendations for future development. The unit supports progression to further study and roles in coaching, fitness, athlete support, performance analysis and sport and exercise science, where psychological skills may be supported within defined professional and ethical boundaries.

Learning Outcomes

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

LO1 Examine the role of sport psychology in performance development

LO2 Assess the psychological state of different athletes

LO3 Develop psychological skills training programmes to improve sports performance

LO4 Implement psychological skills training programmes to improve sports performance.

Essential Content

LO1 **Examine the role of sport psychology in performance development**

Performance development:

Psychological skills training – e.g. definition, aims, intended outcomes, (enjoyment, satisfaction, improved performance, enhanced psychological wellbeing and long-term athlete development) and content, e.g. skills and techniques

Myths and issues in psychological skills training – e.g. purpose of sport psychology, therapy rather than performance enhancement, expectation for quick-fix solutions and professional integration.

Role of a sport psychologist:

Role – e.g. assessment, planning, education, implementation and mental/emotional support

Reflective practice and continuing professional development (CPD)

Professional and ethical boundaries – e.g. working within codes of ethical practice, safeguarding responsibilities, scope of practice, limitations of own role, duty of care, and appropriate signposting or referral where concerns fall beyond the practitioner's role.

Approaches to sport psychology:

Approaches – e.g. humanistic, behaviourism, cognitivism and gestaltism

Performance-focused implications of each approach
– e.g. behaviourist → skill acquisition, cognitive → attentional control

Professional judgement, selecting an approach, psychodynamic, contextual suitability – e.g. athlete's needs, sport/activity type and ethical considerations.

LO2 **Assess the psychological state of different athletes**

Athletes:

Type of sport – team versus individual

Level of ability – novice versus intermediate versus expert

Performance demands – competition versus training

Applied performance psychology contexts – e.g. academy or talent pathway environments, professional club settings, performance-support services, transition points and competitive sport programmes.

Psychological factors:

Motivation, confidence and controlling emotions – e.g. anxiety, stress, arousal and aggression, goal setting, mental preparation, concentration, team cohesion, leadership, attentional focus, and the influence of audience or crowd presence on arousal, anxiety and performance.

Psychological assessment methods:

Performance profiling – psychological demands of different sports, ideal importance, self-assessment and discrepancy

Questionnaires – e.g. Athletic Coping Inventory (ACSI), Competitive State Anxiety Inventory (CSAI-2), Sport Competition Anxiety Test (SCAT), Sport Anxiety Scale (SAS), Sport Motivation Scale (SMS), Eysenck's Personality Inventory (EPI), Brunel University Mood Scale (BRUMS), Competitive State Sport Inventory (CSSCI), Task and Ego Orientation in Sport Questionnaire (TEOSQ), Test of Performance Strategies (TOPS) and Group Environment Questionnaire (GEQ)

Interview – e.g. one-to-one consultation, and open and closed questioning

Interview techniques – e.g. mirroring, active listening and probing

Observation – e.g. training, competition and manipulated scenarios

Considerations – adaptation, mixed-method use, and triangulation with observation/interview

Assessment method selection rationale – suitability, time, frequency, availability, use of digital assessment and monitoring tools, informed consent, confidentiality, secure handling of athlete data, and data protection requirements

Psychological assessment findings and performance demands – strengths, areas for improvement, recommendations (skills and techniques), responses to pressure, athlete welfare considerations, and meeting the demands of the athlete and sport/activity.

LO3 **Develop psychological skills training programmes to improve sports performance**

Psychological skills training (PST) programme:

Content of psychological skills training (PST) programme

Action plan to address aims and objectives – psychological assessment findings

Daily and weekly programme content, and phased delivery

Models of psychological skills training, usable frameworks – e.g. three-phase model, Kirshenbaum's (1984) five-stage model and Thomas's (1991) seven-phase model.

Psychological skills and techniques:

Psychological skills – e.g. motivation, confidence, arousal regulation, goal setting, attention and concentration

Psychological techniques – e.g. goal setting, performance profiling, progressive muscular relaxation, biofeedback, breathing techniques, use of music, autogenic training, imagery, mental rehearsal, pre-performance routines, self-talk, use of cue words, and associative/dissociative strategies

Evaluation of programme design – appropriate time frame, alignment of aims, identified psychological needs, phased delivery and reassessment of athlete needs.

LO4 **Implement psychological skills training programmes to improve sports performance**

Deliver PST Programme:

Delivery of selected psychological techniques within the PST programme – e.g. following agreed guidelines, applying techniques as planned, adapting delivery to the athlete's identified needs and recording completion of daily and weekly programme content

Implementation of psychological skills training in applied performance-support settings – e.g. training environments, competition preparation, academy or pathway support, professional sport settings and multidisciplinary support contexts.

Professional conduct:

Working within codes of ethical practice, maintaining professional boundaries, safeguarding the wellbeing of the athlete, recognising the limitations of own role and signposting or referring concerns appropriately in line with role responsibilities

Record of the completion of daily and weekly content

Implementation and individualised application.

Methods to improve motivation:

Goal setting – e.g. purpose and benefits, outcome, performance and process goals, characteristics of effective goals and application within training and competition contexts

Self-talk – e.g. purpose and benefits, motivational and instructional functions, positive and negative self-talk, and application to motivation and concentration.

Methods to improve attentional focus and concentration:

Definition of concentration, attentional focus – e.g. broad, narrow, internal and external

Attentional problems – e.g. internal distractors, attending to past and future events

Methods to influence attentional focus and concentration – e.g. establish pre-performance routines, use of cue words, self-talk, associative and dissociative strategies and arousal regulation

Effectiveness of PST programme – performance outcomes, needs of the athlete and monitoring data to inform adaptations.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the role of sport psychology in performance development		
P1 Analyse the professional role and responsibilities of a sport psychologist in supporting performance development. **P2** Analyse different approaches to sport psychology in relation to performance development.	**M1** Critically analyse the effectiveness and suitability of different sport psychology approaches for performance development.	**D1** Appraise a preferred sport psychology approach for performance development based on effectiveness and professional context.
LO2 Assess the psychological state of different athletes		
P3 Analyse the psychological state of a selected athlete in relation to their sport/activity context, using appropriate assessment techniques. **P4** Analyse the identified psychological needs of a selected athlete in relation to performance demands.	**M2** Critically analyse the psychological state of a selected athlete to determine priorities for psychological skills training.	**D2** Appraise psychological skills training priorities to meet a selected athlete's psychological needs and performance demands.
LO3 Develop psychological skills training programmes to improve sports performance		
P5 Develop a psychological skills training programme aligned to the psychological needs of a selected athlete. **P6** Analyse the selection of psychological techniques within the programme design in relation to the athlete's needs.	**M3** Critically analyse the alignment between the psychological skills training programme design and identified psychological needs.	**D3** Critically evaluate the extent to which the psychological skills training programme design meets the athlete's psychological needs.

Pass	Merit	Distinction
LO4 Implement psychological skills training programmes to improve sports performance		
P7 Implement a psychological skills training programme in line with professional and ethical practice. **P8** Apply selected psychological techniques within the programme in relation to the athlete's identified needs.	**M4** Critically analyse the effectiveness of an implemented psychological skills training programme in relation to performance outcomes.	**D4** Appraise recommendations for future psychological skills training programme development based on evaluated effectiveness and athlete needs.

Recommended Resources

Textbooks

Tod, D., Hodge, K. and Krane, V. (eds) (2023) *Routledge Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*. 2nd edn. London: Routledge.

Schinke, R.J. (ed.) (2024) *Mental Health in Sport and Physical Activity: Selected Writings from the ISSP Academy of Science*. London: Routledge.

Weinberg, R.S. and Gould, D. (2023) *Foundations of Sport and Exercise Psychology*. 8th edn. Champaign, IL: Human Kinetics.

Websites

www.bps.org.uk	British Psychological Society Careers & education (Professional reference)
www.cases.org.uk	Chartered Association of Sport and Exercise Sciences Professional Development (Professional reference)
www.olympics.com/athlete365	International Olympic Committee: Athlete365 Mental Health (General reference)
www.uksport.gov.uk	UK Sport Our Work / Resources (General reference)

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Journals and articles

Lange-Smith, S., et al. (2024) 'The efficacy of psychological skills training for enhancing performance in sport: a review of reviews', *International Journal of Sport and Exercise Psychology*, 22(4), pp. 1012–1029. Available at: https://doi.org/10.1080/1612197X.2023.2168725.

Park, I. and Jeon, J. (2023) 'Psychological skills training for athletes in sports: web of science bibliometric analysis', *Healthcare*, 11(2), 259. Available at: https://doi.org/10.3390/healthcare11020259.

Reinebo, G., et al. (2024) 'Effects of psychological interventions to enhance athletic performance: a systematic review and meta-analysis', *Sports Medicine*, 54, pp. 347–373. Available at: https://doi.org/10.1007/s40279-023-01931-z.

Zhang, X., Rogers, M. and Werthner, P. (2024) 'Exploring a practitioner-athlete relationship and facilitated learning throughout a psychological skills training program', *Frontiers in Psychology*, 15, Article 1354129. Available at: https://doi.org/10.3389/fpsyg.2024.1354129.

Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 405: Coaching Practice and Skill Development

Unit 410: Talent Identification and Athlete Pathway Development

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 517: Learning through Sport within the Educational Setting

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit code: K/652/3394

Unit level: 5

Credit value: 15

Introduction

Inclusive coaching and accessible sport delivery enable disabled participants, participants with SEN/additional needs and neurodivergent participants to engage meaningfully in sport and exercise. Coaches and physical activity practitioners need to understand how accessibility, communication, sensory demands, previous experiences and the availability of appropriate support can influence participation. This understanding is relevant to roles in coaching, sport development, community sport, education and physical activity, where practitioners are expected to create safe, welcoming and participant-centred environments.

The purpose of this unit is to develop students' analytical understanding, practical competence and professional judgement in inclusive coaching and accessible sport delivery. Students will examine the benefits of sport and exercise and investigate the barriers that affect participation and accessibility for disabled participants, participants with SEN/additional needs and neurodivergent participants. The unit provides a foundation for designing and delivering inclusive sporting activities or exercise sessions that respond to individual strengths, preferences, communication needs, access requirements and support needs.

Students will examine the potential physical, psychological and social benefits of sport and exercise and consider how suitable provision can support participation, engagement and inclusion. They will investigate psychological, practical and accessibility barriers, including physical access, communication, sensory demands, previous exclusion, stigma, cost, transport and the availability of adapted provision or reasonable adjustments. Students will use participant-centred planning and inclusive practice models to adapt space, tasks, equipment, communication, support and progression. They will then design and deliver an inclusive activity or exercise session, applying appropriate safeguarding, risk management, professional conduct, communication, feedback and adaptations.

On completion of the unit, students will be able to examine the benefits of sport and exercise, investigate participation and accessibility barriers, and design and deliver an inclusive session for a specified participant group. They will develop skills in participant-centred planning, inclusive communication, session adaptation, risk management, practical delivery, observation, feedback and reflective evaluation. The unit supports progression to further study and roles in coaching, sport development, community sport, education and physical activity where accessible provision and inclusive professional practice are required.

Learning Outcomes

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

LO1 Examine the benefits of sport and exercise for disabled participants, participants with SEN/additional needs and neurodivergent participants

LO2 Investigate the barriers affecting participation and accessibility in sport and exercise for disabled participants, participants with SEN/additional needs and neurodivergent participants

LO3 Design an inclusive sporting activity or exercise session that includes disabled participants, participants with SEN/additional needs or neurodivergent participants

LO4 Deliver an inclusive sporting activity or exercise session that includes disabled participants, participants with SEN/additional needs or neurodivergent participants.

