Pearson



Higher Nationals

Sport

Specification

For use with the Higher National Certificate and Higher National Diploma in Sport

First teaching from September 2027

First certification from 2028

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to students, educational institutions, employers, governments and other partners globally. We are committed to helping equip students with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Summary of Pearson BTEC Higher Nationals in Sport Issue 1.1 changes

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6.2.2.1 Pearson BTEC Level 4 Higher National Certificate in Sport (General) Removal of Units 407 and 408 from the Level 4 Optional Unit table	33
6.2.2.2 Pearson BTEC Level 4 Higher National Certificate in Sport (Coaching and Participation Manager) Removal of Unit 407 from the Level 4 Optional Unit table	35
6.2.2.3 Pearson BTEC Level 4 Higher National Certificate in Sport (Health and Wellbeing Coach) Removal of Units 405 and 408 from the Level 4 Optional Unit table	37

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

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1.0 Introduction

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills for more than three decades.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace, either directly or via study at university, and are also designed to meet employers' needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal career-related qualification at Levels 4 and 5.

When developing our BTEC Higher National qualifications, we work with a wide range of students, employers, higher education providers, colleges and subject experts to make sure the qualifications meet their needs and expectations. We also work closely with professional organisations to make sure the qualifications are in line with recognised professional standards.

The Pearson BTEC Higher National qualifications are designed to reflect the increasing need for high-quality professional and technical education at undergraduate Levels 4 and 5. They provide students with a clear line of sight to employment and to a degree at Level 6 if they choose.

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 associated with the relevant occupational standards.

This qualification is NOT indicated as 'for England' and, therefore, is NOT 'quality marked' as a Higher Technical Qualification by the Department for Education (DfE).

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.

1.3 The student voice

Students are at the heart of what we do. That is why we consult them from the start when developing our Higher National qualifications. We involve them in writing groups, seek their feedback and take note of their opinions.

This helps us develop the best possible qualifications and learning experience for students worldwide.

1.4 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher National qualifications take a student-centred approach to the curriculum. There is a flexible, unit-based structure that focuses on developing the practical, interpersonal and thinking skills the student will need to succeed in employment and higher education. They represent the latest in professional standards and provide opportunities for students to develop skills and behaviours for work, for example by taking part in a group project or meeting a client brief. A student may be exempted from professional or vendor qualifications and membership of selected professional organisations, in order to help students on their journey to professional recognition or membership.

Pearson BTEC Higher Nationals are intended to keep doors open for future study if a student wishes to take their education further after completing a Higher National programme. They do this by allowing space for students to develop their higher education study skills, such as the ability to research. The study programme is clearly set out in line with the Quality Assurance Agency for Higher Education's Framework for Higher Education qualification standards at Levels 4 and 5. This means that students who want to progress to Levels 5 or 6 study should feel well prepared.

The Pearson BTEC Higher Nationals meet these requirements by providing:

- a range of general and specialist study units, both mandatory/core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- up-to-date content, closely in line with the needs of employers, professional bodies and higher education, for a skilled future workforce
- learning outcomes mapped against professional body standards, where appropriate
- support for tutors, including authorised assignment briefs, curriculum planning support and assessment guidance, and
- support for students, including digital learning resources and communities, through HN Global.

1.5 HN Global

Our HN Global website provides a specially designed range of digital resources to give tutors and students the best possible experience during their BTEC Higher Nationals course. More information is available at: https://hnglobal.highernationals.com/.

1.6 Qualification titles

1.6.1 Pearson BTEC Level 4 Higher National Certificate in Sport

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 4 Higher National Certificate in Sport (General)
- Pearson BTEC Level 4 Higher National Certificate in Sport (Coaching and Participation Manager)
- Pearson BTEC Level 4 Higher National Certificate in Sport (Health and Wellbeing Coach).

1.6.2 Pearson BTEC Level 5 Higher National Diploma in Sport

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 5 Higher National Diploma in Sport (General)
- Pearson BTEC Level 5 Higher National Diploma in Sport (Coaching and Participation Manager)
- Pearson BTEC Level 5 Higher National Diploma in Sport (Health and Wellbeing Coach).

1.7 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in Sport: **610/8132/2**
- Pearson BTEC Level 5 Higher National Diploma in Sport: **610/8133/4**

1.8 Awarding organisation

Pearson Education Ltd.

1.9 Key features

Pearson BTEC Higher National qualifications in Sport offer the following:

- an exciting and informative study programme that stimulates and challenges students
- a simple and flexible structure that enables students to take the Higher National Certificate and then build on it in the Higher National Diploma, with optional units linked to their specialist area of study
- an opportunity for students to follow specialist routes of interest at Level 5, gaining the knowledge and skills they need to progress to higher education or employment in their specialist area
- core competencies developed throughout the curriculum, to support lifelong learning skills for personal and professional development
- the opportunity for centres to offer assessments that consider cognitive skills (what students know) along with affective and applied skills (how they behave and what they can do) to support a practical and dynamic approach to learning
- unit-specific assessment and Pearson-set themes designed to encourage thorough and analytical learning, challenge students and develop skills in critical thinking, personal responsibility and decision-making
- a flexible approach to assessment that supports progression to higher education or work
- quality assurance measures that assure professional organisations, universities, businesses, colleges and students of the integrity and value of the qualifications, and
- a programme of learning designed to meet skills gaps in the current workforce and build today's talent to meet tomorrow's needs in an international environment.

1.10 Qualification frameworks

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

1.11 Collaborative development

We are very grateful to the university and further education tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
- Chartered Association for Sport and Exercise Sciences (CASES)
- UK Coaching
- UK Anti-Doping (UKAD)
- SportsAid
- The Football Association (FA)
- The Premier League
- Loughborough University
- Plymouth Marjon University
- Oxford Brookes University
- Edge Hill University
- Hartpury College
- Loughborough College
- Newbury College
- UPS College
- Sysco Business Skills Academy Ltd
- Access Creative College
- St Christopher's International School (Bahrain)

1.12 Professional body endorsement

Health and Wellbeing Coach

The Health and Wellbeing pathway is endorsed by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) as a CIMSPA Endorsed Professional Qualification and aligns with the following CIMSPA professional standards:

- Health Navigator
- Working Inclusively – Working with People with Mental Health Conditions
- Safeguarding and Protecting Children.

This endorsement enables students completing the Health and Wellbeing pathway to advance their CIMSPA professional status, where applicable.

Coaching and Participation Manager

The Coaching and Participation Manager pathway is endorsed by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) as a CIMSPA Endorsed Professional Qualification and aligns with the following CIMSPA professional standards:

- Coach
- Working Inclusively – Working with Disabled People
- Safeguarding and Protecting Children.

This endorsement enables students completing the Coaching and Participation Manager pathway to advance their CIMSPA professional status, where applicable.

2.0 Programme purpose and objectives

2.1 Purpose

The purpose of these qualifications is to develop students as independent-thinking professionals who can meet the demands of employers and adapt to a constantly changing world. The qualifications aim to widen access to higher education and improve the career prospects of those who take them.

2.2 Objectives

The objectives of these qualifications are:

- to develop the skills, knowledge and understanding that students need to achieve high performance in the global sports environment
- to develop students with enquiring minds, who have the abilities and confidence to work across different occupational functions and to lead, manage, respond to change, and tackle a range of complex sport situations
- to provide the core skills required for a range of careers in Sport, including physical activity coordinator, multi-skills coach, community coach and health and wellbeing coach
- to offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic ambitions
- to develop students' understanding of the major impact that new digital technologies have on the sport environment
- to provide insight into sporting operations and the opportunities and challenges presented by a global marketplace
- to equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values, and to allow flexible study to meet local and specialist needs.

2.2.1 Health and safety in the Pearson BTEC Higher Nationals in Sport

Health and safety in Sport is both a regulatory responsibility and a matter of ethical practice. It is important that everyone working in the industry, including those in education and training, are aware of the legislation, regulation and practice of ensuring the safety of those working in Sport.

Pearson has taken the approach that health and safety be integrated throughout the qualification where appropriate. This is to ensure that students do not see health and safety matters as being separate or 'standalone' activities. Rather, health and safety should be understood as a standard feature of typical sport practices. Many of the units within this qualification include curriculum related to safeguarding, risk assessment, health and safety legislation and safe practice requirements. Where such topics are included in Essential Content it is a requirement that it is taught in sufficient depth to ensure that students understand the importance of the topic. Where there are assessment criteria that call specifically for students to evidence aspects of health and safety, risk assessment, legislation or regulation, it is required that this be designed in the assessment.

2.3 Aims of the Level 4 Higher National Certificate in Sport

The Level 4 units lay the foundations of learning by providing a broad introduction to Sport. This develops and strengthens core skills while preparing students for specialist subjects at Level 5 or to enter employment with the qualities necessary for job roles that require some personal responsibility.

Students will gain a wide range of sector knowledge linked to practical skills gained through research, independent study, directed study and workplace scenarios. Students are involved in vocational activities that help them to develop vocational behaviours (the attitudes and approaches required for competence) and transferable skills. Transferable skills are those such as communication, team work, research and analysis, which are highly valued in higher education and in the workplace.

By the end of Level 4, students will have sound knowledge of the basic concepts of Sport. They will be competent in a range of subject-specific skills as well as in general skills and qualities relevant to key areas of Sport.

2.4 Aims of the Level 5 Higher National Diploma in Sport

The Level 5 units give students the opportunity to specialise in a sport-related occupational area and to progress to degree-level study. The units prepare students to move on to specific areas of Sport at Level 6 or to enter employment with the qualities and abilities necessary for roles that require personal responsibility and decision-making.

Students will be able to develop and apply their own ideas to their studies, to deal with uncertainty and complexity, to explore solutions, demonstrate critical evaluation and use both theory and practice in a wide range of Sport situations.

By the end of Level 5, students will have a sound understanding of the principles in their area of specialist study and will know how to apply those principles more widely in the sport sector. They will be able to perform effectively in their specialist area.

2.5 Developing students' employability skills and academic study skills

Employability skills (sometimes referred to as transferable skills) are vital to increase students' career prospects and contribute to their personal development. Our BTEC Higher Nationals in Sport support students in developing the key skills, qualities and strengths that employers are looking for.

We divide employability skills into four main categories.

Problem-solving skills

These include:

- critical thinking
- using expert and creative solutions to solve non-routine problems
- using systems and digital technology, and
- generating and communicating ideas creatively.

Independent skills

These include:

- self-management
- adaptability and resilience
- self-monitoring and self-development
- self-analysis, and
- reflection, planning and prioritising.

Interpersonal skills

These include:

- leadership skills
- communicating effectively
- working with others
- negotiating and influencing, and
- presentation skills.

Commercial skills

These include:

- awareness of the sport sector.

Students also benefit from opportunities for deeper learning, where they can make connections between different study units and select areas of interest for detailed study. In this way, the BTEC Higher National in Sport provides a vocational context in which students can develop the knowledge and academic study skills they need to progress to university degree courses.

These academic study skills include:

- active research
- effective writing
- analytical skills
- critical thinking
- creative problem solving
- decision-making
- preparing for exams, and
- using digital technology.

Students can also develop their academic skills through independent study modules and resources on the HN Global website: https://hnglobal.highernationals.com/.

2.5.1 Use of maths and English within the curriculum

A career in Sport requires both technical skills and broader employability skills. For example, appropriate communication with clients and colleagues is an essential skill, so the ability to use maths and English in a professional context is a key area for student development.

This type of development is embedded throughout BTEC Higher Nationals, in line with industry requirements. During their course, students may, for example, be involved in:

- preparing written reports
- giving formal presentations
- taking part in informal conversations
- using professional, sector-specific language.

Some aspects of Sport require maths skills and we strongly recommend that all students complete diagnostic maths assessments before beginning a Higher National course, as well as having a grade 9 to 4 or A* to C in GCSE Maths. (See *Section 5.2* for more information.)

2.6 What could these qualifications lead to?

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

Once students have achieved the Level 5 Higher National Diploma, they can develop their careers in the sport sector by:

- entering employment
- continuing existing employment
- linking with the appropriate professional body
- linking with the appropriate vendor accredited certificates (if appropriate)
- committing to Continuing Professional Development (CPD)
- progressing to university.

2.6.1 Progression to university

The Level 5 Higher National Diploma is recognised by higher education providers as meeting admission requirements to many relevant undergraduate Sport and Sport Science-related courses, for example:

- BA/BSc (Hons) Sport Management
- BSc (Hons) Sports Coaching
- BSc (Hons) Sport Development
- BA (Hons) Physical Education
- BSc (Hons) Sport and Exercise Science
- BA (Hons) Sport Business / Events Management.

2.6.2 University recognition and articulations

We work with a range of higher education institutions around the world that accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree courses. Many universities allow advanced entry to the second or third year of the course. Agreements can include transferring learning credits from one course or qualification to the other, articulation and case-by-case admission. An articulation agreement involves a university mapping the learning content of a Higher National against their degree programme(s). This process helps them understand how strong the alignment is between the Higher National and degree, and supports them in providing more guidance for students during the admissions process.

Students should be aware that each university sets its own admission criteria and that those criteria can change. Before applying, students should understand the course entry requirements for the subject and year in which they want to study. For more information on entry requirements, including 2+1 articulations, please visit: https://hnglobal.highernationals.com/degree-finder.

