

Pearson BTEC Level 3 Nationals in Sport and Outdoor Activities



Specification

Foundation Diploma, Diploma and Extended
Diploma in Sport and Outdoor Activities

First teaching from September 2019

First certification from 2020

Issue 5

Pearson BTEC Level 3 Nationals

**Foundation Diploma in Sport
and Outdoor Activities**

**Diploma in Sport and Outdoor
Activities**

**Extended Diploma in Sport
and Outdoor Activities**

Specification

First teaching September 2019

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Edexcel, BTEC and LCCI qualifications

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This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62 per cent of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers and colleges to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their teachers have the best possible experience during their course. See *Section 10 Resources and support* for details of the support we offer.

A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an Apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Nationals in Sport and Outdoor Activities will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts and mapped these qualifications to industry standards. We are grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, partners and professional bodies and higher education providers that have worked with us include:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
- The Institute for Outdoor Learning (IOL)
- The UK Anti-Doping (UKAD).



In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. The letters can be viewed on our website.

Summary of Pearson BTEC Level 3 Nationals in Sport and Outdoor Activities specification Issue 5 changes

Summary of changes made between previous issue and this current issue	Page number
Sentence and website link added to the <i>Introduction to BTEC National qualifications for the sport and outdoor activities sector</i> section pointing learners to the guide to industry standards if they need more information on applying for a job in the sport and active leisure industry.	Page 1
A rule has been added to state that <i>Unit C4: Personal Skills Development in Outdoor Activities</i> must be taken before <i>Unit D4: Applied Leadership and Instructing in Outdoor Activity</i> .	Pages 5, 14, 15 and 47
A bullet point was added under subsection <i>Internally-assessed units</i> to draw attention to <i>Appendix 1</i> for additional suggestions and support.	Page 6
Under subsection <i>Language of assessment</i> reference has been added to the availability of these qualifications in Welsh.	Page 7
In section <i>1 Qualification purpose</i> subsections <i>What could this qualification lead to?</i> for each qualification have been reworded to clarify that the qualifications attract UCAS Tariff points.	Pages 10-12
In <i>Unit E: Research Project in Sport (Pearson-set)</i> the <i>Essential information for assignments</i> section has been reworded for clarity.	Page 83
Changes made to <i>Unit 4: Nutrition for Physical Performance</i> wording in sections <i>Unit introduction, Content</i> for areas C1, C2, <i>Assessment criteria</i> for C.M3, <i>Essential information for assessment decisions</i> section for Learning aims A, B and C under merit standard for clarity.	Pages 107, 111, 112, 114 and 116
Changes made to <i>Unit 9: Fitness Training</i> wording in the <i>Assessment criteria</i> section for A.D1, B.P3, B.P4, B.D2, C.D3, <i>Essential information for assignments</i> to reflect the <i>Assessment criteria</i> table changes, <i>Essential information for assessment decisions</i> section for Learning aims A and B distinction standard.	Pages 149-151
Changes made to <i>Unit 15: Ethical and Current Issues in Sport</i> wording in <i>Content</i> section under A2 for clarity.	Page 177
In section <i>10 Resources and support</i> subsections <i>Schemes of work and Study skills activities</i> have been removed and a link to the Learning Hub has been added.	Page 281

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

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Introduction to BTEC National qualifications for the sport and outdoor activities sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 Nationals in Sport and Outdoor Activities. The specification signposts you to additional handbooks and policies. It includes all the units for these qualifications.

These qualifications are part of the suite of Sport and Outdoor Activities qualifications offered by Pearson. In the suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below.

There are BTEC National qualifications in this suite for post-16 learners who want to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and technical skills, enabling entry to an Apprenticeship or other employment, or progression to related higher-education courses. Learners taking these qualifications should have a significant level of employer involvement in their programmes.

The qualifications in the Sport and Outdoor Activities sector are:

- Pearson BTEC Level 3 National Foundation Diploma in Sport and Outdoor Activities (603/4919/0)
- Pearson BTEC Level 3 National Diploma in Sport and Outdoor Activities (603/4920/7)
- Pearson BTEC Level 3 National Extended Diploma in Sport and Outdoor Activities (603/4921/9).

The Foundation Diploma (540 GLH) Diploma (720 GLH) and Extended Diploma (1080 GLH) qualifications in Sport and Outdoor Activities are not currently recognised for performance measures and are primarily intended for progression to employment.

Other BTEC National qualifications in this sector provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher-education courses by meeting entry requirements or through being accepted alongside other qualifications at the same level and adding value to them. Achieving this qualification will give you an advantage when applying for a job in the sport and active leisure industry.

For more information access the guide to industry standards

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/BTECSport_CIMSPA.pdf

Learners may progress to one of these Sport and Outdoor Activities qualifications having completed a smaller qualification that provides suitable fundamental knowledge and skills.

In the sports sector, these qualifications are:

- Pearson BTEC Level 3 National Certificate in Sport (603/0458/3)
- Pearson BTEC Level 3 National Extended Certificate in Sport (601/7218/6)
- Pearson BTEC Level 3 National Foundation Diploma in Sport (601/7220/4)
- Pearson BTEC Level 3 National Diploma in Sport (603/0460/1)
- Pearson BTEC Level 3 National Extended Diploma in Sport (603/0459/5).

This specification signposts all the other the essential documents and support that you need as a centre in order to deliver, assess and administer the qualifications, including the staff development required. A summary of the essential documents is given in *Section 7 Administrative arrangements*. Information on how we can support you with these qualifications is given in *Section 10 Resources and support*.

The information in this specification is correct at the time of publication.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in these qualifications has a GLH value of 60, 90, 120 or 180. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary in sectors and across the suite, depending on the nature of the units in each qualification and the expected time for other required learning. The following table shows all the qualifications in this sector and their GLH and TQT values.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 3 National Foundation Diploma in Sport and Outdoor Activities*	540 GLH (725 TQT) Equivalent in size to 1.5 A Levels. Six units, of which five are mandatory. Mandatory content (88%).	This is intended for post-16 learners who want to progress directly to employment in the outdoor activities sector as an assistant outdoor instructor. When studied alongside other Level 3 qualifications as part of the study programme the qualification supports progression to a range of higher-education courses.
Pearson BTEC Level 3 National Diploma in Sport and Outdoor Activities*	720 GLH (975 TQT) Equivalent in size to two A Levels. Seven units, of which six are mandatory. Mandatory content (91%).	This is intended for post-16 learners who want to progress directly to employment in the outdoor activities sector as an outdoor activities instructor. When studied alongside another Level 3 qualification as part of the study programme, the qualification supports progression to higher-education programmes related to sport and outdoor activity.
Pearson BTEC Level 3 National Extended Diploma in Sport and Outdoor Activities*	1080 GLH (1470 TQT) Equivalent in size to three A Levels. 12 units of which eight are mandatory. Mandatory content (77%).	This is intended for post-16 learners who want to progress directly to employment or self-employment in the outdoor activities sector as an outdoor activities instructor. Additionally, the breadth of the optional content in the qualification allows learners to widen their progression opportunities. Learners may progress to a number of different higher-education courses or to work in the outdoor activities sector in associated roles, such as business support, sports development, tourism and events.

*These qualifications are not eligible for performance tables in England.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structures for these Pearson BTEC Level 3 Nationals in Sport and Outdoor Activities are shown in *Section 2 Structure*. **You must refer to the full structure for the relevant qualification to select units and plan your programme.**

Key

M	Mandatory units	O	Optional units
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Unit (number and title)	Unit size (GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
A Careers in the Sport and Active Leisure Industry	90	M	M	M
B Health, Wellbeing and Sport	90	M	M	M
C4 Personal Skills Development in Outdoor Activities**	180	M	M	M
D4 Applied Leadership and Instructing in Outdoor Activity	180		M	M
E Research Project in Sport (Pearson-set)*	120			M
1 Sport Development	60	O	O	O
2 Self-employment in Sport and Physical Activity	60			O
4 Nutrition for Physical Performance	60	O	O	O
5 Anatomy and Physiology in Sport	60		O	O
6 Sporting Injuries	60			O
9 Fitness Training	60			O
13 Influence of Technology in Sport and Physical Activity	60			O
14 Organising Events in Sport and Physical Activities	60		O	O
15 Ethical and Current Issues in Sport	60			O
16 Marketing Communications	60			O
18 Sport and Leisure Facility Operations	60			O
19 Sports Tourism	60			O
24 Health and Safety Factors in Outdoor Learning	60	M	M	M
25 Outdoor Activity Provision	60	M	M	M

Unit (number and title)	Unit size (GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
26 Impacts and Sustainability of Outdoor Activities	60	O	O	M
27 Expedition Experience	60	O	O	O

* *Unit E: Research Project in Sport* can only be taken in the second year.

** Unit C4 must be taken before Unit D4.

Units A, B, 1, 2, 4 and E can be complemented by the Sport + 2019 Learning Hub <https://www.pearson.com/uk/web/learning-hub.html> Digital solution.

Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, planning and completing tasks to high standards, which are valued in both the workplace and in higher education.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2 Structure*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualifications. It includes a range of assessment types and styles suited to vocational qualifications in the sector. For these qualifications, there are two main forms of assessment that you need to be aware of: internal and synoptic.

Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. In these qualifications in sport and outdoor activities, all units are internally assessed. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess, you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6 Internal assessment*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate processes
- review *Appendix 1* for additional suggestions and support.

You should also be aware of the specific assessment requirements for *Unit E: Research Project in Sport (Pearson-set)*. More information is given in the *Pearson-set Theme and Topic Release* and the *Pearson-set Assignment Guidance* documents, both available on our website.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information, see *Section 6 Internal assessment*.

Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications, we have identified units that contain a synoptic assessment task. Synoptic assessment should take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. The particular units that contains the synoptic tasks for this qualification is shown in the structure in *Section 2 Structure*.

Externally-assessed units

There are no externally-assessed units in this qualification. All units are internally assessed.

Language of assessment

Assessment of the internal and external units for these qualifications will be available in English and Welsh. All learner work must be in English and or Welsh. Learners taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 7 Administrative arrangements*.

Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.

Internally-assessed units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*, **or** PPP to D*D*D*. Please see *Section 9 Understanding the qualification grade* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

1 Qualification purpose

Pearson BTEC Level 3 Nationals in Sport and Outdoor Activities

The Sports sector is a fast-growing industry. It is currently worth £39 billion to the economy and continues to grow annually (*Sport Futures Strategy, DCMS, 2015*). The number of people employed in the sector now stands at over 400,000. *Sport England (2015) Getting Active Outdoors*, revealed that the climbing, mountaineering and walking sector alone is worth £3.2 billion. It is also reported that the 90 million visitors to National Parks spend more than £4 billion. The outdoor sector is a diverse, widespread and growing industry.

Outdoor activity participation is growing. Sport England (2015) cited a 3% growth with 27.6% of the total active population doing so outdoors. Supporting this, The House of Commons (2015) states that three quarters of the English population regularly get active outdoors. They describe this to be hugely beneficial to the economy both in terms of consumer spending and creating numerous jobs.

This suite of qualifications includes embedded industry accreditation allowing learners to progress directly to work in the sector or to further study.

In this section, you will find information on the purpose of this qualification suite and how its design meets that purpose through the objective and structure of each qualification. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

Pearson BTEC Level 3 National Foundation Diploma in Sport and Outdoor Activities

The Pearson BTEC Level 3 National Foundation Diploma in Sport and Outdoor Activities, which is 540 GLH, is a qualification for post-16 learners. The qualification is equivalent in size to 1.5 A Levels and is for learners looking to study sport and outdoor activities as a one-year, full-time course or for those wishing to take it alongside another area of contrasting or complementary study, as part of a two-year, full-time study programme.

Who is this qualification for?

The qualification is aimed at post-16 learners looking to progress to employment as an Assistant Outdoor Activities Instructor. The Institute of Outdoor Learning (IOL) has confirmed endorsement that this qualification can lead to employment in this job role.

What does this qualification cover?

The content of this qualification has been developed in consultation with employers and professional bodies, most notably the Institute for Outdoor Learning (IOL), in order to confirm that the content is appropriate and consistent with current industry practice and that it will allow learners to enter employment directly in the outdoor activities sector. In addition, higher-education institutions have been consulted to ensure that the qualification allows progression for those aspiring to higher-level study.

Learners taking this qualification will study five mandatory units:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit C4: Personal Skills Development in Outdoor Activities
- Unit 24: Health and Safety Factors in Outdoor Learning
- Unit 25: Outdoor Activity Provision.

From these units, learners will gain the underpinning knowledge, skills and behaviours needed to work in the Sport and Outdoor Activities sector. Learners will focus on exploring factors affecting the outdoor sector and how to maintain health and safety, including in respect of the equipment and facilities required for participation in outdoor activities. Learners will develop and reflect on their personal skills and environmental responsibilities when delivering various outdoor activities.

In addition, learners can choose one optional unit, linked to their area of interest, that will enhance the breadth of learning and support their employment opportunities. Options include units such as expedition experience, sports development and impacts and sustainability of outdoor activities.

What could this qualification lead to?

This qualification is aimed at learners looking to progress to employment as an Assistant Outdoor Activities Instructor. The IOL has confirmed endorsement that this qualification can lead to employment in this job role.

The qualification attracts UCAS Tariff points and is recognised by higher-education providers as contributing to entry requirements for many related courses. When combined with other qualifications, such as A Levels or another BTEC National Foundation Diploma, in a two-year, full-time study programme, learners can progress to higher-education degree programmes, such as a BA Hons in Outdoor Adventure Leadership, a BSc Hons in Outdoor Adventure and Environment and a BSc Hons in Outdoor Adventure Leadership and Management.

Learners should check the entry requirements for degree programmes with the provider.

Pearson BTEC Level 3 National Diploma in Sport and Outdoor Activities

The Pearson BTEC Level 3 National Diploma in Sport and Outdoor Activities, which is 720 GLH, is a qualification for post-16 learners. The qualification is equivalent in size to two A Levels and may be taken as a two-year programme alongside another vocational qualification or as a national governing body outdoor activities qualification. The qualification is mapped to the Outdoor Activities Instructor Apprenticeship Standard, preparing learners for employment in that specific job role. The Institute for Outdoor Learning (IOL) has confirmed mapping and endorsed this career route. This qualification also offers learners the opportunity to progress to further study and higher education.

Who is this qualification for?

The qualification is aimed at post-16 learners looking to progress to employment as an Outdoor Activities Instructor. The IOL has confirmed endorsement that this qualification can lead to employment in this job role. The qualification is also mapped to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Safeguarding and Protecting Children's Standards, thereby supporting an individual who, within their job role, has a need to be aware of and/or implement safeguarding procedures to protect children.

What does this qualification cover?

The content of this qualification has been developed in consultation with employers and professional bodies, most notably the Institute for Outdoor Learning (IOL), in order to confirm that the content is appropriate and consistent with current industry practice and will allow learners to enter employment directly in the outdoor activities sector. The CIMSPA Safeguarding standards are embedded in the qualification. In addition, higher-education institutions have been consulted to ensure that the qualification allows progression for those aspiring to higher-level study.

Learners taking this qualification will study six mandatory units:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit C4: Personal Skills Development in Outdoor Activities
- Unit D4: Applied Leadership and Instructing in Outdoor Activity
- Unit 24: Health and Safety Factors in Outdoor Learning
- Unit 25: Outdoor Activity Provision.

From these units, learners will gain the underpinning knowledge, skills and behaviours required for working in the sports industry. Learners will develop their leadership and instructing skills so that they can work independently as an outdoor pursuits instructor, ensuring safe and effective leadership for groups of people taking part in different outdoor activities.

This qualification includes a minimum of 20 hours' work placement for learners completing Unit D4.

What could this qualification lead to?

This qualification is aimed at learners looking to progress directly to employment as an Outdoor Activities Instructor. They can work as an activities instructor at a variety of outdoor pursuit centres and providers in the UK or abroad. They will also be able to instruct at specialised outdoor centres.

The qualification attracts UCAS Tariff points and is recognised by higher-education providers as contributing to entry requirements for many related courses. When combined with another qualification, such as an A Level or a BTEC National Extended Certificate, in a two-year, full-time study programme, learners can progress to higher education degree programmes, such as a BA Hons in Outdoor Adventure Leadership, a BSc Hons in Outdoor Adventure and Environment or a BSc Hons in Outdoor Adventure Leadership and Management.

Learners should always check the entry requirements for degree programmes with the provider.

Pearson BTEC Level 3 National Extended Diploma in Sport and Outdoor Activities

The Pearson BTEC Level 3 National Extended Diploma in Sport and Outdoor Activities, which is 1080 GLH, is a qualification for post-16 learners. The qualification is equivalent in size to three A Levels. The qualification is mapped to the Outdoor Activities Instructor Apprenticeship Standard, preparing learners for a range of job roles.

In this qualification, learners will develop their knowledge of sustainability, including current legislation and the impact of countryside use. Learners will also have the opportunity to develop their knowledge, skills and behaviours in a range of optional units, allowing them to specialise as relevant to their localised needs. This is especially crucial in the outdoor sector, owing to the wide range of differing facilities and provision available in the UK and internationally. The qualification will also enable a learner to progress to higher education.

Who is this qualification for?

The qualification is aimed at post-16 learners looking to progress to employment as an Outdoor Activities Instructor. The Institute for Outdoor Learning (IOL) has confirmed endorsement that this qualification can lead to working in this job role.

What does this qualification cover?

The content of this qualification has been developed in consultation with employers and the main professional body in outdoor activities, the Institute for Outdoor Learning (IOL), in order to confirm that the content is appropriate and consistent with current industry practice and that it will allow learners to enter employment directly in the outdoor activities sector. The CIMSPA Safeguarding standards are embedded in the qualification. In addition, higher-education institutions have been consulted to ensure that the qualification allows progression for those aspiring to higher-level study.

This qualification is aimed at learners looking to progress to employment as an Outdoor Activities Instructor. The IOL has confirmed endorsement that this qualification can lead to working as an outdoor leader in the outdoor sector.