Essential Content

LO1 **Examine the benefits of sport and exercise for disabled participants, participants with SEN/additional needs and neurodivergent participants**

Participant groups and individual needs:

People with disabilities and additional needs, disabled participants, participants with SEN/additional needs, neurodivergent participants, participants with sensory, physical, cognitive, communication or social-emotional needs, and participants requiring adapted or supported access to sport and exercise

Consideration of age, health status, culture, confidence and prior experience where these affect access, engagement or participation.

Psychological benefits:

Increased feeling of energy, reduced stress, improved confidence levels, improved self-esteem and accomplishment, and increased emotional intelligence.

Physiological benefits:

Reduced health risks – e.g. diabetes and cardiovascular disease

Increase heart and circulatory health, supports healthy weight, strengthens muscles, bones and joints, improves mobility, balance and physical confidence

Prevent and manage long-term health conditions.

Social benefits:

Social inclusion, social cohesion, community engagement, sense of belonging, reduced isolation and relationship-building.

Sporting activities:

Range of sporting activities suiting specific group need – e.g. walking football, seated volleyball, adapted sports and parasport.

Exercise:

Cardio training, resistance training, flexibility sessions, classes, water-based sessions and functional training – e.g. general life movements.

Impact:

Effect of sport and exercise on participation outcomes including confidence, adherence, health maintenance, rehabilitation outcomes, social inclusion, sustained engagement and access to recreational, development or performance pathways where appropriate.

LO2 **Investigate the barriers affecting participation and accessibility in sport and exercise for disabled participants, participants with SEN/additional needs and neurodivergent participants**

Psychological barriers:

Low confidence levels, lack of social support, previous experiences and lack of understanding of the benefits.

Participation and accessibility barriers:

Physical access to facilities and equipment, suitability of activity format, communication barriers, sensory demands, confidence, previous experiences, social support, support or adjustment needs, staff knowledge, availability of adapted provision, transport, cost and awareness of inclusive opportunities.

Barriers for disabled participants, participants with SEN/additional needs and neurodivergent participants:

Barriers linked to physical access, sensory processing, communication preferences, confidence, previous exclusion, stigma, support needs, suitability of activity format, availability of adapted provision, lack of reasonable adjustments and limited inclusive pathways.

Solutions:

Subsidised access schemes, community sport programmes, facility access initiatives, childcare or family support arrangements, peer support and community engagement

Inclusive practice frameworks and approaches, including the Activity Inclusion Model (AIM) and STEP model, used to identify barriers, adapt activities and support meaningful participation.

Initiatives:

Local, national or international sport and physical activity initiatives – e.g. community sport programmes, inclusive sport campaigns, adapted sport opportunities and recreational activity programmes

Inclusive sport-sector initiatives and pathways – e.g. club- or foundation-led inclusive programmes, disability sport pathways, community club partnerships, school or college links, talent pathway access points and supported progression into recreational, development or performance sport where appropriate

Public health, healthcare or community wellbeing initiatives – e.g. physical activity referral schemes, active lifestyle campaigns, inclusive health promotion programmes and supported exercise programmes

Behaviour change models – e.g. relevant behaviour change models and approaches used to support participation, confidence, adherence and sustained engagement

Impact of initiatives on specific groups.

LO3 **Design an inclusive sporting activity or exercise session that includes disabled participants, participants with SEN/additional needs or neurodivergent participants**

Considerations:

Activity and session adaptations, equipment requirements, officiating, rule modifications, effects of competition, group environment, confidence-building, participant education, reasonable adjustments, accessibility, inclusion and individual needs

Use of inclusive practice models, including the Activity Inclusion Model (AIM) and STEP model, to adapt space, task, equipment, people, communication, support and progression in response to participant needs

Applied inclusive delivery contexts – e.g. community sport sessions, club- or foundation-led activities, disability sport provision, school or college sport, inclusive talent pathway settings and supported physical activity environments.

Participant-centred planning:

Identification of individual needs, preferences, strengths, support requirements, communication needs, accessibility requirements and prior experiences, using direct consultation and disabled participants' lived-experience perspectives to inform safe, inclusive and engaging session design.

Inclusive communication:

Use of clear instructions, demonstrations, visual or verbal prompts, accessible language, checking understanding, appropriate feedback and communication approaches that support participant confidence, autonomy and engagement.

Session considerations:

Participant health, ability, condition, welfare, accessibility needs, support requirements, responses to physical and psychological pressure, contingency planning, available equipment, group environment, confidence-building, a safe environment, professional boundaries, safeguarding responsibilities, appropriate conduct, use of digital tools to support planning and adaptation, and ethical handling of participant data in line with data protection requirements.

Structure:

Effective warm-up and cool-down, main session, including teaching or coaching to improve ability/skill level

Progression strategies for future sessions.

Aims of the sessions:

Continually monitor the progression of the session, participant needs, engagement and enjoyment, consider previous barriers to sessions, improve participant skill or ability

Continual focus on participants' health, safety and wellbeing.

Influence

Impact of design choices on participant needs, safety and engagement compared to the needs of the specific group

Impact of adaptations on the progression, safety and sustainability of session design.

Legislation and guidance:

Relevant legislation, guidance, organisational policies and sector expectations relating to disability inclusion, reasonable adjustments, safeguarding, duty of care and accessible delivery.

LO4 **Deliver an inclusive sporting activity or exercise session that includes disabled participants, participants with SEN/additional needs or neurodivergent participants**

Carry out, effective sessions:

Warm-up, cool-down and main session components for an inclusive sporting activity or exercise session, ensuring delivery is relevant, accessible and adapted to the needs of the participant group and delivery context.

Feedback:

Provide feedback throughout the sessions, educate the clients towards self-sufficiency, gain feedback from the clients and compare outputs.

Comparison of the two sessions:

Strengths and areas to improve, structure of sessions, client perception, adaptations applied, progression within the sessions, meeting the aims and objectives

Participant empowerment and guided independence for future participation.

Evaluation:

Evaluation of session structure for implementation in different delivery contexts – e.g. work-, community- and school-based settings

Development of session models into sustainable participation initiatives

Consideration of sustainable delivery approaches, clear aims and objectives

Evaluation of how delivery, feedback, adaptations and session structure support participant confidence, guided independence, long-term adoption and sustained participation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the benefits of sport and exercise for disabled participants, participants with SEN/additional needs and neurodivergent participants		
P1 Analyse the psychological and physiological benefits of sport and exercise for disabled participants, participants with SEN/ additional needs and neurodivergent participants. **P2** Analyse the social benefits of sport and exercise for disabled participants, participants with SEN/ additional needs and neurodivergent participants.	**M1** Critically analyse the suitability of sport and exercise approaches in meeting the needs of disabled participants, participants with SEN/ additional needs and neurodivergent participants.	**D1** Critically evaluate the effectiveness of sport and exercise provision in improving participation and outcomes for disabled participants, participants with SEN/additional needs and neurodivergent participants.
LO2 Investigate the barriers affecting participation and accessibility in sport and exercise for disabled participants, participants with SEN/additional needs and neurodivergent participants		
P3 Investigate the psychological, practical and accessibility barriers affecting participation in sport and exercise for disabled participants, participants with SEN/additional needs and neurodivergent participants. **P4** Examine current initiatives designed to reduce participation and accessibility barriers for disabled participants, participants with SEN/additional needs and neurodivergent participants.	**M2** Critically analyse the effectiveness of initiatives in addressing participation and accessibility barriers for disabled participants, participants with SEN/ additional needs and neurodivergent participants.	**D2** Critically evaluate the extent to which initiatives successfully address participation and accessibility barriers across different groups.

Pass	Merit	Distinction
LO3 Design an inclusive sporting activity or exercise session that includes disabled participants, participants with SEN/additional needs or neurodivergent participants		
P5 Plan a structured inclusive sporting activity or exercise session that includes participants from a specific group. **P6** Analyse design decisions in relation to participant needs, safety, accessibility and session aims.	**M3** Critically analyse how session design addresses participation and accessibility barriers and supports engagement for the specific group.	**D3** Critically evaluate how adaptations and progression strategies enhance participation, accessibility, safety and sustainability of the session design.
LO4 Deliver an inclusive sporting activity or exercise session that includes disabled participants, participants with SEN/additional needs or neurodivergent participants		
P7 Deliver an inclusive sporting activity or exercise session in line with the planned design and participant needs. **P8** Apply appropriate feedback during session delivery to support participant safety, accessibility and engagement.	**M4** Critically analyse the effectiveness of feedback strategies in promoting participant understanding, accessibility and independence.	**D4** Critically evaluate how session delivery and structure could be developed into a sustainable and inclusive participation model.

Recommended Resources

Textbooks

Biddle, S., et al. (2021) *Psychology of Physical Activity: Determinants, Well-Being and Interventions.* 4th edn. Abingdon: Routledge.

Griggs, K., et al. (eds) (2026) *The Routledge Handbook of Disability Sport Science*. Abingdon: Routledge.

Wilson, W.J. and Haegele, J.A. (2025) *The Experiences of Disabled People in Physical Education: Reimagining Pedagogy through First-Person Accounts*. London: Routledge.

Winnick, J.P. and Porretta, D.L. (2021) *Adapted Physical Education and Sport*. 7th edn. Champaign, IL: Human Kinetics.

Websites

www.acsm.org	American College of Sports Medicine Education & Resources (Professional reference)
www.active-together.org	Active Together Let's Get Moving (Public) / Supporting and Enabling Sport & Physical Activity (Partners) (Research and guidance)
www.activityalliance.org.uk	Activity Alliance How We Help / Get Active / Get Involved (Research and guidance)
cimspa.co.uk/	Chartered Institute for the Management of Sport and Physical Activity Professional standards (Professional reference)
www.nice.org.uk	National Institute for Health and Care Excellence (NICE) Guidance / Standards and indicators (Professional reference)
www.sportengland.org	Sport England What We Do (Research)

Journals and articles

Ding, D. et al. (2024) 'Realigning the physical activity research agenda for population health, equity, and wellbeing', *The Lancet*, 404(10451), pp. 411–414. Available at: https://doi.org/10.1016/S0140-6736(24)01540-X.

O'Rourke, R.H., Knibbe, T.J., McPherson, A.C., Faulkner, G.E., Wright, F.V. and Arbour-Nicitopoulos, K.P. (2025) 'Developing disability inclusive coaching principles within community recreational sport programming for children', *JSAMS Plus*, 6, Article 100109. Available at: https://doi.org/10.1016/j.jsampl.2025.100109.

Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 405: Coaching Practice and Skill Development

Unit 407: Lifestyle Coaching

Unit 408: Community Coaching

Unit 409: Innovation and Ethics in High-Performance Coaching Practice

Unit 410: Talent Identification and Athlete Pathway Development

Unit 412: Physical Activity for Public Health and Wellbeing

Unit 413: Work Experience

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 418: Sociological Influences on Participation

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 511: Performance Psychology for Sporting Success

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 516: Sport and Physical Activity Events Management and Operational Delivery

Unit 517: Learning through Sport within the Educational Setting

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Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit code: L/652/3395

Unit level: 5

Credit value: 15

Introduction

Understanding how the human body responds and adapts to exercise and environmental conditions is important to safe and informed practice in sport and exercise. Practitioners working in sport and exercise science, coaching, fitness, physical activity and performance support need to interpret physiological responses to different exercise demands and environments. This includes recognising how exercise intensity, duration, recovery, heat, cold, altitude and humidity may influence performance, health, participation and safety.

The purpose of this unit is to develop students' analytical and applied understanding of sport, exercise and environmental physiology. Building on prior knowledge of anatomy and physiology, students will examine acute responses to exercise and longer-term physiological and environmental adaptations. The unit provides a foundation for applying physiological principles to sport, exercise and environmentally influenced scenarios and for using relevant evidence to inform professional practice.

Students will examine cardiovascular, respiratory, muscular, metabolic and thermoregulatory responses to exercise, physical activity and environmental conditions. They will consider how responses vary according to exercise intensity, duration and activity type, together with recovery requirements and individual variation. Students will examine how regular training and exposure to environmental conditions can influence physiological adaptation, performance, health and sustained participation. They will explore applied scenarios involving heat, cold, altitude and humidity and analyse physiological information to identify demands, responses, constraints and appropriate practice considerations.