3.0 Preparing students for employment

3.1 Designing with employers, for employers

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

We work with employers, students, professional bodies, education providers and other experts to design qualifications with the future workforce in mind. Higher National qualifications blend employability skills with academic, business and technical knowledge. They support trainees and apprentices in their Higher Apprenticeship and other technical education programmes, as well as students working towards a degree. We update our programmes regularly to maintain their high quality and meet the changing needs of the workforce.

Employers contribute to our Higher Nationals in several ways:

- They are involved in every stage of designing our qualifications, from developing the structure and pathways to selecting subjects, developing content and approving qualifications.
- They help us deliver qualifications, for example through vendor accreditation, letters of support and co-badging. Our qualifications actively encourage training providers to work with employers. Work placements and work-related learning are key features of BTEC Higher Nationals.
- They help us review and update our qualifications to meet occupational standards and provide supporting material such as case studies to reflect the real world of work.

We are committed to equipping apprentices, trainees and organisations with the tools and resources they need to support high-quality, innovative technical education and Higher Apprenticeship programmes that work.

Including a Higher National qualification as part of a Higher Apprenticeship or technical education programme gives students:

- an internationally recognised higher-level qualification in line with the Framework for Higher Education Qualifications, and
- a stepping-stone to continue their education or training and gain a recognised degree or professional qualification.

To find out more, and to access detailed mapping to higher apprenticeships and occupational standards for your qualification, please visit the following pages: https://qualifications.pearson.com/en/qualifications/apprenticeships.html and https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/higher-nationals/higher-technical-qualifications.html on our website.

3.1.1 Employability skills and competencies for student career success

Pearson is committed to delivering learning that is rooted in the real world and to developing work-ready graduates with the professional skills and behaviours that employers need. The Pearson BTEC Higher National curriculum provides a clear line of sight to employment, depending on which specialist areas students complete. The aim is to produce students who are equipped to thrive in the changing world of work, whether they leave with an HNC or an HND qualification.

The table below shows the type of position in which a student graduating at each educational level might expect to start and gives some examples of the competencies expected.

Table 1: Displaying levels of competency at employability level and examples of roles in different areas of Sport at each level

Levels of competency			
Employability level at learning level	**Level 4 Operational**	**Level 5 Managerial**	**Level 6 Professional**
General employment outcomes for graduates at each level	Graduates can: • carry out key operational tasks in sport, coaching, physical activity or health and wellbeing contexts • apply underpinning knowledge of sport processes, participant needs and professional practice • work effectively as part of a team, using appropriate communication and professional behaviours • understand the roles and responsibilities of relevant organisations, including national governing bodies and professional bodies in sport.	Graduates can: • plan, deliver and review sport, coaching, physical activity or health and wellbeing activities across individual and group contexts • use evidence, reflection and feedback to improve practice and participant outcomes • support coordination of people, resources and activities to meet organisational, team or participant aims • contribute to operational planning and decision-making in sport-related settings.	Graduates can: • lead and direct others in sport, coaching, physical activity or health and wellbeing contexts • manage change, complexity and uncertainty in professional sport-related settings • evaluate practice and use evidence to inform strategic decisions • contribute to service, programme or organisational development.

Levels of competency			
Examples of roles in different areas of Sport	Assistant Coach Community Sport Assistant Physical Activity Assistant Health and Wellbeing Support Worker	Community Coach Participation Coordinator Health and Wellbeing Coach Sport Development Officer	Senior Coach Sport Development Manager Health and Wellbeing Lead Performance or Programme Manager

3.1.2 Developing competencies for the workplace

Core competencies developed on the specialist pathways of the programme will support students in preparing for a range of employment opportunities in their chosen sector. These core competencies collectively summarise the key capabilities that are important across the sector, covering areas of relevant expertise and technical skills that would be required within the sector to successfully perform a job, as defined in current advertised job vacancies.

Core competencies are developed on the programme within a balanced framework of cognitive (knowledge), affective (behaviours) and psychomotor (practical) learning outcomes to encourage a more vocational and practical approach to learning.

3.1.3 Professional body membership, recognition and exemption

In developing the Pearson BTEC Higher Nationals in Sport, we have worked closely with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). This qualification maps to the professional standards of:

Coaching and Participation Manager Pathway:

- Sports Coach (Professional Status)
- Working Inclusively (Disabled People).

Health and Wellbeing Coach Pathway:

- Health Navigator (Professional Status)
- Working with People with Mental Health Conditions.

Aligning to professional body competency standards, content and assessment supports students to develop as professional practitioners for the future.

3.1.3.1 Types of professional body agreements for Higher Nationals in Sport

There are a variety of agreements that we can have in place with professional organisations, although note that not all of these will apply to all qualifications.

- **Professional accreditation:** where a specific study programme prepares students to register for a professional qualification. In some cases, completing the Higher National Diploma may be enough for students to receive the professional qualification.
- **Membership:** where students are offered student membership whilst studying, or progression onto membership upon completion of their qualification.
- **Recognition:** where a professional organisation recognises the value of a Higher National in preparing students for the industry.
- **Exemption:** professional organisations may also offer exemptions from units on some of their qualifications. This means that students completing these Higher National units will have covered the material required for those professional body units and can claim exemption when studying for the professional body qualification.

For full accreditation and exemption details for this qualification, where applicable, please refer to the Progression Hub on HN Global: https://hnglobal.highernationals.com/progression-hub/memberships-certs.
We continue to work to update and add new agreements; therefore please refer to these online pages for the most up-to-date information.

4.0 Centre support

You can access a wide range of resources and support to help you set up and deliver our Pearson BTEC Higher Nationals in Sport with confidence.

4.1 Specification

This specification gives you details of the administration of the qualifications and information on the units included in them.

4.2 HN Global

HN Global is a dedicated online learning platform for all Pearson BTEC Higher National students and delivery centres. You can find various free resources to support staff in delivering a Pearson BTEC Higher National programme and to guide students on their learning journey. The HN Global Forum connects students and tutors, and provides the opportunity to discuss common themes and to share good practice. HN Global also provides access to the following:

The Learning Zone includes student study materials such as core textbooks, study skills modules, a 'Progression hub' featuring opportunities to develop employability skills, an e-library and subject materials.

The Tutor Resources section hosts a wealth of delivery materials, reading lists, blended learning resources, video guidance on assessment and professional development opportunities. Staff can also access the Quality Assurance (QA) Hub for templates and more centre support.

Short Courses provides support for curriculum planning, developing schemes of work and developing students' academic skills.

These are available from the HN Global website at: https://hnglobal.highernationals.com/.

4.3 Authorised Assignment Briefs

We provide a booklet of Authorised Assignment Briefs (AABs) for a sample of units. These AABs have been developed to support centres with their assessment strategy for the delivery of a sample of units, as well as providing guidance and inspiration for effective planning and design of future assignment briefs.

It is important to note:

1. AABs can be used by centres if they meet your specific requirements following internal verification. They have been written to assess students' knowledge, understanding and skills specifically relevant to the unit Learning Outcomes but they have not been contextualised to meet local need and international diversity. If using an AAB, the assignment brief should still be internally verified and made available for standards verification.
2. AABs can be modified and customised to meet localisation.

The AABs offer a range of real and simulated assessment activities, for example group work to encourage cooperation and social skills or a solution-focused case study to develop cognitive skills. The assessment grids for each unit explain the specific requirements for assessing these skills.

These AABs along with further guidance can be found in the *Effective assignment design for the Higher Nationals in Sport: Authorised Assignment Briefs* booklet available on HN Global at: https://hnglobal.highernationals.com/.

The tutor resources section on HN Global also offers a wide range of resources and guidance documents to help you plan and design assessments effectively.

4.4 Pearson English

Pearson provides a full range of support for English learning, including diagnostics, qualifications and learning resources. Please see: https://www.pearson.com/languages.

The Pearson Languages portal also offers a variety of digital resources. The portal encourages users to get involved and improves teaching and results.

5.0 Planning your programme

5.1 Delivering Higher Nationals

Effective delivery of Pearson BTEC Higher Nationals depends on careful programme planning, informed student recruitment and clear guidance for both staff and students. Centres should ensure that each programme is structured to support progression, reflects the approved qualification requirements and supports a high quality learning experience.

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

Assess your students very carefully to make sure they take the right qualification and the right pathways and optional units. This will allow them to progress to the next stage in their learning or employment journey. You should also check the qualification structures and unit combinations carefully when giving students advice.

Make sure your students have access to a full range of information and advice to help them choose the right qualification and units. When students are recruited, you need to give them accurate information on the title and focus of the qualification they are studying for. Centres must provide a programme specification for approvals but it is also essential that centres produce:

- a staff handbook to support full- and part-time members of your team, and
- a student handbook to guide students through the course requirements so they know what is expected of them and understand their rights.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, available to download on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

5.1.1 Centre approval

We need to approve all centres before they can offer our qualifications. This is to make sure that centres are ready to assess students and that we can provide the support you need.

For more information about becoming a centre and gaining approval to run our qualifications, please see 'Centre/Qualification approvals' in the support section of our website at: https://support.pearson.com/uk/s/article/Centre-Qualification-Approvals.

5.1.2 Tutor knowledge

Pearson does not currently explicitly stipulate any qualification or experience requirements for staff involved in the delivery, assessment and internal verification of BTEC higher education qualifications. This is because it would not be practical to impose such stipulations to cover the very wide range of subject areas and fields of experience that the BTEC higher education qualifications encompass.

However, it is expected that centres recruit all delivery, assessment and internal verification staff with integrity; and have robust staff recruitment processes in place. It is expected that staff hold a nationally recognised qualification at or above the level of the qualification being delivered and/or equivalent relevant experience.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, available to download on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

5.1.3 Resources

As part of your centre approval, you will need to show that the right resources and workspaces are available to deliver Pearson BTEC Higher Nationals. Some units need specific resources. This is clearly explained in the unit descriptions, where appropriate.

5.1.4 Delivering learning

With our approval, you can deliver our Pearson BTEC Higher Nationals using a mixture of learning options that meet your students' needs. We recommend you offer full-time, part-time, blended learning and distance learning modes of delivery.

If you are delivering distance learning, please see the *Pearson distance learning and assessment policy* available to download at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

5.1.5 Support from Pearson

For each programme with active registrations, we will provide an external examiner to help you plan and review assessments. You will also be able to access training events and support from a dedicated team of Pearson Higher National subject leads. Please see: https://qualifications.pearson.com/en/support/training-from-pearson-uk.html.

5.2 Entry requirements and admissions

Pearson does not set formal entry requirements for our qualifications but, as a centre, you are responsible for making sure that the students you recruit have a reasonable chance of success on the programme.

Students who have recently been in education are likely to need:

- a BTEC Level 3 qualification in Sport or Sport and Exercise Science
- a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at 9 to 4 or A* to C (or equivalent) in subjects such as maths and English
- other related Level 3 qualifications
- an Access to Higher Education Diploma from an approved further education institution
- relevant work experience, or
- an international equivalent to the above qualifications.

Our Recognition of Prior Learning policy means that students' previous learning and experience can be taken into account and they may be awarded certain qualifications or units of a qualification based on that learning or experience. Please see *Section 9* for more information.

5.2.1 English language requirements

BTEC Higher National programmes in England must be assessed in English. Centres must, therefore, ensure that all students can demonstrate capability in English at the required standard. This is to ensure that students who are recruited have a reasonable expectation of success on the programme.

Acceptable evidence of capability in English includes **certified achievement at CEFR B2 or above**, including (but not limited to):

- **IELTS (Academic or General Training):** overall score **5.5 or above**
- **Pearson PTE Academic:** overall score **51 or above**
- **TOEFL iBT:** overall score **72 or above**
- **Cambridge English Qualifications: B2 First (FCE)** – Pass (Cambridge English Scale **160+**)

or another externally assessed recognised English language qualification explicitly benchmarked to CEFR B2.

BTEC Higher National programmes in Wales must be assessed in Welsh and/or English. Centres must, therefore, ensure that all students can demonstrate capability in English and/or Welsh at the required standard. This is to ensure that students who are recruited have a reasonable expectation of success on the programme.

BTEC Higher National programmes in Northern Ireland must be assessed in English and or Irish. Centres must, therefore, ensure that all students can demonstrate capability in English and/or Irish at the required standard. This is to ensure that students who are recruited have a reasonable expectation of success on the programme.

Acceptable evidence of capability in Welsh or Irish includes **certified achievement to an equivalent standard to CEFR B2 or above**, including (but not limited to):

- **WJEC** Uwch (Welsh for Adults)
- **CIOL** Language Level Assessment
- **TEG** (Maynooth)

All centres delivering the Pearson BTEC Higher National qualifications wholly or partially in a language other than English, but who are assessed in English, must ensure that all students can demonstrate capability in English at a standard equivalent to the levels set out above, on completion of the programme. This is to ensure that students who are recruited have a reasonable expectation of success on the programme.

5.3 Access to study

This section focuses on the administration you will need to carry out when delivering our Pearson BTEC Higher National qualifications. It will be most relevant to quality controllers, programme leaders and examinations officers.

Our qualifications should:

- be available to everyone able to reach the required standards
- be free from any barriers that restrict access and progress, and
- provide equal opportunities for all those who want to access the qualifications.

For more information, please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy*, available at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

Please recruit with integrity when registering students to our Pearson BTEC Higher National programmes. You should:

- make sure that students applying have the information and advice they need about the qualification to be sure it meets their needs
- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and
- for students with disabilities and specific needs, consider the support available to them during teaching and assessment. For more guidance, please see *Section 5.6.2* on reasonable adjustments.