Learners taking this qualification will study eight mandatory units:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit C4: Personal Skills Development in Outdoor Activities
- Unit D4: Applied Leadership and Instructing in Outdoor Activity
- Unit E: Research Project in Sport (Pearson-set)
- Unit 24: Health and Safety Factors in Outdoor Learning
- Unit 25: Outdoor Activity Provision
- Unit 26: Impacts and Sustainability of Outdoor Activities.

From these units, learners will gain the underpinning knowledge, skills and behaviour needed to work as an outdoor activities instructor so that they can work independently in outdoor pursuit centres or as a freelance instructor. In addition, they will learn how to support sustainable participation in the outdoors to help to protect the environment, which is a growing concern with increased participation in this sector. The research project can be used to support an in-depth understanding of a specific area of the outdoor activities sector that relates to the local or regional area, and to develop learners' research skills, which are transferable to higher education and employment.

This qualification includes a minimum of 20 hours' work placement for learners completing Unit D4.

What could this qualification lead to?

The Pearson BTEC Level 3 National Extended Diploma in Sport and Outdoor Activities is focused primarily on progression directly to employment as an Outdoor Activities Instructor. Learners with this qualification can go on to work as a freelance outdoor activities instructor. They can work at a variety of outdoor pursuit centres, both daytime centres, for example high ropes courses, and residential centres. They can work as expedition leaders in the UK and overseas, with school-age children on bushcraft trips or in holiday companies and national parks, wildlife trusts and country parks.

The qualification attracts UCAS Tariff points and is recognised by higher-education providers as contributing to entry requirements for many related courses. With this qualification alone, learners can progress to degree programmes, such as a BA (Hons) in Outdoor Adventure Leadership, a BSc (Hons) in Outdoor Adventure and Environment and a BSc (Hons) in Outdoor Adventure Leadership and Management.

Learners should always check the entry requirements for degree programmes with the provider.

How does the qualification provide employability skills?

In the BTEC Nationals in Sport and Outdoor Activities, there are a number of opportunities in the teaching and learning phase for learners to practise developing employability skills. Where we refer to employability skills in this specification, we are generally referring to skills in the following three main categories:

- cognitive and problem-solving skills – using critical thinking, approaching non-routine problems applying creative solutions
- interpersonal skills – communicating, working collaboratively, negotiating and influencing, self-presentation
- intrapersonal skills – self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities as stipulated in the CIMSPA practical assessment requirements.

How does the qualification provide knowledge and skills for higher education?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include the ability to learn independently, to research actively and methodically, to give presentations and to be an active group member.

BTEC learners can also benefit from opportunities for in-depth holistic study where they are able to make connections between different areas of learning. BTEC Nationals provide a vocational context in which learners can develop the skills required for particular degree courses, including teamwork, project work, presentation and analytical skills.

These qualifications attract UCAS Tariff points.

2 Structure

Qualification structure

Pearson BTEC Level 3 National Foundation Diploma in Sport and Outdoor Activities

Mandatory units

There are five mandatory units, all of which are internally assessed. Learners must achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least one optional unit.

Pearson BTEC Level 3 National Foundation Diploma in Sport and Outdoor Activities				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
A	Careers in the Sport and Active Leisure Industry	90	Mandatory	Internal
B	Health, Wellbeing and Sport	90	Mandatory	Internal
C4	Personal Skills Development in Outdoor Activities	180	Mandatory and Synoptic	Internal
24	Health and Safety Factors in Outdoor Learning	60	Mandatory	Internal
25	Outdoor Activity Provision	60	Mandatory	Internal
Optional units – learners complete one unit				
1	Sport Development	60	Optional	Internal
4	Nutrition for Physical Performance	60	Optional	Internal
26	Impacts and Sustainability of Outdoor Activities	60	Optional	Internal
27	Expedition Experience	60	Optional	Internal

Qualification structure

Pearson BTEC Level 3 National Diploma in Sport and Outdoor Activities

Mandatory units

There are six mandatory units, all of which are internally assessed. Learners must achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least one optional unit.

Pearson BTEC Level 3 National Diploma in Sport and Outdoor Activities				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
A	Careers in the Sport and Active Leisure Industry	90	Mandatory	Internal
B	Health, Wellbeing and Sport	90	Mandatory	Internal
C4	Personal Skills Development in Outdoor Activities**	180	Mandatory and Synoptic	Internal
D4	Applied Leadership and Instructing in Outdoor Activity	180	Mandatory	Internal
24	Health and Safety Factors in Outdoor Learning	60	Mandatory	Internal
25	Outdoor Activity Provision	60	Mandatory	Internal
Optional units – learners complete one unit				
1	Sport Development	60	Optional	Internal
4	Nutrition for Physical Performance	60	Optional	Internal
5	Anatomy and Physiology in Sport	60	Optional	Internal
14	Organising Events in Sport and Physical Activities	60	Optional	Internal
26	Impacts and Sustainability of Outdoor Activities	60	Optional	Internal
27	Expedition Experience	60	Optional	Internal

** Unit C4 must be taken before Unit D4.

Qualification structure

Pearson BTEC Level 3 National Extended Diploma in Sport and Outdoor Activities

Mandatory units

There are eight mandatory units, all of which are internally assessed. Learners must achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least four optional units.

Pearson BTEC Level 3 National Extended Diploma in Sport and Outdoor Activities				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
A	Careers in the Sport and Active Leisure Industry	90	Mandatory	Internal
B	Health, Wellbeing and Sport	90	Mandatory	Internal
C4	Personal Skills Development in Outdoor Activities**	180	Mandatory and Synoptic	Internal
D4	Applied Leadership and Instructing in Outdoor Activity	180	Mandatory and Synoptic	Internal
E	Research Project in Sport (Pearson-set)*	120	Mandatory	Internal
24	Health and Safety Factors in Outdoor Learning	60	Mandatory	Internal
25	Outdoor Activity Provision	60	Mandatory	Internal
26	Impacts and Sustainability of Outdoor Activities	60	Mandatory	Internal
Optional units – learners complete four units				
1	Sport Development	60	Optional	Internal
2	Self-Employment in Sport and Physical Activity	60	Optional	Internal
4	Nutrition for Physical Performance	60	Optional	Internal
5	Anatomy and Physiology in Sport	60	Optional	Internal
6	Sporting Injuries	60	Optional	Internal
9	Fitness Training	60	Optional	Internal
13	Influence of Technology in Sport and Physical Activity	60	Optional	Internal
14	Organising Events in Sport and Physical Activities	60	Optional	Internal
15	Ethical and Current Issues in Sport	60	Optional	Internal
16	Marketing Communications	60	Optional	Internal
18	Sport and Leisure Facility Operations	60	Optional	Internal
19	Sports Tourism	60	Optional	Internal
27	Expedition Experience	60	Optional	Internal

*Unit E: Research Project in Sport can only be taken in the second year.

** Unit C4 must be taken before Unit D4.

Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of a defined vocational task. In the assessment for *Unit C4: Personal Skills Development in Outdoor Activities*, learners will apply their knowledge and understanding of the sector to develop and apply personal skills and techniques in outdoor activities in order to plan the acquisition of individual skills and techniques. In the assessment of *Unit D4: Applied Leadership and Instructing in Outdoor Activity*, learners will apply their knowledge and understanding of the sector to plan and implement outdoor activity sessions to meet required outcomes, reviewing the success of their own contribution to the sessions.

In assessing the unit, assignments will require learners to select from and apply their learning from across their programme.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. See *Section 4 Planning your programme* for more information.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively. Each unit in the specification is set out in a similar way.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This confirms that the unit is internally assessed. See structure information in <i>Section 2</i> for full details.
GLH	Units may have a GLH value of 180, 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 1</i> .
Summary of unit	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 1</i>.</p> <p>All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
Essential information for assignments	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
Further information for teachers and assessors	<p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
Resource requirements	<p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i>.</p>
Essential information for assessment decisions	<p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p>
Links to other units	<p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>
Employer involvement	<p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p>

Index of units

This section contains all the units developed for this qualification. Please refer to *page 5* to check which units are available in all qualifications in the sport and outdoor activities sector.

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Unit A: Careers in the Sport and Active Leisure Industry

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners will develop an understanding of careers in the sport and active leisure industry. They will gain the skills, knowledge and behaviours needed for employment in the industry.

Unit introduction

The sport and active leisure industry is constantly changing and growing, and it offers many different opportunities for employment. To have a successful career in the industry, it is important that you understand the behaviours, values, skills and techniques needed.

In this unit, you will gain an understanding of how the sport and active leisure industry in the UK is organised. You will research the different careers in the public, private and voluntary sectors of the industry and look at the qualifications, skills and experiences required to pursue these careers. You will undertake an application and interview process for a selected career pathway, drawing on your knowledge and skills from across the qualification to identify your own strengths and gaps. You will evaluate your performance so as to understand the generic employability and specific technical knowledge and skills required to access a selected career pathway in the sport and active leisure industry and to progress within it.

This unit will give you the skills and knowledge you need to apply for a career in the sport and active leisure industry. You can choose to progress to employment immediately after completing your qualification or, after you have completed further study, by developing your understanding, skills and qualities that are required to pursue employment in the sports industry.

Learning aims

In this unit, you will:

- A** Examine the organisation of the sport and active leisure industry and its provision in the UK
- B** Investigate careers in the sport and active leisure industry
- C** Explore recruitment processes for a job role in the sport and active leisure industry
- D** Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine the organisation of the sport and active leisure industry and its provision in the UK	<p>A1 Organisation and structure of sport and active leisure in the UK</p> <p>A2 Scope and provision of the sport and active leisure industry</p> <p>A3 Participation in sport and active leisure in the UK</p>	A presentation about the organisation of sport, issues affecting participation and spectatorship in the UK and recommendations on how participation and spectatorship could be improved.
B Investigate careers in the sport and active leisure industry	<p>B1 Careers and job roles in the sport and active leisure industry</p> <p>B2 Health and safety at work and employment law</p> <p>B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure</p>	<p>A report evaluating the different careers and jobs in the sport and active leisure industry, and the associated health and safety at work and employment law.</p> <p>The report should include a detailed review of working with children, young people and vulnerable adults.</p>
C Explore recruitment processes for a job role in the sport and active leisure industry	<p>C1 Personal skills audit for a career in the sport and active leisure industry</p> <p>C2 Job application processes in the sport and active leisure industry</p> <p>C3 Interview skills required to obtain a career in the sport and active leisure industry</p>	Observation of learners participating in a recruitment activity, evidenced by an observation report signed by the assessor. Learners will participate in interviews, and complete the appropriate documentation, including application forms, CVs and letters of application. They will need to have the ability to self-critique their performance, including what could have gone better and what skills need to be developed, so that they can enhance their employability potential. Learners will need to complete a SWOT analysis of their performance in their interviewing activity.
D Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry	<p>D1 Review and self-evaluation during the application and interview process</p> <p>D2 Personal development planning for the short-, medium- and long-term future</p>	

Content

Learning aim A: Examine the organisation of the sport and active leisure industry and its provision in the UK

A1 Organisation and structure of sport and active leisure in the UK

- Organisation:
 - sports participation and sports development
 - funding
 - grass roots development
 - professional sports performers' participation.
- Sectors in the industry:
 - public
 - private
 - voluntary sectors
 - third sector
 - public/private partnerships.
- Structure of sport in the UK.
- Department for Digital, Culture, Media and Sport (DCMS).
- Sports councils:
 - Sport England
 - Sport Scotland
 - Sport Wales
 - Sport Northern Ireland.
- UK Sport.
- British Olympic Association (Team GB).
- National governing bodies:
 - local and regional governing bodies/federations
 - local sports clubs.

A2 Scope and provision of the sport and active leisure industry

- The size, breadth and geographic spread of the sports industry locally and nationally, and factors that affect sports provision and employment opportunities.
- Sport and active leisure industry data, economic significance, number of jobs in the industry.
- Geographical factors:
 - location
 - environment
 - infrastructure
 - population.
- Socio-economic factors:
 - wealth
 - employment
 - history
 - culture
 - fashion and trend.
- Seasonal factors, e.g.:
 - swimming pools that open only in the summer
 - summer camps
 - holiday sports clubs
 - competition seasons
 - training camps.

A3 Participation in sport and active leisure in the UK

- Types of participants and target populations, e.g.:
 - women
 - older adults
 - young people
 - social inclusion groups
 - low socio-economic groups
 - people with a disability
 - LGBT+
 - ethnic groups.
- Reasons for participation:
 - physical health
 - mental health
 - preventing obesity
 - social inclusion
 - enjoyment
 - leisure activity
 - improving sporting performance
 - attending events run and supported by the government agenda of a healthy nation via physical activity and sport.
- Barriers to participation, e.g.:
 - time
 - resources
 - fitness
 - ability
 - lifestyles
 - medical conditions
 - gender
 - race
 - religion.

Learning aim B: Investigate careers in the sport and active leisure industry

B1 Careers and job roles in the sport and active leisure industry

- Job roles.
- Coaching.
- Sports development, e.g.:
 - sports development officers
 - National Governing Body (NGB) officers
 - sports administrator.
- Leisure management, e.g.:
 - facility management
 - grounds keeping
 - activity coordinator
 - education.
- Sports journalism.
- Sport and exercise science, e.g.:
 - nutritionist
 - sport psychology
 - sports therapy and injury management in sport performance
 - exercise and fitness.

- Career pathways – progression routes and successive jobs in different pathways:
 - coaching
 - sports specific
 - specific groups
 - working with children
 - sport and exercise science
 - specialisms
 - strength and conditioning nutritionist
 - sport psychology
 - sports therapy and injury management in sport performance
 - performance analysis
 - exercise physiologist
 - sports development
 - sports development officer
 - National Governing Body (NGB) lead
 - sports administrator
 - talent pathway lead
 - leisure sector
 - management
 - lifesaving
 - facilities management/maintenance
 - health and safety
 - customer service
 - marketing and promotion
 - finance
 - management activities
 - education pathways
 - industry-specific qualifications
 - job-specific qualifications
 - higher education.
- Job descriptions and personal specifications for sports industry jobs.
- Local employers:
 - public
 - private
 - voluntary
 - third sector
 - public/private partnerships.
- National employers:
 - public
 - private
 - voluntary
 - third sector.
- Sources of information on careers in sports.
- Definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally:
 - full time
 - part time
 - fixed-term contract
 - self-employment
 - independent
 - subcontracted
 - zero-hours contract
 - apprenticeships.

B2 Health and safety at work and employment law

- Health and safety at work legislation.
- Employment legislation.
- Contracts of employment.
- Termination of contract and notice period.
- Wages:
 - national minimum wage
 - living wage.
- Working time regulations.
- Dismissal.
- Appeals procedures.
- Representation and trade unions.

B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure

- Safeguarding – a set of actions, measures and procedures taken to ensure that all children and vulnerable adults are kept safe from harm, abuse, neglect or exploitation while under care.
- People that safeguarding applies to:
 - children – any person under the age of 18
 - vulnerable adults – individuals aged 18 or over that may be in need of community care services for mental or other disability, or an illness that means they are not able to take care of themselves or not able to protect themselves against significant harm or serious exploitation.
- Child protection – a set of actions that are carried out when a child is identified as being at risk of being harmed, abused, neglected or exploited.
- Safeguarding and protecting children legislation.
- Loco parentis.
- Types and indicators of abuse:
 - physical, e.g.
 - injuries inconsistent with lifestyle
 - bruising
 - burns
 - changes in behaviour
 - signs of malnutrition
 - emotional, e.g.
 - low self-esteem
 - uncooperative or aggressive behaviour
 - change in psychological state
 - sexual, e.g.:
 - difficulty walking
 - pain in the genital area
 - explicit use of sexual language
 - incontinence
 - neglect, e.g.:
 - poor personal hygiene
 - malnutrition
 - inappropriate or inadequate clothing
 - untreated injuries.
- Appropriate behaviour around children, e.g.:
 - listening to and respecting children at all times
 - treating all children without prejudice or discrimination
 - using appropriate language
 - challenging unacceptable behaviour

- ensuring that there is more than one adult present during activities with children and young people or that they are in sight or hearing of other adults.
- Inappropriate behaviour around children, e.g.:
 - patronising children
 - developing inappropriate relationships
 - having contact with children outside of the work role
 - giving children personal contact details
 - threatening children
 - making inappropriate promises, particularly related to confidentiality
 - exaggerating or trivialising child abuse issues.
- Poor practice – the behaviour of a coach may cause distress to a child or young person, e.g.:
 - failure to act when witnessing possible abuse or bullying
 - being unaware of safeguarding legislation
 - spending time alone with young people
 - physical or humiliating punishments
 - allowing any form of inappropriate touching
 - making sexually suggestive comments.
- Procedures to follow if safeguarding or child protection concerns are noted.
- Procedures to follow when responding to a disclosure.
- Organisation policies and procedures for safeguarding and protecting children:
 - reporting safeguarding and protecting children
 - strategic importance of safeguarding and protecting children
 - risks of not embedding safeguarding policies and procedures into an organisation
 - developing an organisational safeguarding vision
 - centre policies for discipline, complaints and whistleblowing that incorporate safeguarding and protecting children.
- Support on safeguarding and protecting children:
 - NSPCC Child Protection in Sport Unit
 - Keeping Children Safe
 - UK Sport
 - NSPCC
 - local authority
 - police
 - social services.
- Scope of own and others' role in safeguarding and protecting children:
 - keeping up to date with latest best practice
 - promoting and sharing best practice with other agencies.
- Ways to develop an effective safeguarding culture in an organisation:
 - communication strategies
 - keeping up to date with best practice
 - Disclosure and Barring Service (DBS)
 - self-disclosure
 - enhanced disclosure
 - regulations and requirements
 - industry standards – safeguarding, DBS, codes of practice, e.g.
 - Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
 - Register of Exercise Professionals (REPs)
 - Sports Coach UK
 - organisational policies and procedures
 - sector-specific legislation that impacts on job roles.