On completion of the unit, students will be able to examine physiological responses and adaptations and interpret their implications for performance, health, recovery and participation. They will develop skills in physiological analysis, evidence interpretation, scenario evaluation, problem-solving and evidence-informed decision-making. Students will also be able to analyse physiological factors and use relevant evidence to justify professional judgements about exercise demands, recovery,

environmental exposure and safe participation. The unit supports progression to further study and roles in sport and exercise science, coaching, fitness, physical activity and performance support where physiological knowledge informs professional practice.

Learning Outcomes

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

LO1 Examine physiological responses to exercise, physical activity and environmental conditions in sport and exercise contexts

LO2 Examine the influence of physiological and environmental adaptation on performance, health and participation

LO3 Explore applied physiological principles within sport, exercise and environmentally influenced scenarios

LO4 Analyse physiological factors that inform professional practice.

Essential Content

LO1 **Examine physiological responses to exercise, physical activity and environmental conditions in sport and exercise contexts**

Acute physiological responses:

Cardiovascular, respiratory and muscular responses to exercise, including individual variation in responses where appropriate – e.g. heart rate, stroke volume, ventilation rate, oxygen uptake, fatigue indicators and thermoregulatory responses.

Exercise intensity and duration:

Physiological responses associated with varying exercise demands – e.g. low-, moderate- and high-intensity exercise, short- and prolonged-duration activity, intermittent and continuous workloads.

Physiological demands across activities:

Variation in response profiles between different forms of sport and exercise – e.g. endurance-based activities, strength- or power-based activities, and mixed-demand sports.

Environmental conditions:

Physiological responses to environmental conditions, including heat, cold, altitude and humidity, and associated cardiovascular, respiratory and thermoregulatory responses, perceived exertion, fatigue indicators and recovery demands.

Recovery responses:

Medium- and short-term recovery following exercise – e.g. heart-rate recovery, respiratory recovery, restoration of energy availability and readiness for subsequent activity.

Responses and recovery analysis:

Indicators – e.g. heart-rate response patterns, ventilation rate changes, perceived exertion and post-exercise recovery.

Implications for performance effectiveness and participant safety:

Significance of physiological responses for performance effectiveness – e.g. pacing tolerance, ability to sustain intensity and fatigue-related performance drop-off

Significance of physiological responses for participant safety – e.g. recognising excessive fatigue, managing exercise intensity and volume, and informing recovery demands

Physiologically informed adjustment categories – e.g. exercise demand including intensity, duration, rest intervals and recovery approach/emphasis.

LO2 **Examine the influence of physiological and environmental adaptation on performance, health and participation**

Physiological and environmental adaptation:

Longer-term physiological changes resulting from regular exercise, training or environmental exposure, including cardiovascular efficiency, muscular endurance, aerobic and anaerobic capacity, heat acclimatisation, altitude adaptation and improved tolerance of environmental stress.

Training-related adaptation:

Adaptations associated with different types of training and environmental exposure – e.g. endurance training, resistance training, high-intensity training, mixed-mode programmes and repeated exposure to heat, cold, altitude or humidity.

Adaptation indicators:

Indicators used to analyse physiological and environmental adaptation – e.g. improved exercise tolerance markers, changes in work capacity, improved recovery capacity, thermoregulatory efficiency, tolerance of training demands and tolerance of training volume.

Performance outcomes:

Influence of physiological and environmental adaptation on sport and exercise performance – e.g. improved work capacity, delayed fatigue, enhanced movement efficiency, performance consistency and ability to sustain workload.

Health-related long-term outcomes:

Physiological and environmental adaptations associated with health and wellbeing – e.g. reduced risk of lifestyle-related conditions including cardiovascular disease, obesity and type-2 diabetes, improved metabolic function, enhanced functional capacity, wellbeing-related capacity and improved tolerance.

Participation sustainability:

Impact of physiological and environmental adaptation on sustained participation in sport and exercise – e.g. tolerance of training demands, tolerance of training volume, injury risk reduction, ability to maintain regular physical activity and balancing participation with environmental conditions.

Interpret outcomes:

Outcome types to interpret – e.g. performance consistency, ability to sustain workload, wellbeing-related capacity, recovery demands, tolerance of environmental conditions, and long-term performance or health outcomes.

Implications of adaptation:

How physiological and environmental adaptation evidence informs expectations around training progression, participation levels, recovery demands and long-term outcomes – e.g. balancing performance development with health, wellbeing, safety, adaptation to environmental conditions and sustained participation, and informing physiologically appropriate recommendations.

LO3 **Explore applied physiological principles within sport, exercise and environmentally influenced scenarios**

Physiological principles in context:

Application of physiological principles to sport and exercise scenarios within broader sport, exercise and environmentally influenced contexts – e.g. energy system contribution, oxygen delivery and utilisation, neuromuscular activation and fatigue development.

Environmental physiology in applied scenarios:

Application of physiological principles to sport and exercise scenarios affected by environmental conditions – e.g. training or competition in heat, cold, altitude or high-humidity environments, including acclimatisation demands, and implications for exercise capacity, fatigue, recovery and participant safety

Applied environmental physiology contexts – e.g. professional sport, academy or talent pathway environments, travel for training or competition, tournament preparation, congested fixture schedules, and outdoor or environmentally challenging sport and exercise settings.

Scenario-based demands:

Physiological demands arising from specific sport or exercise scenarios – e.g. competition phases, training environments, match intensity profiles, recovery between bouts of activity, intermittent versus continuous demands, repeated sprint bouts and prolonged steady-state demands.

Constraints and influencing factors:

Physiological constraints that shape responses within scenarios – e.g. intensity fluctuations, environmental conditions, time pressure and cumulative fatigue.

Interpretation of responses:

How individuals respond physiologically within the scenario – e.g. tolerance of demand, response effectiveness and efficiency of system interaction.

Knowledge that informs judgements:

Use of applied physiological understanding to inform appropriate approaches to managing scenario demands, including suitability in relation to demand pattern, constraint profile, fatigue risk and recovery opportunity.

Effectiveness of physiological responses:

Judgement of how effectively physiological responses meet scenario demands and constraints – e.g. sustaining performance, maintaining safety and minimising excessive fatigue.

LO4 **Analyse physiological factors that inform professional practice**

Physiological factors in practice:

Key physiological considerations relevant to professional sport and exercise settings – e.g. exercise tolerance, fatigue management, recovery status and readiness for participation.

Decision-making in context:

Use of physiological information to support decision-making in applied settings – e.g. managing exercise intensity, determining appropriate workloads, recognising signs of excessive stress, linking decisions to response risk, recovery status and individual capacity differences

Considering acclimatisation approaches in response to environmental conditions including heat, cold, altitude or humidity.

Safety and wellbeing considerations:

Physiological factors that influence safe participation, athlete welfare and risk management under exercise or performance pressure – e.g. heat stress, cold exposure, altitude-related stress, cumulative fatigue, insufficient recovery, excessive physiological strain and individual capacity differences.

Professional environments:

Application of physiological considerations across different sport and exercise environments, including the use of digital tools and physiological monitoring data to inform practice – e.g. training sessions, competitive settings, fitness programmes, community- or performance-based contexts, and handling data appropriately in line with ethical and legal responsibilities

Professional decision-making in pathway and performance environments affected by environmental demands – e.g. travel, venue conditions, acclimatisation planning, recovery sufficiency, athlete readiness and multidisciplinary input.

Boundaries of effective practice:

Recognition of physiological limits to inform appropriate boundaries for safe, effective and sustainable participation and progression – e.g. intensity exposure, volume tolerance, recovery sufficiency, individual tolerance of environmental conditions, balancing performance goals with health and wellbeing priorities.

Physiologically informed judgement:

Use of physiological understanding to support defensible professional decisions within appropriate professional boundaries and scope of practice – e.g. justifying practice decisions to support effective and safe participation and recognising when referral or escalation is required.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine physiological responses to exercise, physical activity and environmental conditions in sport and exercise contexts		
P1 Analyse acute physiological responses to exercise in relation to intensity, duration and environmental conditions. **P2** Analyse recovery responses following physical activity in sport and exercise contexts.	**M1** Critically assess the implications of physiological responses for performance and participant safety during exercise in different environmental conditions.	**D1** Appraise physiologically informed adjustments to exercise demand and recovery approach to support effective and safe participation in different environmental conditions.
LO2 Examine the influence of physiological and environmental adaptation on performance, health and participation		
P3 Analyse physiological and environmental adaptations associated with regular participation in sport, exercise, training and environmental exposure. **P4** Apply knowledge of adaptation to interpret performance, health and participation outcomes in a specified sport, exercise or environmentally influenced context.	**M2** Critically assess the extent to which physiological and environmental adaptation supports performance development, health and sustained participation.	**D2** Appraise physiologically informed recommendations to support long-term performance, health and participation outcomes based on adaptation evidence.
LO3 Explore applied physiological principles within sport, exercise and environmentally influenced scenarios		
P5 Apply physiological principles to interpret responses within a sport, exercise and environmentally influenced scenario. **P6** Analyse physiological demands and constraints including environmental influences presented by the scenario.	**M3** Critically assess the suitability of physiologically informed approaches for managing the scenario demands and constraints.	**D3** Appraise a physiologically informed approach that optimises response effectiveness within the scenario demands and constraints.

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Pass	Merit	Distinction
LO4 Analyse physiological factors that inform professional practice		
P7 Analyse physiological factors relevant to decision-making in a sport and exercise environment. **P8** Apply physiological considerations to determine appropriate boundaries for safe and effective participation in a sport or exercise environment.	**M4** Critically assess the appropriateness of physiologically informed decisions for safe or effective professional practice in a sport and exercise environment.	**D4** Appraise physiologically informed decisions that support effective practice and risk management in sport and exercise environments.

Recommended Resources

Textbooks

Brooks, G.A., Fahey, T.D. and Baldwin, K.M. (2026) *Exercise Physiology: Human Bioenergetics and Its Applications*. 6th edn. Champaign, IL: Human Kinetics.

Cheung, S.S. and Ainslie, P.N. (2022) *Advanced Environmental Exercise Physiology*. 2nd edn. Champaign, IL: Human Kinetics.

Draper, N., Williams, C. and Marshall, H. (2024) *Exercise Physiology: For Health and Sports Performance*. 2nd edn. London: Routledge.

Kenney, W.L., Wilmore, J.H. and Costill, D.L. (2024) *Physiology of Sport and Exercise*. 9th edn. Champaign, IL: Human Kinetics.

Websites

www.asep.org	American Society of Exercise Physiologists Journals (Open-access exercise physiology research journal)
www.frontiersin.org	Frontiers Frontiers in Physiology (Peer-reviewed research in exercise physiology and applied performance science)
www.humankineticslibrary.com	Human Kinetics Library Browse Collections (Academic textbooks and digital resources for sport and exercise science)
journals.humankinetics.com	Human Kinetics Journals Our Journals (Peer-reviewed sport and exercise physiology research publications)
www.who.int	World Health Organization Health topics (Physical activity guidance and global health reference)

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Journals and articles

Benjamin, C.L., et al. (2019) 'Performance changes following heat acclimation and the factors that influence these changes: meta-analysis and meta-regression', *Frontiers in Physiology*, 10, Article 1448. Available at: https://doi.org/10.3389/fphys.2019.01448.

Matthews, M.J. et al. (2024) 'Exercise physiology: a review of established concepts and current questions', *Physiologia*, 4(2), pp. 202–212.
Available at: https://doi.org/10.3390/physiologia4020011.

Travers, G., et al. (2022) 'Physiological function during exercise and environmental stress in humans—an integrative view of body systems and homeostasis', *Cells*, 11(3), Article 383. Available at: https://doi.org/10.3390/cells11030383.