5.4 Student registration and entry

All students should be registered on the qualification they are studying and suitable arrangements need to be made for internal and external verification. For information on making registrations, please see the information manual available in the support section of our website at: https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators/entries-information-manual.html?view=manual.

Students can be formally assessed only for a qualification on which they are registered. If a student changes the qualification they want to study for (for example if they decide to choose a different specialist pathway), you must transfer their registration to the new pathway. We cannot sample a student's work unless they are registered on the correct pathway.

5.5 Access to assessments

Assessments need to be managed carefully so that all students are treated fairly and that results and certificates are published without delay.

Our equity, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and
- our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality, religious belief) are not disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and

this achievement can be compared fairly to the achievement of their peers.

For more information on access arrangements, please visit the Joint Council for Qualifications (JCQ) website at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/.

5.6 Administrative arrangements for internal assessment

5.6.1 Records

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

5.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that they have fair access to demonstrate the assessment criteria.

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

Further details on how to make adjustments for students with protected characteristics are available in the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

5.6.3 Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy. You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to those required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the JCQ guide to the special consideration process, which can be downloaded from the JCQ website: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/.

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

5.6.4 Appeals against assessment

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

Further details of our policy on enquiries and appeals are available in the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html/ and can be downloaded from the JCQ website: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/.

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

5.7 Dealing with malpractice in assessment

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

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

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by students, please see Pearson's *Centre guidance: dealing with malpractice and maladministration*, available to download on our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

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

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The malpractice guidance document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of students and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

5.7.1 Student malpractice

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

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

Failure to report malpractice constitutes staff or centre malpractice.

5.7.2 Tutor and centre malpractice

The Heads of Centres are required to inform Pearson's Investigations Processing team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The Heads of Centres are requested to inform the investigations team by submitting a *JCQ Form M2* (downloadable from: www.jcq.org.uk/malpractice) with supporting documentation to: pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the investigations team will conduct the investigation directly or may ask the Head of Centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

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

5.7.3 Sanctions and appeals

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

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

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

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

The centre will be notified if any of these apply.

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

6.0 Programme structure

6.1 Units, credits and Total Qualification Time (TQT)

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

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

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

If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits.

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

- Core and specialist units are mandatory.
- Specialist units provide a specific occupational focus to the qualification, in line with professional body standards.
- Optional units provide greater depth and breadth of study and can be localised.

Each unit usually carries 15 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 independent learning hours (ILH). (For more information about guided and independent learning see *Sections 6.1.1* and *6.1.2*.)

- **The total qualification time for Higher National Certificate (HNC) = 1,200 hours.**
- **The total qualification time for Higher National Diploma (HND) = 2,400 hours.**

Examples of activities that can contribute to TQT include:

- guided learning
- independent and unsupervised research and learning
- unsupervised creation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessments
- unsupervised coursework
- watching a recorded podcast or webinar, and
- unsupervised work-based learning.

6.1.1 Guided learning hours

These are the hours where a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

- **The total guided learning hours for Higher National Certificate (HNC) = 480 hours.**
- **The total guided learning hours for Higher National Diploma (HND) = 960 hours.**

Examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- a live webinar or telephone tutorial with a tutor
- live e-learning supervised by a tutor, and
- all forms of assessment guided or supervised at the time by a tutor or other education or training provider. This includes where the assessment is competence based and turned into a learning opportunity.

6.1.2 Independent learning hours

These are the hours where a student is learning without the direct guidance of a member of centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferable skills such as self-discipline, time management and self-motivation.

- **The total independent learning hours for Higher National Certificate (HNC) = 720 hours.**
- **The total independent learning hours for Higher National Diploma (HND) = 1,440 hours.**

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation
- reading set texts or other sources of information
- watching subject-related videos as part of investigation and research
- reviewing recordings of scheduled sessions or notes from those sessions
- peer activities, such as group meetings and online discussions, where students explore their learning together, and
- reviewing and recording thoughts on their own learning.

6.2 Programme structures

Programme structures specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- core units required
- specialist units required
- optional units available, and
- maximum credit value in units that can be centre-commissioned.

When combining units for our Pearson BTEC Higher National qualification, it is up to the centre to make sure that the correct combinations are followed.

6.2.1 Programme structures overview

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

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 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								

6.2.2 Pearson BTEC Level 4 Higher National Certificate in Sport

- Requires at least 120 credits, all at Level 4
- Total qualification time = 1,200 hours
- Total guided learning hours = 480 hours
- Mix of core, specialist and optional units, totalling 120 credits.

6.2.2.1 Pearson BTEC Level 4 Higher National Certificate in Sport (General)

Table 3: Pathway structure for General pathway at Level 4

Pearson BTEC Level 4 Higher National Certificate in Sport (General)			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Fundamentals of Nutrition for Sport, Health and Performance	15	4
Core *Mandatory*	Unit 402: Fundamentals of Sport and Exercise Psychology	15	4
Core *Mandatory*	Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity	15	4
Core *Mandatory*	Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)	15	4
Specialist *Mandatory*	Unit 412: Physical Activity for Public Health and Wellbeing	15	4
Plus 45 credits from **three** units selected from those listed in the tables below.			

Level 4 optional units			
Optional unit	Unit 405: Coaching Practice and Skill Development	15	4
Optional unit	Unit 411: Digital Innovation in Health and Human Performance	15	4
Optional unit	Unit 413: Work Experience	15	4
Optional unit	Unit 414: Exercise Interventions for Inactive and Sedentary Populations	15	4
Optional unit	Unit 415: Applied Massage Techniques for Recovery and Rehabilitation	15	4
Optional unit	Unit 417: Industry Insights and Professional Pathways in Sport	15	4
Optional unit	Unit 418: Sociological Influences on Participation	15	4
Optional unit	Unit 420: Exercise to support Mental Health and Wellbeing	15	4
Unit descriptors can be found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html			

6.2.2.2 Pearson BTEC Level 4 Higher National Certificate in Sport (Coaching and Participation Manager)

Table 4: Pathway structure for Coaching and Participation Manager pathway at Level 4

Pearson BTEC Level 4 Higher National Certificate in Sport (Coaching and Participation Manager)			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Fundamentals of Nutrition for Sport, Health and Performance	15	4
Core *Mandatory*	Unit 402: Fundamentals of Sport and Exercise Psychology	15	4
Core *Mandatory*	Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity	15	4
Core *Mandatory*	Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)	15	4
Specialist *Mandatory*	Unit 405: Coaching Practice and Skill Development	15	4
Specialist *Mandatory*	Unit 408: Community Coaching	15	4
Plus 30 credits from **two** units selected from those listed in the tables below.			

Level 4 optional units			
Optional unit	Unit 406: Application of Fitness Testing and Training	15	4
Optional unit	Unit 412: Physical Activity for Public Health and Wellbeing	15	4
Optional unit	Unit 413: Work Experience	15	4
Optional unit	Unit 414: Exercise Interventions for Inactive and Sedentary Populations	15	4
Optional unit	Unit 417: Industry Insights and Professional Pathways in Sport	15	4
Optional unit	Unit 418: Sociological Influences on Participation	15	4
Optional unit	Unit 420: Exercise to support Mental Health and Wellbeing	15	4
Unit descriptors can be found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html			

6.2.2.3 Pearson BTEC Level 4 Higher National Certificate in Sport (Health and Wellbeing Coach)

Table 5: Pathway structure for Health and Wellbeing Coach pathway at Level 4

Pearson BTEC Level 4 Higher National Certificate in Sport (Health and Wellbeing Coach)			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Fundamentals of Nutrition for Sport, Health and Performance	15	4
Core *Mandatory*	Unit 402: Fundamentals of Sport and Exercise Psychology	15	4
Core *Mandatory*	Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity	15	4
Core *Mandatory*	Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)	15	4
Specialist *Mandatory*	Unit 407: Lifestyle Coaching	15	4
Specialist *Mandatory*	Unit 420: Exercise to support Mental Health and Wellbeing	15	4
Plus 30 credits from **two** units selected from those listed in the tables below.			

Level 4 optional units			
Optional unit	Unit 406: Application of Fitness Testing and Training	15	4
Optional unit	Unit 412: Physical Activity for Public Health and Wellbeing	15	4
Optional unit	Unit 413: Work Experience	15	4
Optional unit	Unit 414: Exercise Interventions for Inactive and Sedentary Populations	15	4
Optional unit	Unit 415: Applied Massage Techniques for Recovery and Rehabilitation	15	4
Optional unit	Unit 417: Industry Insights and Professional Pathways in Sport	15	4
Optional unit	Unit 418: Sociological Influences on Participation	15	4
Unit descriptors can be found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html			

6.2.3 Pearson BTEC Level 5 Higher National Diploma in Sport

- Requires 240 credits, of which 120 credits are at Level 5 and 120 credits are at Level 4.
- Total qualification time = 2,400 hours.
- Total guided learning hours = 960 hours.
- Mix of core, specialist and optional units, totalling 240 credits.
- Optional units are selected to make up the remaining credit value.
- Specialist units can also be selected as optional units for the general pathway and for any of the specialist pathways.

6.2.3.1 Pearson BTEC Level 5 Higher National Diploma in Sport (General)

Table 6: Pathway structure for General Level 5

Pearson BTEC Level 5 Higher National Diploma in Sport (General)			
Level 4 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Fundamentals of Nutrition for Sport, Health and Performance	15	4
Core *Mandatory*	Unit 402: Fundamentals of Sport and Exercise Psychology	15	4
Core *Mandatory*	Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity	15	4
Core *Mandatory*	Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)	15	4
Specialist *Mandatory*	Unit 412: Physical Activity for Public Health and Wellbeing	15	4
Plus 45 credits from **three** units selected from those listed in the tables below.			
Level 5 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)	30	5
Specialist *Mandatory*	Unit 505: Nutrition to Optimise Health and Performance	15	5
Specialist *Mandatory*	Unit 512: Inclusive Coaching and Accessible Sport Delivery	15	5
Plus 60 credits from **four** Level 5 units selected from those listed in the tables below.			

Level 4 optional units			
Optional unit	Unit 405: Coaching Practice and Skill Development	15	4
Optional unit	Unit 407: Lifestyle Coaching Available for progression from the Level 4 Community Coaching for England qualification **ONLY**	15	4
Optional unit	Unit 408: Community Coaching Available for progression from the Level 4 Community Coaching for England qualification **ONLY**	15	4
Optional unit	Unit 411: Digital Innovation in Health and Human Performance	15	4
Optional unit	Unit 413: Work Experience	15	4
Optional unit	Unit 414: Exercise Interventions for Inactive and Sedentary Populations	15	4
Optional unit	Unit 415: Applied Massage Techniques for Recovery and Rehabilitation	15	4
Optional unit	Unit 417: Industry Insights and Professional Pathways in Sport	15	4
Optional unit	Unit 418: Sociological Influences on Participation	15	4
Optional unit	Unit 420: Exercise to support Mental Health and Wellbeing	15	4
Unit descriptors can be found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html			

Level 5 optional units			
Optional unit	Unit 502: Performance Analytics and Tactical Evaluation	15	5
Optional unit	Unit 503: Exercise for the Management of Long-Term Conditions	15	5
Optional unit	Unit 506: Advanced Coaching Pedagogy and Skill Acquisition	15	5
Optional unit	Unit 507: Injury Management and Rehabilitation Strategies	15	5
Optional unit	Unit 510: Exercise Therapy and Specific Populations	15	5
Optional unit	Unit 511: Performance Psychology for Sporting Success	15	5
Optional unit	Unit 513: Applied Sport, Exercise and Environmental Physiology	15	5
Optional unit	Unit 514: Leadership and Management within Multidisciplinary Teams	15	5
Optional unit	Unit 515: Data-Informed Health and Performance Monitoring	15	5
Optional unit	Unit 516: Sport and Physical Activity Events Management and Operational Delivery	15	5
Optional unit	Unit 517: Learning through Sport within the Educational Setting	15	5
Unit descriptors can be found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html			

6.2.3.2 Pearson BTEC Level 5 Higher National Diploma in Sport (Coaching and Participation Manager)

Table 7: Pathway structure for Coaching and Participation Manager Level 5

Pearson BTEC Level 5 Higher National Diploma in Sport (Coaching and Participation Manager)			
Level 4 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Fundamentals of Nutrition for Sport, Health and Performance	15	4
Core *Mandatory*	Unit 402: Fundamentals of Sport and Exercise Psychology	15	4
Core *Mandatory*	Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity	15	4
Core *Mandatory*	Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)	15	4
Specialist *Mandatory*	Unit 405: Coaching Practice and Skill Development	15	4
Specialist *Mandatory*	Unit 408: Community Coaching	15	4
Plus 30 credits from **two** units selected from those listed in the tables below.			
Level 5 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)	30	5
Specialist *Mandatory*	Unit 505: Nutrition to Optimise Health and Performance	15	5
Specialist *Mandatory*	Unit 506: Advanced Coaching Pedagogy and Skill Acquisition	15	5
Specialist *Mandatory*	Unit 512: Inclusive Coaching and Accessible Sport Delivery	15	5
Specialist *Mandatory*	Unit 516: Sport and Physical Activity Events Management and Operational Delivery	15	5
Plus 30 credits from **two** Level 5 units selected from those listed in the tables below.			