Learning aim C: Explore recruitment processes for a job role in the sport and active leisure industry

C1 Personal skills audit for a career in the sport and active leisure industry

- Job description:
 - duties and responsibilities
 - qualities
 - qualifications
 - skills
 - behaviours and experience required
 - safeguarding requirements.
- Producing a personal skills audit against a selected career pathway.
- Interests and accomplishments.
- Qualities:
 - reliability
 - organisational skills
 - commitment
 - resilience
 - empathy.
- Basic skills:
 - literacy
 - numeracy
 - IT.
- Experience, sporting, leadership, employment, job-related employment, volunteer work, travel.
- Qualifications:
 - educational
 - sector-specific
 - role-specific.
- Generic employability skills:
 - teamwork
 - cooperation
 - communication
 - problem solving.
- Specific technical skills, coaching, instructing, leading, working with specific groups.
- SWOT (strengths, weaknesses, opportunities, threats) analysis.
- Planning personal development towards a specific career in the sports industry.
- Using a personal skills audit to produce an action plan towards a sports and recreation industry career.
- Identification of key timescales:
 - short – next two years
 - medium – two to five years
 - long term – five to 10 years.
- Identification of training, educational and experiential aims at these key times and processes to achieve these goals.
- Careers guidance and support available, and education choices.
- Career development action plan (CDAP) – definition:
 - higher levels
 - specialism and diversification
 - aims
 - milestones
 - measures.

- Professional development activities:
 - workshops
 - training
 - job shadowing
 - self-reflection.

C2 Job application processes in the sport and active leisure industry

- Selection of a job role from a suitable career pathway, identified from skills audit and career development action plan.
- A job advertisement, with examples of where it could be placed.
- Job analysis.
- Job description.
- Person specification.
- Application form.
- CV.
- Letter of application.

C3 Interview skills required to obtain a career in the sport and active leisure industry

- Interview process.
- Formal interview.
- Activities to complete as part of an interview:
 - presentation
 - meeting with key staff
 - micro coach
 - coaching session
 - activities
 - timed activities
 - case studies
 - inbox activities
 - speed dating.
- Communication skills required for interview situations:
 - body language
 - listening
 - professional approaches
 - formal language.
- Skills and attitudes of interviewee:
 - role play
 - appearance
 - responding to questions
 - presentation skills.
- Career-pathway-specific technical knowledge and skills displayed, e.g.:
 - coaching
 - instructing.

Learning aim D: Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry

D1 Review and self-evaluation during the application and interview process

- Individual appraisal of own performance throughout the application and interview process.
- Review of communication skills.
- Review of organisational ability.
- Assessment of how the personal and interview skills acquired support the development of employability skills.

D2 Personal development planning for the short-, medium- and long-term future

- Strengths and areas for development; application and interview process.
- Review of how effective the process was and how learners feel they may need to develop.
- Skill development to be able to conduct and participate in interviews more effectively.
- Personal development plan:
 - areas for development
 - skill development
 - qualifications
 - experiences
 - targets and timescales
 - short
 - medium
 - long.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the organisation of the sport and active leisure industry and its provision in the UK		A.D1 Evaluate the impact of the organisation, provision and participation in the sport and active leisure industry in the UK, suggesting ways to improve participation and spectatorship.
<p>A.P1 Explain the organisation and structure of the sport and active leisure industry in the UK.</p> <p>A.P2 Explain the scope and provision of sport and active leisure in the UK.</p> <p>A.P3 Explain the reasons for and barriers to participation in the sport and active leisure industry in the UK.</p>	<p>A.M1 Analyse the organisation, structure, scope and provision of sport and active leisure in the UK.</p> <p>A.M2 Analyse reasons for and barriers to participation in the sport and active leisure industry in the UK.</p>	
Learning aim B: Investigate careers in the sport and active leisure industry		B.D2 Evaluate the impact that each legislative factor has had on employees and employers in different careers in the sport and active leisure industry.
<p>B.P4 Explain different careers in the sport and active leisure industry.</p> <p>B.P5 Explain how safeguarding and protection policies and procedures are implemented in the sport and active leisure industry.</p> <p>B.P6 Explain the importance of communicating strategies effectively in an organisation, to safeguard and protect children participating in sport and active leisure.</p>	B.M3 Compare the different careers in the sport and active leisure industry and the impact of legislative factors, including safeguarding, on each of these careers.	
Learning aim C: Explore recruitment processes for a job role in the sport and active leisure industry		CD.D3 Evaluate how well the recruitment process complied with best practice, drawing reasoned conclusions as to how it will support own career.
<p>C.P7 Complete a personal skills audit that identifies own suitability for a selected sports job.</p> <p>C.P8 Prepare appropriate documentation for use in recruitment activities.</p> <p>C.P9 Participate in selection interviews.</p>	C.M4 During the interview process, provide analytical responses to allow assessment of skills and knowledge.	
Learning aim D: Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry		
D.P10 Review own strengths and areas for development in response to feedback on own performance in the recruitment activities.	D.M5 Plan personal development, reflecting on the results of the recruitment process and own performance, to explain suggested improvements.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aim: B (B.P4, B.P5, B.P6, B.M3, B.D2)

Learning aims: C and D (C.P7, C.P8, C.P9, D.P10, C.M4, D.M5, CD.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must be able to access up-to-date information on the sports and organisations they will be researching. Learners also need information on sports industry career pathways.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw on varied information to consider aspects such as strengths or weaknesses of the organisation and structure of the UK sport and active leisure industry, using specific local/national sports examples. Learners can use examples from their personal experience to support their answers. Learners' research should lead to a supported judgement on the target populations for participation in sport and active leisure in the UK, barriers to participation and spectatorship and the impact this can have on sporting organisations and structures. They should suggest strategies that could be implemented to overcome these barriers.

For merit standard, learners will present the outcome of methodical and detailed research by breaking down the organisation and structure of the UK sport and active leisure industry into parts, using specific sports and local/national examples, to interpret and study the interrelationships between them. Learners can use examples from their personal experience to support their evidence. Learners will look at information or data in order to interpret and study key trends and the interrelationships of participation levels and spectatorship in a selected sport, including barriers.

For pass standard, learners will give clear evidence to support their view of the organisation and structure of the UK sport and active leisure industry. Learners show that they understand the functions and objectives of each of the key organisations in the industry, including roles and responsibilities in the organisation of sport. Learners should show the links between the UK organisations that influence the organisation of sport. Learners will also need to give reasons for the impact of contemporary issues on sport participation levels in the UK.

Learning aim B

For distinction standard, learners will draw on varied information to consider the impact that legislation and safeguarding can have on a career in the sport and active leisure industry. Learners' research should lead to a supported judgement on the safeguarding of children, adults and adults at risk in sport.

For merit standard, learners will identify the main factors relating to the required pathways into each of the three careers selected. They will give clear details and evidence to support the similarities, differences, advantages and disadvantages. Learners will consider the experiences, qualifications and continuing professional development (CPD) needed in order to apply for one of the selected careers. They will consider the related legislation and review the importance of safeguarding children and young adults at risk, including the responsibilities for employees in the sport and active leisure industry to ensure participants' welfare.

For pass standard, learners will give clear evidence to support their view on selected job roles in the public, private and voluntary sectors of the sports industry. The job roles selected should reflect learners' career ambitions in terms of roles and responsibilities. For each of the selected job roles, learners will show understanding of the behaviours, values, skills and experiences needed. Learners will find out about the formal qualifications and personal experiences that will help them to pursue a career in one of their selected job roles. Learners will consider the legislative factors involved and the requirements for safeguarding and protecting children in sport and active leisure organisations.

Learning aims C and D

For distinction standard, learners will present the outcome of methodical and detailed examination by breaking down their current skills, and will give a detailed rationale as to what they need to do to further prepare themselves for the application and interview process for a career in the sport and active leisure industry. Learners will refer to their skills audit when planning for their short-, medium- and long-term career aspirations. Learners will have a contingency plan for what they will do, should they not be able to pursue their first-choice career.

For merit standard, learners will review their current skills against those required for a career in the sport and active leisure industry, considering which roles they could apply for on completion of their most recent programme of study. During the interview process, learners will demonstrate their ability to effectively apply themselves to the questions being asked, tasks set, preparing an application. They will demonstrate confidence throughout the interview process. Learners are required to analyse their performance in the application and interview process and outline what they did well and the areas they need to develop when applying for careers in the sports industry in the future. Learners should explain how each of their chosen targets for the short-, medium- and long term will support their development towards their chosen career pathways. Learners will produce an action plan showing how they will meet their targets.

For pass standard, learners will complete a skills audit, outlining the qualifications, skills and experiences they have acquired to date. They will complete the application and interview process for a career they will pursue on completing their qualification. On completion of the application and interview process, learners will explain their strengths and areas for development for each stage of the process. They will outline the qualifications, skills and experiences they need to be able to start on chosen career pathways in the short- and medium term. Learners complete an action plan that identifies what they need to do to pursue each of their chosen career options in the short-, medium- and long term.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit C1: Developing Coaching Skills
- Unit D1: Applied Coaching Skills
- Unit E: Research Project in Sport
- Unit 2: Self-Employment in Sport and Physical Activity.

Employer involvement

This unit would benefit from employer involvement in the form of:

- collaboration with a wide cross-section of businesses employing different sporting professionals, such as local authority leisure centres, private health clubs, sports development organisations, outdoor adventure centres and voluntary sports clubs
- talks from employees with contrasting roles from different organisations
- site visits to businesses in the sport and active leisure industry
- links with representatives from the careers service which could advise on the job market and the skills required.

Unit B: Health, Wellbeing and Sport

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners will explore the importance of physical activity and wellbeing for different types of participants and suggest ways to improve their physical and mental health status.

Unit introduction

Health and wellbeing is a growing area of importance in the UK sport and active leisure industry. Recently there has been more consideration given to the impact that physical and mental health has on day-to-day living, as well as on sport. Increasing numbers of individuals recognise the limitations that poor mental and physical health can have on their wellness.

In this unit, you will look at the important elements of health and wellbeing, and how they influence sport and active leisure. You will learn about national benchmarks and indicators of good health. You will understand why the government and the national governing bodies of sport are prioritising the area of health and wellbeing of the sport and active leisure industry. You will investigate how factors affecting health and wellbeing impact on physical activity and sport's participants. You will apply your knowledge and skills to assess your own health status and that of a chosen individual. Using the data you collect, you will identify strategies to improve the health and wellbeing of both of you.

This unit will help you to progress to employment in the sport and active leisure industry. It will also help you to progress to further study in higher education or to professional qualifications in health, wellbeing and sport.

Learning aims

In this unit, you will:

- A** Examine the importance of physical activity and sport
- B** Investigate the importance of physical health
- C** Explore mental health and social wellbeing
- D** Undertake health and wellbeing screening and provide feedback to improve health status.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine the importance of physical activity and sport	<p>A1 The different types of active pursuits</p> <p>A2 Categories of participants in physical activity and sport</p> <p>A3 Benefits of participating in physical activity and sport</p> <p>A4 Reasons for providing physical activity and sport in the UK</p>	A report on the evaluation of the different types of physical activity and the reasons for providing physical activity and sport in the UK.
B Investigate the importance of physical health	<p>B1 Definition of physical health</p> <p>B2 Factors affecting physical health</p> <p>B3 Benchmarks of good physical health</p> <p>B4 Health-monitoring tests</p>	A presentation on an evaluation of your own health status through the use of health-screening tests and questionnaires.
C Explore mental health and social wellbeing	<p>C1 Definition of mental health and social wellbeing</p> <p>C2 Factors affecting mental health and social wellbeing</p> <p>C3 Signs and symptoms of poor mental health and social wellbeing</p> <p>C4 Measuring wellbeing</p>	
D Undertake health and wellbeing screening and provide feedback to improve health status	<p>D1 Communicating effectively with a client</p> <p>D2 Undertaking health and wellbeing testing</p> <p>D3 Interpreting results against normative data</p> <p>D4 Strategies to improve health status</p> <p>D5 Giving feedback on health status to a client</p>	Practical activity – testing a client to summarise their health status. Evidence can be supported with an observation (video or audio) record.

Content

Learning aim A: Examine the importance of physical activity and sport

A1 The different types of active pursuits

- Sport – competitive activities that include physical exertion, using skills, techniques and tactics:
 - team games
 - individual sports.
- Physical recreation – activities carried out during leisure time for enjoyment, e.g.:
 - walking
 - cycling.
- Outdoor activities – activities carried out outdoors (or in recreation areas) that are adventurous, e.g.:
 - rock climbing
 - mountain biking
 - sailing
 - coasteering
 - kayaking
 - skiing.
- Physical education – activities carried out during lesson time that teach young people how to participate in different sports and physical activities, e.g.:
 - national curriculum sports
 - dance.
- Physical fitness – completing activities to increase fitness levels and carry out physical tasks without injury or illness, e.g.:
 - fitness classes
 - yoga
 - pilates
 - resistance training
 - cardiovascular training
 - crossfit/functional training.

A2 Categories of participants in physical activity and sport

- Young people.
- People aged over fifty.
- People with a medical condition.
- People at risk of social isolation.
- People with a disability.
- People at risk of offending.
- People from different ethnic/cultural backgrounds.

A3 Benefits of participating in physical activity and sport

- Physical health:
 - healthy heart
 - appropriate body fat ratio
 - use of muscle to maintain strength and prevent degeneration
 - metabolic rate.

- Mental health:
 - mental wellbeing
 - self-esteem
 - self-confidence
 - decrease in loneliness
 - increase in social wellbeing.

A4 Reasons for providing physical activity and sport in the UK

- Social:
 - health agendas
 - community cohesion
 - reduce crime and anti-social behaviour
 - employment opportunities
 - alleviate work pressures and reduce workplace stress.
- Financial:
 - profit
 - reduced cost to NHS
 - tourism
 - sales of sports goods.
- Environmental:
 - keep green spaces
 - use natural spaces for recreation.
- Historical:
 - national pride
 - patriotism.

Learning aim B: Investigate the importance of physical health

B1 Definition of physical health

- Health is a state of complete physical, mental and social wellbeing, and not merely the absence of disease or infirmity (World Health Organization).
- Physical health – the ability of the body to function effectively.
- Indicators of good physical health:
 - moving freely
 - ability to conduct day-to-days tasks, e.g.
 - walking up and down stairs
 - putting the rubbish out
 - cleaning
 - free of non-sport specific aches and pains
 - good balance.

B2 Factors affecting physical health

- Physical activity levels.
- Medical conditions.
- Diet.
- Stress.
- Lifestyle.
- Consumption of alcohol and/or illegal drugs.
- Smoking.
- Work – sedentary or active role.
- Education levels.
- Relationships.

B3 Benchmarks of good physical health

- Health-monitoring tests with national normative data:
 - blood pressure – normal blood pressure 120/80
 - resting heart rate – normal range is 60–80 beats per minute
 - body fat measurement
 - total body mass
 - BMI – height and weight
 - body composition – proportion of fat and fat-free mass.
- Physical activity levels – meeting national guidelines for age categories.
- Alcohol consumption – guidelines of 14 units per week.
- Hours spent sleeping, and sleep patterns.
- Diet and hydration levels – calorie consumption and a minimum of two litres of fluid per day.

B4 Health-monitoring tests

- Blood pressure.
- Heart rate monitor – radial/carotid pulse.
- Hip-to-waist ratio.
- BMI calculation.
- Bioelectrical impedance.
- Health screening questionnaire
 - alcohol consumption
 - typical daily diet
 - fluid consumption
 - sleep
 - physical activity.

Learning aim C: Explore mental health and social wellbeing**C1 Definition of mental health and social wellbeing**

- Mental health – emotional wellbeing and resilience to adversity.
- Social wellbeing – the ability to function in society and form relationships.
- Indicators of good mental health:
 - ability to engage in conversation
 - ability to get out of bed in the morning
 - ability to cope with change
 - ability to maintain positive personal relationships
 - maintaining normal sleep patterns
 - awareness of mood state.

C2 Factors affecting mental health and social wellbeing

- Childhood abuse, trauma, or neglect.
- Social isolation or loneliness.
- Experiencing discrimination and stigma.
- Social disadvantage, poverty or debt.
- Bereavement – losing someone close.
- Severe or long-term stress.
- Having a long-term physical health condition.
- Unemployment or losing your job.
- Homelessness or poor housing.
- Being a long-term carer for someone.
- Drug and alcohol misuse.
- Domestic violence, bullying or other abuse as an adult.

- Significant trauma as an adult, e.g.:
 - military combat
 - being involved in a serious incident in which you feared for your life
 - being the victim of a violent crime.

C3 Signs and symptoms of poor mental health and social wellbeing

- Decreased personal interests.
- Reduced motivation.
- Depression.
- Anxiety.
- Decrease in self-confidence and self-esteem.
- Difficulties in personal relationships.
- Increased emotional stress.
- Increased irritability and lack of patience.
- Increased substance abuse.
- Reduced sleep or negative sleep patterns.
- Poor hygiene.
- Poor diet, including negative calorie intake or poor food choices.

C4 Measuring wellbeing

- Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS).
- One-to-one discussion:
 - health professionals
 - doctors
 - psychologists
 - counsellors
 - significant others
 - family
 - partners
 - teachers
 - coaches.
- Lifestyle indicators:
 - consistency of emotions
 - emotional resilience
 - desire to succeed
 - open communication
 - social interactivity
 - health status
 - ability to cope with change
 - self-care
 - workplace health.

Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status

D1 Communicating effectively with a client

- Types of communication:
 - verbal
 - non-verbal.
- Building a rapport to put client at ease.
- Using conversation to engage a client.
- Sensitivity during health testing and difficult conversations.
- Assessing the facts and asking extension questions.

D2 Undertaking health and wellbeing testing

- Using customer service skills:
 - clear communication
 - attentiveness
 - use of positive body language
 - friendliness
 - responsiveness
 - knowledge of the tests and procedures.
- Conducting mental health and wellbeing assessments:
 - client consultation
 - questioning
 - listening
 - non-verbal communication
 - client confidentiality
 - informed consent.
- Administering physical tests:
 - pre-test procedures
 - maintaining clients' dignity
 - test sequence
 - test protocols
 - health and safety
 - recording test results
 - reasons to terminate a fitness test.