Links

This unit links to the following related units:

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 411: Digital Innovation in Health and Human Performance

Unit 416: Fundamentals of Biomechanics

Unit 419: High-Performance Training Programme Design

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 502: Performance Analytics and Tactical Evaluation

Unit 504: Applied Biomechanics to Optimise Performance

Unit 505: Nutrition to Optimise Health and Performance

Unit 509: Applied Strength and Conditioning

Unit 515: Data-Informed Health and Performance Monitoring

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Unit 514: Leadership and Management within Multidisciplinary Teams

Unit code: M/652/3396

Unit level: 5

Credit value: 15

Introduction

Effective leadership and management support successful practice across sport, exercise and physical activity. Practitioners working in coaching environments, sport development programmes, fitness organisations and performance-support teams may need to organise work, delegate responsibilities, support colleagues and manage individual and team performance. Within multidisciplinary teams, this requires clear communication, professional accountability and the ability to respond to different roles, priorities and organisational objectives.

The purpose of this unit is to develop students' analytical and evaluative understanding of leadership and management within multidisciplinary team environments. Students will examine techniques for organising and delegating work and analyse the skills required to provide feedback and manage individuals to improve performance. The unit also provides a foundation for examining how leadership and management capabilities can be developed and how coaching and mentoring can support team members within appropriate ethical and professional boundaries.

Students will investigate organisation and delegation techniques, including the allocation of tasks, priority-setting, authority, responsibility, accountability, communication and decision-making. They will analyse approaches to feedback, motivation and performance management and consider how managers support individual development, professionalism, safeguarding, inclusion and team outcomes. Students will examine methods for improving leadership and management skills through interpersonal development, reflective practice, feedback and continuing professional development. They will also examine the distinctions between coaching and mentoring, the circumstances in which each approach may be appropriate, and their use in supporting individuals and teams.

On completion of the unit, students will be able to examine approaches to organisation and delegation, analyse performance-management skills and identify priorities for improving leadership and management practice. They will develop skills in communication, feedback, delegation, critical reflection, ethical decision-making and the support of individual and team development. Students will also be able to assess the use of coaching and mentoring approaches in different multidisciplinary contexts. The unit supports progression to further study and supervisory, team-leadership or management roles in sport, exercise, coaching, physical activity and performance-support settings.

Learning Outcomes

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

LO1 Investigate techniques for effective organisation and delegation within a team

LO2 Examine skills for feedback and management of individuals to improve performance

LO3 Review methods for improving leadership and management skills

LO4 Explore the use of coaching and mentoring to support team members.

Essential Content

LO1 **Investigate techniques for effective organisation and delegation within a team**

Key topics for managing effectively:

Responsibility and accountability in leadership contexts including purpose, implications and associated risks

Authority and power in leadership contexts including purpose, implications and associated risks

Dealing with setbacks

Decision-making in team management – e.g. prioritisation, risk awareness, escalation and use of evidence to inform actions

Communication in team organisation – e.g. clarity of instructions, active listening, checking understanding and maintaining shared expectations

Performance management within teams – e.g. monitoring progress, addressing underperformance and reviewing achievement against objectives

Alignment of team, departmental or multidisciplinary priorities – e.g. managing competing objectives, expectations, performance indicators and short- and long-term goals across different roles or functions

Applied leadership and management contexts – e.g. coaching teams, community sport teams, academy or talent pathway environments, professional club departments, performance-support teams, and multidisciplinary sport or physical activity services.

Delegation:

Risks associated with ineffective delegation – e.g. unclear instructions, inappropriate task allocation, lack of monitoring and misunderstanding of responsibilities

Identifying priorities for action

Allocating tasks based on strengths and skills

Empowerment of colleagues

Benefits of effective delegation – e.g. increased ownership, accountability, confidence, skill development and shared responsibility for achieving team objectives

Setting and managing achievable targets

Constraints affecting delegation decisions including time, capacity, resources and organisational requirements

Trade-offs in delegation and prioritisation when balancing team needs and organisational priorities

Limitations of delegation – e.g. competence, accountability, safeguarding responsibilities, organisational policy and legal requirements

Consequences of delegation decisions for team performance and achievement of objectives

Sustainable approaches to workload allocation and resource use within teams

Balancing short-term team objectives with longer-term sustainability of practice.

LO2 **Examine skills for feedback and management of individuals to improve performance**

The role of the manager:

Skills – communication, active listening, emotional intelligence, assertiveness, conflict management, professional judgement and managing difficult conversations

Responsibilities – identifying issues and seeking help

Safeguarding responsibilities in managing individuals – e.g. recognising concerns, maintaining professional boundaries, recording information and escalating appropriately

Use of digital tools and performance data to support feedback and management decisions

Ethical handling of personal and performance data, including confidentiality and data protection responsibilities.

Feedback:

Feedback approaches used in management contexts including developmental, supportive and corrective feedback

Measurable performance improvements linked to feedback and management interventions

Effective praise in recognising individual and team performance

Framing feedback within wider management strategies to support individual performance

Feedback for individual development and improvement

Feedback for performance management and control

Impact of performance pressure on individual wellbeing and management practice

Balancing performance expectations with athlete welfare in feedback and motivational approaches

Welfare-informed performance management in sport and physical activity settings, including recognising pressure, workload, wellbeing concerns, safeguarding responsibilities and appropriate escalation routes.

Motivation:

Types of motivation (intrinsic versus extrinsic factors influencing performance)

Values of the team.

LO3 **Review methods for improving leadership and management skills**

Workplace behaviour:

Assertion and aggression

Professional language

Role modelling

Professionalism and career development – e.g. continuing professional development, reflective goal setting, ethical conduct and sector standards

Safeguarding, inclusivity and equality in leadership practice – e.g. inclusive communication, fair treatment, respect for individual needs and appropriate escalation of concerns.

Leadership styles:

Awareness and application of leadership styles – e.g. transformational, autocratic, democratic, servant and strategic leadership, to inform leadership and management improvement

Reflective practice as a method for improving leadership and management performance

Feedback-led improvements to leadership and management practices

Responsible use of AI tools to support leadership and management development – e.g. reflective planning, communication preparation, feedback analysis and awareness of ethical limitations

Learning from experience to inform future leadership and management decisions

Awareness of leadership styles and their implications for future professional improvement.

Working as a team:

Identifying strengths and weaknesses

Developing teamwork

Honesty and integrity in the workplace.

LO4 **Explore the use of coaching and mentoring to support team members**

The boundaries, ethics and safeguarding responsibilities surrounding coaching and mentoring roles:

Coaching conversations and their place in the workplace

Identifying appropriate scenarios for coaching or mentoring

Characteristics of successful supportive relationships

Professional boundaries and conduct in coaching and mentoring relationships

Limitations of coaching and mentoring roles – e.g. competence, confidentiality, dual relationships, safeguarding concerns and referral to appropriate support

Duty of care, safeguarding responsibilities and appropriate escalation of concerns.

Skills and coaching approaches:

Influence of individual differences and development needs in coaching and mentoring relationships

Relationship dynamics in coaching and mentoring contexts

Qualities and characteristics

Identifying personality traits

GROW model

Coaching and mentoring techniques used to support team members – e.g. questioning, active listening, goal setting, observation, feedback, reflection, action planning, review and adapting approaches to individual needs, context and professional boundaries

Models of reflective practice, including Gibbs' Reflective Cycle (1988) and Kolb's Experiential Learning Cycle (1984), and their effectiveness in supporting coaching and mentoring relationships

The structure of coaching conversations

Transformational leadership in practice including its application to coaching and mentoring relationships.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate techniques for effective organisation and delegation within a team		
P1 Analyse the distinctions between authority and power, and between responsibility and accountability, within team-based contexts. **P2** Analyse organisational and delegation approaches for allocating responsibilities and achieving team objectives in sport or physical activity contexts.	**M1** Critically assess the allocation of tasks within a team, with reference to individual strengths, skills and organisational priorities.	**D1** Critically evaluate the effectiveness of organisational and delegation approaches used in leadership contexts to achieve team objectives.
LO2 Examine skills for feedback and management of individuals to improve performance		
P3 Analyse the manager's use of feedback, management skills and management approaches to improve individual performance. **P4** Analyse the characteristics of effective feedback and their contribution to performance improvement.	**M2** Critically assess the use of feedback and motivational approaches in managing individuals to improve performance outcomes.	**D2** Critically evaluate feedback and motivational approaches used in management contexts to identify informed areas for improvement.
LO3 Review methods for improving leadership and management skills		
P5 Analyse the distinction between assertive and aggressive behaviour in leadership and management contexts. **P6** Analyse the influence of interpersonal skills and qualities on team dynamics, leadership and management.	**M3** Critically assess methods used to improve leadership and management performance in professional contexts.	**D3** Critically evaluate leadership and management approaches to identify reasoned priorities for professional improvement.

Pass	Merit	Distinction
LO4 Explore the use of coaching and mentoring to support team members		
P7 Analyse the distinction between coaching and mentoring, including their respective roles in supporting team development. **P8** Analyse circumstances in which coaching or mentoring approaches are appropriate to support team members in sport or physical activity contexts.	**M4** Critically assess the use of coaching and mentoring techniques in supporting individuals and teams in different contexts.	**D4** Critically evaluate the effectiveness of coaching and mentoring approaches used to support team members, using professional judgement.

Recommended Resources

Textbooks

Cox, E., Bachkirova, T. and Clutterbuck, D. (eds) (2023) *The Complete Handbook of Coaching*. 4th edn. London: SAGE.

Northouse, P.G. (2025) *Leadership: Theory and Practice*. 10th edn. London: SAGE.

Rynne, S.B. and Mallett, C.J. (eds) (2024) *The Routledge Handbook of Coach Development in Sport*. London: Routledge.

Websites

www.associationforcoaching.com	Association for Coaching Global Code of Ethics (Professional reference)
cimspa.co.uk/	Chartered Institute for the Management of Sport and Physical Activity Education and training (Professional reference)
www.coachingfederation.org/	International Coaching Federation Education & Professional Development (Professional reference)
www.globalcodeofethics.org	Global Code of Ethics for coaches, mentors and supervisors Global Code of Ethics (Professional reference)
www.icce.ws	International Council for Coaching Excellence Research (Research)
www.ukcoaching.org	UK Coaching Courses (Professional reference)

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Journals and articles

Li, J. and Xing, S. (2025) 'Direct and indirect effects of coaching leadership style on athlete engagement', *Frontiers in Psychology*, 16, Article 1531049. Available at: https://doi.org/10.3389/fpsyg.2025.1531049.

Sakalidis, K.E., Hettinga, F.J. and Ling, F.C.M. (2023) 'Coaching styles and sports motivation in athletes with and without intellectual impairments', *PLOS ONE*, 18(12), Article e0296164. Available at: https://doi.org/10.1371/journal.pone.0296164.

Sawiuk, R., Leeder, T.M., Lewis, C.J. and Groom, R. (2024) 'Planning, delivering, and evaluating formalised sport coach mentoring: exploring the role of the programme director', *Sports Coaching Review*, 13(3), pp. 342–361. Available at: https://doi.org/10.1080/21640629.2022.2045139.

Weakley, J. et al. (2023) 'The effect of feedback on resistance training performance and adaptations: a systematic review and meta-analysis', *Sports Medicine*, 53, pp. 1789–1803. Available at: https://doi.org/10.1007/s40279-023-01877-2.

Links

This unit links to the following related units:

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 409: Innovation and Ethics in High-Performance Coaching Practice

Unit 410: Talent Identification and Athlete Pathway Development

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 511: Performance Psychology for Sporting Success

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 516: Sport and Physical Activity Events Management and Operational Delivery

Unit 517: Learning through Sport within the Educational Setting

Unit 515: Data-Informed Health and Performance Monitoring

Unit code: R/652/3397

Unit level: 5

Credit value: 15

Introduction

Digital monitoring technologies play an important role in contemporary sport, exercise and health settings, generating information that can support performance, participation and wellbeing. Practitioners may use wearable technologies, digital monitoring systems and technology-supported feedback to identify patterns, review progress and inform decisions. Effective monitoring requires more than collecting data. Practitioners need to evaluate data quality, interpret information within its context and recognise the limitations of automated analytics and AI-supported outputs.