Level 4 optional units			
Optional unit	Unit 406: Application of Fitness Testing and Training	15	4
Optional unit	Unit 407: Lifestyle Coaching Available for progression from the Level 4 Community Coaching for England qualification **ONLY**	15	4
Optional unit	Unit 412: Physical Activity for Public Health and Wellbeing	15	4
Optional unit	Unit 413: Work Experience	15	4
Optional unit	Unit 414: Exercise Interventions for Inactive and Sedentary Populations	15	4
Optional unit	Unit 417: Industry Insights and Professional Pathways in Sport	15	4
Optional unit	Unit 418: Sociological Influences on Participation	15	4
Optional unit	Unit 420: Exercise to support Mental Health and Wellbeing	15	4
Unit descriptors can be found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html			

Level 5 optional units			
Optional unit	Unit 502: Performance Analytics and Tactical Evaluation	15	5
Optional unit	Unit 503: Exercise for the Management of Long-Term Conditions	15	5
Optional unit	Unit 507: Injury Management and Rehabilitation Strategies	15	5
Optional unit	Unit 510: Exercise Therapy and Specific Populations	15	5
Optional unit	Unit 511: Performance Psychology for Sporting Success	15	5
Optional unit	Unit 514: Leadership and Management within Multidisciplinary Teams	15	5
Optional unit	Unit 515: Data-Informed Health and Performance Monitoring	15	5
Optional unit	Unit 517: Learning through Sport within the Educational Setting	15	5
Unit descriptors can be found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html			

6.2.3.3 Pearson BTEC Level 5 Higher National Diploma in Sport (Health and Wellbeing Coach)

Table 8: Pathway structure for Health and Wellbeing Coach Level 5

Pearson BTEC Level 5 Higher National Diploma in Sport (Health and Wellbeing Coach)			
Level 4 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Fundamentals of Nutrition for Sport, Health and Performance	15	4
Core *Mandatory*	Unit 402: Fundamentals of Sport and Exercise Psychology	15	4
Core *Mandatory*	Unit 403: Applied Anatomy and Physiology for Sport and Physical Activity	15	4
Core *Mandatory*	Unit 404: Applied Research Skills in Sport and Physical Activity (Pearson-set)	15	4
Specialist *Mandatory*	Unit 407: Lifestyle Coaching	15	4
Specialist *Mandatory*	Unit 420: Exercise to support Mental Health and Wellbeing	15	4
Plus 30 credits from **two** units selected from those listed in the tables below.			
Level 5 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 501: Evidence-Based Practice and Sport Research Methods – Research Project (Pearson-set)	30	5
Specialist *Mandatory*	Unit 503: Exercise for the Management of Long-Term Conditions	15	5
Specialist *Mandatory*	Unit 505: Nutrition to Optimise Health and Performance	15	5
Specialist *Mandatory*	Unit 510: Exercise Therapy and Specific Populations	15	5
Specialist *Mandatory*	Unit 512: Inclusive Coaching and Accessible Sport Delivery	15	5
Plus 30 credits from **two** Level 5 units selected from those listed in the tables below.			

Level 4 optional units			
Optional unit	Unit 405: Coaching Practice and Skill Development Available for progression from the Level 4 Community Coaching for England qualification **ONLY**	15	4
Optional unit	Unit 406: Application of Fitness Testing and Training	15	4
Optional unit	Unit 408: Community Coaching Available for progression from the Level 4 Community Coaching for England qualification **ONLY**	15	4
Optional unit	Unit 412: Physical Activity for Public Health and Wellbeing	15	4
Optional unit	Unit 413: Work Experience	15	4
Optional unit	Unit 414: Exercise Interventions for Inactive and Sedentary Populations	15	4
Optional unit	Unit 415: Applied Massage Techniques for Recovery and Rehabilitation	15	4
Optional unit	Unit 417: Industry Insights and Professional Pathways in Sport	15	4
Optional unit	Unit 418: Sociological Influences on Participation	15	4
Unit descriptors can be found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html			

Level 5 optional units			
Optional unit	Unit 507: Injury Management and Rehabilitation Strategies	15	5
Optional unit	Unit 508: Holistic Athlete Support: Media, Mindset and Wellbeing	15	5
Optional unit	Unit 514: Leadership and Management within Multidisciplinary Teams	15	5
Optional unit	Unit 515: Data-Informed Health and Performance Monitoring	15	5
Optional unit	Unit 516: Sport and Physical Activity Events Management and Operational Delivery	15	5
Optional unit	Unit 517: Learning through Sport within the Educational Setting	15	5
Unit descriptors can be found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html			

6.2.4 Meeting local needs

When developing our Pearson BTEC Higher National qualifications, we consulted centres, employers and professional organisations. We designed the units to meet the skill needs of the sector and to cover the full range of employment opportunities it offers. You should make full use of the choices available to you within the specialist pathways to meet the needs of your students and local skills and training needs.

If you find the units that we offer do not meet a certain need, you can apply to import units from other Regulated Qualifications Framework (RQF) Pearson BTEC Higher National qualifications through the Meeting Local Needs (MLN) process. You will need to justify your reasons for using these other units. Your application must be in before 31 January of the calendar year in which you want to use the units. For more information please visit: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/higher-nationals/meeting-local-needs.html or contact your Pearson regional contact.

There are some restrictions on importing units from other RQF Pearson BTEC Higher National qualifications.

- For the RQF Pearson BTEC HNC qualification, a maximum of 30 credits can be imported into the optional unit allowance.
- For the RQF Pearson BTEC HND qualification, a maximum of 60 credits can be imported; 30 credits at Level 4 and 30 credits at Level 5.
- You cannot use MLN units to replace mandatory units in any qualification.
- You must still follow the qualification's rules of combination.

The table below shows the maximum number of credits you can import by pathway for our Pearson BTEC Higher Nationals in Sport qualifications.

Table 9: Shows the maximum number of credits that can be imported by pathway

Qualification	Pathway	Import at Level 4	Import at Level 5
Pearson BTEC Level 4 Higher National Certificate in Sport	General	30	N/A
	Coaching and Participation Manager	30	N/A
	Health and Wellbeing Coach	30	N/A
Pearson BTEC Level 5 Higher National Diploma in Sport	General	30	30
	Coaching and Participation Manager	30	30
	Health and Wellbeing Coach	30	30

6.2.5 Commissioning new units for Pearson BTEC Higher Nationals

If the MLN process does not provide enough flexibility in terms of qualification structure, you can ask us to develop new units to meet your needs. You will need to fill in an application form explaining the reasons for your request. You must apply a full year ahead of the year in which you want to deliver the new unit.

If we agree to your application, we will develop the new unit in consultation with you.

We would be pleased to discuss your ideas for commissioning new units. For more information, please see the custom-designed Higher Nationals section of our website at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/building-a-bespoke-btec-higher-national-qualification.html.

6.3 Pearson-set units

Certain core units are designated as Pearson-set units. Pearson will decide on a theme each year.

It is a formal requirement that you must:

- apply the theme to Level 4 and Level 5 Pearson-set units, and
- develop an assignment, to be internally assessed, to involve students in work related to the theme.

You will find support in the Pearson-set Assignment Guidance for the units, and the theme and topic release documentation, which will be provided for each level, on the HN Global website at: https://hnglobal.highernationals.com/.

The Pearson-set unit provides a common framework for centres to develop work that will allow us to:

- compare information across the sector and
- identify and share best practice in higher education teaching and learning.

We will share the best practice results with all centres.

For more information about assessing Pearson-set units, please see *Section 7*.

6.4 Unit descriptor example

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 that you offer at your centre.

You can use any of the unit descriptors found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html. We have described each part of the unit as follows:

Table 10: Unit descriptor description

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* 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 learnt 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 and learning resources depending on the subject.

6.4.1 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. Thereby, 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
- tutorials
- training
- e-books
- report
- wiki
- article
- datasets
- development tool
- discussion forum.

Example

[1] www.sportengland.org

[2] Sport England

[3] Physical activity, participation, tackling inequalities and wellbeing resources

[4] (Sector reference)

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

7.0 Assessment

Pearson BTEC Higher Nationals are assessed using a combination of:

- centre-developed internal assignments that are set and assessed by centres, and
- Pearson-set assignments, which are set by centres in line with our guidelines and graded by centres.

Pearson-set units are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size. Furthermore:

- for the HNC, centres will assess one compulsory Pearson-set unit targeted at particular skills:
  - one Level 4 core unit carrying 15 credits
- for the HND, centres will assess two compulsory Pearson-set units targeted at particular skills:
  - one Level 4 core unit carrying 15 credits
  - one Level 5 core unit carrying 30 credits.

All other units are assessed through internal assignments set by the centre.

7.1 Principles of internal assessment

This section summarises the main features of internal assessment and explains how you can offer it effectively. Full details are given in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, downloadable in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html. All of your assessment team will need to refer to this document.

For Pearson BTEC Higher Nationals, you must meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. You can tailor programmes to meet local needs and should use links with local employers and the wider sport sector.

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

7.1.1 Assessment through assignments

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

Students should receive each assignment as an assignment brief with a hand-out date, a completion date and clear requirements for the evidence they must provide. There may also be specific practical activities which the student must complete under tutor observation as part of the assignment. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment grade based on the assessment criteria.

7.1.2 Using unit-based criteria

You must base your assessment decisions for Pearson BTEC Higher Nationals on the specific criteria we have provided for each unit and grade level. We have based these criteria on a framework to make sure that standards are consistent in the qualification and across the whole range of qualifications. We have developed each unit to assess the student's understanding, practical skills and the vocational qualities necessary for the qualification.

The assessment criteria for a unit are based on a hierarchy. For example, if a Merit criterion requires the student to 'analyse' and the related Pass criterion requires the student to 'explain', then to gain a Merit the student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessments for a unit, the assessment team can give a grade for the unit. This grade is based on the highest level the student is judged to have met for all the criteria.

- To achieve a Pass, a student must have met all the pass criteria for the Learning Outcomes, demonstrating that they have covered the unit content and achieved Level 4 or 5 of the national framework.
- To achieve a Merit, a student must have met all the Merit criteria (and the Pass criteria) through high performance in each Learning Outcome.
- To achieve a Distinction, a student must have met all the Distinction criteria (and the Pass and Merit criteria), demonstrating outstanding performance across the whole unit.

A Pass cannot be awarded just because the student has completed all the assignments. Students must meet all of the Pass criteria. If they do not, their grade should be reported as 'unclassified'.

7.1.3 The assessment team

You will need an effective team for internal assessment. There are three key roles involved, each with different responsibilities. These roles are listed below:

- The **Programme Leader** is responsible for the programme, its assessment and internal monitoring to meet our requirements. They must register with us each year. They are also responsible for:
  - record keeping
  - liaising with the standards verifier
  - acting as an assessor
  - supporting the rest of the assessment team
  - making sure that the team has the information it needs about our assessment requirements
  - organising training, and
  - using our guidance and support materials.
- **Internal Verifiers** oversee all assessment activity with the programme leader. They check that assignments and assessment decisions are valid and meet our requirements. All internal verifiers will follow the same standards and procedures as instructed by your programme leader. Internal verifiers are usually also assessors, but they do not verify their own assessments.
- **Assessors** set assignments or use assignments to assess students to national standards. Before taking any assessment decisions, they are trained by the programme leader to all work to the same standards and procedures. They also work with the programme leader and internal verifiers to make sure the assessment is planned and carried out in line with our requirements.

Our external examiner will sample student work assessed by different members of your assessment team. They will also want to see evidence of how you have verified assignments and will assess your decisions.

Full information is provided in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.1.4 Effective organisation

Internal assessment needs to be well organised so that you can track student progress and so that we can make sure your assessments are in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students can complete their assignments on time.

When developing an overall plan for delivering and assessing your programme, you will need to consider:

- the order in which you deliver units
- whether delivery will take place over short or long periods of time, and
- when assessment can take place.

We support you in this through:

- assessment and feedback guidance documents available on HN Global, and
- training materials and sample templates for curriculum planning.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.1.5 Preparing students

You need to make sure that your students understand their responsibilities for assessment and the centre's arrangements. From induction onwards, you will want to make sure that students are motivated to work consistently and independently to achieve their qualifications. They need to understand:

- how assignments are used
- the importance of meeting assignment submission deadlines, and
- that all the work submitted for assessment must be their own.

To support them, you should provide a guide that explains:

- how you use assignments for assessment
- how assignments relate to the teaching programme
- how to use and reference source materials, including how to avoid plagiarism, and
- your centre's approach to assessments – for example how students must submit assignments, what happens if they submit late work and how they can request an extended deadline in special circumstances.

7.2 Formative assessment and feedback

7.2.1 Frequency and timing of formative assessment

Pearson does not define a minimum or maximum number of formative assessment points. However, students should have some formative assessment for each assignment, in order to provide them with an understanding of their progress and to identify areas for continued development.

Formative assessment that is too frequent can be detrimental to students' development. On the one hand it will create an environment where students are working to produce *for* the formative assessment, rather than using the outcomes of formative assessment to support their learning and development towards the summative assessment. In addition, too much formative assessment risks becoming 'coaching' as students will have time to respond only to what has been indicated in formative feedback.

Therefore, the frequency of formative feedback should be considered carefully, as part of an overall curriculum plan, to occur at points where there is a clear benefit for the student in gaining further insight into their development and progress.

The timing of formative assessment should also be considered. Formative assessment that is too close to a summative assessment does not provide effective learning for the student. With limited time between formative and summative assessment there is less opportunity for the student to make effective use of the feedback from formative assessment to address any issues in the work towards summative assessment. Again, there is also a risk that the feedback from formative assessment becomes simply instructions (coaching) for the student.