D3 Interpreting results against normative data

- Compare against and make judgements on population norms.
- Accepted health ranges and national guidelines.
- Zones of tolerance.
- Medical referral.

D4 Strategies to improve health status

- Physical activity guidelines:
 - meeting national guidelines
 - fat burning activities
 - national initiatives, e.g.
 - couch to 5 K.
- Getting outdoors.
- Relaxation techniques.
- Yoga and pilates.
- Diet change.
- Counselling.

D5 Feeding back health status to a client

- Appropriate choice of location to feed back.
- Use of positive body language.
- Use of graphs to give a visual representation of health status.
- Choice of verbal or written feedback.
- Test scores and comparisons to national data.
- Identification of strengths and areas for improvement.
- Making links to physiological and psychological factors.
- Giving suitable recommendations to improve health status.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the importance of physical activity and sport		A.D1 Evaluate the reasons for providing different activities in a local area, recommending effective ways of engaging more participants.
A.P1 Explain the different types of physical activities provided in a local area and the benefits of participating in each. A.P2 Explain the reasons for providing different types of physical activities for different participants.	A.M1 Analyse the ways that different activities can benefit different groups of participants in a local area.	
Learning aim B: Investigate the importance of physical health		BC.D2 Evaluate current physical and mental health and the potential impact if improvements are not made.
B.P3 Explain physical health and the factors that can affect good physical health. B.P4 Use national physical health benchmarks and health monitoring tests to assess own physical health.	B.M2 Analyse own physical health and explain strengths and areas for improvement, comparing to national normative data.	
Learning aim C: Explore mental health and social wellbeing		
C.P5 Explain mental health and social wellbeing, and the factors that can affect mental health. C.P6 Explain the signs and symptoms of poor mental health, using appropriate methods to assess own mental health.	C.M3 Analyse own mental health, identifying strengths and areas for improvement.	
Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status		D.D3 Evaluate the health and wellbeing of a client, providing strategies to increase health status.
D.P7 Communicate effectively with a client to undertake health and wellbeing screening. D.P8 Feed back the results of health and wellbeing screening to a client in an effective manner, describing strengths and areas for improvement.	D.M4 Analyse the strengths and areas for improvement, using information from the client's health and wellbeing screening.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

There are no specific resource requirements for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw on varied information to consider the reasons for the provision of the activities they have highlighted in their local area. Learners' research should lead to a supported judgement on different types of participants and how they will benefit physically and mentally from participating in these activities. They will recommend realistic ways of engaging more participants in their local area.

For merit standard, learners will be able to explain which activities would be best suited to particular categories of participants. They will discuss the benefits of taking part in regular activity to the physical and mental health of the participants in the local area and the demographic of that area.

For pass standard, learners will draw on the physical activities provided in their local area. They will discuss local sports, physical recreation, outdoor activities, physical education and physical fitness activities. They will also discuss the different types of active pursuits as described in the unit content – a minimum of one from each category. They will link each type of active pursuit to the relevant benefits of participating in it; benefits should link to both physical and mental health. Learners will explain the social, financial, environmental and historical reasons for providing different types of physical activity. They will link each reason to a category of participants, in order to identify how quality of life improve for that category.

Learning aims B and C

For distinction standard, learners will use the information from the physical and mental health testing to create an overall picture of their own health and wellbeing. Using their identified areas for improvement, they will discuss the potential impact of not making any changes. Improvements should be based on performance, general fitness and day-to-day living. Where an individual is an elite performer, they should identify the consequences for their professional life if improvements are not made.

For merit standard, learners will use their physical health data to identify strengths and areas for improvement. They will link each strength and area for improvement to the impact on their physical health and compare it to national normative data where it exists. This will allow them to give an overall appraisal of their current physical health status. Learners will use the results of the mental health screening to explain their personal strengths and areas for improvement. They should discuss how each of their areas for development may impact on general and specific situations in their life.

For pass standard, learners will define physical health and describe the indicators of good health. They will discuss the factors that can affect physical health and give examples of their impact on a person's life. Learners will use the specified health-screening methods to review their own physical health. They will create a results sheet that identifies their screening outcomes and compare this to national normative data where it exists. Learners will define mental health and social wellbeing and discuss the indicators of good mental health. They will then go on to identify the factors that affect mental health and social wellbeing, and explain their impact on an individual's life. Learners will use specified measures of wellbeing to explain the signs and symptoms of poor mental health. They will measure their own mental health and wellbeing to give a picture of their current mental health and social wellbeing status.

Learning aim D

For distinction standard, learners will review all the information they have collected on their client and evaluate the main priorities for change. The information can be drawn from physical or mental health screening, depending on their client's needs. For major areas of change, learners will suggest appropriate and realistic strategies for their client to improve. These strategies will be based on short-term fixes and long-term lifestyle changes that will impact on physical and mental health over time.

For merit standard, learners will use the client data from the physical and mental health-screening process to analyse their client's strengths and areas for improvement. They will consider the impact on lifestyle and general wellbeing. They will discuss how the physical and mental health of their client might be affected if they do not make any changes.

For pass standard, learners will select an appropriate client to work with during the practical aspects of the physical and mental health screening. During the physical and mental health screening, learners will communicate effectively with their client. Learners will conduct physical health and mental health screening to gain data from their client. Following the practical screening section, learners will interpret the results they have gained from their client. Where there is normative data, they will assess their client against it. Where there is no normative data, learners will evaluate the responses from their client to assess positive areas of physical and mental health, and areas that require improvement. Using the information gained, learners will identify strategies to improve their client's health status. Strategies will be relevant to their clients; for example if their client is a professional sports performer, discussion could be linked to a professional sports environment rather than to general wellbeing. Learners can present their feedback verbally or in written format. If feedback is given verbally, learners should be recorded during this activity. In their feedback, learners will tell their clients clearly what they believe their strengths and areas for improvement are.

Links to other units

This unit links to:

- Unit C1: Developing Coaching Skills
- Unit D1: Applied Coaching Skills
- Unit 4: Nutrition for Physical Performance
- Unit 5: Anatomy and Physiology in Sport
- Unit 9: Fitness Training.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit C4: Personal Skills Development in Outdoor Activities

Level: **3**

Unit type: **Internal**

Guided learning hours: **180**

Unit in brief

This unit will enable learners to develop knowledge and understanding of the outdoor sector and to participate in activities in the outdoors. They will learn and apply the practical skills and techniques required to work in the exciting and dynamic environment of outdoor activity delivery.

Unit introduction

The outdoor sector is a broad field that has numerous benefits to those who participate and engage with it. Active lifestyles are, more than ever, part of a political agenda aimed at improving the health of the nation; increased participation in outdoor activities is seen as a key area of development. Alongside the physical benefits associated with participating in outdoor activities, there are also social, psychological and wellbeing benefits. This unit gives you the opportunity to gain an overview of the outdoor sector, the various sub sectors, target groups, structural differences and organisational considerations all relevant to the outdoor sector. The unit gives you the personal skills you need to become a good practitioner in the outdoors. The unit will help you acquire the personal experience you need to be able to enrol on national governing body qualifications in the outdoor sector.

Key parts of the unit are participation in outdoor activities and looking at the theories of teaching and learning, and developing background knowledge. The importance of safeguarding and being able to carry out first-aid skills is covered in detail and is directly related to working in the outdoor sector. You will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of undertaking outdoor activities. You will investigate the personal development of the activities, as being aware of them can often lead to an improvement in performance. To complete the assessment tasks in this unit, you will need to draw on your learning from across your programme of study.

This unit will help you to progress to employment as an assistant outdoor activity instructor. The unit will also help you to progress to further study in higher education or to professional qualifications in the sport and active leisure industry.

Please note that this unit must be taken prior to D4 (where D4 is being taken).

Learning aims

In this unit, you will:

- A** Examine the development of the outdoor sector and associated outdoor activities
- B** Examine the factors that affect personal skills development in outdoor activities
- C** Develop personal skills and techniques in outdoor activities through practical participation
- D** Create a personal development plan for individual skills and techniques acquisition.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine the development of the outdoor sector and associated outdoor activities	A1 Activities in the outdoor sector A2 Development of the outdoor sector A3 Factors affecting the development of the outdoor sector A4 Promoting learning through outdoor activities	A presentation covering the development of the outdoor sector, the factors affecting its development, the importance of promoting outdoor learning and acquisition of skills.
B Examine the factors that affect personal skills development in outdoor activities	B1 Gaining skills and techniques B2 Safety responsibilities when participating in outdoor activities B3 Environmental responsibilities when participating in outdoor activities	Observation of learners participating in outdoor activities taking into account safety and environmental responsibilities, evidenced by an observation report signed by the assessor and accompanied by a personal participation and development log with recommendations for improvements that could be assessed through a professional discussion.
C Develop personal skills and techniques in outdoor activities through practical participation	C1 Selecting and preparing appropriate personal protective equipment (PPE), equipment and resources for participating in outdoor activity sessions C2 Participating in outdoor activities to develop personal skills and techniques C3 Developing outdoor first-aid skills	Observation of learners could include achieving an NGB award. First-aid skills to be developed through the delivery of a first-aid course. This could be in the form of a formal course or the content could be taught at the centre.
D Create a personal development plan for individual skills and techniques acquisition	D1 Reviewing the benefits of participation in outdoor activities D2 Analysing own performance, identifying progression routes for developing skills and techniques	

Content

Learning aim A: Examine the development of the outdoor sector and associated outdoor activities

A1 Activities in the outdoor sector

- Definition of the activities, aims/purpose, where they take place, type of participants, resources required, methods of participation.
- Land-based activities, e.g.:
 - rock climbing
 - orienteering/navigation
 - hill walking
 - mountain biking.
- Water-based activities, e.g.:
 - sailing
 - kayaking
 - stand up paddle boarding
 - windsurfing.
- Alternative activities, e.g.:
 - surfing
 - coasteering
 - archery
 - bush craft
 - high ropes
 - skiing/snowboarding.
- Providers of national sports centres, e.g.:
 - Plas-y-Brenin
 - Holme Pierrepont
 - Plas Menai
 - Glenmore Lodge.
- Other providers, e.g.:
 - local education authority centres
 - outdoor education centres
 - residential camps
 - independent providers
 - activity holiday organisations
 - outward-bound centres
 - scouts
 - guides
 - YHA centres.
- Skill and performance development pathways:
 - Royal Yachting Association (RYA) – dinghy sailing scheme
 - British Canoeing (BC) – paddle sports scheme
 - Mountain Training (MT) – NICAS (National Indoor Climbing Award Scheme)
 - Archery GB – Home Country Sports Council (HCSC) talent pathway.

A2 Development of the outdoor sector

- The role of organisations and bodies for developing the outdoor sector:
 - organisations
 - The Scout Association
 - Girlguiding
 - Outward Bound Trust
 - Duke of Edinburgh’s Award
 - The Prince’s Trust
 - National Citizen Service (NCS).
- Governing bodies:
 - Royal Yachting Association (RYA)
 - British Canoeing
 - Mountain Training England
 - Archery GB
 - GB Cycling
 - British Mountaineering Council.
- Associations and institutes:
 - Institute for Outdoor Learning
 - Outdoor Industries Association (OIA)
 - British Activity Providers Association (BAPA)
 - Association of Heads of Outdoor Centres (AHOEC)
 - Learning Outside the Classroom (LOtC).

A3 Factors affecting the development of the outdoor sector

- Legislation:
 - health and safety
 - equality and diversity
 - adventure activities licensing.
- Economy:
 - cost of taking part in outdoor activities and of hosting events in this sector.
- Current trends.
- Health and wellbeing.
- Environmental sustainability.

A4 Promoting learning through outdoor activities

- Benefits of participation in outdoor activities:
 - social benefits
 - building relationships
 - teamwork
 - communication
 - cooperation
 - negotiation
 - environmental appreciation and awareness
 - psychological benefits
 - self-confidence
 - patience
 - promoting self-expression
 - resilience
 - motivation
 - trust building and mindfulness

- physical benefits
 - endurance
 - flexibility
 - strength
 - balance and coordination.
- Types of learning.
- Experiential learning.
- Personal development.
- Teambuilding/problem solving.

Learning aim B: Examine the factors that affect personal skills development in outdoor activities

B1 Gaining skills and techniques

- Theories of teaching and learning:
 - behaviourist theories
 - classical and operant conditioning
 - cognitive theories
 - closed loop theory
 - open loop control
 - schema theory.
- Phases of skill learning.
- Cognitive/plan formation phase:
 - focus on what to do and how to do it
 - participant tries to understand the requirements of the skill
 - characterised by gross errors
 - participant requires demonstrations, instructions and feedback.
- Associative/fixation phase:
 - focus is on practising newly-acquired skill
 - characterised by fewer errors and awareness of how to correct errors
 - starts to have reliance on internal feedback
 - phase can be lengthy, depending on complexity of skill.
- Autonomous/automatic phase:
 - skill becomes automatic and performed without thought
 - participant's attention switches to the environment
 - characterised by consistency, efficiency and few errors
 - participant gives self-feedback.
- Styles of learning:
 - visual forms of learning
 - demonstrations and video footage
 - using mind maps, diagrams, colour and images
 - providing numerical information in charts and diagrams
 - auditory forms of learning
 - responding to verbal guidance
 - discussing tactics and strategies
 - kinaesthetic forms of learning
 - using practical activity
 - guidance from manuals.

B2 Safety responsibilities when participating in outdoor activities

- Knowledge of procedures:
 - internal and external
 - governing bodies
 - legislation
 - organisational operating procedures
 - technical advisers.
- Competency with equipment:
 - technical
 - safety.
- Understanding the environment:
 - weather and prevailing conditions.
- Risk assessment for specific outdoor activities.
- Contingency planning for outdoor activities.
- Responding to emergencies:
 - sailing – coastguard
 - climbing – mountain rescue
 - following procedures, e.g.
 - safe preparation for helicopter landing
 - remaining in contact with emergency service providers
 - the importance of updating information about your location.

B3 Environmental responsibilities when participating in outdoor activities

- Referring to the principles of:
 - Leave No Trace
 - British Canoeing 'You, your canoe and the environment'
 - RYA 'The Green Blue'
 - Mountain Training 'Environment, Access & Conservation'.
- Planning ahead and preparing:
 - knowing the regulations and special concerns for the area to be visited
 - preparing for extreme weather, hazards and emergencies
 - scheduling own activities to avoid times of high use
 - visiting in small groups when possible
 - considering splitting larger groups into smaller groups
 - repackaging food to minimise waste
 - washing equipment to avoid the spread of non-native species.
- Travelling and camping on durable surfaces:
 - durability refers to the ability of surfaces or vegetation to withstand wear or remain in a stable condition
 - concentrating use on existing trails and campsites
 - camping at least 60 metres from lakes and streams
 - not 'seal' launching or dragging boats to avoid wearing away natural banks
 - floating own canoe for launching or landing
 - walking single file in the middle of the trail, even when it is wet or muddy
 - avoiding places where impacts are just beginning.
- Dispose of waste properly:
 - packing it in, packing it out
 - inspecting campsite and rest areas for litter or spilled foods
 - packing out all waste, leftover food and litter
 - always leaving a place cleaner than when found
 - appropriate disposal of human waste to avoid pollution of water sources

- avoiding the negative implications of someone else finding it – minimising the possibility of spreading disease and maximising the rate of decomposition
- packing out toilet paper and hygiene products
- to wash self or dishes, carrying water 60 metres away from streams or lakes and using small amounts of biodegradable soap
- scattering strained dishwater.
- Leaving what was found:
 - preserving the past – examining, but not touching, cultural or historic structures and artefacts
 - leaving rocks, plants and other natural objects as they were found
 - avoiding introducing or transporting non-native species – cleaning boot soles, kayak hulls and bike tyres between trips
 - not building structures, furniture or digging trenches.
- Respecting wildlife:
 - observing wildlife from a distance – not following or approaching them
 - never feed animals – feeding wildlife damages health, alters natural behaviours, and exposes them to predators and other dangers
 - protect wildlife and your food by storing rations and trash securely
 - control pets at all times, or leave them at home
 - avoid wildlife during sensitive times – mating, nesting, raising young, winter.
- Being considerate of other visitors:
 - respecting other visitors and protecting the quality of their experience
 - being courteous – giving way to other users on the trail
 - taking breaks and camping away from trails and other visitors
 - letting nature's sounds prevail – avoiding loud voices and noises.

Learning aim C: Develop personal skills and techniques in outdoor activities through practical participation

C1 Selecting and preparing appropriate personal protective equipment (PPE), equipment and resources for participating in outdoor activity sessions

- Appropriate clothing:
 - rock climbing
 - lightweight
 - flexible
 - hard wearing trousers
 - rock shoes
 - canoeing/kayaking
 - thermals
 - wetsuit
 - cag
 - dry trousers
 - neoprene footwear
 - sailing
 - wetsuit
 - dry suit
 - spray top
 - neoprene footwear
 - gloves
 - hill walking
 - layers (base/mid)
 - waterproofs
 - walking boots.

- Use of equipment/PPE:
 - rock climbing
 - ropes
 - harness
 - belaying devices
 - helmet
 - chalk
 - canoeing/kayaking
 - buoyancy aid
 - paddle
 - canoe
 - helmet
 - rescue knife
 - throw lines
 - sailing
 - types of sailing boats
 - buoyancy aid/life jacket
 - safety craft
 - vhf/radios
 - safety knife.
- Setting up resources:
 - rock climbing
 - choosing routes
 - tying into a harness
 - setting up ropes
 - canoeing/kayaking
 - lifting and carrying
 - launching and recovery
 - sailing
 - rigging sailing boats
 - launching and recovery.
- Check that equipment, PPE and resources are fit for purpose:
 - check for damage
 - reporting any damages
 - appropriately quarantine damaged items
 - completing paperwork.