The purpose of this unit is to develop students' applied understanding of how technology-generated data can be interpreted and used to inform practice. Students will examine how performance data are interpreted and applied within sport and exercise contexts and investigate the role of technology in supporting performance, participation and wellbeing. The unit also develops students' ability to consider the ethical, professional, contextual and organisational factors that influence the effective integration of monitoring technology.

Students will interpret quantitative and qualitative information generated through sport and exercise monitoring technologies, identifying relevant patterns, trends, anomalies and limitations. They will apply interpreted data to decisions relating to training, feedback, participation, wellbeing and performance-support priorities. Students will investigate monitoring and feedback functions alongside ethical considerations such as informed consent, privacy, data security, accessibility, participant autonomy and welfare. They will also examine factors affecting technology integration, including data quality, user competence, resources, technical support, organisational processes and the suitability of selected tools and measures.

On completion of the unit, students will be able to interpret and apply technology-generated data and exercise professional judgement when using monitoring information to support decisions. They will develop skills in technology selection, data capture, data preparation, trend analysis, evidence interpretation, ethical reasoning and professional communication. Students will also be able to examine

the effectiveness of technology-supported interventions by comparing evidence with intended outcomes and considering contextual influences and limitations. The unit supports progression to further study and roles in sport and exercise science, performance analysis, coaching, fitness, health monitoring and performance support.

Learning Outcomes

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

LO1 Examine how technology-generated performance data is interpreted and applied within sport and exercise contexts

LO2 Investigate the role of technology in supporting performance, participation and wellbeing in sport and exercise contexts

LO3 Explore contextual and organisational factors that influence the effectiveness of technology integration in sport and exercise practice

LO4 Examine the effectiveness of technology-supported performance interventions in applied sport and exercise settings.

Essential Content

LO1 **Examine how technology-generated performance data is interpreted and applied within sport and exercise contexts**

Interpreting technology-informed performance data:

Quantitative data, qualitative data, performance outputs (e.g. time-based data, distance covered, physiological responses and movement characteristics), patterns and trends, anomalies and contextual meaning of data.

Data quality and confidence in conclusions:

Accuracy, reliability, validity, relevance, confidence in interpretations (e.g. consistency of measurements and suitability of indicators), risk of misinterpretation, including limitations of automated analytics/AI outputs and the need for practitioner judgement.

Practical data capture and handling using monitoring technology:

Data capture procedures and protocols

Device/app setup and configuration

Selecting context-appropriate tools, metrics and sampling settings

Calibration and basic checks

Downloading/exporting datasets

Basic data cleaning and preparation – e.g. missing data, artefacts and outliers

Secure storage and version control

Documenting methods and limitations to support interpretation.

Applying interpreted data to performance decisions:

Training focus decisions, feedback emphasis, performance support priorities, intervention focus – e.g. adjusting training emphasis, refining feedback and prioritising performance issues

Applied data-informed performance contexts – e.g. academy or talent pathway environments, professional club settings, multidisciplinary performance-support teams, community sport programmes, and health or wellbeing monitoring contexts.

LO2 **Investigate the role of technology in supporting performance, participation and wellbeing in sport and exercise contexts**

Role of technology across performance, participation and wellbeing:

Performance support, participation support, wellbeing support, monitoring functions, feedback functions – e.g. supporting training review, enhancing engagement and monitoring wellbeing trends.

Ethical and professional considerations in technology use:

Fairness of access, informed consent, data ownership, privacy, data security and data-protection requirements (e.g. GDPR), safeguarding, professional boundaries and professional conduct (e.g. appropriate access to monitoring data, scope of role and communication/feedback boundaries), duty of care, participant welfare considerations associated with monitoring and feedback practices, stakeholder responsibility (e.g. appropriate data sharing, transparency with participants)

Operationalising ethical practice in data capture and handling – e.g. obtaining and recording informed consent, minimising data collection, anonymisation/ pseudonymisation where appropriate, secure storage and controlled access, secure data transfer/sharing, retention and disposal.

LO3 **Explore contextual and organisational factors that influence the effectiveness of technology integration in sport and exercise practice**

Contextual factors influencing the effectiveness of technology integration:

Type of activity, level of performance, participant needs, session purpose, environment, facility conditions and implications for technology use – e.g. training versus competition, and indoor versus outdoor settings.

Organisational enablers and constraints:

Organisational priorities, staffing expertise, support structures, resource availability, financial constraints, policy requirements and sustainability considerations influencing technology selection, implementation and use (e.g. device lifecycle, replacement cycles, e-waste, energy use) – e.g. availability of trained staff, organisational data-handling expectations.

LO4 **Examine the effectiveness of technology-supported performance interventions in applied sport and exercise settings**

Performance interventions and intended outcomes:

Technology-supported performance interventions, performance monitoring approaches, feedback-informed support, data-informed adaptations and intended performance outcomes – e.g. improving performance consistency, supporting training adherence and enhancing feedback quality.

Evidence-based review of effectiveness:

Judging effectiveness against intended outcomes, performance indicators, baseline comparison, trend comparison over time, target achievement, relevance and sufficiency of evidence – e.g. changes in key indicators and comparison with initial performance data.

Context and limitations influencing effectiveness judgements:

Participant characteristics, environmental influences, organisational constraints, data limitations, unintended outcomes, including potential welfare impacts and pressure effects associated with monitoring – e.g. anxiety, reduced autonomy, maladaptive responses

Professional judgement involving the weighing of evidence, limitations and contextual considerations to support evaluative conclusions

Welfare-informed monitoring judgements in applied settings, including consideration of athlete or participant readiness, monitoring burden, feedback timing, performance pressure, safeguarding responsibilities and appropriate escalation where concerns are identified.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine how technology-generated performance data is interpreted and applied within sport and exercise contexts		
P1 Analyse technology-generated performance data within sport or exercise contexts. **P2** Apply performance data captured using sport or exercise monitoring technology to inform performance decisions.	**M1** Critically analyse patterns or trends within technology-generated performance data to assess their relevance to performance decisions.	**D1** Critically evaluate the extent to which technology-generated performance data contributes to effective performance decision-making, using context-specific judgement.
LO2 Investigate the role of technology in supporting performance, participation and wellbeing in sport and exercise contexts		
P3 Investigate the role of technology in supporting performance, participation and wellbeing in sport or exercise contexts. **P4** Discuss ethical and professional considerations associated with the use of performance-related technologies.	**M2** Critically analyse how ethical and professional considerations influence decisions about technology use in sport and exercise practice.	**D2** Appraise professional decisions regarding the use of technology in sport and exercise contexts in relation to ethical principles and stakeholder responsibility.
LO3 Explore contextual and organisational factors that influence the effectiveness of technology integration in sport and exercise practice		
P5 Explore contextual factors that influence the effectiveness of integration of technology in sport and exercise practice. **P6** Explore organisational factors that influence the integration of technology in sport or exercise practice.	**M3** Critically analyse how contextual and organisational factors interact to influence the effectiveness of technology integration in sport and exercise practice.	**D3** Critically evaluate the impact of contextual and organisational factors on the effectiveness of technology integration in sport and exercise practice, using reasoned professional judgement.

Pass	Merit	Distinction
LO4 Examine the effectiveness of technology-supported performance interventions in applied sport and exercise settings		
P7 Discuss the aims and intended performance outcomes of a technology-supported intervention in an applied sport and exercise setting. **P8** Assess the effectiveness of a technology-supported intervention in relation to identified performance outcomes.	**M4** Critically analyse the impact of a technology-supported intervention on performance outcomes in an applied sport or exercise setting.	**D4** Critically evaluate the overall effectiveness of a technology-supported intervention, drawing conclusions based on performance evidence and contextual considerations.

Recommended Resources

Textbooks

Allen, T. (ed) (2026) *Routledge Handbook of Sports Technology and Engineering*. 2nd edn. London: Routledge.

Cullinane, A., Davies, G. and O'Donoghue, P. (2024) *An Introduction to Performance Analysis of Sport*. 2nd edn. London: Routledge.

Toner, J. (2024) *Wearable Technology in Elite Sport: A Critical Examination.* London: Routledge.

Websites

www.cases.org.uk	The Chartered Association of Sport and Exercise Sciences Professional Development / Resources (Professional reference)
www.nice.org.uk	National Institute for Health and Care Excellence Guidance / Standards and indicators (Professional reference)
www.sportengland.org	Sport England Research and data (Report)
www.ukcoaching.org	UK Coaching Research (Professional reference)

Journals and articles

Kwon, J.W. (2025) 'Athlete data sovereignty: addressing the legal and policy gaps in sports technology', *Frontiers in Sports and Active Living*, 7, Article 1742484. Available at: https://doi.org/10.3389/fspor.2025.1742484

Robertson, S. (2023) 'Challenges and considerations in determining the quality of electronic performance and tracking systems for team sports', *Frontiers in Sports and Active Living*, 5, Article 1266522. Available at: https://doi.org/10.3389/fspor.2023.1266522.

Seçkin, A.Ç., Ateş, B. and Seçkin, M. (2023) 'Review on wearable technology in sports: concepts, challenges and opportunities', *Applied Sciences*, 13(18), Article 10399. Available at: https://doi.org/10.3390/app131810399

Links

This unit links to the following related units:

Unit 401: Fundamentals of Nutrition for Sport, Health and Performance

Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity

Unit 406: Application of Fitness Testing and Training

Unit 411: Digital Innovation in Health and Human Performance

Unit 416: Fundamentals of Biomechanics

Unit 419: High-Performance Training Programme Design

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 502: Performance Analytics and Tactical Evaluation

Unit 504: Applied Biomechanics to Optimise Performance

Unit 505: Nutrition to Optimise Health and Performance

Unit 509: Applied Strength and Conditioning

Unit 510: Exercise Therapy and Specific Populations

Unit 513: Applied Sport, Exercise and Environmental Physiology

Unit 518: Artificial Intelligence in Sport and Exercise Science

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Unit 516: Sport and Physical Activity Events Management and Operational Delivery

Unit code: T/652/3398

Unit level: 5

Credit value: 15

Introduction

Sport and physical activity events provide opportunities for participation, competition, community engagement and wider social impact. Events may be delivered by public, private, voluntary or community organisations and can vary in purpose, scale, format and intended audience. Professionals working in event management and operational delivery need to understand how objectives, partnerships, funding, resources and stakeholder expectations influence event viability and impact. They must also be able to respond effectively to operational constraints, risks and changing circumstances.

The purpose of this unit is to develop students' analytical understanding, practical capability and professional judgement across the lifecycle of a sport or physical activity event. Students will assess how event objectives, partnership arrangements and funding approaches influence planning and delivery. The unit also enables students to analyse contemporary opportunities, issues and barriers before contributing to the delivery and evidence-based review of a planned event.

Students will examine event objectives, stakeholder requirements, partnership structures and potential funding arrangements, considering how these elements influence feasibility and operational decisions. They will investigate contemporary opportunities, issues and barriers affecting events, including inequalities in participation, resource and capacity challenges, operational constraints and wider social or policy influences. Students will contribute to the planning and delivery of a sport or physical activity event, applying approaches to resourcing, budgeting, communication, logistics, safeguarding, risk management and operational monitoring. They will then review the event against its stated objectives, using appropriate evidence to identify strengths, limitations and areas for improvement.

On completion of the unit, students will be able to assess the factors shaping a sport or physical activity event, analyse challenges and opportunities, and contribute effectively to professional event delivery. They will develop skills in feasibility assessment, budgeting, stakeholder management, communication, logistics, leadership, monitoring, risk awareness and operational decision-making.