Care should be taken to ensure that formative assessment takes place with sufficient time for the student to reflect upon the feedback from the formative assessment and make whatever adjustments they deem necessary to improve their future work or performance towards summative assessment.

It is important to recognise that formative assessment can, in some cases, be continuous, depending on the learning and teaching strategy that has been adopted for a unit or programme. For example, where students may be undertaking a large project, which they are working on throughout the semester/term, you may have regular tutorials (either group or individual) to review work-in-progress and provide students with feedback that helps them to understand their progress and development. In this context, the tutorials are a form of continuous formative assessment. The feedback from these tutorials still needs to avoid coaching and tutors should plan for tutorials (formative assessment) to stop at a point where there is sufficient time, before the summative assessment, to make effective use of the feedback in the later tutorials.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, which can be found on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.2.2 Formative feedback

While assessment and feedback always constitute a part of the student's learning, the purpose of assessment will vary, depending on when it is undertaken and the aim of the assessment activity.

Formative assessment feedback is given to students during the learning journey. This is to say that it relates to formative assessment that may be undertaken, at any point, prior to the summative assessment. Just as formative assessment is undertaken to support students to understand their progress, the associated feedback must be aimed at helping the student to recognise their current position and how to move forwards.

Formative assessment should always result in qualitative feedback: not a grade. When giving formative assessment feedback it is important to avoid giving students advice that directly informs the work that they may do for summative assessment. This is referred to as 'coaching' and is inappropriate. Feedback should provide students with general advice on how to progress in their studies, but should not tell them what to do. For example, a tutor might say:

"…your analysis of the research is not clear, you will need to look at the research more critically…"

rather than

"…what you should be writing is…"

In the former, the tutor is supporting the student to understand their current progress and how to improve. While the latter is 'coaching' the student.

Formative assessment can be either formal or informal. We might schedule specific points where students present work for formative assessment. Such instances can be valuable opportunities for group discussion and peer assessment. In such cases, it is expected that students will receive written formative assessment feedback. In other instances, the formative assessment feedback may be during tutorials or classroom activities.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, which can be found on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.3 Making valid assessment decisions

7.3.1 Authentic student work

An assessor must assess only student work that is authentic – in other words, the student's own independent work. Students must sign a declaration for each assessment to confirm that it is their own work. This declaration must confirm that:

- any evidence submitted for the assignment is the student's own, and
- the student understands that if this is not the case, they may face penalties for malpractice.

Assessors must make sure that evidence is authentic by setting valid assignments and supervising students during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may influence the student's work and final grade.

You can use Pearson templates or your own templates to document authentication.

If your assessor suspects that a student's evidence is not authentic, they must take action in line with our policies for malpractice. Please see *Section 5.7* for more information.

7.3.2 Making assessment decisions using criteria

Assessors must use our criteria to make assessment decisions. They can judge the evidence from a student using all the relevant criteria at the same time but they must be satisfied that there is enough detailed evidence for each criterion required. For example, including a concluding section may not be enough evidence to meet the criterion requiring 'evaluation'.

Assessors should use the information and support available to help them reach their decisions. This includes:

- examples of moderated assessed work, and
- their programme leader and assessment team's experience.

7.3.3 Dealing with late assignments

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not given an advantage by having extra time or the opportunity to learn from others. You should develop and publish your own regulations on late assignments and circumstances where you may agree to an extension.

Students must understand your policy on completing assignments by the deadlines you give them. You may agree to extend a deadline for a genuine reason such as illness in line with your centre policies. Please see *Section 5.6* for more information.

You can apply a penalty to assignments that are submitted late. To do this, you should:

- assess the assignment normally
- apply the penalty or cap to the grade awarded
- tell the student their uncapped grade to recognise the learning they have achieved and provide genuine assessment feedback
- record both the uncapped and capped grades, and
- have both grades verified by a suitable assessment board, taking into account any genuine reasons for the assignment being late.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, which can be found on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.3.4 Providing assessment decisions and feedback

Once your assessment team has completed the assessment process for an assignment, they will provide a formal assessment decision. This should be recorded formally and reported to the student. The information given to the student:

- must show the formal decision and how it has been reached, including how assessment criteria have been met
- may show why they have not demonstrated achievement against assessment criteria
- must not provide feedback on how to improve evidence, and
- may provide feedback on how to improve in the future.

7.3.5 The opportunity to resubmit an assignment

If a student's assignment does not pass after the first assessment, they must have the opportunity to resubmit the assignment for reassessment. In this case:

- students can have the assignment reassessed once only
- if coursework and project-based or portfolio-based assignments need to be reassessed, this will usually involve carrying out the original activity again
- for examinations, reassessment will involve completing a new activity
- the grade for a reassessed assignment will be capped at a Pass, and
- assignments already graded at a Pass or higher cannot be reassessed.

7.3.6 Repeat units

If a student fails to achieve a Pass for a unit following reassessment, your assessment board may agree that they can repeat the unit. In this case:

- the student must pay the unit fee and study the unit again, with full attendance, and
- the grade for the unit (if successfully completed) will be capped at a Pass.

Students can repeat a unit once only.

7.3.7 Assessment boards

It is a formal Pearson requirement that centres hold an assessment board for all your Pearson BTEC Higher National programmes. The main purpose of an assessment board is to make recommendations on:

- the grades achieved by students on the units
- extenuating circumstances
- cases of cheating and plagiarism
- students progressing to the next stage of the programme
- the awards to be made to students, and
- students resubmitting assignments and repeating units.

Assessment boards may also monitor academic standards. The main board meetings normally take place at the end of the session, but if your centre operates on a semester system there may be meetings at the end of the first semester. There may also be separate meetings to deal with referrals.

If you do not have an assessment board, our external examiner will discuss this with your quality nominee and programme leader. Assessment board reports and minutes provide valuable evidence of your quality assurance processes.

7.4 Planning and record-keeping

For internal processes to be effective, your assessment team needs to be well organised and keep effective records. We will work closely with you to make sure you are meeting national standards. This process gives stakeholders confidence in your assessment approach.

Your programme leader must have an assessment plan, produced as a spreadsheet. This plan should include:

- the time required to train the assessment team and make sure they are working to the same standards and procedures
- the time available for teaching and carrying out assessments, including when students may complete assessments and when quality assurance will take place

- the completion dates for different assignments
- who is acting as internal verifier for each assignment and the date by which the assignment needs to be verified
- a procedure for internal verifiers to sample assessors' decisions that covers all assignments, assessors and a range of students
- a process to assess and verify students' work so that they receive formal decisions quickly, and
- a system for scheduling resubmissions.

The programme leader must also keep records of all assessments carried out. The key records are:

- checking of assignment briefs
- student declarations
- assessor decisions on assignments, with feedback given to students, and
- confirmation of assessment decisions.

Examples of records and more information are available in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance process section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.5 Calculating the final qualification grade

7.5.1 Conditions for the award

7.5.1.1 Conditions for awarding our HNC

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

- completed units equivalent to 120 credits at Level 4, and
- achieved at least a Pass in 105 credits at Level 4.

7.5.1.2 Conditions for awarding our HND

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

- completed units equivalent to 120 credits at Level 5
- achieved at least a Pass in 105 credits at Level 5
- completed units equivalent to 120 credits at Level 4, and
- achieved at least a Pass in 105 credits at Level 4.

7.5.2 Compensation

7.5.2.1 Compensation for the HNC

Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units can still be awarded an HNC as long as they have completed and passed the remaining units.

7.5.2.2 Compensation for the HND

Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units and one of their Level 5 15-credit units can still be awarded an HND as long as they have completed and passed the remaining units at both levels as per the rules of combination of the required qualification.

7.5.3 Calculating the overall qualification grade

A student's overall qualification grade is based on their performance in all units. They are awarded a Pass, Merit or Distinction using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND. The overall qualification grade is calculated in the same way for the HNC and the HND. For HND, the overall qualification grade is based on student performance in Level 5 units only.

Students must have attempted all units in a valid combination for each qualification. The conditions of award and compensation arrangements will apply as explained above. If a student has been granted compensation for a unit attempted but not achieved, that unit will appear as unclassified (a 'U' grade) on the notification of performance provided with their certificate.

7.5.3.1 Points per credit

Table 11: Displaying points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

7.5.3.2 Point boundaries

Table 12: Displaying grade point boundaries

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

7.5.4 Modelled student outcomes

7.5.4.1 Pearson BTEC Level 4 Higher National Certificate

Table 13: Displaying example model outcomes

	Credits	Level	Student 1			Student 2		Student 3		Student 4		Student 5	
			Grade	Grade point	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core	15	4	P	4	60	P	60	P	60	D	120	D	120
Core	15	4	P	4	60	P	60	P	60	D	120	M	90
Core	15	4	P	4	60	P	60	P	60	D	120	M	90
Core	15	4	P	4	60	P	60	M	90	M	90	M	90
Specialist	15	4	M	6	90	P	60	M	90	M	90	M	90
Specialist/ Optional	15	4	M	6	90	P	60	M	90	M	90	M	90
Optional	15	4	M	6	90	M	90	D	120	D	120	D	120
Optional	15	4	M	6	90	M	90	D	120	D	120	D	120
Total	120	–	–	–	600	–	540	–	690	–	870	–	810
Grade	–	–	–	–	M	–	P	–	M	–	D	–	M

7.5.4.2 Pearson BTEC Level 5 Higher National Diploma

Table 14: Displaying example model outcomes

	Credits	Level	Student 1			Student 2		Student 3		Student 4		Student 5	
			Grade	Grade point	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core	15	4	P	0	0	P	0	P	0	D	0	P	0
Core	15	4	P	0	0	P	0	P	0	D	0	M	0
Core	15	4	P	0	0	P	0	P	0	D	0	M	0
Core	15	4	P	0	0	P	0	M	0	M	0	M	0
Specialist	15	4	M	0	0	P	0	M	0	M	0	P	0
Specialist/ Optional	15	4	M	0	0	P	0	M	0	D	0	U	0
Optional	15	4	M	0	0	P	0	D	0	D	0	D	0
Optional	15	4	M	0	0	P	0	D	0	D	0	D	0
Core	30	5	M	6	180	M	180	M	180	P	120	D	240
Specialist	15	5	M	6	90	M	90	M	90	P	60	D	120
Specialist	15	5	D	8	120	M	90	D	120	P	60	D	120
Specialist/ Optional	15	5	M	6	90	P	60	D	120	P	60	D	120
Specialist/ Optional	15	5	P	4	60	P	60	D	120	P	60	M	90
Optional	15	5	M	6	90	P	60	M	90	M	90	P	60
Optional	15	5	M	6	90	P	60	D	120	M	90	D	120
Total	240	–	–	–	720	–	600	–	840	–	540	–	870
Grade	–	–	–	–	M	–	M	–	D	–	P	–	D

The tables above are provided as general examples of using unit grades to calculate qualification grades. They do not reflect the specifics of this qualification.

8.0 Quality assurance

The quality assurance system for all Pearson BTEC Higher National programmes is linked to Level 4 and Level 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This means that centres must have effective quality assurance processes to review their programme delivery. It also ensures that assessment grades are in line with national standards.

The quality assurance process for centres offering our Pearson BTEC Higher National programmes has five main features:

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

8.1 The approval process

If you want to deliver our programmes at your centre, you must apply first through the existing centre approval process and then through the programme approval process. We can consider your application by:

- carrying out a desk-based review, or
- visiting your centre.

You will need to provide evidence that your centre:

- has the human and physical resources needed to deliver and assess the programme effectively
- understands the rules of independent assessment and agrees to follow them
- has a strong internal assessment system supported by 'fit for purpose' assessment documentation, and
- has a system to internally verify assessment decisions so that they are consistent across all assessors and sites.

Your application must be supported by the head of the centre (your principal or chief executive). It must include a declaration that you will operate the programmes strictly and in line with our requirements.

If your centre is already approved and you want to renew approval, you may be able to use our automatic approval process.

We may withdraw qualification or centre approval if we believe you can no longer quality assure your programme delivery or assessment standards.

8.2 Centre and qualification approval

As part of the approval process, your centre must meet the conditions listed below before offering the qualification:

- you must have suitable physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment of the qualifications
- you must provide the specific resources required for individual units
- staff involved in the assessment process must have relevant skills or experience
- you must have systems to provide continuing professional development for staff delivering the qualification
- you must have suitable health and safety policies for students and staff using equipment, and
- you must deliver the qualification in line with current equality legislation.

In this way, we can provide qualifications that meet the needs and expectations of students worldwide.

8.3 Monitoring internal systems

You will need to demonstrate that you continue to meet our centre approval criteria over time and across all Higher National programmes. This involves providing evidence to our external examiners for review.

Our examiners will check that:

- your systems and the way you use them remain suitable for supporting the programmes
- you apply student registration and appeals policies consistently, and
- you have effective internal examination and standardisation processes.

In some cases, you may present evidence of your operation within a recognised code of practice such as that of the Quality Assurance Agency for Higher Education. However, we may still want to confirm independently that these arrangements are operating to our standards.

If our examiners identify problems with your internal systems, we will take steps to help you correct them.

8.4 Independent review of assessments

The external examiner will review your internal assessments for all Pearson BTEC Higher National programmes benchmarked to Levels 4 and 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications. They will either:

- confirm that your internal assessments meet national standards and allow certification, or
- provide actions to improve the quality of your assessments before allowing certification.

8.5 Annual programme monitoring report (APMR)

This annual review form gives you the opportunity to analyse and reflect on the most recent teaching year. It also provides us with information to help us improve the quality assurance of the Pearson BTEC Higher National programmes. An overview report is produced to outline the findings of the APMR each year.