C2 Participating in outdoor activities to develop personal skills and techniques

- Demonstrating soft skills:
 - communication
 - patience
 - motivation
 - determination
 - adaptability
 - problem solving
 - cooperation.
- Demonstrating physical and skill-related components of fitness:
 - muscular and aerobic endurance
 - strength
 - flexibility
 - agility
 - power
 - balance
 - coordination.

- Demonstrating activity-specific skills and techniques in land-based activities, e.g.:
 - climbing
 - belaying
 - crimping
 - bridging
 - mountain biking
 - gear changing
 - breaking
 - negotiating obstacles
 - navigation
 - compass work
 - judging distances
 - reading terrain.
- Demonstrating activity-specific skills and techniques in water-based activities, e.g.:
 - sailing
 - tacking
 - five essentials
 - capsize recovery
 - kayaking
 - paddling forwards
 - sweep stroke
 - bracing
 - bow rudder
 - windsurfing
 - planning
 - directional control
 - fall recovery.
- Demonstrating knowledge of sector terminologies:
 - common sailing nautical terms, e.g.
 - ‘gybe’ and ‘tack’
 - climbing terminology, e.g.
 - ‘jugs’ and ‘rockovers’
 - paddlesport terms, e.g.
 - ‘draw stroke’ and ‘bow rudder’
 - archery, e.g.
 - fletchings.
- Demonstrating good practice and appropriate behaviour with children:
 - listening and respecting children at all times
 - treating all children without prejudice or discrimination
 - using appropriate language
 - challenging unacceptable behaviour
 - ensuring there is more than one adult present during activities with children and young people or in sight or hearing of other adults.

C3 Developing outdoor first-aid skills

- First-aid course/update, to include:
 - roles and responsibilities for first-aid incident management
 - first-aid equipment and record keeping
 - calling for appropriate help/rescue service
 - first-aid assessment – primary and secondary survey
 - treatments for emergency first-aid scenarios
 - unconscious/not breathing
 - unconscious/breathing
 - treatments for major bleeds/shock
 - recognition and management of life threatening illness, e.g.
 - drowning
 - cold-water shock
 - hypothermia/hyperthermia, dehydration
 - age awareness for vital signs/Cardiopulmonary resuscitation (CPR)/bleeding
 - treatment and management of major injuries, e.g.
 - fractures (open/closed)
 - dislocations
 - head injuries
 - spinal injuries
 - treatment of minor injuries, e.g.
 - small cuts
 - bruises
 - minor burns.

Learning aim D: Create a personal development plan for individual skills and techniques acquisition**D1 Reviewing the benefits of participation in outdoor activities**

- Linking benefits to specific activities, e.g.:
 - climbing
 - building trust
 - developing communication
 - challenging motivation
 - sailing
 - developing teamwork
 - developing coordination
 - encouraging self-reliance.

D2 Analysing own performance, identifying progression routes for developing skills and techniques

- Assessing:
 - ability to demonstrate activity appropriate skills, e.g.
 - rock climbing – use of appropriate equipment, ability to route and decision making during performance
 - sailing – appropriate decision making relating to weather/water state, ability to demonstrate seamanship skills
 - health and safety, e.g.
 - rock climbing – ability to put harness on correctly, ability to tie appropriate knots
 - sailing – rigging dinghy boats, safely leaving and returning to shore
 - canoeing – safe rafting of boats, safe fitting of buoyancy aids, helmets for white water.

- Self-analysis:
 - nature of activity/techniques learnt, e.g.
 - kayaking paddling forward
 - equipment used, e.g.
 - rock-climbing rope
 - adherence to safety procedures, e.g.
 - kayaking wearing a buoyancy aid
 - personal achievements, e.g.
 - abseiled down a rock face
 - strengths/weaknesses, e.g.
 - trekked following a map/unable to use a compass.
- Feedback:
 - peers
 - instructors/teaching staff
 - employers.
- Development:
 - personal development plan for leading outdoor activity sessions, based on review of skills development, identifying:
 - aims
 - objectives
 - targets
 - milestones
 - opportunities
 - potential obstacles
 - resources needed and the requirements of national governing bodies and employers, and the outdoor sectors standards
 - opportunities, e.g.
 - training courses
 - training programme
 - local opportunities – joining a local club/after-school club
 - barriers to development, e.g.
 - lack of available local facilities
 - cost.

Assessment criteria

Pass	Merit	Distinction	
Learning aim A: Examine the development of the outdoor sector and associated outdoor activities			
<p>A.P1 Explain the different types of outdoor activities.</p> <p>A.P2 Explain factors affecting the development of the outdoor sector.</p> <p>A.P3 Explore how learning is promoted through different outdoor activities.</p>	<p>A.M1 Analyse how the development of the outdoor sector has affected the promotion of learning through outdoor activities.</p>	<p>A.D1 Evaluate the factors affecting the development of the outdoor sector, making suggestions for promoting learning through outdoor activities.</p>	
Learning aim B: Examine the factors that affect personal skills development in outdoor activities			
<p>B.P4 Explain the process of gaining skills and techniques required for participating in outdoor activities.</p> <p>B.P5 Explain how environmental and safety responsibilities are fulfilled when participating in outdoor activities.</p>	<p>B.M2 Analyse how environmental and safety responsibilities impact on skills and techniques acquisition.</p>	<p>B.D2 Evaluate how environmental and safety responsibilities impact on skills development when participating in outdoor activities.</p> <p>CD.D3 Evaluate the success and benefits of own performance in outdoor activities and emergency first-aid skills and techniques, selecting and using feedback to devise a realistic and achievable plan, with actions for improvement.</p>	
Learning aim C: Develop personal skills and techniques in outdoor activities through practical participation			
<p>C.P6 Prepare and set up different outdoor activities to meet sector requirements.</p> <p>C.P7 Demonstrate skills and techniques in different outdoor activities to meet sector requirements.</p> <p>C.P8 Demonstrate emergency first-aid skills and techniques to meet sector requirements.</p>	<p>C.M3 Prepare, set up and carry out different outdoor activities and emergency first-aid skills and techniques, selecting and using appropriate processes with confidence in relation to their purpose, limitations and resource constraints, to meet sector requirements.</p>		
Learning aim D: Create a personal development plan for individual skills and techniques acquisition			
<p>D.P9 Review own performance when participating in outdoor activities, identifying opportunities for skills developing.</p>	<p>D.M4 Review success and benefits of own performance in outdoor activities, including feedback gathered, designing a plan for improvement.</p>		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aims: B, C and D (B.P4, B.P5, C.P6, C.P7, C.P8, D.P9, B.M2, C.M3, D.M4, B.D2, CD.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of specialist outdoor equipment, including personal protective equipment, such as ropes, harnesses, climbing shoes, belay devices, buoyancy aids, waterproofs, helmets and wetsuits. Learners will also need access to specialist activity resources, such as sailing/paddlesport areas, sailing boats, safety boats, climbing walls, kayaks/canoes.

Teaching staff should be suitably qualified with national governing body qualifications to deliver to a high level. Teaching staff should have background experience of working in the outdoor sector and leading and/or instructing groups in order to inspire learners and manage safety.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw on varied information to consider aspects such as the significance of the factors affecting the development of the outdoor sector. Learners' investigations should lead to a supported judgement, showing relationship to organisations and legislation. They will provide a conclusion recommending suggestions for promoting learning through best practice in the delivery of three different outdoor activities. Learners will address many ways of minimising impact on the outdoor environment to make participation in outdoor activities sustainable.

For merit standard, learners will present the outcome of methodical and detailed examination of the development of the outdoor sector in order to interpret and study its impact on the promotion of learning through outdoor activities. Learners will make reference to three different outdoor activities. Learners will address some ways of minimising impact on the outdoor environment in order to make participation in outdoor activities sustainable.

For pass standard, learners will give clear evidence to support a view on factors affecting the development of the outdoor sector. Learners could show how conclusions are drawn. They show that they comprehend the objectives of promoting learning through three different types of outdoor activities and their suitability for purpose. Learners will make minimal reference to ways of minimising impact on the outdoor environment in order to make participation in outdoor activities sustainable.

Learning aims B, C and D

Learner must maintain a log of their participation in the outdoor activities and record the skills and techniques learned.

For distinction standard, learners will draw on varied information to consider the significance of environmental and safety responsibilities, and how they affect participation in three different outdoor activities in terms of skills development. Learners' investigations should lead to a supported judgement on the success and benefits of their participation in all stages of the outdoor activities and emergency first-aid skills and techniques. Learners will select and use feedback to devise a realistic and achievable plan, with actions for performance improvement. Learners could give evidence through a skills audit mapped against national governing body qualifications, employers' job descriptions and outdoor sector standards, including the skills and techniques they have learned and the areas they need to develop.

For merit standard, learners will present the outcome of methodical and detailed examination on the environmental and safety responsibilities of outdoor activity participants in order to interpret and study their impact on skills and techniques acquisition. Learners will prepare, set up and carry out three different outdoor activities to meet sector requirements, for example:

- sailing – The Sailing Five Essentials, reducing sail, coming alongside, pick up a person overboard
- climbing – top roping and bouldering that focuses on developing technique and movement skills on higher-grade climbs
- kayaking – demonstrate moving water skills on rivers of up to Grade 2, know the fundamentals of white-water paddling.

Learners will be able to manage at least four simple risks in outdoor and activities, as well as emergency first aid at work skills, for example treating minor cuts. Learners will reflect actively on evidence of success and benefits of own performance, and any skills gaps, to show clear details and plan for improvements in line with the requirements of national governing bodies, employers and the outdoor sector standards.

For pass standard, learners will show clear details and give evidence to support a view on how environmental and safety responsibilities are achieved when participating in outdoor activities. Learners could show how conclusions are drawn. Learners are able to show that they understand the objectives of the process of gaining skills and techniques required for participating in outdoor activities. Learners will prepare, set up and carry out three different outdoor activities to meet sector requirements, for example:

- sailing – being able to sail in different directions, an awareness of launching and recovering, capsize recovery
- climbing – demonstrate basic climbing movement skills, learn climbing ropework, demonstrate basic rope and equipment use
- kayaking – develop fundamental flat-water skills, including personal paddling skills, rescue skills, safety.

Learners will be able to manage at least four simple risks in outdoor and activities, for example roles and responsibilities for first aid, incident management, or first-aid equipment and record keeping, including emergency first-aid skills and techniques. Learners will make a formal assessment of their performance, appraising existing information, including structured records maintained of practice or experience as part of reviews, and reconsider feedback on performance gained from others with the intention of making changes, if necessary, in line with national governing body qualifications.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit D4: Applied Leadership and Instructing in Outdoor Activity.

Employer involvement

This unit would benefit from employer involvement in the form of:

- visits to outdoor activity centres
- talks from outdoor sector professionals.

Unit D4: Applied Leadership and Instructing in Outdoor Activity

Level: **3**

Unit type: **Internal**

Guided learning hours: **180**

Unit in brief

Learners develop skills to work in the outdoor sector as an outdoor activity instructor and deliver an outdoor activity session to a group of participants.

Unit introduction

An outdoor activity instructor supervises and guides participants in activities and pastimes such as canoeing, sailing, climbing, surfing, cycling, hillwalking, archery and bushcraft. Outdoor activity instructors work in a range of venues and weather conditions and follow tightly defined operating procedures. The main responsibility of an outdoor activity instructor is to run a safe and enjoyable activity session. Outdoor activity instructors hold sessions with particular client groups – individuals or groups, specific age ranges, mental and physical ability – and/or in a range of activities.

In this unit, you will gain the skills required to independently lead and instruct those who have less experience than you. You will look at the importance of offering positive experiences in a safe and secure guided learning environment while exploring themes, styles and methods of group supervision in a practical outdoor situation. You must actively respect and show a positive attitude to the environment. You will prepare, deliver, meet required outcomes and end outdoor activity sessions. You will have the opportunity to review your performance in leading outdoor activity sessions and form a development plan to develop and progress your delivery and leadership skills and techniques in outdoor activities.

This unit is highly practical and leads logically from *Unit C4: Personal Skills Development in Outdoor Activities*, with personal delivery as a focus. This unit recognises that those delivering and leading outdoor activities need a balance of technical and interpersonal skills that enable them to work competently. Typical job titles in this area include multi-activity leader, environmental education tutor and activity instructor. The knowledge and understanding you develop of what constitutes being an outdoor activity instructor will help you to gain a level of confidence that will help you to pursue a career in an instructing role or that will support you in progressing to higher education.

Learning aims

In this unit, you will:

- A** Examine skills and behaviours needed for effective, inclusive leadership to deliver outdoor activity sessions
- B** Plan outdoor activity sessions for participants to achieve required outcomes
- C** Lead outdoor activity sessions to achieve required outcomes
- D** Reflect on own personal delivery and leadership skills in outdoor activity sessions to inform professional development of practices.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine skills and behaviours needed for effective, inclusive leadership to deliver outdoor activity sessions	A1 The different instructor roles in the outdoor sector A2 Being a professional instructor in the outdoor sector A3 Importance of professionalism as an outdoor activity instructor A4 Leadership and the psychological factors	A report evaluating the impact of psychological factors on professionalism for an outdoor activity instructor delivering outdoor activity sessions.
B Plan outdoor activity sessions for participants to achieve required outcomes	B1 Session plan preparation B2 Planning for a safe and effective outdoor activity session B3 Reviewing session plans	Observation of learners leading outdoor activities sessions, evidenced by an observation report signed by the assessor. A detailed session plan for participants to achieve required outcomes.
C Lead outdoor activity sessions to achieve required outcomes	C1 Setting up outdoor activity sessions C2 Delivering outdoor activity sessions C3 Meeting anticipated session outcomes C4 Ending outdoor activity sessions	
D Reflect on own personal delivery and leadership skills in outdoor activity sessions to inform professional development of practices	D1 Reviewing sessions D2 Recommendations for improving sessions D3 Preparing a personal development plan for developing as an outdoor activity instructor	A reflective log, with details of development and actions taken.

Content

Learning aim A: Examine skills and behaviours needed for effective, inclusive leadership to deliver outdoor activity sessions

A1 The different instructor roles in the outdoor sector

- Types of roles required in outdoor activities or environments:
 - full-time roles
 - voluntary roles
 - part-time roles.
- Roles include:
 - specialist activity instructor, e.g.
 - Royal Yachting Association (RYA) dinghy instructor
 - British Canoeing paddlesport instructor
 - Mountain Training Climbing Wall Instructor
 - outdoor sports coach
 - environmental educator or field studies tutor
 - multi-activity instructor
 - freelance outdoor activity instructor
 - outdoor adventure therapist
 - centre manager
 - team leader
 - senior instructor
 - chief instructor
 - expedition leader
 - teacher.
- Main responsibilities – running safe and enjoyable activity sessions for children and adults under supervision, while working in a limited range of venues and weather conditions, following tightly-defined operating procedures.
 - Preparing for the session:
 - gathering information about the participants and resources for the activity.
 - Delivering the session:
 - providing supervision and guidance
 - briefing participants
 - maintaining safety
 - providing ongoing instruction and encouragement
 - exercising autonomy and judgement to complete tasks and procedures and call on close back-up for problems and incidents that may occur.
 - Meeting the session outcome:
 - supporting participants to achieve new skills/knowledge, thrill seeking, personal or team challenge.
 - Closing the session:
 - handing-over participants
 - returning resources and equipment
 - logging any issues.

A2 Being a professional instructor in the outdoor sector

- The values important to an outdoor activity instructor.
 - Valuing learners:
 - guiding
 - encouraging and supporting each learner in their development to achieve their potential
 - focusing on agreed outcomes
 - responding to changing individual and group needs
 - championing an inclusive, motivating and positive approach.
 - Valuing the environment:
 - championing
 - actively respecting and caring for the environment
 - building awareness of impact and encouraging behaviours in others that support sustainability
 - inspiring connection, understanding and promoting ongoing engagement with the outdoors.
 - Valuing own development:
 - being a self-starter that learns from experience
 - researching and reflecting
 - inquisitiveness and openness to new opportunities and advances in good practice
 - taking pride in own profession and seeking to develop others as they develop themselves.
- Profiling an outdoor professional.
 - Competent:
 - has the knowledge, skills, experience and judgement required to deliver safe activities and effective learning
 - has education and training that is aligned with relevant occupational standards for their role.
 - Current:
 - engages in regular reflective practice and continuing professional development (CPD).
 - Compliant:
 - follows employers' policies and procedures, and NGB guidelines
 - meets safeguarding, data protection, first aid, insurance and legal requirements.
 - Connected:
 - draws on local and national networks of peers and experts to guide and inform how they work
 - is supported to follow good practice.
 - Informed:
 - keeps up to date and aware of standards and changes in the field
 - values research in the field
 - reads professional magazines.
 - Ethical:
 - upholds and follows a code of professional conduct
 - knows and operates within the limits of their competence
 - represents their profession and promotes the benefits of outdoor learning.
 - Accredited:
 - has their approach to outdoor learning recognised through relevant qualifications, awards or membership levels.

A3 Importance of professionalism as an outdoor activity instructor

- Representing the profession of working in the outdoor sector.
- Meeting organisations' expectations with regard to customer service.
- Communicating with customers and colleagues in a clearly, concisely and effectively.
- Handling information in a way that conforms to policy and protects data.
- Good practice regarding session structure to encourage participation and inclusion.
- Actively encouraging whole-group participation and promoting equality and diversity.
- Showing punctuality, diligence, commitment and appropriate appearance.

- Being enthusiastic for the organisations' products and loyal to the employing organisation and brand.
- Actively respecting the environment and encouraging behaviours in others to preserve it.
- Being encouraging towards participants and supporting each person to achieve their goal.
- Promoting ongoing use of the outdoors and onward progression.
- Showing a positive attitude with all colleagues and all customers.
- Being suitably prepared for sessions in the event of adverse weather conditions.

A4 Leadership and the psychological factors

Learners are required to show clear knowledge and understanding of effective leadership.