Students will also be able to evaluate event outcomes and make justified recommendations for future practice. The unit supports progression to further study and roles in sport event coordination, competition organisation, community physical activity, sport development and operational delivery.

Learning Outcomes

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

LO1 Examine the objectives, partnerships and funding of sport and physical activity events

LO2 Investigate contemporary opportunities, issues and barriers for sport and physical activity events

LO3 Deliver a planned sport or physical activity event

LO4 Review the sport or physical activity event.

Essential Content

LO1 **Examine the objectives, partnerships and funding of sport and physical activity events**

Objectives:

Participation and engagement objectives

Event growth and profile objectives

Performance and competition objectives

Non-sporting objectives – health, education, crime, social inclusion, peace, mental wellbeing, physical inactivity and inequality reduction.

Partnerships:

Sport clubs

Professional club, academy or foundation partners involved in event delivery – e.g. community engagement events, participation events, talent pathway activities, competition delivery or outreach programmes

Local, regional or municipal authorities, or equivalent public bodies

Regional sport or physical activity partnerships, or equivalent agencies – e.g. Active Partnerships

National sport, physical activity or community sport agencies, or equivalent bodies – e.g. Sport England

Non-sport organisations – e.g. health services, community safety agencies, welfare services and education institutions

Schools, colleges and universities

National governing bodies or equivalent sport federations

National high-performance sport agencies or institutes, or equivalent bodies – e.g. UK Sport and national sport institutes

Shared purpose.

Funding:

Cost-benefit analysis

Expenditure forecasts

Income streams – fees/subsidy, partnership organisations and sponsorship

Decision-making criteria when assessing objectives for funding – e.g. feasibility, sustainability and alignment of need

Funding sources – national, regional or local sport funding agencies, public sector grants or commissioning, lottery or charitable funding where available, sponsorship, partnership investment, and health, education or community development funding streams – e.g. national sport agency funding, charitable or lottery funding, public-sector commissioning and local or regional grants

Blended funding and partnerships to influence event development objectives – e.g. strategic fit, stakeholder contribution and mutual interest.

LO2 **Investigate contemporary opportunities, issues and barriers for sport and physical activity events**

Opportunities:

Growth in demand for sport and physical activity events

Wider participation and community engagement opportunities

Sponsorship, partnership and funding opportunities

Increased accessibility through digital promotion, booking systems and event communication

Opportunities to support inclusion, profile, and health and social outcomes through event delivery.

Contemporary issues:

Factors that have influenced the growth of events, including increases in leisure time, disposable income, sponsorship and increased accessibility

Policy tension

Political priorities

Power dynamics within sport networks

Measuring the impact of the event

Conflict of aims/objectives within partnerships

Inequalities affecting participation in sport and physical activity events.

Operational issues:

Capacity building

Sustainable framework, including environmental sustainability considerations in event planning and delivery

Corporate social responsibility

Stakeholder theory

Impact of overcoming operational issues on event outcomes.

Barriers:

Cultural, historical and social barriers

Political barriers

Demographics

Skills and literacy gaps/digital exclusion and inequality

Education and knowledge

Socio-economic status

Physical, accessibility and welfare-related barriers – e.g. facility access, health-related needs, disability-related access requirements, and pressures affecting participant or athlete welfare

Barrier reduction strategies to improve event access, delivery and outcomes.

LO3 **Deliver a planned sport or physical activity event**

Planning requirements:

Research

Data

Consultation

Feasibility of the idea

Budget, including income and expenditure calculations

Resources, including facilities and equipment

Idea generation, vision, purpose and opportunities of the sport or physical activity event

Logistics and staffing structure

Timescale

Safeguarding, inclusion and duty of care including maintaining professional boundaries and appropriate professional conduct

Welfare-informed planning and delivery considerations, including participant or athlete pressure, supervision, accessibility, communication, incident response and appropriate escalation where concerns are identified

Reporting and referral procedures

Codes of conduct

Media and marketing

Digital capability, including the ethical use of data and technology in line with GDPR and responsible use of AI

SMART objectives for the event (specific, measurable, achievable, realistic and time-bound).

Management and implementation techniques:

Use critical path analysis, budgets and Gantt charts, Key Performance Indicators (KPI) set against objectives

Monitoring and evaluating during delivery – e.g. participation and attendance, quality of delivery and participant feedback

Methods of monitoring and evaluating – e.g. observation checklist, session review log, completed registers and notes showing changes during delivery

Health and safety

SMART targets

Contingency plan

Decision-making models

Roles and responsibilities

Leadership skills

Communication

Decision-making and contingency management during delivery – e.g. attendance issues, resourcing problems and stakeholder changes.

LO4 **Review the sport or physical activity event**

Evaluation techniques:

Monitoring and evaluation of event implementation

Gather stakeholder feedback during and after the event

Review against original objectives including non-sporting objectives

Effectiveness of barrier reduction strategies

Comparison against initial SMART targets

Strengths

Weaknesses and limitations

Reflection on own role, contribution and professional decision-making during sport or physical activity event delivery

Future recommendations

Financial returns – e.g. return on investment

Social returns – e.g. enjoyment of participants

Outputs (e.g. entries, attendance figures, matches or activities delivered, volunteer deployment and event schedule completed) compared to outcomes (e.g. participant satisfaction, increased confidence, repeat participation intentions and community engagement)

Marketing and showcasing event success

Recommendations for improving future event planning and delivery

Medium to long-term impact – e.g. exit routes, retention rates, continued participation and exit pathways

Limitations of the evaluation – e.g. limitations of data collected, low response rate, time or resource constraints.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the objectives, partnerships and funding of sport and physical activity events		
P1 Analyse how objectives and partnership arrangements influence the planning and delivery of a current sport or physical activity event. **P2** Analyse funding strategies and funding opportunities in relation to the viability and delivery of a current sport or physical activity event.	**M1** Critically analyse the alignment between objectives, partnerships and funding within two current sport or physical activity events.	**D1** Critically evaluate the suitability of objectives, partnership arrangements and funding approaches for two current sport or physical activity events.
LO2 Investigate contemporary opportunities, issues and barriers for sport and physical activity events		
P3 Analyse contemporary opportunities and issues affecting sport and physical activity events. **P4** Analyse barriers to sport and physical activity events and their impact on participation and delivery.	**M2** Critically analyse strategies to maximise identified opportunities and overcome identified barriers for sport and physical activity events.	**D2** Critically evaluate conclusions about the combined impact of contemporary opportunities, issues and barriers on current sport and physical activity events.
LO3 Deliver a planned sport or physical activity event		
P5 Develop a plan for a sport or physical activity event that addresses aims, feasibility, resources, budget and delivery logistics. **P6** Deliver a sport or physical activity event in line with an agreed plan, including appropriate monitoring arrangements.	**M3** Critically analyse the effectiveness of the plan and delivery approach for the sport or physical activity event in relation to aims, target participants, resourcing and monitoring arrangements.	**D3** Critically evaluate decisions made during the delivery of the sport or physical activity event with reference to communication and contingency management.

Pass	Merit	Distinction
LO4 Review the sport or physical activity event		
P7 Review the success of the sport or physical activity event against stated objectives, including the effectiveness of management and monitoring. **P8** Use appropriate evaluation evidence to identify strengths, limitations and recommendations for improving the sport or physical activity event.	**M4** Evaluate strengths and limitations of the sport or physical activity event using appropriate evaluation evidence.	**D4** Appraise evidence-based and prioritised recommendations for improvement to the sport or physical activity event based on review findings.

Recommended Resources

Textbooks

Greenwell, T.C., Danzey-Bussell, L.A. and Shonk, D.J. (2025) *Managing Sport Events*. 3rd edn. Champaign, IL: Human Kinetics.

Kaplanidou, K. and Potwarka, L.R. (2024) *Sport Events and Community Development*. 1st edn. London: Routledge.

Masterman, G. (2022) *Strategic Sports Event Management*. 4th edn. London: Routledge.

Websites

cimspa.co.uk/	Chartered Institute for the Management of Sport and Physical Activity Education and training (Professional reference)
www.eventindustrynews.com	Event Industry News News / Guides / Features (General reference)
www.sportengland.org	Sport England Funding and campaigns (Professional reference)
www.uksport.gov.uk	UK Sport Our work (Professional reference)

Journals and articles

Biddle, S.J.H., et al. (2023) 'Population physical activity legacy from major sports events: the contribution of behaviour change science', *Journal of Sport and Health Science*, 12(2), pp. 212–215. Available at: https://doi.org/10.1016/j.jshs.2022.12.010.

Liang, X., et al. (2024) 'Legacies and impacts of major sporting events for communities and individuals from disadvantaged backgrounds: a systematic review', *Equality, Diversity and Inclusion: An International Journal*.
Available at: https://doi.org/10.1108/EDI-02-2024-0058.

Schnitzer, M., et al. (2020) 'Analyzing project management methods in organizing sports events', *SAGE Open*, 10(4), pp. 1–13. Available at: https://doi.org/10.1177/2158244020970940.

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Links

This unit links to the following related units:

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 408: Community Coaching

Unit 413: Work Experience

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 517: Learning through Sport within the Educational Setting

Unit 517: Learning through Sport within the Educational Setting

Unit code: Y/652/3399

Unit level: 5

Credit value: 15

Introduction

Learning through sport uses sport-based activity as a purposeful context for education, engagement and personal development. Across schools, colleges, alternative provision and community education programmes, sport can support formal and informal learning, curriculum enrichment and wider educational priorities. Practitioners working in education, physical education, youth work and sport development need to understand how sport-based learning can respond to learner needs while recognising the opportunities and constraints associated with different educational settings.

The purpose of this unit is to develop students' analytical and applied understanding of sport as a vehicle for learning. Students will examine how learning objectives and curriculum intentions can be structured and delivered through sport-based activity. The unit provides a foundation for aligning intended learning, activity design and assessment opportunities while applying inclusive, ethical and safeguarding responsibilities within educational contexts.

Students will analyse the role and suitability of learning through sport for different educational settings and learner cohorts. They will examine how learning objectives, success criteria, learning activities, differentiation, progression and assessment opportunities can be combined within coherent sport-based learning sequences. Students will also examine inclusive practice, ethical responsibilities, safeguarding, professional boundaries and the adaptations required to support access, participation and learning for diverse learners. They will then investigate the impact of learning through sport on learner development, engagement and progression, using appropriate educational evidence to assess outcomes, limitations and effectiveness.

On completion of the unit, students will be able to analyse the educational role of sport, examine the alignment of curriculum intentions with sport-based learning and apply inclusive and responsible practice within educational settings. They will develop skills in educational planning, activity design, differentiation, assessment, evidence interpretation, safeguarding and professional decision-making. Students will also be able to investigate the impact of learning through sport and make evidence-informed

judgements about its effectiveness for different learners and contexts. The unit supports progression to further study and roles in education, physical education, youth work, community learning and sport development, subject to relevant professional and employment requirements.

Learning Outcomes

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

LO1 Explore the role of sport as a vehicle for learning within educational settings

LO2 Examine how learning objectives and curriculum intentions are structured and delivered through sport-based activity

LO3 Examine inclusive, ethical and safeguarding responsibilities when facilitating learning through sport in educational contexts

LO4 Investigate the impact of learning through sport on learner development, engagement and progression.

Essential Content

LO1 **Explore the role of sport as a vehicle for learning within educational settings**

Educational settings and learners:

Primary education, secondary education, post-16 education, further education and alternative provision – e.g. pupil referral units and community education programmes; children, young people, disengaged learners, mixed-ability learner groups.

Suitability of learning:

Curriculum time and timetable structures – e.g. PE lessons, after-school clubs and sport-based intervention programmes to support engagement or attendance

Facilities and resources – e.g. access to indoor or outdoor space, availability of equipment and specialist facilities

Staffing expertise – e.g. specialist and non-specialist teachers, external coaches and quality of delivery

Behaviour expectations and behaviour management approaches within the educational setting.