8.6 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. This provides us with a snapshot of every Higher National student's experience as part of the quality assurance process. Each centre with enough students taking part in the survey will get its own report about their results. You can access the report on HN Global at: http://hnglobal.highernationals.com.

8.7 Continuing quality assurance and standards verification

Each year we update our *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.
The handbook contains detailed guidance on the quality processes you should follow.

8.7.1 Our key principles of quality assurance

- A centre delivering Pearson BTEC Higher National programmes must be approved by us and must have our approval for the programmes or groups of programmes it is delivering.
- As part of gaining our approval, the centre agrees always to follow our terms and conditions for delivering programmes effectively and assessment quality assurance.

- We provide approved centres with a range of materials and opportunities for reviewing internal materials through our assessment-checking service. This service demonstrates the processes required for effective assessment and provides examples of effective standards. You must use these materials and services to make sure that all staff delivering Pearson BTEC Higher National qualifications keep up to date with the guidance on assessment.
- You must follow agreed processes for:
    - planning, monitoring and recording assessment processes, and dealing with special circumstances, appeals and malpractice, and
    - making sure that assessors and verifiers all work to the same standards.
- We will work in partnership with you to help you achieve quality assured assessment.
- We will help you follow best practice and use suitable technology to support quality assurance processes.
- We will try to make sure our quality assurance processes do not create unnecessary administrative work for you.
- We will monitor and support you in achieving effective assessment and quality assurance.

We will do this by:

- making sure that you complete a suitable declaration at the time of approval
- carrying out approval visits to your centre
- making sure that you have a well-trained, effective team of assessors and verifiers
- sampling and verifying your assessments, assessed student work and other relevant documents, and
- reviewing your strategy for assessing and quality assuring your BTEC programmes.

As an approved centre, you must advertise your certification only with our permission and in line with our reporting requirements.

If you do not have and maintain a strong approach to quality assurance, you will not be able to apply for certification for any Pearson BTEC Higher National qualifications.

If you do not follow our recommendations for improving your quality assurance, we may withdraw approval for you to deliver our qualifications.

9.0 Recognition of Prior Learning and attainment

Recognition of Prior Learning (RPL) is a way of awarding credit if a student can demonstrate they meet the assessment requirements for a unit through knowledge, understanding or skills they already have. As long as the assessment requirements are met, RPL can be used to accredit a unit, units or a whole qualification.

RPL provides a route for recognising the achievements of continuous learning from a range of activities using any valid assessment procedure. We encourage you to recognise students' previous achievements and experiences at work, at home, in leisure and in the classroom. Evidence of learning must be valid and reliable.

For full guidance on RPL, please see *Recognition of prior learning policy and process*, which can be downloaded from the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

10.0 Equality, diversity and inclusion

Equality and fairness are central to our work. The design of these qualifications embeds equality, diversity and inclusion as set out in the qualification regulators' general conditions of recognition.

Promoting equality and diversity involves:

- treating everyone with equal dignity and worth, and
- raising ambitions and supporting achievement for people with different needs and backgrounds.

Creating an inclusive learning environment means anticipating students' varying needs and trying to make sure that all students have equal access to educational opportunities. This involves providing access for people who have differing individual needs and removing unnecessary barriers to learning. Qualification design must be inclusive so that students with and without disabilities have equal access to learning opportunities.

Our equality, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments
- assessments should reflect the wide diversity of students, and
- our qualifications are designed and awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality, religious belief) are not disadvantaged in comparison with students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers.

Our qualifications should:

- be available to everyone capable of reaching the required standards
- be free from any barriers that restrict access and progress, and
- offer equal opportunities for all those who want to access them.

Please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy* downloadable from the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

Please use your integrity when recruiting students to our Pearson BTEC Higher National programmes. You should:

- make sure they have the information and advice they need about the qualification to be sure that it meets their needs
- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and
- for students with disabilities and specific needs, consider the support available to them and any other support they may need during teaching and assessment.

Please see our policy documents on students with particular needs.

10.1 Access to qualifications for students with disabilities or specific needs

Students can be assessed in a recognised regional sign language.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration and *A guide to the special consideration process − General and Vocational Qualifications* downloadable at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance. Details on how to make adjustments for students with protected characteristics are provided in *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. See the support section of our website for both documents: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

11.0 Units included in the BTEC Higher National in Sport

The list of units available for the Pearson BTEC Higher Nationals in Sport can be found in the document *Unit Descriptors for the Pearson BTEC Higher Nationals Sports Suite*, available from the Pearson website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/sport-2027-rqf.html.

12.0 Appendices

Appendix 1: Mapping of HNC/HND in Sport against FHEQ Level 5 qualification descriptors

Key

Key for outcome classifications	
KU	Knowledge and understanding
CS	Cognitive skills
AS	Applied skills (referred to as practical skills by QAA)
TS	Transferable skills

Programme outcomes

Programme outcomes for the HNC/HND in Sport are based on the threshold-level Benchmark Standard in the QAA Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism.[1] The Standard is written for FHEQ Level 6. The HND programme outcomes have been formulated at Level 5 and have been adapted for this level.

Knowledge and understanding (KU)

KU1 Knowledge and understanding of the fundamental principles, practices and contexts of sport, coaching, physical activity and exercise science, including their application within community, participation, performance, health and wellbeing settings.

KU2 Knowledge and understanding of the interrelationships between coaching practice, sport development, exercise science, performance support, participant engagement and wider sector priorities within sport and physical activity environments.

KU3 Knowledge and understanding of the changing sport and physical activity landscape, including the influence of policy, participation trends, health and wellbeing priorities, talent pathways, community needs and performance environments at local, national and global levels.

[1] Quality Assurance Agency (2019) *Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism*. Gloucester: Quality Assurance Agency. Available at: https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements.

KU4 Understanding and insight into the diverse nature, purposes, structures and operations of sport, coaching, community, performance and exercise science settings, and the ways in which these influence participant, athlete and client experiences.

KU5 Knowledge and understanding of how digital technologies, data, performance analysis and contemporary tools are influencing coaching practice, sport participation, exercise science, decision-making and the development of sport and physical activity provision.

KU6 A critical understanding of the cultural, ethical, legal, professional and safeguarding frameworks that inform practice across sport, coaching, physical activity, performance and exercise science contexts.

KU7 A critical understanding of the processes, procedures and practices used to plan, deliver, monitor and evaluate effective sport, coaching, physical activity and exercise science provision, including inclusive practice, participant welfare and sustainable development.

KU8 A critical understanding of evolving concepts, theories and models in sport, coaching, physical activity and exercise science, and their application across practical, professional and hypothetical scenarios.

KU9 Knowledge and understanding of how leadership, coaching behaviours, performance management and reflective practice influence the development of participants, athletes, clients, practitioners and teams within sport and physical activity settings.

KU10 An understanding of appropriate techniques, methodologies and evidence-informed approaches used to investigate, analyse and resolve real-life problems in sport, coaching, physical activity, performance and exercise science workplaces.

Cognitive skills (CS)

CS1 Apply knowledge and understanding of essential concepts, principles and models in sport, coaching, physical activity and exercise science to develop solutions supported by evidence-informed decision-making.

CS2 Develop strategies and methods to show how people, information, facilities, resources and evidence can be integrated and managed effectively to support sport, coaching, performance, health and physical activity objectives.

CS3 Critically evaluate approaches used to engage, support and retain participants, athletes, clients and communities within sport, coaching, physical activity and exercise science contexts.

CS4 Evaluate a range of tools, techniques and sources of information used for planning, monitoring, analysis, evaluation and problem-solving in sport, coaching, performance and exercise science settings.

CS5 Critique the use of digital systems, technologies, data and information sources in supporting coaching practice, sport development, performance analysis, exercise science and evidence-informed decision-making.

CS6 Interpret, analyse and evaluate a range of sport, coaching, physical activity, performance and exercise science data, sources and information to inform judgements, recommendations and practice.

CS7 Use evidence-informed reasoning to identify problems, consider alternative approaches and propose appropriate solutions in applied sport, coaching, performance, health and exercise science contexts.

CS8 Evaluate changing needs, priorities and expectations within sport, coaching, physical activity and exercise science environments, and use self-evaluation to inform continuing professional development.

Applied skills/practical skills (AS)

AS1 The ability to develop appropriate plans, strategies and approaches in changing sport, coaching, physical activity, performance and exercise science environments, to meet participant, athlete, client, community and stakeholder needs.

AS2 Apply innovative ideas and evidence-informed approaches to develop, deliver and communicate sport, coaching, physical activity, performance or exercise science activities, interventions, services or solutions that respond to changing sector needs.

AS3 Integrate theory and practice through the investigation and examination of applied sport, coaching, physical activity, performance and exercise science practices in workplace, community and professional contexts.

AS4 Develop successful outcomes for participants, athletes, clients, communities or organisations by using appropriate sport, coaching, physical activity, performance and exercise science practices, data and information to make justified recommendations.

AS5 Locate, receive, interpret and respond to a variety of information sources, including textual, numerical, graphical, digital and computer-based information, in defined sport, coaching, physical activity, performance and exercise science contexts.

Transferable skills (TS)

TS1 Develop appropriate research skills and skills of critical enquiry to enable the evaluation of different approaches to problem-solving in sport, coaching, physical activity, performance and exercise science contexts.

TS2 Demonstrate self-reflection and self-awareness, including the ability to become an effective independent student and appreciate the value of reflective practice in personal and professional development.

TS3 Competently use digital literacy to access, interpret and apply a broad range of research sources, data and information relevant to sport, coaching, physical activity, performance and exercise science.

TS4 Communicate confidently and effectively, orally and in writing, with participants, athletes, clients, colleagues, communities, organisations and other stakeholders within sport and physical activity settings.

TS5 Communicate ideas, information and arguments in an innovative manner, using a range of digital media and formats appropriate to sport, coaching, physical activity, performance and exercise science contexts.

TS6 Demonstrate strong interpersonal skills, including effective listening, oral communication, collaboration and the ability to influence, present, persuade and negotiate in professional sport and physical activity environments.

TS7 Identify personal and professional goals for continuing professional development in order to enhance competence to practise within sport, coaching, physical activity, performance or exercise science contexts.

TS8 Develop specific competences and skills required in specialist sport, coaching, physical activity, performance and exercise science pathways, supporting progression to employment or further study.

TS9 Develop a range of skills to support effective teamworking, independent initiative, organisational competence and problem-solving strategies in applied sport and physical activity environments.

TS10 Demonstrate adaptability and flexibility in sport, coaching, physical activity, performance and exercise science contexts, showing resilience under pressure and the ability to meet challenging objectives within given deadlines.

TS11 Use quantitative skills to collect, manipulate, analyse and interpret data in order to evaluate evidence, inform practice and test or verify existing theory within sport and exercise-related contexts.

TS12 Demonstrate emotional intelligence and sensitivity to diversity, inclusion, culture and individual needs when working with participants, athletes, clients, communities and colleagues.

Mapping

Based on outcome classification descriptors for higher education qualifications at Level 5 on FHEQ.[2]

The HNC/HND qualification will be awarded to students who have demonstrated the following:

Table 15: HNC/HND outcomes by FHEQ descriptor

FHEQ Level 5 descriptor[3]	HNC/HND in Sport support programme outcomes[4]
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed.	KU1 Knowledge and understanding of the fundamental principles, practices and contexts of sport, coaching, physical activity and exercise science, including their application within community, participation, performance, health and wellbeing settings.
	KU2 Knowledge and understanding of the interrelationships between coaching practice, sport development, exercise science, performance support, participant engagement and wider sector priorities within sport and physical activity environments.
	KU3 Knowledge and understanding of the changing sport and physical activity landscape, including the influence of policy, participation trends, health and wellbeing priorities, talent pathways, community needs and performance environments at local, national and global levels.
	KU4 Understanding and insight into the diverse nature, purposes, structures and operations of sport, coaching, community, performance and exercise science settings, and the ways in which these influence participant, athlete and client experiences.

[2] Quality Assurance Agency (2019) *Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees* [framework]. Gloucester: Quality Assurance Agency. Available at: https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks.

[3] Quality Assurance Agency (2014) *UK Quality Code for Higher Education – Part A: Setting and Maintaining Academic Standards* [framework]. Gloucester: Quality Assurance Agency. Available at: https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks.

[4] Based on QAA Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism Studies: Quality Assurance Agency (2019) Gloucester: Quality Assurance Agency. Available at: https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements.

FHEQ Level 5 descriptor[3]	HNC/HND in Sport support programme outcomes[4]
	KU5 Knowledge and understanding of how digital technologies, data, performance analysis and contemporary tools are influencing coaching practice, sport participation, exercise science, decision-making and the development of sport and physical activity provision.
	KU6 A critical understanding of the cultural, ethical, legal, professional and safeguarding frameworks that inform practice across sport, coaching, physical activity, performance and exercise science contexts.
	KU7 A critical understanding of the processes, procedures and practices used to plan, deliver, monitor and evaluate effective sport, coaching, physical activity and exercise science provision, including inclusive practice, participant welfare and sustainable development.
	KU8 A critical understanding of evolving concepts, theories and models in sport, coaching, physical activity and exercise science, and their application across practical, professional and hypothetical scenarios.
	KU9 Knowledge and understanding of how leadership, coaching behaviours, performance management and reflective practice influence the development of participants, athletes, clients, practitioners and teams within sport and physical activity settings.
	KU10 An understanding of appropriate techniques, methodologies and evidence-informed approaches used to investigate, analyse and resolve real-life problems in sport, coaching, physical activity, performance and exercise science workplaces.