- External and internal psychological factors:
 - group cohesion, social loafing, personalities, Ringlemann effect, confidence, motivation, anxiety, arousal
 - attribution theory, self-confidence, self-esteem, past experiences, self-serving bias, accidental versus intentional behavior.
- Leadership theories/forms:
 - situational leadership
 - transformational leadership
 - transactional leadership.
- Leadership can include:
 - strong relationship building
 - clear vision
 - positive and assertive personal image
 - positive attitude to and learning from failure
 - planning, organising and setting clear objectives
 - decision making and finding solutions
 - perseverance.
- Importance of psychological factors:
 - safety
 - environment
 - outcomes
 - participation
 - interaction.

Learning aim B: Plan outdoor activity sessions for participants to achieve required outcomes

B1 Session plan preparation

- Planning preparation to include:
 - legal constraints
 - access permission when applicable
 - organisation guidelines
 - weather forecasts
 - health and safety factors
 - emergency procedures.

B2 Planning for a safe and effective outdoor activity session

- Planning for safety and effectiveness to include:
 - session plan template
 - the activity type and timings
 - outcome requirements
 - enjoyment, thrill seeking, personal or team challenges, acquisition of new skills
 - participant details
 - age, prior skills/knowledge level, medical information
 - contingency plans to achieve original goal of session.

- Equipment and resourcing allocation.
- Venue.
- Adapting to sessions:
 - weather
 - participant needs, e.g. visual impairment, mental and physical ability.

B3 Reviewing session plans

- Review session:
 - purpose
 - timings
 - quality
 - safety
 - realistic.

Learning aim C: Lead outdoor activity sessions to achieve required outcomes

C1 Setting up outdoor activity sessions

- Choosing appropriate individual and group equipment required for sessions, e.g.:
 - climbing
 - ropes
 - harnesses
 - helmets
 - belay devices
 - climbing shoes
 - sailing
 - sailing dinghies
 - safety boat
 - buoyancy aids
 - footwear
 - wetsuit
 - spray tops
 - VHF/radios
 - kayaking/canoeing
 - buoyancy aids
 - helmets
 - wetsuits
 - cags
 - spray decks
 - paddles
 - footwear.
- Correct use and fitting and adjusting of equipment, e.g.:
 - climbing
 - fitting harnesses to participants
 - tying knots
 - correct belaying skills
 - sailing
 - fitting safety equipment (bags)
 - setting up a sailing boat
 - kayaking/canoeing
 - buoyancy aids
 - helmets
 - checking boat suitability
 - adjusting foot rests
 - preparing correct/suitable paddles
 - spraying decks.

- What needs to be considered when using a facility with a group:
 - general
 - opening/closing times
 - administration procedures
 - changing rooms
 - rest facilities
 - appropriate equipment for weather conditions
 - specific, e.g.
 - climbing – choosing appropriate routes, preparing routes, liaising with other group users
 - sailing – access to water, launching, recovery, safety craft, sailing areas
 - kayaking/canoeing – access to water, launching, recovery, operating areas, other water users.

C2 Delivering outdoor activity sessions

- Session delivery:
 - maintaining self and group safety when delivering the session
 - delivering an effective session briefing with clear instruction and following organisational procedures
 - performing a competent demonstration of the skills required for the activity or subject at the appropriate level for the session
 - providing ongoing instruction to encourage learning and progression
 - fostering an inclusive environment that actively incorporates challenge by choice.
- Maintaining good practices:
 - following organisational operating procedures to adapt to changes in the environment
 - selecting and implementing organisational procedures to deal with routine problems
 - providing basic first aid to respond to accidents in a safe, prompt and effective manner, e.g. injured participant
 - awareness of safeguarding
 - initiating organisational procedures to summon support in the case of incidents or accidents.

C3 Meeting anticipated session outcomes

- Session outcomes agreed with organisation/provider establishment, to include:
 - using the organisation's set approaches for learning delivery
 - supporting individual and group engagement and participation in the session, e.g.
 - energisers
 - sharing responsibilities
 - appropriate pace
 - changing pace of the session to match participants' speed of learning
 - identifying and supporting individual participant's needs, e.g.
 - giving personal attention
 - actively listening
 - allowing additional time
 - giving encouragement
 - applying simple techniques to deal with conflict and challenging behavior, e.g.
 - redirection
 - increasing responsibility
 - using simple review techniques to check the achievement of required outcomes, e.g.
 - thumbs up
 - rounds
 - memorable moments.

C4 Ending outdoor activity sessions

- Reviewing participant's progress in sessions:
 - supporting self-critique of the activity
 - reviewing how effective the session was and how participants feel they may need to develop skills further
 - action planning to highlight how to address any weaknesses in skill set
 - guiding participants to progression routes.
- Showing how equipment should be returned after use:
 - completing session in time so as not to hold up venue and equipment for upcoming use, including the restoration of the venue to the way it was at the start of the session, equipment and resources logging or recording requirements
 - shutting down resources/venue and storing equipment appropriately.

Learning aim D: Reflect on own personal delivery and leadership skills in outdoor activity sessions to inform professional development of practices

D1 Reviewing sessions

- Reviewing participant feedback:
 - strengths
 - areas of development
 - good practice.
- Reviewing observer's feedback:
 - strengths
 - areas of development
 - good practice.
- Self-reflecting on outdoor sessions:
 - strengths
 - areas of development
 - good practice.

D2 Recommendations for improving sessions

- Identifying areas for self-development.
- Identifying activities to further develop knowledge and instructing skills.
- Identifying improvement in the workplace/place of study.
- Identifying improvement outside the workplace/place of study.

D3 Preparing a personal development plan for developing as an outdoor activity instructor

- Producing a personal skills audit against a chosen outdoor activity instructor pathway:
- pathways, e.g.
 - RYA dinghy instructor
 - BC paddlesport instructor
 - MT rock climbing instructor
 - Mountain-Bike Instructors Award Scheme (MIAS) mountain bike instructor
- qualities
 - reliability
 - organisational skills
 - commitment
 - resilience
 - empathy

- experience, e.g.
 - leadership
 - work
 - travel
- qualifications
 - educational and sector specific
- generic employability skills
 - teamwork
 - cooperation
 - communication
 - problem solving
- specific technical skills, e.g.
 - coaching
 - instructing
 - leading
 - administering test protocols
- using a suitable reflective tool, e.g.
 - SWOT (strengths, weaknesses, opportunities, threats) analysis.
- Planning personal development towards a career in the outdoor sector:
 - using a personal skills audit to produce an action plan for a sports and recreation industry career
 - identifying key timescales, e.g.
 - immediate actions
 - next year
 - two years
 - five years
 - ten years
 - identifying training/educational/experiential aims at these key times, and processes to achieve goals
 - careers guidance and support, and education choices
 - career development action plan (CDAP) – definition
 - higher levels
 - specialism and diversification
 - aims
 - milestones
 - measures
 - professional development activities
 - workshops
 - training
 - job shadowing
 - self-reflection.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine skills and behaviours needed for effective, inclusive leadership to deliver outdoor activity sessions		A.D1 Evaluate the impact that psychological factors can have on the demonstration of professionalism for an outdoor activity instructor when delivering outdoor activity sessions.
A.P1 Explain the different roles of an outdoor activity instructor and the professional requirements. A.P2 Explain psychological factors involved in leading outdoor activities.	A.M1 Analyse psychological factors that may affect professionalism and leadership in different outdoor activities and environments.	
Learning aim B: Plan outdoor activity sessions for participants to achieve required outcomes		BC.D2 Comprehensively plan and deliver outdoor activity sessions to meet participant needs, including the full requisites to justify why they are suitable to meet the required outcomes.
B.P3 Develop session plans for safe and effective outdoor activities, to achieve required outcomes. B.P4 Review the appropriateness of the session plans in meeting the required outcomes.	B.M2 Plan detailed outdoor activity sessions, preparing appropriately and including many of the requisites to meet the required outcomes.	
Learning aim C: Lead outdoor activity sessions to achieve required outcomes		
C.P5 Set up outdoor activity sessions to meet participant needs. C.P6 Deliver outdoor activity sessions to achieve the required outcomes. C.P7 End outdoor activity sessions to meet participant needs.	C.M3 Set up, deliver and end outdoor activity sessions, adapting as appropriate to meet participant needs.	
Learning aim D: Reflect on own personal delivery and leadership skills in practices in outdoor activity sessions to inform professional development of practices		D.D3 Evaluate how well the sessions met the required outcomes, drawing reasoned conclusions as to how it will support own career development.
D.P8 Review own strengths and areas for development in response to feedback on own performance in planning and delivering sessions.	D.M4 Plan personal development, reflecting on own performance, to explain improvements in line with professional standards.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, C.P7, B.M2, C.M3, BC.D2)

Learning aim: D (D.P8, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to facilities and equipment for the outdoor activities they will lead. They will also need groups of participants for the sessions they will lead.

Learners will also need access to resources from the Institute for Outdoor Learning.

Learners will need to take part in a work-placement experience in the outdoor sector that has a suggested minimum number of 20 hours.

Essential information for assessment decisions

Assessment criteria C.P6, C.P7, C.M3 and BC.D2 must comply with the following practical assessment requirements:

CIMSPA stipulates practical assessment guidance that must be adhered to in order to comply with the professional bodies endorsement. CIMSPA states that one of the main requests they receive from employers is that emphasis is needed on the importance for real-life assessment to be included in the CIMSPA Professional Standards. Employers have stipulated that all practical assessment must:

- be conducted in a **real-world environment**. This, where possible, should be in the workplace **'on the job' at work**, or in a situation that is as close as possible to this, in order to replicate a working environment. For example, where appropriate an acceptable scenario is that you could use a different cohort of learners for practical assessment. This can also be covered within a work placement.
- be conducted with **'real clients/participants'** and not with peers. A real client/participant is someone who is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The **real client/participant** must not:

- work at the same facility as the learners
- be related to the candidate, i.e. a spouse, partner, step-parent, brother or sister, etc.
- be enrolled on the same qualification as the trainee at the same time
- be a close friend.

If you are unable to use real clients/participants

There are situations where using a real client/participant is untenable. If there are circumstances where real clients/participants should not be used, this should be agreed with the awarding organisation, and evidence provided if a CIMSPA QA visit was to be scheduled.

Learning aim A

For distinction standard, learners will draw on varied information about the impact that psychological factors can have on an outdoor activity instructor when delivering different outdoor activity sessions. Learners' investigations should lead to a supported judgement on the psychological factors and the challenges an outdoor activity instructor faces in being expected to demonstrate professionalism in a dynamic and busy environment. Learners will use resources from the Institute for Outdoor Learning, showing that they fully comprehend their objectives.

For merit standard, learners will present the outcome of methodical and detailed examination of psychological factors that may affect professionalism and leadership in different outdoor activities and environments. Learners will interpret and study the psychological factors affecting leadership to the delivery of different outdoor activities and environments. Learners will use resources from the Institute for Outdoor Learning, showing that they comprehend their objectives.

For pass standard, learners will give clear evidence to support a view on three different outdoor activity instructor roles and the professional requirements required for each, including the values and profile expected for working in the outdoor sector as a professional. Learners are able to show that they understand the psychological factors involved in leading outdoor activities and their suitability for purpose. Learners will use resources from the Institute for Outdoor Learning, showing superficial comprehension of their objectives.

Learning aims B and C

Learners will need to produce a minimum of two session plans for different outdoor activities. The session plans should have a duration of approximately 90 minutes at the discretion of the assessor. The session plan template should be the same or very similar to that of the outdoor activity instructor template, which can be found on the Institute for Outdoor Learning website.

For distinction standard, learners will produce outdoor activity plans for two sessions for different outdoor activities. The plans should be well developed and contain full coverage of session plan preparation factors and information on safety and effectiveness from the unit content, including the legal constraints, access permission when applicable, organisation guidelines, weather forecasts, health and safety factors, emergency procedures. The plan will consider safety and effectiveness, equipment, venue and adaptations. Learners will explain how the plans fully meet the participants' needs and include a justification of the needs of the participants and how the plans are suitable to meet the required outcomes.

Learners' delivery of the outdoor activity sessions will demonstrate suitable communication skills with participants and their approach will be confident and professional. Learners demonstrate the ability to adapt sessions to remove barriers and explain how they adapt the style and content of activity briefings for different participants, using questioning styles and review techniques to tailor their delivery to meet individual needs. Learners will show how they have prepared participants for their next activity so that participants are continuously developing.

For merit standard, learners will produce outdoor activity plans for two sessions for different outdoor activities. The plans will contain many session plan preparation factors and information on safety and effectiveness from the unit content, including legal constraints, access permission when applicable, organisation guidelines, weather forecasts, health and safety factors, emergency procedures. The plans will cover safety and effectiveness, equipment, venue and adaptations but will be missing some elements. Reasons will be provided as to how the plans meet participant needs.

Learners' delivery of the outdoor activity sessions will demonstrate clear communication with participants but learners may not always deliver confidently. Learners demonstrate predictable adaptations to some of the sessions to remove barriers and explain how they adapt the style and content of activity briefings to different participants but do not explore questions that participants ask. They will show how they have prepared participants for their next activity and identify different approaches that participants should follow.

For pass standard, learners will produce outdoor activity plans for two sessions for different outdoor activities. The plans will contain some session plan preparation factors and information on effectiveness from the unit content, including legal constraints, access permission when applicable, organisation guidelines, weather forecasts, health and safety factors, emergency procedures but give only brief consideration to safety and effectiveness, equipment, venue and adaptations. The plans will meet basic but adequate needs of the participants.

Learners' delivery of the outdoor activity sessions will be appropriate to the participants. Learners demonstrate predictable adaptations to one of the sessions to remove barriers but make no attempt to explain them.

Learning aim D

For distinction standard, learners will draw on varied information on how well the sessions met the required outcomes. Learners will draw reasoned conclusions as to how their personal delivery and leadership skills in practices in outdoor activity sessions support their career development. They will make reference to sources of information from outdoor activity instructor pathways. Learners' investigations should lead to a supported judgement on how they developed participants' abilities using approaches identified, responding effectively to feedback, demonstrating valid insights into own performance.

For merit standard, learners will monitor achievement against their outdoor activity session plans, ensuring relevance of targets for improvements. They will reflect on evidence of performance from self and from others on any skills gaps, to show clear details and give evidence of improvements in line with professional standards.

For pass standard, learners will make a formal assessment of work undertaken, including structured records maintained of practice or experience as part of reviews, and consider feedback on performance gained from others with the intention of making changes, if necessary.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit C4: Personal Skills Development in Outdoor Activities.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit E: Research Project in Sport (Pearson-set)

Level: **3**

Unit type: **Pearson-set and internally assessed**

Guided learning hours: **120**

Unit in brief

Learners propose and undertake research within a sport context.

Unit introduction

The principles of improvement are central to sport and are enabled through knowledge and understanding identified through research and investigation. Whether trying to engage the community to be more active or develop new tactics and techniques, there are always opportunities for development that come through testing practice or assessing information. Being able to manage a research project is a highly valuable and desirable skill.

In this unit, you will develop broad research skills, including knowledge, understanding and professional behaviours required for independent investigations in sport. You will develop the skills needed to form a proposal in response to a theme and related topics. You will form a hypothesis and define a methodology for investigating the validity of the hypothesis. You will follow ethical guidelines and use techniques for analysing and interpreting data in order to draw conclusions and consider the impact of these.

On successful completion of this unit, you will be able to propose and carry out independent research within a range of careers or in higher education. The problem-solving and analytical skills developed are highly valued in higher education and in employment.

Please note that this unit can only be taken in the second year of a study programme.

Summary of assessment

This unit is assessed through a centre-set assignment. The assignment brief(s) (set by the centre) will be based on a theme provided by Pearson (this will change annually). The theme, and chosen topic within the theme, will enable learners to design and implement a research project relating to sport. Learners will be required to research, interpret and analyse a range of information which is focused on a particular area of interest relevant to their qualification.

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

Learning aims

In this unit you will:

- A** Propose a research project in sport
- B** Apply investigation skills for a research project in sport
- C** Draw conclusions from a research project in sport.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Propose a research project in sport	A1 Creating a proposal and forming a hypothesis for research A2 Data collection for research A3 Validity and reliability in research	<p>The assignment brief for this unit must be based on the Pearson-set theme and topic. Select one of the topics and use this to create a brief or briefs with tasks that cover all criteria and learning aims.</p> <p>If using more than one brief, the criteria for learning aim A must be covered in both.</p>
B Apply investigation skills for a research project in sport	B1 Applying research practice principles to an investigation	<p>There must be no more than two assignment briefs to cover all learning outcomes. It is possible to cover all learning aims and criteria in one brief.</p> <p>If using more than one brief, the criteria for learning aims B and C must be covered in both.</p>
C Draw conclusions from a research project in sport	C1 Interpreting data and information C2 Drawing conclusions C3 Presenting information	

Content

Learning aim A: Propose a research project in sport

A1 Creating a proposal and forming a hypothesis for research

- Reasons for the hypothesis and the benefits of research:
 - performance enhancement
 - designs or use for sports technology
 - personal progression/improvement
 - contributing to knowledge and understanding
 - sports development.
- Defining a hypothesis related to sport.
- Generating a rationale to support the research project.
- Review of current information on topics.
- Ethics, consent, confidentiality and impartiality.
- Safety considerations.
- Research project design:
 - descriptive such as a case study, naturalistic observation, survey
 - correlation such as a case-control study or observation
 - experimental such as field experiment, quasi-experiment.

A2 Data collection for research

- Types of research: primary, secondary, quantitative, qualitative, mixed.
- Types of data: primary or secondary.
- Data collection techniques:
 - qualitative:
 - observations
 - interview, questionnaires, focus groups and surveys
 - case study, ethnographies and oral history
 - quantitative:
 - laboratory-based
 - field-based
 - questionnaire.
- Consideration of data classifications to collect:
 - discrete
 - nominal
 - ordinal
 - continuous
 - interval
 - ratio.

A3 Validity and reliability in research

- Selecting research methods that will provide the most valid and reliable results:
 - validity, accuracy and measuring of relevant variables, e.g.:
 - construct validity
 - criterion validity, concurrent and predictive
 - internal validity
 - external validity and ecological validity
 - precision
 - reliability:
 - dependable
 - repeatable
 - predictable.