Learning outcomes through sport:

Educational learning outcomes supported through sport, including cognitive learning, personal and social development, mental health and wellbeing, and transferable skills – e.g. teamwork, communication, leadership, problem-solving, self-management; learner engagement, motivation, attendance and positive attitudes towards education.

Educational purpose of sport:

Contribution of sport to educational aims, curriculum enrichment and whole-school priorities

Learning through sport, learning in sport and learning for sport

Formal and informal learning opportunities – e.g. curriculum lessons, enrichment activities, intervention programmes, targeted wellbeing or engagement programmes, raising attainment and personal development, and meeting attendance and engagement targets to support stakeholder priorities

Sport-sector educational learning contexts – e.g. club- or foundation-led education programmes, school or college partnerships, community outreach provision, curriculum-linked sport activities and learner engagement programmes

Sustainable approaches to sport-based learning provision, including responsible use of facilities and resources, support for continued participation and consideration of environmental impact where relevant

Inclusion priorities – e.g. how sport can be used to help behavioural issues and reduce gaps in achievement and participation

Educational evidence used to judge benefits of learning through sport

Engagement indicators – e.g. participation, attendance and time-on-task

Attainment and achievement indicators – e.g. curriculum progress and achievement of learning outcomes in PE-related subjects

Behaviour or participation data – e.g. improvements in classroom behaviour and increased participation among disengaged groups.

LO2 **Examine how learning objectives and curriculum intentions are structured and delivered through sport-based activity**

Learning objectives and curriculum intentions:

Curriculum aims and intended learning – e.g. improving attendance, developing teamwork or supporting curriculum engagement

Learning objectives and success criteria, including observable behaviours, skill demonstration and learner reflection

Learning domains – e.g. knowledge and understanding, physical competence, and personal and social development

Progression expectations across a learning sequence – e.g. increasing complexity, independence and transfer of learning

Relationship between curriculum intentions, learning objectives and success criteria, ensuring sport-based activities are purposeful – e.g. purpose of learning, focused and measurable outcome, and indicators of achievement.

Sport-based learning structures:

Learning sequences and lesson design within sport contexts, activity selection aligned to intended learning, progression and challenge, differentiation and adaptation for learner needs – e.g. task simplification, modified rules, space/equipment changes

Links between learning focus and sport context

Progression across learning sequences, including planning for progression, increasing complexity, developing learner independence and supporting transfer of learning.

Assessment opportunities through sport:

Formative and summative assessment opportunities embedded in sport-based learning, including observation of learner participation, questioning, learner articulation of learning and practical demonstration of learning – e.g. explaining decision-making, demonstrating skill development or applying concepts within a sport-based activity

Recording and interpretation of learning evidence to inform next steps and support progression

Learning evidence, e.g. skill development, knowledge and understanding, application of concepts including teamwork and decision-making, learner reflection and evidence of progress against learning objectives

Assessment should focus on evidence of educational learning rather than sport performance outcomes alone

Coherence across a sport-based learning sequence, including clear alignment between learning intentions, learning activities and evidence that learning has taken place, ensuring activities are purposeful, assessment is meaningful and lessons build on previous learning.

LO3 **Examine inclusive, ethical and safeguarding responsibilities when facilitating learning through sport in educational contexts**

Inclusive practice in educational sport:

Inclusion and equality in learning through sport; access and participation for diverse learners – e.g. learners with disabilities, additional learning needs, cultural or socio-economic barriers

Reasonable adjustments and inclusive approaches within educational sport settings

Barriers – e.g. confidence, anxiety, cultural expectations, access to kit or facilities, gender considerations and behavioural needs

Reasonable adjustments and inclusive approaches – e.g. inclusive language and adapting teaching strategies, modifying rules, space or equipment, and providing additional support

Disabled learners' and neurodivergent learners' perspectives on inclusion, meaningful participation, communication, reasonable adjustments and experiences of sport-based learning

Professional judgement and decision-making when balancing priorities to ensure delivery is inclusive, ethical and safe

Managing competing learner needs – e.g. different ability levels, behavioural challenges, and emotional or physical needs

Limitations of inclusive practice and professional decision-making – e.g. staffing levels, resources, learner readiness, safeguarding thresholds, organisational policies and the boundaries of practitioner responsibility.

Ethical responsibilities:

Professional conduct and boundaries within educational contexts

Duty of care and learner welfare

Ethical use of sport as a learning vehicle – e.g. balancing challenge and support, managing power relationships, appropriate behaviour and role-model expectations

Professional standards of conduct in educational sport settings, including appropriate communication, role modelling, boundary management and referral to relevant organisational or professional codes of practice

Learner and participant welfare in sport-based educational activity, including the management of pressure, emotional wellbeing, appropriate challenge and the avoidance of harmful practice

Reporting, recording and information-sharing responsibilities – e.g. procedures for reporting safeguarding concerns, designated safeguarding leads (DSLs), maintaining professional boundaries and recognising confidentiality limits.

Safeguarding in educational settings:

Safeguarding responsibilities and statutory requirements

Protection of children and young people

Recognising and responding to safeguarding concerns – e.g. disclosure, observation of poor practice and reporting procedures

Maintaining safe learning environments in sport-based educational activities.

LO4 **Investigate the impact of learning through sport on learner development, engagement and progression**

Learner development through sport:

Learner development in educational terms, including cognitive development, personal and social development, behavioural outcomes and transferable skills relevant to education and wider progression – e.g. resilience, self-management, communication and teamwork

Learning behaviours – e.g. improved concentration, effort and perseverance

Collaboration – e.g. working effectively with others, communicating ideas and supporting peers

Independent learning behaviours – e.g. making decisions, managing emotions and taking responsibility for learning and behaviour.

Learner engagement and motivation:

Engagement with learning activities, including attendance, time on task, learner voice or feedback, behaviour, effort and progression

Motivation for participation, attitudes towards learning, attendance and retention

Use of sport as a motivating context for learning – e.g. enjoyment, relevance, challenge and sense of achievement.

Progression outcomes:

Educational progression and attainment – e.g. improved skills, knowledge and understanding

Personal progression – e.g. improved confidence, independence, communication and teamwork skills

Pathways beyond the educational setting

Short- and longer-term outcomes associated with learning through sport – e.g. sustained engagement with education, transition into further education, and training or employment opportunities

Progression through sport-based learning – e.g. continued engagement in education, volunteering, work experience, community sport roles, coaching or leadership pathways and wider employability development

Triangulated evidence (qualitative/quantitative) for learner development, progression and engagement

Use of digital tools to record, monitor and review learner development, engagement and progression, including ethical handling of learner data and awareness of data protection responsibilities.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore the role of sport as a vehicle for learning within educational settings</td><td rowspan="2">D1 Appraise the use of learning through sport for the selected educational setting and learner cohort using relevant educational evidence and stakeholder priorities.</td></tr>
<tr><td>P1 Analyse the role of learning through sport within a selected educational setting and learner cohort.

P2 Analyse how learning through sport supports educational aims and learner needs within the selected educational setting.</td><td>M1 Critically analyse the suitability of learning through sport for the selected educational setting and learner cohort, considering contextual constraints and opportunities.</td></tr>
<tr><td colspan="2">LO2 Examine how learning objectives and curriculum intentions are structured and delivered through sport-based activity</td><td rowspan="2">D2 Critically evaluate the coherence and alignment of the sport-based learning sequence in meeting curriculum intentions and learner needs.</td></tr>
<tr><td>P3 Analyse learning objectives and curriculum intentions relevant to learning through sport within a selected educational context.

P4 Analyse the alignment of learning objectives, learning activities and assessment opportunities for evidencing learning within sport-based activity in relation to curriculum intentions.</td><td>M2 Critically analyse the coherence of sport-based learning approaches in meeting stated learning objectives and curriculum intentions.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Examine inclusive, ethical and safeguarding responsibilities when facilitating learning through sport in educational contexts		
P5 Analyse inclusive, ethical and safeguarding responsibilities relevant to facilitating learning through sport within a selected educational context. **P6** Apply inclusive practice to support access, participation and learning for diverse learners within a selected sport-based educational activity.	**M3** Critically analyse responses to contextualised inclusion, ethical and safeguarding issues arising from learning through sport in an educational setting.	**D3** Appraise professional decisions that address inclusive, ethical and safeguarding responsibilities in complex educational sport contexts.
LO4 Investigate the impact of learning through sport on learner development, engagement and progression		
P7 Analyse evidence of learner development and engagement resulting from learning through sport within a selected educational setting. **P8** Analyse evidence of learner progression outcomes associated with learning through sport within the selected educational setting.	**M4** Critically analyse the effectiveness of learning through sport in supporting learner development, engagement and progression using triangulated evidence.	**D4** Critically evaluate conclusions about impact and improvement priorities for learning through sport within the selected educational setting using evidence-based judgement.

Recommended Resources

Textbooks

Maher, A.J. and Haegele, J.A. (2026) *Disabled Children and Young People in Sport, Physical Activity and Physical Education*. London: Routledge.

Pielichaty, H., et al. (eds) (2026) *Sport, Higher Education and Critical Pedagogies*. London: Routledge.

Purdy, L. and Barker-Ruchti, N. (eds) (2025) *Sports Coaching Education and Alternative Pedagogies: Approaches in Higher Education*. London: Routledge.

Rink, J.E. (2025) *Teaching Physical Education for Learning*. New York: McGraw Hill.

Websites

www.gov.uk/government/publications/working-together-to-safeguard-children--2	UK Government Working together to safeguard children (Statutory guidance)
learning.nspcc.org.uk	NSPCC Learning Research and resources (General reference)
plprimarystars.com/	Premier League Primary Stars Discover resources (General reference)
www.sportengland.org	Sport England Guidance and support (General reference)

Journals and articles

Ní Chróinín, D., Fletcher, T. and O'Sullivan, M. (2018) 'Pedagogical principles of learning to teach meaningful physical education', *Physical Education and Sport Pedagogy*, 23(2), pp. 117–133. Available at: https://doi.org/10.1080/17408989.2017.1342789.

Tuakli-Wosornu, Y.A., et al. (2024) 'IOC consensus statement: interpersonal violence and safeguarding in sport', *British Journal of Sports Medicine*, 58(22), pp. 1322–1344. Available at: https://doi.org/10.1136/bjsports-2024-108766.

Zhang, J., et al. (2024) 'Optimizing learning outcomes in physical education: a comprehensive systematic review of hybrid pedagogical models integrated with the Sport Education Model', *PLOS ONE*, 19(12), e0311957. Available at: https://doi.org/10.1371/journal.pone.0311957.

Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 405: Coaching Practice and Skill Development

Unit 408: Community Coaching

Unit 412: Physical Activity for Public Health and Wellbeing

Unit 413: Work Experience

Unit 417: Industry Insights and Professional Pathways in Sport

Unit 418: Sociological Influences on Participation

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 506: Advanced Coaching Pedagogy and Skill Acquisition

Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing

Unit 511: Performance Psychology for Sporting Success

Unit 512: Inclusive Coaching and Accessible Sport Delivery

Unit 514: Leadership and Management within Multidisciplinary Teams

Unit 516: Sport and Physical Activity Events Management and Operational Delivery

Unit 518: Artificial Intelligence in Sport and Exercise Science

Unit code: J/652/3400

Unit level: 5

Credit value: 15

Introduction

Artificial intelligence is increasingly influencing how information is generated, interpreted, communicated and used within sport and exercise science. AI-supported systems may assist with performance analysis, training information, participant feedback, wearable data, exercise planning and professional documentation. Practitioners need to understand both the potential value and the limitations of these systems, evaluating the quality and relevance of AI-supported outputs rather than accepting them uncritically. This requires human oversight, contextual understanding and informed professional judgement.