FHEQ Level 5 descriptor[3]	HNC/HND in Sport support programme outcomes[4]
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.	CS1 Apply knowledge and understanding of essential concepts, principles and models in sport, coaching, physical activity and exercise science to develop solutions supported by evidence-informed decision-making.
	CS2 Develop strategies and methods to show how people, information, facilities, resources and evidence can be integrated and managed effectively to support sport, coaching, performance, health and physical activity objectives.
	AS1 The ability to develop appropriate plans, strategies and approaches in changing sport, coaching, physical activity, performance and exercise science environments, to meet participant, athlete, client, community and stakeholder needs.
	AS2 Apply innovative ideas and evidence-informed approaches to develop, deliver and communicate sport, coaching, physical activity, performance or exercise science activities, interventions, services or solutions that respond to changing sector needs.
	AS3 Integrate theory and practice through the investigation and examination of applied sport, coaching, physical activity, performance and exercise science practices in workplace, community and professional contexts.
	AS4 Develop successful outcomes for participants, athletes, clients, communities or organisations by using appropriate sport, coaching, physical activity, performance and exercise science practices, data and information to make justified recommendations.

FHEQ Level 5 descriptor[3]	HNC/HND in Sport support programme outcomes[4]	
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	CS3	Critically evaluate approaches used to engage, support and retain participants, athletes, clients and communities within sport, coaching, physical activity and exercise science contexts.
	CS4	Evaluate a range of tools, techniques and sources of information used for planning, monitoring, analysis, evaluation and problem-solving in sport, coaching, performance and exercise science settings.
	CS5	Critique the use of digital systems, technologies, data and information sources in supporting coaching practice, sport development, performance analysis, exercise science and evidence-informed decision-making.
	CS6	Interpret, analyse and evaluate a range of sport, coaching, physical activity, performance and exercise science data, sources and information to inform judgements, recommendations and practice.
	CS7	Use evidence-informed reasoning to identify problems, consider alternative approaches and propose appropriate solutions in applied sport, coaching, performance, health and exercise science contexts.
	TS1	Develop appropriate research skills and skills of critical enquiry to enable the evaluation of different approaches to problem-solving in sport, coaching, physical activity, performance and exercise science contexts.
	TS11	Use quantitative skills to collect, manipulate, analyse and interpret data in order to evaluate evidence, inform practice and test or verify existing theory within sport and exercise-related contexts.

FHEQ Level 5 descriptor[3]	HNC/HND in Sport support programme outcomes[4]
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	KU10 An understanding of appropriate techniques, methodologies and evidence-informed approaches used to investigate, analyse and resolve real-life problems in sport, coaching, physical activity, performance and exercise science workplaces.
	CS8 Evaluate changing needs, priorities and expectations within sport, coaching, physical activity and exercise science environments, and use self-evaluation to inform continuing professional development.
	TS2 Demonstrate self-reflection and self-awareness, including the ability to become an effective independent student and appreciate the value of reflective practice in personal and professional development.

Typically, holders of the qualification will be able to demonstrate the following:

FHEQ Level 5 descriptor	Programme outcome
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	CS4 Evaluate a range of tools, techniques and sources of information used for planning, monitoring, analysis, evaluation and problem-solving in sport, coaching, performance and exercise science settings.
	CS5 Critique the use of digital systems, technologies, data and information sources in supporting coaching practice, sport development, performance analysis, exercise science and evidence-informed decision-making.
	CS6 Interpret, analyse and evaluate a range of sport, coaching, physical activity, performance and exercise science data, sources and information to inform judgements, recommendations and practice.
	CS7 Use evidence-informed reasoning to identify problems, consider alternative approaches and propose appropriate solutions in applied sport, coaching, performance, health and exercise science contexts.

FHEQ Level 5 descriptor	Programme outcome
	AS5 Locate, receive, interpret and respond to a variety of information sources, including textual, numerical, graphical, digital and computer-based information, in defined sport, coaching, physical activity, performance and exercise science contexts.
	TS3 Competently use digital literacy to access, interpret and apply a broad range of research sources, data and information relevant to sport, coaching, physical activity, performance and exercise science.
	TS11 Use quantitative skills to collect, manipulate, analyse and interpret data in order to evaluate evidence, inform practice and test or verify existing theory within sport and exercise-related contexts.
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	AS2 Apply innovative ideas and evidence-informed approaches to develop, deliver and communicate sport, coaching, physical activity, performance or exercise science activities, interventions, services or solutions that respond to changing sector needs.
	TS4 Communicate confidently and effectively, orally and in writing, with participants, athletes, clients, colleagues, communities, organisations and other stakeholders within sport and physical activity settings.
	TS5 Communicate ideas, information and arguments in an innovative manner, using a range of digital media and formats appropriate to sport, coaching, physical activity, performance and exercise science contexts.
	TS6 Demonstrate strong interpersonal skills, including effective listening, oral communication, collaboration and the ability to influence, present, persuade and negotiate in professional sport and physical activity environments.

FHEQ Level 5 descriptor	Programme outcome	
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	CS8	Evaluate changing needs, priorities and expectations within sport, coaching, physical activity and exercise science environments, and use self-evaluation to inform continuing professional development.
	TS2	Demonstrate self-reflection and self-awareness, including the ability to become an effective independent student and appreciate the value of reflective practice in personal and professional development.
	TS7	Identify personal and professional goals for continuing professional development in order to enhance competence to practise within sport, coaching, physical activity, performance or exercise science contexts.
	TS8	Develop specific competences and skills required in specialist sport, coaching, physical activity, performance and exercise science pathways, supporting progression to employment or further study.
	TS9	Develop a range of skills to support effective teamworking, independent initiative, organisational competence and problem-solving strategies in applied sport and physical activity environments.
	TS10	Demonstrate adaptability and flexibility in sport, coaching, physical activity, performance and exercise science contexts, showing resilience under pressure and the ability to meet challenging objectives within given deadlines.

Holders will also have the following:

FHEQ Level 5 descriptor	Programme outcome
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.	AS1 The ability to develop appropriate plans, strategies and approaches in changing sport, coaching, physical activity, performance and exercise science environments, to meet participant, athlete, client, community and stakeholder needs.
	AS4 Develop successful outcomes for participants, athletes, clients, communities or organisations by using appropriate sport, coaching, physical activity, performance and exercise science practices, data and information to make justified recommendations.
	TS6 Demonstrate strong interpersonal skills, including effective listening, oral communication, collaboration and the ability to influence, present, persuade and negotiate in professional sport and physical activity environments.
	TS9 Develop a range of skills to support effective teamworking, independent initiative, organisational competence and problem-solving strategies in applied sport and physical activity environments.
	TS10 Demonstrate adaptability and flexibility in sport, coaching, physical activity, performance and exercise science contexts, showing resilience under pressure and the ability to meet challenging objectives within given deadlines.
	TS12 Demonstrate emotional intelligence and sensitivity to diversity, inclusion, culture and individual needs when working with participants, athletes, clients, communities and colleagues.

Appendix 2: HNC/HND Sport Programme Outcomes for Students

Table 16: HNC/HND Programme Outcomes for Students

	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills											
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
401	X							X		X	X			X		X	X				X	X	X	X		X								X	
402	X							X	X	X	X		X			X	X				X		X	X		X	X		X						
403	X							X		X	X			X		X	X				X		X	X		X								X	
404										X				X		X	X	X			X	X	X	X	X	X	X		X					X	
405	X	X		X		X	X	X	X		X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X
406	X				X		X	X		X	X			X	X	X	X		X		X	X	X	X		X	X						X	
407	X	X	X	X		X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
408	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
411	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
412	X	X	X	X		X	X	X		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
413	X		X	X		X	X		X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
414	X	X	X	X		X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
415	X			X		X	X	X		X	X		X	X		X	X		X	X	X	X	X	X	X	X		X		X	X	X	X	X
417	X		X	X		X	X		X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
418	X	X	X	X		X		X		X			X	X	X	X	X	X			X	X	X	X	X	X	X	X		X			X	X
420	X	X	X	X		X	X	X		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
501	X				X			X		X				X	X	X	X	X			X	X	X	X	X	X	X		X	X	X		X	
502	X	X		X	X			X		X	X			X	X	X	X			X	X	X	X	X		X	X	X			X	X		X	
503	X	X	X	X		X	X	X		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X
505	X				X	X	X	X		X	X			X		X	X		X	X	X	X	X	X		X	X	X	X		X			X	X
506	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
507	X	X		X	X	X	X	X		X	X		X	X	X	X	X		X	X	X	X	X	X		X	X		X		X	X	X	X	X
508	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
510	X	X	X	X		X	X	X		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X

	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills											
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
511	X	X		X	X	X		X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X
512	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X
513	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
514	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X
515	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
516	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
517	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X

Appendix 3: Transferable skills mapping

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

Transferable skills based on the three domains of competence, and clusters of 21st-century competencies published by the Committee on Defining Deeper Learning and 21st Century Skills,[5] and adapted by Pearson Edexcel.[6]

Table 17: Level 4 Transferable skills mapping

Skill set	**Cognitive skills**							**Intrapersonal skills**				**Interpersonal skills**		
Unit	Problem Solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Planning/ Prioritising	Self-management	Independent Learning	Self-reflection	Teamwork	Leadership	Cultural Awareness
401	X	X	X	X		X		X	X	X				
402	X	X	X	X	X			X	X	X		X	X	
403	X	X								X				
404	X	X	X	X	X	X	X	X	X	X	X			

[5] Committee on Defining Deeper Learning and 21st Century Skills (2012) *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington DC: National Research Council of the National Academies.

[6] Pearson Edexcel (2018) Transferable skills: A guide for schools [report]. London: Pearson Edexcel. Available at: https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/the-9-1-grading-scale-explained/transferable-skills.html (Accessed: 13th December 2022).

Skill set	Cognitive skills							Intrapersonal skills				Interpersonal skills		
Unit	Problem Solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Planning/ Prioritising	Self-management	Independent Learning	Self-reflection	Teamwork	Leadership	Cultural Awareness
405	X	X	X	X	X		X	X	X	X	X	X	X	X
406	X	X	X	X	X	X	X	X	X	X	X		X	
407	X	X	X	X	X	X	X	X	X	X	X			X
408	X	X	X	X	X	X	X	X	X	X	X	X	X	X
411	X	X	X	X	X	X		X	X	X				
412	X	X	X	X		X	X	X	X	X	X			X
413	X	X	X	X	X	X		X	X	X	X	X		
414	X	X	X	X	X	X	X	X	X	X	X	X		X
415	X	X	X	X				X	X	X				
417	X	X	X	X	X			X	X	X	X	X		
418	X	X		X	X	X				X				X
420	X	X	X	X	X	X	X	X	X	X		X	X	X

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

Table 18: Level 5 Transferable skills mapping

Skill set	**Cognitive skills**							**Intrapersonal skills**				**Interpersonal skills**		
Unit	Problem Solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Planning/ Prioritising	Self-management	Independent Learning	Self-reflection	Teamwork	Leadership	Cultural Awareness
501	X	X	X	X	X	X	X	X	X	X	X			
502	X	X	X	X	X	X	X	X		X		X		
503	X	X	X	X	X	X	X	X	X	X	X	X		X
505	X	X	X	X	X	X		X	X	X		X		
506	X	X	X	X	X	X	X	X	X	X	X	X	X	
507	X	X	X	X	X	X	X	X	X	X		X		
508	X	X	X	X	X		X	X	X	X	X	X		
510	X	X	X	X	X	X	X	X	X	X	X			X
511	X	X	X	X	X	X	X	X	X	X	X	X	X	
512	X	X	X	X	X	X	X	X	X	X	X	X	X	X
513	X	X	X	X	X	X		X		X				
514	X	X	X	X	X			X	X	X	X	X	X	X
515	X	X	X	X	X	X		X		X		X		

Skill set	Cognitive skills							Intrapersonal skills				Interpersonal skills		
Unit	Problem Solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Planning/ Prioritising	Self-management	Independent Learning	Self-reflection	Teamwork	Leadership	Cultural Awareness
516	X	X	X	X	X	X	X	X	X	X	X	X	X	X
517	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Appendix 4: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

Table 19: Glossary of terms used for internally assessed units.

Term	Definition
Adapt	Make changes to an approach, activity, plan or delivery method so that it is suitable for a specified context, participant need, outcome or constraint.
Analyse	Present the outcome of methodical and detailed examination by breaking down a theme, topic, situation, information or data in order to interpret and study key trends, relationships or interrelationships.
Appraise	Make a considered judgement about the value, quality, effectiveness or significance of evidence, decisions, outcomes, recommendations or approaches.
Apply	Put into operation or use relevant skills, knowledge or understanding appropriate to the context.
Assess	Offer a reasoned judgement of the standard, quality, suitability or effectiveness of a situation, skill, approach, strategy or outcome, informed by relevant facts or evidence.
Carry out	Use appropriate skills, knowledge or procedures to complete a practical task, activity, process or professional action.
Communicate	Convey ideas, information, findings or outcomes clearly to others, using a format and style appropriate to the audience and purpose.
Compare	Identify and explain the similarities, differences, advantages and disadvantages relating to two or more items, situations, approaches or aspects of a subject.
Create	Make or construct something new for a specified purpose, such as a profile, plan, framework, resource or system, drawing on relevant knowledge and context.
Critically analyse	Separate information into components and identify characteristics, relationships, limitations or implications with depth and supporting justification.
Critically apply	Put relevant knowledge, principles, methods or approaches into practice, making reasoned and evidence-informed decisions about their selection, adaptation and use within a specified context.
Critically assess	Make a reasoned and evidence-informed judgement about the quality, suitability, effectiveness or significance of a situation, approach, decision or outcome.