Learning aim B: Apply investigation skills for a research project in sport

B1 Applying research practice principles to an investigation

- Project management:
 - managing participants
 - communication
 - keeping records of project milestones
 - note taking
 - problem solving
 - scheduling and timekeeping
 - contingency and remedial actions.
- Professional behaviours:
 - honesty, integrity and impartiality
 - punctuality
 - empathy and active listening
 - data protection and confidentiality.
- Investigation practice:
 - select information and data from appropriate sources
 - use of relevant processes and methods
 - operation and maintenance of instrumentation, materials and equipment
 - risk assessments and management
 - recording results with accuracy and precision
 - checking data for accuracy
 - tallying results.

Learning aim C: Draw conclusions from a research project in sport

C1 Interpreting data and information

- Data reduction and coding for simplifying results, e.g. open, axial, selective.
- Quantitative data analysis:
 - organising quantitative data, e.g. range, rank order, frequency
 - calculation: mean, median, mode and standard deviation
 - visualising information: distribution curves and correlation
 - inferential statistics, correlation and association of information
 - meaning and relevance of statistics (percentage change, effect size).
- Qualitative data analysis:
 - deductive and inductive approaches
 - steps:
 - organisation
 - coding: descriptive, in vivo, pattern
 - validation
 - points of focus, e.g. content, attitude, actual versus hypothetical experience
 - types of qualitative analysis, e.g. content, narrative, discourse, framework, grounded.

C2 Drawing conclusions

- Interpreting data, finding patterns and relationships.
- Triangulating and member checking.
- Relating data to original hypothesis.
- Considering issues with the research that would impact validity, reliability, precision and accuracy.
- Alternative readings and perspectives.

C3 Presenting information

- Visual information diagrams.
- Formats relevant to the project.
- Organising information.
- Structured arguments and sections.
- Key information and background.
- Final conclusions.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Propose a research project in sport		
<p>A.P1 Define an appropriate hypothesis, with relevant aims and objectives.</p> <p>A.P2 Select appropriate research methods and plan the investigation.</p>	<p>A.M1 Competently plan a detailed and well-organised research proposal with efficient methodologies.</p>	<p>A.D1 Effectively propose a strategic and assured research project.</p>
Learning aim B: Apply investigation skills for a research project in sport		
<p>B.P3 Carry out research using qualitative or quantitative research methods that are appropriate for the aims.</p> <p>B.P4 Maintain professional and ethical research standards, applying research practice principles.</p>	<p>B.M2 Project manage the research, applying detailed checks for accuracy and precision.</p>	<p>B.D2 Confidently and consistently implement a research project, monitoring progress and checking accuracy, precision, validity and reliability.</p>
Learning aim C: Draw conclusions from a research project in sport		
<p>C.P5 Analyse the data in relation to the original hypothesis using appropriate techniques.</p> <p>C.P6 Draw and communicate conclusions in relation to the original hypothesis.</p>	<p>C.M3 Evaluate information gathered, drawing and communicating reasonable and objective conclusions.</p> <p>C.M4 Evaluate the techniques and processes used and their impact on the investigation, making recommendations for future research.</p>	<p>C.D3 Critically analyse and synthesise information from research to draw valid conclusions that are communicated fluently.</p>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, C.M4, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

There are no specific additional resource requirements for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will develop a proposal for the research project that will cover all key areas, with a focused and pertinent hypothesis and sophisticated methodologies that show insight into selection of the most valid and reliable data collection strategies.

For merit standard, learners will provide a detailed plan with all of the key points covered. The hypothesis and research methodology will be supported with some initial research into similar investigations. There will be a relevant rationale within the proposal and the selection of methodologies will be clearly efficient. The validity and reliability of data collection will be considered.

For pass standard, learners will give a clear outline of the hypothesis for the sport research to be carried out. This will be aligned to generally appropriate aims and objectives, which may be overly ambitious or not fully aligned to the hypothesis. Learners will draw up a proposal that includes research methods based on some consideration of the types of data collection and opportunities for increased validity and reliability that would enable relevant conclusions.

Learning aims B and C

For distinction standard, learners will implement the research methodology ethically, demonstrating professional behaviours and practice. They will continually monitor the data being collected and the progress being made within the research project, making an assessment of issues with accuracy and precision, taking into account the validity and reliability of results and taking corrective action where required. When drawing conclusions, learners will critically assess all aspects of their research project, making detailed observations of where conclusions would require further investigation for validity. Evaluations will consider multiple aspects of the results from the investigation when balancing conclusions and judgements. The communication of the conclusions will be assured and use valuable means for putting complex points across in a succinct way.

For merit standard, learners will manage the project research systematically, applying detailed checks throughout the data collection for accuracy and precision in relation to the project's intentions. Learners' evaluations will cover most of the techniques and processes, assessing their impact on the validity of the conclusions. They will make relevant recommendations for future research with some justification.

For pass standard, learners will perform data collection and carry out research duties showing some regard for research practice principles. Data collection methods will reflect the initial proposal with some margin of error. Learners will assess the data they have collected superficially and the conclusions they draw will be related to the original hypothesis, but may be imbalanced or partially relevant, requiring significant further investigation.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit C3: Professional Sports Performer
- Unit 1: Sport Development
- Unit 4: Nutrition for Physical Performance
- Unit 13: Influence of Technology in Sport and Physical Activity
- Unit 15: Ethical and Current Issues in Sport.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and visiting professionals
- devising briefs with employers
- visits to sporting establishments.

Unit 1: Sport Development

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the principles of sport development, the key agencies involved and provide practical examples of current practice.

Unit introduction

Sport development has evolved and is an important part of today's sports industry. The effectiveness of sport development has a direct impact on many current issues in sport, including the performance of athletes at major events, healthy living and developing key life skills. Sport development is about positive change.

In this unit, you will look at sport development and the diverse work of sport development officers. You will explore the key concepts in sport development, including the sport development continuum, target groups and barriers to participation. You will also explore the cross-cutting agendas in which sport development plays a significant role. Participation in sport and exercise is at the core of the work of any sport development officer. You need to understand what may prevent people from participating in sport, whether it is cultural, financial or for another reason. You will identify the needs of key central and local target groups and what can be done to allow these groups more access to sport and exercise. You will also study sport development in practice, including within local authorities, sport national governing bodies, voluntary clubs and other organisations. Sport development is largely about project management. These projects are seldom delivered in isolation, and you need to develop an understanding not just of other stakeholders or funding sources but also the protocol for designing and delivering a multi-agency project. You will be expected to investigate different organisations involved in sport development. These organisations can help with funding, sponsorship or even assist in supplying volunteers for events and research.

This unit will help you to progress to employment in sport development, health and education. The unit will also help you to progress to further study in higher education or professional qualifications in sport development, coaching and health promotion.

Learning aims

In this unit you will:

- A** Examine key concepts in sport development
- B** Explore the key providers of sport development
- C** Investigate sport development in practice.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine key concepts in sport development	A1 The sport development continuum A2 Purpose of sport development A3 Barriers to participation A4 Target groups	A presentation evaluating the barriers to participation for individuals from different target groups at different levels of the sport development continuum, providing effective and realistic solutions.
B Explore the key providers of sport development	B1 The organisation of providers of sport development in the UK B2 Providers of sport development B3 Structure of sport development organisations B4 Roles and responsibilities of job roles in sport development	A report evaluating the roles and responsibilities of professionals working in different types of sport development organisations.
C Investigate sport development in practice	C1 Initiatives C2 Project planning C3 Measures of success	A presentation evaluating the activities in the project plan and justifying choices of activities by recommending suitable measures of success.

Content

Learning aim A: Examine key concepts in sport development

A1 The sport development continuum

- Levels on the continuum:
 - foundation activities:
 - play
 - multi-skill sessions
 - basic skill development
 - balance and coordination
 - participation activities:
 - grass roots clubs
 - basic skill development in a particular sport
 - introduction of competitive games
 - performance activities:
 - regional and semi-professional level clubs
 - tactical development
 - refining complex skills
 - patterns of play
 - excellence activities:
 - national level competition
 - international level competition
 - professional environments.
- Levels of coaching/leadership required at each level.
- Equipment and facility needs.
- Financial cost of providing activities at each level.

A2 Purpose of sport development

- Skill development.
- Increasing activity levels.
- Improving health and wellbeing.
- Showing progression.
- Targeting groups at risk in the community.
- Developing community cohesion.
- Increasing/lifelong participation.
- Cross-cutting agendas, e.g.:
 - pro-health
 - pro-education
 - anti-drug
 - anti-crime
 - regeneration.

A3 Barriers to participation

- Cultural:
 - diversity
 - ethnic differences
 - cultural expectations.
- Social:
 - having children
 - access to facilities
 - cohesion.

- Economic:
 - financial considerations
 - cost of activities
 - purchasing equipment and sportswear.
- Historical:
 - stereotypes of male/female sports
 - male/female role in society.
- Educational:
 - physical education
 - presence of role models.

A4 Target groups

- Women.
- Young people.
- People over 50.
- People with disabilities.
- Black and minority ethnic groups (BMEs)
- LGBT+.

Learning aim B: Explore the key providers of sport development

B1 The organisation of providers of sport development in the UK

- Public sector:
 - local councils
 - NHS
 - national government projects/initiatives.
- Private sector:
 - private businesses that operate to make a profit.
- Voluntary sector:
 - sports clubs that have an interest in certain sports
 - volunteers work for free or for expenses.

B2 Providers of sport development

- National organisations:
 - Sport England, Scotland, Wales, Northern Ireland
 - Department for Digital, Culture, Media and Sport (DCMS)
 - Youth Sport Trust.
- Local authorities.
- Governing bodies:
 - international
 - national
 - regional
 - local.
- Voluntary organisations.
- Private sector providers.
- Professional providers.

B3 Structure of sport development organisations

- Committees.
- Working groups.
- Forums.
- Consultation groups.
- Community groups.
- Personnel.

B4 Roles and responsibilities of job roles in sport development

- Personnel in sport development:
 - sport development officers:
 - sports specific
 - non-sports specific
 - sport specific:
 - coaches
 - leaders
 - managers
 - community volunteers:
 - sport specific
 - non-sport specific
 - youth workers
 - health improvement officers.
- Roles and responsibilities:
 - enabling and facilitating
 - direct delivery
 - strategic
 - operational
 - advisory
 - participation
 - performance
 - child protection.

Learning aim C: Investigate sport development in practice**C1 Initiatives**

- Local initiatives:
 - local authority sport development
 - sport-specific activities
 - national governing body initiatives through grass roots clubs
 - activities that are aimed at target groups
 - partnership working to meet a specific aim, e.g.:
 - health improvement
 - tackling social isolation
 - community cohesion.
- National initiatives:
 - Olympic Games and Paralympic Games talent identification and development
 - Awards for All
 - Big Lottery Fund
 - national governing body projects
 - school games
 - physical education
 - private sector programmes
 - county sports partnerships.

C2 Project planning

- Aims and objectives.
- Link to a specific target group.
- Level of sport development continuum the project is aimed at.
- Funding source.
- Sport specific versus non-sport specific.
- Session plans.
- Series of activities.
- Equipment.
- Staffing requirements:
 - specialist coaches
 - child protection
 - first-aid provision.
- Facility needs.

C3 Measures of success

- Meeting the aims of the project.
- Participation numbers.
- Diversify of participants – target groups.
- Enjoyment.
- Exit route engagement.
- Repeat attendance.
- Life-long participation.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine key concepts in sport development		A.D1 Evaluate the barriers to participation for individuals from different target groups at different levels of the sport development continuum, providing effective and realistic solutions.
<p>A.P1 Describe the sport development continuum and the purpose of each level.</p> <p>A.P2 Describe barriers to participation for individuals from different target groups at different levels of the sport development continuum.</p>	<p>A.M1 Compare and contrast the different levels of the sport development continuum, identifying strengths and areas for improvement.</p> <p>A.M2 Explain barriers to participation for individuals from different target groups at different levels of the sport development continuum.</p>	
Learning aim B: Explore the key providers of sport development		B.D2 Evaluate the roles and responsibilities of professionals working in different types of sport development organisations.
<p>B.P3 Describe the organisation, providers and structure of sport development organisations in the UK.</p> <p>B.P4 Explain different roles in sport development and the associated roles and responsibilities.</p>	B.M3 Compare and contrast the roles and responsibilities of professionals working in different types of sport development organisations.	
Learning aim C: Investigate sport development in practice		C.D3 Evaluate the activities in the project plan and justify choices of activities by recommending suitable measures of success.
<p>C.P5 Explain local and national sport development initiatives.</p> <p>C.P6 Produce a project plan for a sport development activity which is linked to a specific target group, explaining how success can be measured.</p>	C.M4 Analyse the effectiveness of the project plan, comparing it to existing initiatives.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aim: B (B.P3, B.P4, B.M3, B.D2)

Learning aim: C (C.P5, C.P6, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

Access to research facilities and visiting speakers would support delivery of this unit.

Essential information for assessment decisions

Assessment strategies should include a range of activities that demonstrate practical and personal skills. It may be helpful for methods of assessment to mirror sport development in practice. Learners' evidence may be in the form of presentations, work sheets, projects, logbooks, displays, personal statements and reports. Practical/verbal assessments will need to be supported by a tutor witness statement/observation record to confirm criteria met/not met.

Learning aim A

For distinction standard, learners will draw on varied information on existing local and national UK sport provision to consider aspects such as the significance of barriers to participation for individuals from three different target groups at different levels of the sport development continuum. Learners' enquiry should lead to a supported judgement providing effective and realistic solutions.

For merit standard, learners will identify the main factors relating to local and national UK examples on each tier of the sport development continuum pyramid, and they will include explanations of the similarities, differences, advantages and disadvantages of these. Learners will give clear details and evidence to support a view on local and national examples of barriers to participation. They are able to show that they comprehend the origins of the barriers to participation for individuals from three different target groups.

For pass standard, learners will give a clear, objective account in their own words of the relevant features of and information about each level of the sport development continuum. Learners will consider barriers to participation for individuals from three different target groups, at different levels of the sport development continuum. Learners will look at different sport development providers in the UK, including their structures and roles.

Learning aim B

For distinction standard, learners will draw on varied information to consider the significance of the roles and responsibilities of three different professionals working in each of the three types of sport development organisations. Learners' enquiry should lead to a supported judgement on the roles and responsibilities of the professionals and how they differ in each type of organisation.

For merit standard, learners will identify the main factors relating to the roles and responsibilities of three different professionals working in each of the three types of sport development organisations, which is extended to explain the similarities, differences, advantages and disadvantages of these.

For pass standard, learners will give a clear, objective account in their own words of the relevant features of and information about the three types of sport development organisations. Learners will give clear details and evidence to support a view of the roles and responsibilities of three different professionals working in each of the three types of sport development organisations. Learners are able to show that they understand the roles and responsibilities and the suitability of each.

Learning aim C

For distinction standard, learners will draw on varied information to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions and the relevance of the choice of the activities in their project plan. Learners' enquiry should lead to a supported judgement showing relationship to its context and recommended ways of measuring success, which are realistic and effective.

For merit standard, learners will present the outcome of methodical and detailed examination by breaking down their project in order to interpret and study the interrelationships between information or data to interpret and study the key similarities, differences, advantages and disadvantages compared to a local and a national initiative.

For pass standard, learners will give clear details and evidence to support a view on two local and two national sport development initiatives. Learners could show how conclusions are drawn. Learners are able to show that they comprehend the objectives of each, their suitability for purpose and how effective the initiatives have been. They will create a project plan for a sport development activity which is linked to a specific target group and will contain some factors and information, but gives only brief consideration to the measures for success.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit E: Research Project in Sport
- Unit 15: Ethical and Current Issues in Sport
- Unit 17: Corporate Social Responsibility in Sport
- Unit 19: Sports Tourism
- Unit 21: Business and Technology in Personal Training.

Employer involvement

This unit would benefit from employer involvement in the form of:

- partnership work with sport development organisations and key projects requiring volunteer effort
- learners becoming involved in the design, delivery and review of their own project
- visits to centres where sport development officers work, or sport development events take place.

Unit 2: Self-Employment in Sport and Physical Activity

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop knowledge and understanding of self-employment and apply this to develop a self-employment strategy within the context of the sport industry.

Unit introduction

Self-employment in the sports industry is very common, whether it is directly in the sports industry in a role such as personal trainer, instructor or coach, or in the supporting industries in a role such as nutritionist or physiotherapist. There are a huge range of opportunities with rewarding challenges, such as working with clients on a part-time basis as part of a portfolio of jobs or in a full-time position.

In this unit, you will investigate types of self-employment and the personal skills and behaviours required for self-employment. You will also consider client and customer needs and opportunities within the sports industry. You will then use this knowledge to define a self-employment strategy and business plan. You will then develop the skills to present and review your self-employment strategy.

This unit will help you to progress to self-employment or employment in the sports, activities and fitness industry. The unit will also help you to progress to further study in higher education or to professional qualifications in the sports, fitness and outdoor activities industry.

Learning aims

In this unit you will:

- A** Explore self-employment within the sports, fitness and outdoor activities industry
- B** Design a strategy for self-employment in the sports, fitness and outdoor activities industry
- C** Present and review the feasibility of the self-employment strategy.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore self-employment within the sports, fitness and outdoor activities industry	A1 Self-employment A2 Personal skills and professional behaviours A3 Customer and client needs A4 Self-employment opportunities	Presentation on self-employment opportunities in relation to personal benefits, risks and career intentions.
B Design a strategy for self-employment in the sports, fitness and outdoor activities industry	B1 Sources of finance B2 Legal and financial legislation and regulations B3 Strategy and business plan	Presentation of self-employment strategy, including feasibility review.
C Present and review the feasibility of the self-employment strategy	C1 Presenting and feedback C2 Review	

Content

Learning aim A: Explore self-employment within the sports, fitness and outdoor activities industry

A1 Self-employment

- Types of self-employment:
 - sole trader
 - partnership
 - limited company (Ltd).
- Trading practices:
 - franchise
 - freelance
 - portfolio careers
 - social enterprises
 - non-profit organisation
 - community and cooperative.