The purpose of this unit is to develop students' analytical understanding of the responsible use of artificial intelligence in sport and exercise science contexts. Students will examine the role and limitations of AI and investigate how prompt engineering can influence the quality and suitability of AI-supported outputs. The unit focuses on the application, interpretation and governance of AI-supported information rather than programming, technical development or system design.

Students will examine how AI-supported systems are used in areas such as performance analysis, athlete monitoring, coaching support, exercise science, health and wellbeing, sport development and professional communication. They will investigate how prompt structure, context, source information, constraints and output requirements affect the usefulness of generated responses. Students will also examine data quality, bias, fabricated or inaccurate information, validity, reliability, privacy, accountability, safeguarding, participant welfare, professional boundaries and relevant legal or organisational requirements. They will use this understanding to evaluate AI-supported outputs and develop responsible guidance for an identified sport or exercise science scenario.

On completion of the unit, students will be able to examine the role and limitations of artificial intelligence, assess the quality and suitability of AI-supported outputs and evaluate the implications of their use. They will develop skills in prompt engineering, professional communication. Students will also be able to produce responsible-use

guidance that reflects the intended purpose, users, available evidence, professional boundaries and need for human oversight. The unit supports progression to further study and roles in sport and exercise science, performance analysis, coaching support, health and wellbeing, sport technology and data-informed professional practice.

Learning Outcomes

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

LO1 Examine the role and limitations of artificial intelligence in sport and exercise science contexts

LO2 Investigate the use of prompt engineering to support the quality and suitability of AI-supported outputs

LO3 Examine the ethical, legal and professional implications of using AI-supported outputs in sport and exercise science

LO4 Develop responsible guidance for the use of artificial intelligence in an identified sport or exercise science scenario.

Essential Content

LO1 **Examine the role and limitations of artificial intelligence in sport and exercise science contexts**

Artificial intelligence systems and terminology:

Role and scope of artificial intelligence in sport and exercise science contexts – e.g. supporting professional activity, generating information, summarising evidence, assisting communication, producing recommendations and supporting reflective professional judgement

Applied vocational contexts may include community sport, participation programmes, coaching support, academy or talent pathway environments, performance-support settings, health and wellbeing provision and sport science support roles

Distinction between automation, rule-based systems and AI-supported systems, including implications for reliability, interpretation and human oversight

Core terminology – e.g. data, models, inference, classification, prediction, recommendation, language-based outputs, generative AI, prompts and AI-supported outputs

Types of AI-supported outputs – e.g. summaries, explanations, comparisons, feedback drafts, guidance notes, scenario responses, review prompts and professional communication outputs.

AI-supported data and outputs:

Types of information used to generate AI-supported outputs – e.g. scenario information, participant feedback, professional notes, activity information, fitness-related information and professional documentation

Nature of AI-supported outputs – e.g. summaries, explanations, comparisons, recommendations, feedback drafts, planning suggestions and risk prompts

Factors affecting output quality – e.g. data quality, prompt quality, context, assumptions, model limitations, and relevance to the identified sport or exercise science context.

Professional interpretation of AI use:

Human oversight and professional judgement when interpreting AI-supported outputs

Role boundaries when using AI-supported information in coaching, performance, health, wellbeing or exercise contexts

Relationship between AI-supported outputs and evidence-informed practice, including the need to verify outputs against appropriate sources, professional standards and contextual information.

LO2 **Investigate the use of prompt engineering to support the quality and suitability of AI-supported outputs**

Advanced prompt design:

Purposeful use of prompt engineering to shape AI-supported outputs for defined sport and exercise science purposes

Prompt components, including task direction, context, audience, data description, limitations, required format, tone, scope and expected level of detail

Iterative prompting, including refinement, follow-up questioning, comparison prompts, constraints, examples and checking prompts

Use of realistic or simulated vocational tasks to test prompt effectiveness – e.g. reviewing AI-supported feedback, drafting responsible guidance, comparing outputs, or adapting information for a defined sport or exercise science audience.

Output quality and suitability:

Criteria used to judge output quality – e.g. relevance, accuracy, clarity, specificity, completeness, professional tone, accessibility and usefulness

Suitability of outputs for different users and contexts – e.g. coaches, participants, athletes, support staff, community groups, exercise clients and technical audiences

Risks of poor prompting, including ambiguity, missing context, misleading recommendations, over-generalisation and inappropriate personalisation.

Review and verification of AI-supported responses:

Methods for reviewing AI-supported outputs, including comparison with trusted sources, checking assumptions, identifying unsupported claims and assessing relevance to the scenario

Recognition of hallucinated information, overconfident responses, bias, incomplete reasoning and lack of source transparency

Use of professional judgement to decide whether outputs should be accepted, adapted, rejected or escalated.

LO3 **Examine the ethical, legal and professional implications of using AI-supported outputs in sport and exercise science**

Professional value and implications of AI-supported outputs:

Potential benefits of AI-supported outputs – e.g. efficiency, summarisation, interpretation support, communication support, structured feedback, comparison of information and professional resource development

Contribution to applied sport and exercise science practice, including performance-focused, health-related and participation-focused contexts

Use of AI-supported outputs to inform but not replace, professional judgement and evidence-informed decision-making.

Limitations and reliability risks:

Limitations linked to incomplete information, poor-quality data, biased outputs, lack of contextual understanding, unsupported claims and variable reliability

Risks linked to validity, reliability, transparency, over-reliance, automation bias and inappropriate use of AI-generated recommendations

Impact of AI-output limitations on professional decision-making, participant communication, safeguarding, confidence, inclusion and welfare.

Legal, ethical and professional risks:

Data protection, confidentiality, consent, personal data, health-related information, participant data and secure handling of information

Professional responsibility, accountability, duty of care, safeguarding, health and safety, role boundaries and human oversight

Safeguarding should be considered throughout AI use, including the generation, review, adaptation and communication of AI-supported outputs, where participant welfare, confidence, inclusion, safety or professional boundaries may be affected

Alignment with organisational policies, professional standards and sector guidance where appropriate – e.g. CIMSPA, UK Coaching, The FA, or equivalent national, regional or sport-specific guidance.

LO4 **Develop responsible guidance for the use of artificial intelligence in an identified sport or exercise science scenario**

Scenario analysis and ethical judgement:

Analysis of an identified sport or exercise science scenario involving AI-supported outputs

Ethical issues, including fairness, bias, transparency, explainability, accessibility, equality of access, privacy, participant welfare and professional responsibility

Risk-based judgement in relation to context, purpose, audience, sensitivity of information, reliability of output and potential impact.

Responsible use recommendations:

Recommendations for appropriate, ethical and professionally responsible use of AI-supported outputs

Evidence-informed recommendations using professional standards, legal/regulatory considerations, safeguarding, health and safety, and participant welfare

Where appropriate, recommendations should reflect relevant organisational policies, professional standards, sector guidance or qualification expectations – e.g. CIMSPA, UK Coaching, The FA, or equivalent national, regional or sport-specific guidance

Strategies for human oversight, verification, documentation, communication and escalation where concerns are identified.

Communication and implementation guidance:

Communication of recommendations to a relevant audience – e.g. coaches, participants, support staff, sport science teams, health and wellbeing staff or organisational stakeholders

Outputs may include a responsible-use briefing, staff guidance note, scenario-based checklist, participant-facing explanation or professional protocol

Accessible and inclusive communication of AI use, limitations, risks and responsible practice expectations

Review of how recommendations support professional decision-making, ethical practice and responsible AI use in the identified scenario.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the role and limitations of artificial intelligence in sport and exercise science contexts</td><td rowspan="5">LO1 and LO2

D1 Critically evaluate the influence of artificial intelligence systems and prompt engineering on the quality, suitability and responsible use of AI-supported outputs, using evidence from identified sport and exercise science contexts.</td></tr>
<tr><td>P1 Examine the role of artificial intelligence in supporting defined sport and exercise science activities.

P2 Analyse the limitations of artificial intelligence systems when generating information for sport and exercise science purposes.</td><td>M1 Critically analyse the suitability of artificial intelligence systems for supporting defined sport and exercise science tasks.</td></tr>
<tr><td colspan="2">LO2 Investigate the use of prompt engineering to support the quality and suitability of AI-supported outputs</td></tr>
<tr><td>P3 Analyse how prompt engineering can be used to direct AI-supported outputs for identified sport or exercise science purposes.

P4 Assess the quality and suitability of AI-supported outputs generated through prompt engineering.</td><td>M2 Evaluate the effectiveness of prompt engineering in improving the relevance, accuracy, clarity and usability of AI-supported outputs.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Examine the ethical, legal and professional implications of using AI-supported outputs in sport and exercise science		**LO3 and LO4** **D2** Appraise responsible guidance for the ethical use of artificial intelligence in an identified sport or exercise science scenario, drawing on ethical, legal, professional and participant-welfare considerations.
P5 Analyse ethical and professional risks associated with AI-supported outputs in identified sport or exercise science contexts. **P6** Analyse legal, regulatory and organisational considerations affecting the responsible use of AI-supported outputs.	**M3** Critically analyse how ethical, legal and professional risks affect the responsible use of AI-supported outputs in sport and exercise science.	
LO4 Develop responsible guidance for the use of artificial intelligence in an identified sport or exercise science scenario		
P7 Assess the suitability of AI-supported outputs for an identified sport or exercise science scenario. **P8** Develop responsible guidance for the use of artificial intelligence in an identified sport or exercise science scenario.	**M4** Evaluate the extent to which the guidance addresses accuracy, transparency, bias, human oversight, participant welfare and professional responsibility.	

Recommended Resources

Textbooks

Boddington, P. (2023) *AI Ethics: A Textbook*. Singapore: Springer.

Dindorf, C., et al. (eds) (2024) *Artificial Intelligence in Sports, Movement, and Health*. Cham: Springer.

Phoenix, J. and Taylor, M. (2024) *Prompt Engineering for Generative AI*. Santa Rosa, CA: O'Reilly Media.

Websites

cimspa.co.uk/	Chartered Institute for the Management of Sport and Physical Activity Education and training (Professional reference)
www.ibm.com/think/prompt-engineering	IBM The 2026 Guide to Prompt Engineering (General reference)
www.ibm.com/think/topics/artificial-intelligence	IBM What is artificial intelligence (AI)? (General reference)
www.sportengland.org/	Sport England Guidance and support / Funding and campaigns (General reference)
www.turing.ac.uk/research/research-projects/ai-ethics-and-governance-practice	The Alan Turing Institute AI Ethics and Governance in Practice (Resource hub)
www.ukcoaching.org/	UK Coaching Courses (Professional reference)

Journals and articles

Cattle, A., et al. (2026) 'Machine learning applications in sport: a scoping review', *Frontiers in Psychology*, 17, Article 1802549. Available at: https://doi.org/10.3389/fpsyg.2026.1802549.

Kim, J.-H., et al. (2025) 'Ethical implications of artificial intelligence in sport: a systematic scoping review', *Journal of Sport and Health Science*, 14, Article 101047. Available at: https://doi.org/10.1016/j.jshs.2025.101047.

Zhou, D., et al. (2025) 'Artificial intelligence in sport: a narrative review of applications, challenges and future trends', *Journal of Sports Sciences*, pp. 1–16. Available at: https://doi.org/10.1080/02640414.2025.2518694.

Links

This unit links to the following related units:

Unit 402: Fundamentals of Sport and Exercise Psychology

Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)

Unit 405: Coaching Practice and Skill Development

Unit 406: Application of Fitness Testing and Training

Unit 409: Innovation and Ethics in High-Performance Coaching Practice

Unit 410: Talent Identification and Athlete Pathway Development

Unit 411: Digital Innovation in Health and Human Performance

Unit 416: Fundamentals of Biomechanics

Unit 419: High-Performance Training Programme Design

Unit 420: Exercise to support Mental Health and Wellbeing

Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)

Unit 502: Performance Analytics and Tactical Evaluation

Unit 515: Data-Informed Health and Performance Monitoring

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