Critically evaluate	Make a supported judgement that considers different factors, evidence, limitations and implications in depth.
Deliver	Carry out a planned session, event, activity or programme in practice, using appropriate professional, safety, communication and monitoring approaches.
Demonstrate	Show knowledge, understanding or practical competence through performance, application or evidence.
Describe	Give an account of the main features, characteristics or qualities of a topic, situation, pattern or process.
Design	Plan and present ideas to show the layout, structure, function, workings, process or intended operation of an object, system, programme, session or strategy.
Determine	Use appropriate information, evidence, methods or judgement to establish, decide or identify an outcome, level, need or position.
Develop	Grow, progress, extend or produce a plan, idea, skill, programme, resource or understanding in a structured way.
Differentiate	Recognise or determine what makes something different, including key distinguishing characteristics or features.
Discuss	Give an account that addresses a range of ideas, arguments, perspectives or issues.
Evaluate	Make a supported judgement using relevant information, evidence, themes or concepts, considering aspects such as strengths, weaknesses, advantages, disadvantages, relevance, significance, limitations or alternatives.
Examine	Consider a subject, issue, process, practice or relationship carefully and in detail to establish key features, purposes, effects, relationships or implications.
Explain	Give an account of the purposes, reasons, causes, functions or relationships associated with a subject, process or situation.
Explore	Use skills, knowledge or enquiry to investigate, consider or test a topic, issue, context or possibility.
Identify	Indicate the main features, purpose or relevant aspects of something by recognising, selecting or discerning facts, qualities or characteristics.
Implement	Put a plan, programme, strategy, process or agreed approach into effect within a defined context.
Interpret	State or explain the meaning, purpose, relevance or qualities of information, data or evidence through appropriate expression or representation.
Investigate	Conduct an inquiry or study into something to discover, examine and interpret relevant facts, evidence or information.

Justify	Give reasons or evidence to support an opinion, decision, recommendation, conclusion or action, or to show that something is reasonable or appropriate.
Outline	Set out the main points, features or characteristics of a subject, situation, process or requirement.
Perform	Carry out a practical technique, treatment, process or skill in an appropriate, safe and competent manner.
Plan	Set out the intended aims, structure, sequence, resources, methods, considerations or actions required to achieve a specified outcome.
Present	Communicate or display information, ideas, evidence or outcomes in an appropriate format for a specified purpose and audience.
Produce	Create, develop or generate an appropriate product, outcome, document or other form of evidence that meets the requirements of a specified purpose or context.
Propose	Put forward an idea, response, solution, recommendation or course of action for consideration, based on relevant information, evidence or the requirements of a specified context.
Provide	Supply, present or make available the information, evidence, explanation, resource or support required for a specified purpose or context.
Reflect	Review and consider personal experience, performance, progress, learning or development needs in order to identify insights, strengths, areas for improvement or next steps.
Review	Make a formal assessment of work produced, information, activity, performance, evidence or prior events, with the intention of appraising, reconsidering or identifying changes where necessary.
Select	Choose an appropriate method, test, technique, model, approach or resource for a specified purpose or context.
Undertake	Use a range of skills to perform or complete a task, research activity, practical process or professional activity.
Use	Apply an appropriate method, technique, tool, resource, evidence base or approach for a defined purpose and context.

Appendix 5: Assessment methods and techniques for Higher Nationals

Table 20: Assessment methods and techniques for Higher Nationals.

Assessment technique	Description	Transferable skills development	Formative or Summative
Academic graphic display	This technique asks students to create documents or digital outputs providing well-presented information for a given purpose. Examples may include posters, infographics, visual summaries, digital presentations, charts, performance profiles or data displays. Outputs may be produced as hard copy or electronically.	Creativity Written communication Digital literacy Information and communications technology Data presentation	Formative Summative
Case study	This technique presents students with a specific example, scenario or applied context to which they must select and apply knowledge. Case studies may include client, athlete, participant, organisational, community or performance-based scenarios.	Reasoning Critical thinking Analysis Decision-making Application of knowledge	Formative Summative
Discussion forum	This technique allows students to express their understanding and perceptions about topics and questions presented in class or digitally, for example through online groups, blogs, seminars or structured discussion activities.	Oral and written communication Appreciation of diversity Critical thinking and reasoning Argumentation Collaboration	Formative

Assessment technique	Description	Transferable skills development	Formative or Summative
Independent research	This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources. It may include evidence searches, literature reviews, data collection, interpretation of findings and evaluation of source quality.	Information and communications technology Information literacy Research literacy Analysis Ethical use of information	Formative Summative
Oral/Viva or professional discussion	This technique asks students to display their knowledge and understanding of the subject through questioning, professional discussion, consultation or verbal justification of decisions.	Oral communication Critical thinking Reasoning Professional communication Justification of decisions	Formative Summative
Peer review	This technique asks students to provide constructive feedback on each other's work, performance or professional practice. Feedback may be collated for development, reflection and improvement purposes.	Teamwork Collaboration Negotiation Constructive feedback Reflective practice	Formative Summative
Presentation	This technique asks students to deliver information, findings or a project orally, visually or through demonstration. Presentations may include individual or group delivery, digital slides, practical demonstrations or professional briefings.	Oral communication Critical thinking Reasoning Creativity Digital communication	Formative Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Production of an artefact/ performance or portfolio	This technique requires students to demonstrate that they have mastered skills and competencies by producing or performing something. Examples may include coaching session plans, training programmes, performance profiles, digital portfolios, practical demonstrations, monitoring records, post-event analysis outputs, or the use of sport and exercise equipment, techniques or technologies.	Creativity Interpretation Written and oral communication Decision-making Initiative Digital literacy Professional practice	Summative
Project	This technique is a large-scale activity requiring self-direction, planning, research, exploration, production of outcomes and review. Projects may include research projects, applied investigations, development of interventions or evaluation of professional practice.	Written communication Information literacy Research literacy Creativity Initiative Project management	Summative
Role playing	This technique is a type of case study in which an explicit situation is established, with students playing specific roles and demonstrating what they would say or do in that situation. It may be used to explore professional communication, consultation, ethical decision-making or client/participant interactions.	Written and oral communication Leadership Information literacy Creativity Initiative Professional judgement	Formative

Assessment technique	Description	Transferable skills development	Formative or Summative
Self-reflection	This technique asks students to reflect on their performance, decisions and development using appropriate evidence. Examples may include reflective journals, coaching reviews, CPD plans, peer or video observation notes, evaluation of practical delivery, or recommendations for future improvement.	Self-reflection Written communication Initiative Decision-making Critical thinking Professional development	Formative Summative
Simulated activity	This technique is a multi-faceted activity based on realistic work situations. Examples may include simulated coaching sessions, client consultations, athlete-support scenarios, community sport delivery, performance analysis activities, event-based scenarios or professional practice simulations.	Self-reflection Written and oral communication Initiative Decision-making Critical thinking Applied professional practice	Formative Summative
Team assessment	This technique asks students to work together to show skills in defining and structuring an activity as a team. All team assessment should be distributed equitably, with each group member performing an agreed role before the team collates outcomes and submits the required evidence.	Collaboration Teamwork Leadership Negotiation Written and oral communication Accountability	Formative Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Tiered knowledge	This technique encourages students to identify their gaps in knowledge. Students record the main points they have captured well and those they did not understand, supporting targeted development and review.	Critical thinking Analysis Interpretation Decision-making Oral and written communication	Formative
Time constrained assessment	This technique covers assessment that must be completed within a centre-specified, time-constrained period, either on-site or through a controlled digital environment where appropriate.	Reasoning Analysis Written communication Critical thinking Interpretation Working under time constraints	Summative
Top ten	This technique asks students to create a 'top ten' list of key concepts presented in assigned reading, taught content or professional resources.	Teamwork Creativity Analysis Collaboration Prioritisation	Formative
Written task or report	This technique asks students to complete an assignment in a structured written format, for example, a coaching plan, training programme, needs analysis, performance profile, risk assessment, post-event analysis report, evaluation report, reflective review or set of professional recommendations.	Reasoning Analysis Written communication Critical thinking Interpretation Evidence-informed decision-making	Summative

Appendix 6: Subject Benchmarks

Subject benchmark statement – Events, Hospitality, Leisure, Sports and Tourism

(i) *Leisure Courses*

An honours graduate of a leisure or leisure-based course is able to understand, critically evaluate and reflect on issues of lifestyle, consumption, culture and technology as they affect people's leisure lives, including being able to:

- demonstrate an ability to synthesise interdisciplinary approaches to issues of consumption and consumerism in leisure markets
- critically reflect on the impact of leisure in the lives of individuals and analyse barriers to participation
- evaluate the importance of cultural and other diversities in developing access to participation in leisure by specific target groups
- identify the influences of technological changes and mass communication in transforming people's leisure options.

An honours graduate of a leisure or leisure-based course is able to understand the social, political, economic and physical contexts of leisure and analyse the impact of these upon leisure theories, including being able to:

- demonstrate an ability to synthesise interdisciplinary approaches to issues of consumption and consumerism in leisure markets
- critically reflect on the impact of leisure in the lives of individuals and analyse barriers to participation
- evaluate the importance of cultural and other diversities in developing access to participation in leisure by specific target groups
- identify the influences of technological changes and mass communication in transforming people's leisure options.

An honours graduate of a leisure or leisure-based course is able to use and understand the impact of rationales, sources and assumptions embedded in policy, planning and delivery mechanisms in a leisure context, including being able to:

- operationalise concepts of social, public and business policy and critically analyse their role in leisure supply
- write and critically evaluate leisure plans, development plans and recognise and meet the leisure needs of specific communities
- critically reflect upon the role of those organisations and structures charged with a responsibility for the promotion of leisure or the training of practitioners in leisure.

An honours graduate of a leisure or leisure-based course is able to demonstrate a range of skills in professional practice, including being able to:

- critically reflect upon what it means to work in and experience leisure and/or leisure-related activities, including proactive career management
- evaluate the impact and role of leisure experiences in everyday life
- demonstrate the skills necessary both to deliver and reflect upon the leisure experience of different social groups
- appreciate social, cultural, economic and political diversity and its impact on lifestyle and leisure in society
- display critical understanding of organisations, services and structures providing and responsible for leisure activities
- understand and employ social, economic, cultural and political theories to explain the development of leisure activities in society
- demonstrate critical appreciation of the role of leisure in health and well-being of societies and its implications in a vocational context.

(ii) *Sport Courses*

An honours graduate in sport-related courses is able to critically appraise and evaluate sport in its social, health-related, environmental, managerial and/or performance contexts. The following learning outcomes reflect the five areas of focus for courses in sport described in paragraph 3.20. Depending on the nature of their individual course, honours graduates demonstrate achievement of the outcomes from at least one area.

1. An honours graduate in sport-related courses is able to understand and explain human responses to sport and exercise, including being able to:

- make effective use of knowledge and understanding of the disciplines underpinning human structure and function
- critically appraise and evaluate the effects of sport and exercise intervention on the participant
- demonstrate the skills required to monitor and evaluate human responses to sport, exercise and/or rehabilitation
- critically appreciate the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as older adults, disabled people, people with a chronic disease and children.

2. An honours graduate in sport-related courses is able to understand and critically appraise the study of the performance of sport and its enhancement, monitoring and analysis, including being able to:

- monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, including, where appropriate, injury diagnosis and treatment, in ways underpinned by current research
- evidence the skills required to monitor and evaluate sports performance in laboratories and/or field settings
- display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.

3. An honours graduate in sport-related courses is able to demonstrate an understanding of the health-related and disease management aspects of exercise and physical activity, including being able to:

- display an awareness of current government policy on disease prevention and the relevance of exercise
- demonstrate an ability to monitor health through exercise and prescribe appropriate interventions
- display a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.

4. An honours graduate in sport-related courses is able to understand the influence of the historical, social, political, economic and cultural diffusion, distribution and impact of sport, including being able to:

- demonstrate a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport
- employ social, economic and political theory to explain the development and differentiation of sport throughout society
- demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation.

5. An honours graduate in sport-related courses is able to recognise, understand and critically reflect upon the policy, planning, management and delivery of sporting opportunities, including being able to:

- understand and apply the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events in the voluntary, public and private sector
- employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities
- demonstrate a critical appreciation of sport development and facilitation principles in at least one vocational context.

(iii) *Leisure-related award titles*

- adventure recreation
- adventurous activities
- countryside leisure management
- entertainment management
- facilities management
- international leisure management
- international leisure marketing
- leisure administration
- leisure and licensed retail
- leisure and recreation
- leisure economics
- leisure events and entertainment management
- leisure events management
- leisure marketing
- leisure property
- leisure studies
- management in equine leisure
- maritime leisure management
- outdoor activities
- outdoor recreation

(iv) *Sport-related award titles*

- adventure sport
- biomechanics
- coaching science
- coaching studies
- community sport
- exercise physiology
- exercise science
- exercise studies
- exercise therapy
- health and fitness management

- movement science
- movement studies
- outdoor studies
- physical education
- recreation management
- rehabilitation science
- sport and exercise sciences
- sport education

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