A2 Personal skills and professional behaviours

- Commitment and passion.
- Self-discipline.
- Creativity and problem solving.
- Listening and empathy.
- Customer focus.
- Communication: verbal, non-verbal, appropriate use of language, adapting communication style to needs of clients/customers/other individuals.
- Punctuality and efficiency.
- Ethics.
- Working as a member of a team.
- Codes of conduct related to self-employment role.
- Membership of professional organisations.
- Personal presentation.
- Respecting equality and diversity.

A3 Customer and client needs

- Customer and client needs:
 - types of customer: children, adults, older adults, people with health or medical conditions, people with disabilities, antenatal and postnatal women
 - demographics and psychographics of customers
 - how much they are willing to pay
 - types and levels of service they expect
 - how to maximise their experience
 - future needs and changes in customer habits
 - how to retain customers
 - the customer journey.
- Market segmentation.
- Accessibility and inclusivity.
- Methods of feedback from customers and clients.

A4 Self-employment opportunities

- Benefits and risks of self-employment:
 - own skills, knowledge and abilities
 - personal career intentions.
- Growth areas, new opportunities, use of technology.
- Roles, e.g.:
 - exercise: personal trainer, instructor, advisor, consultant, coach
 - health: nutritionist, physiotherapist, psychologist, physical therapist, physician
 - media and publicity: journalist, writer, podcaster, contributor, marketer, social media producer
 - apparel and equipment: clothes, accessories, sports equipment
 - management, data and sales: manager, agent, sales, merchandise designer, statistician, analyst.

Learning aim B: Design a strategy for self-employment in the sports, fitness and outdoor activities industry

B1 Sources of finance

- Bank.
- Small loans.
- Grants.
- Crowd sourcing.
- Donations.
- Angel investor.

B2 Legal and financial legislation and regulations

- Tax.
- Legislation relating to working with customers.
- Health and safety.
- Indemnity and insurance.
- Registration with professional bodies/organisations.
- Standards and codes of conduct.
- Disclosure and Barring Service (DBS) checks.
- Local and international guidelines on developing fitness or welfare products and services.
- Finance:
 - profit and loss calculations: start up, operating costs, revenue, gross profit, net profit, break-even
 - projected cash flow: cash flow, capital, sales, loans, purchases, repayments, costs, forecasts.

B3 Strategy and business plan

- Executive summary.
- Concept and unique selling point.
- Type of ownership.
- Market summary.
- Customer target group and customer profiles.
- Competition analysis:
 - who is successful
 - why some are unsuccessful.
- Objectives.

- Market research for product:
 - focus groups
 - surveys
 - questionnaires
 - collecting data on business activities.
- Financial plans and projections.
- Resources.
- Risks.
- Stakeholders:
 - how they can input
 - how they need to be treated.
- Timescales.
- Sales plan: where to offer services or materials.
- CV.
- Marketing plan:
 - promotional materials
 - marketing mix
 - schedule of promotion and method of distribution.
- Customer and client satisfaction:
 - strategy for dealing with customer issues and complaints
 - managing welfare and safety
 - ways of checking for customer satisfaction.

Learning aim C: Present and review the feasibility of the self-employment strategy

C1 Presenting and feedback

- Discussing ideas.
- Covering key ideas.
- Sharing with an audience.
- Collecting feedback on plan and strategy:
 - impartial information
 - employer, stakeholder or potential customer input.

C2 Review

- Reviewing feasibility:
 - own time
 - others' time
 - personal skills
 - logistical viability
 - premises and equipment
 - access to customers
 - demand: existing or created
 - profitability
 - major barriers
 - competitors
 - political, economic, social, technological, legal and environmental (PESTLE) analysis.
- Reviewing personal benefits:
 - skills development
 - networking opportunities
 - recognition in the community
 - brand development.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore self-employment within the sports, fitness and outdoor activities industry		A.D1 Evaluate self-employment opportunities in relation to personal benefits, risks and career intentions.
A.P1 Describe the types of self-employment in the sports, fitness and outdoor activities industry and their trading practices. A.P2 Relate skills and professional behaviours to the needs of customers, clients and employment type.	A.M1 Compare self-employment opportunities within the sports, fitness and outdoor activities industry.	
Learning aim B: Design a strategy for self-employment in the sports, fitness and outdoor activities industry		B.D2 Develop an effective and comprehensive self-employment strategy and business plan showing effective consideration of target market.
B.P3 Assess sources of finance, legal and financial legislation and regulations related to self-employment. B.P4 Develop a self-employment strategy and business plan.	B.M2 Develop a detailed and sound self-employment strategy, clearly informed by market research.	
Learning aim C: Present and review the feasibility of the self-employment strategy		C.D3 Confidently present a business plan, strategy and an in-depth feasibility review.
C.P5 Appropriately present a business plan, strategy and feasibility review.	C.M3 Effectively present a business plan, strategy and an in-depth feasibility review.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

There are no specific additional requirements for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will critically evaluate the self-employment opportunities available to them. They will self-assess their own skills and behaviours and review these in relation to the personal benefits, risks and career development that self-employment would bring.

For merit standard, learners will consider some self-employment opportunities available along with detailed information on the skills and professional behaviours required. They will make relevant points about the differences and similarities between the types of self-employment in terms of practice and skills and behaviours required.

For pass standard, learners will give a general outline of the types of self-employment that exist in the sports industry, with a general overview of the skills and professional behaviours required for some types of self-employment. They will be able to connect some of these skills and behaviours to self-employment scenarios that would require working with customers and clients.

Learning aims B and C

For distinction standard, learners will show significant development in their self-employment plan, which will be comprehensive and consistent in quality. Key information will inform the direction of the self-employment plan, and learners will strategically target a market and opportunity. The plan and strategy will be presented fluently along with a critical review of the feasibility of the plan.

For merit standard, learners will produce a well-developed self-employment plan. The plan will give a broad level of detail and have most key points covered with relevant methods and solutions for implementation, including financial considerations. The strategy and direction for the plan will show coherent conclusions from research and learners will identify opportunities from market research. The presentation of the plan and strategy will be sound with some insight into presentation techniques, and the review of the plan's feasibility will show some critical thinking.

For pass standard, learners will give a general assessment of sources of finance that can be used as a way to implement the business plan. They will also provide some general information on the legal obligations and regulations related to self-employment. Learners will produce a self-employment plan that demonstrates an outline strategy for self-employment. They will present the plan using a format appropriate for the type of employment and with an outline of the feasibility of the plan. The review of the plan's feasibility will cover some key points, and reflection on the relationship between learners' own capability and the scale of the challenge may be basic.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit 14: Organising Events in Sport and Physical Activities
- Unit 16: Marketing Communications
- Unit 18: Sport and Leisure Facility Operations
- Unit 19: Sports Tourism
- Unit 21: Business and Technology in Personal Training.

Employer involvement

This unit would benefit from employer involvement in the form of:

- links with self-employed sport and physical activity professionals such as coaches, fitness instructors, etc.
- guest speakers
- development of assessment materials in partnership with self-employed professionals.

Unit 4: Nutrition for Physical Performance

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the importance of nutrition and hydration within a sport context.

Unit introduction

The importance of good nutrition and hydration to aid performance in sports and physical activity has become a significant area of interest in recent years. The significance of a healthy balanced diet and its links to good health and improved sports performance is now a key aspect of the sports person's lifestyle, whether they are an elite athlete, semi-professional competitor or amateur participant. It is also an important consideration for coaches, outdoor activity instructors, personal trainers and strength and conditioning personnel. The demands of rigorous training and competition schedules can have negative effects on the health of every sports participant, but the individual's diet can have a considerable effect on performance. Involving the sports performer in the planning of their diet can result in improved health benefits, as well as promoting adequate refuelling and hydration, leading to improved sporting performance.

In this unit, you will look at the concepts of nutrition and digestion, exploring the physiology of the digestive system and how food is broken down and subsequently utilised by the body. You will then be introduced to the components of a balanced diet and common terms linked to nutritional requirements. You will also explore energy intake and expenditure and how this can be measured in different ways for individual sports performers. You will also consider the availability, costs and accuracy of these measures and how relevant they are to the participant. You will look at hydration and diet for different sporting activities and investigate the sporting demands of performers and how nutritional requirements will vary for each individual. The inclusion of sports drinks, gels and traditional methods of hydration will be considered, alongside the activity levels and fitness levels of the individual and the legislation relating to doping. Finally, you will be able to apply knowledge and understanding by producing a realistic diet and hydration plan.

This unit will help you to progress to employment in coaching, fitness instruction, sports nutrition or elite sport. The unit will also help you to progress to further study in higher education or professional qualifications in sports nutrition and related subjects.

Learning aims

In this unit you will:

- A** Examine concepts of nutrition, hydration, diet and digestion
- B** Explore energy intake and expenditure for sports and physical activity
- C** Investigate legislation, guidance and procedures associated with anti-doping
- D** Produce a diet and hydration plan to support a selected sport or physical activity.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine concepts of nutrition, hydration, diet and digestion	A1 Nutrition A2 Hydration A3 Diet A4 Digestion	A detailed case study examining the energy, nutrition, hydration, diet, digestion and anti-doping for athletes and their importance in relation to sports performance.
B Explore energy intake and expenditure for sports and physical activity	B1 Energy B2 Energy balance	
C Investigate legislation, guidance and procedures associated with anti-doping	C1 Performance enhancing substances and drugs C2 Anti-doping legislation and guidance C3 Testing process and Whereabouts	
D Produce a diet and hydration plan to support a selected sport or physical activity	D1 Activities D2 Planning diets	A justified two-week diet and hydration plan for a selected performer undertaking a specific sport

Content

Learning aim A: Examine concepts of nutrition, hydration, diet and digestion

A1 Nutrition

- Structures, function and sources of micronutrients and fibre.
- Macronutrients:
 - carbohydrates: sugars and starches; simple and complex carbohydrates; monosaccharides, disaccharides and polysaccharides
 - proteins: amino acids
 - fats: saturated, unsaturated (monounsaturated, polyunsaturated), hydrogenated fats, trans fats, fatty acids (omega 3 and omega 6).
- Micronutrients:
 - vitamins
 - minerals.
- Fibre.
- Nutritional requirements:
 - essential
 - non-essential.
- Common terminology and standard abbreviations:
 - Recommended Daily Allowance (RDA)
 - Reference Daily Intake (RDI)
 - Optimum Daily Intake (ODI)
 - Safe Intake (SI)
 - Estimated Average Requirements (EAR).

A2 Hydration

- Signs and symptoms:
 - dehydration
 - hyperhydration
 - hypohydration
 - superhydration.
- Fluid intake:
 - pre-event
 - inter-event
 - post-event.
- Sources, e.g.:
 - water
 - sports drinks:
 - hypertonic
 - hypotonic
 - isotonic.

A3 Diet

- Balanced diet:
 - carbohydrates
 - fats
 - proteins
 - water
 - fibre
 - vitamins
 - minerals.

- Influence of nutrition on health, such as:
 - obesity
 - cholesterol
 - cancer risk
 - heart disease.
- Guides for sources of nutrition and balanced diets:
 - government guidelines
 - evidence-based recommendations
 - credible sources
 - food pyramid
 - eatwell plate
 - food labelling.

A4 Digestion

- Structure of the digestive system:
 - gastrointestinal tract
 - buccal cavity
 - oesophagus
 - stomach
 - small intestine
 - large intestine
 - anus
 - digestive juices and enzymes.
- The digestive system consists of:
 - tongue
 - salivary glands
 - liver
 - pancreas
 - gallbladder.
- Functions of digestive system:
 - digestion
 - absorption
 - excretion.

Learning aim B: Explore energy intake and expenditure for sports and physical activity

B1 Energy

- Measures:
 - calories
 - joules
 - kilocalories
 - kilojoules.
- Sources, e.g.:
 - fats
 - carbohydrates
 - proteins.
- Measuring requirements, e.g.:
 - body composition
 - lean body mass
 - percentage body fat:
 - skinfold analyses
 - bioelectrical impedance analysis
 - hydrodensitometry.

- Body weight.
- Calorimetry:
 - direct
 - indirect.

B2 Energy balance

- Basal metabolism.
- Age.
- Gender.
- Climate.
- Physical activity.

Learning aim C: Investigate legislation, guidance and procedures associated with anti-doping

C1 Performance enhancing substances and drugs

- Anti-doping:
 - UK Anti-Doping (UKAD)
 - World Anti-Doping Agency (WADA) Prohibited List
 - support personnel, coaches, sport science staff, nutritionist, parents.
- Performance enhancing substances:
 - nutritional supplements, e.g.:
 - vitamins and minerals
 - dietary supplements
 - whey protein
 - BCAAs
 - creatine
 - caffeine
 - herbal supplements
 - Cannabidiol (CBD) oil
 - contamination of supplements
 - counterfeit supplements.
- Medications and Therapeutic Use Exemptions (TUEs):
 - 'tell, check, ask' process for players
 - use Global Drug Reference Online (Global DRO) for checking medications:
 - prescription medications and off the shelf medications
 - discuss any prescribed medications with club support staff
 - alternative medications
 - applications for a Therapeutic Use Exemption (TUE)
 - consult club doctor
 - permitted use.
- Prohibited at all times (in and out-of-competition):
 - prohibited substances
 - non-approved substances
 - anabolic agents
 - peptide hormones, growth factors, related substances, and mimetics
 - beta-2 agonists
 - hormone and metabolic modulators
 - diuretics and masking agents
 - prohibited methods
 - manipulation of blood and blood components
 - chemical and physical manipulation
 - gene and cell doping.

- Prohibited in competition:
 - stimulants (non-specified and specified)
 - narcotics
 - cannabinoids
 - glucocorticoids.
- Substances banned in particular sports:
 - beta blockers.

C2 Anti-doping legislation and guidance

- Agencies and policing of anti-doping.
- World Anti-Doping Agency (WADA):
 - roles and responsibilities
 - WAD Code compliance monitoring
 - athlete outreach
 - Global anti-doping development (RADO)
 - education
 - Anti-doping coordination and Anti-Doping Administration and Management System (ADAMS)
 - science and medicine
 - cooperation with law enforcement.
- UK Anti-Doping (UKAD):
 - roles and responsibilities
 - Testing process and doping control
 - education and prevention
 - intelligence and investigations
 - results management
 - science and medicine.
- Athletes' rights and responsibilities:
 - strict liability
 - prohibited list.
- Anti-Doping Rule Violations:
 - athletes: presence, use, refusal, whereabouts, tampering, possession, trafficking, administration, complicity, prohibited association, protecting whistleblowers
 - support staff and coaches: tampering, possession, trafficking, administration, complicity, prohibited association, protecting whistleblowers
 - anti-doping violation bans: for example, prohibited association – two years, presence – four years, trafficking – between four years and lifetime ban.
- Consequences of Doping:
 - Physical, Financial and Social
 - Case study examples.
- Reporting Doping:
 - How and why.

C3 Testing process and Whereabouts

- Whereabouts: UKAD's awareness of an athlete's whereabouts in order to test them out-of-competition without advance notice.
- Testing process:
 - doping control officer/chaperone
 - unannounced visit
 - athlete's availability and reporting
 - tests: urine, blood, blood serum for Athlete Biological Passport.

Learning aim D: Produce a diet and hydration plan to support a selected sport or physical activity**D1 Activities**

- Aerobic.
- Anaerobic.
- Muscular strength and endurance.
- Flexibility.
- Timing, e.g.:
 - pre-season
 - midseason
 - post-season
 - pre-event
 - inter-event
 - post-event.

D2 Planning diets

- Appropriate for selected activity.
- Appropriate for selected sports performer.
- Assessment of needs:
 - weight gain
 - weight loss
 - muscle gain and protein intake
 - fat gain/loss
 - carbohydrate loading.
- Nutritional assessment tools:
 - food diary
 - food recall and frequency questionnaires
 - body composition assessment.
- Nutrition:
 - macronutrients
 - micronutrients
 - fibre.
- Food groups:
 - grains
 - vegetables
 - fruits
 - oils
 - dairy
 - meat.
- Supplements:
 - caffeine
 - creatine
 - energy gels/bars
 - glucose tablets
 - protein shakes/powders.
- Sources.
- Availability.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine concepts of nutrition, hydration, diet and digestion		
A.P1 Describe concepts of balanced diet and sources of nutrition from recommended guidelines.	A.M1 Explain the relationship between nutrition, hydration and diet and the impact on sports performance.	
A.P2 Describe hydration and its effects on sports performance.		
A.P3 Describe the structure and function of the digestive system in terms of digestion, absorption and excretion.		
Learning aim B: Explore energy intake and expenditure for sports and physical activity		
B.P4 Describe energy intake, expenditure and balance in sports performance.	B.M2 Explain energy intake, expenditure and balance in sports performance.	
Learning aim C: Investigate legislation, guidance and procedures associated with anti-doping		C.D2 Analyse the methods of anti-doping and discuss the effectiveness of these methods.
C.P5 Outline legislation, guidance and procedures associated with anti-doping.	C.M3 Explain strategies that an athlete can undertake to ensure that they are fully aware and prepared for anti-doping testing.	
Learning aim D: Produce a diet and hydration plan to support a selected sport or physical activity		D.D3 Justify the two-week diet and hydration plan for a selected sports performer for a selected sports activity.
D.P6 Perform a nutritional assessment for a selected sports performer.	D.M4 Plan an effective and detailed two-week diet and hydration plan for a selected sports performer for a selected sports activity based on initial nutritional assessment findings.	
D.P7 Plan an appropriate two-week diet and hydration plan for a selected sports performer for a selected sports activity.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, A.P3, B.P4, C.P5, A.M1, B.M2, C.M3, AB.D1, C.D2)

Learning aim: D (D.P6, D.P7, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

Learners need to have access to a wide variety of research materials, including texts, journals and the internet. Additional resources can include access to laboratories and nutrition-based IT software.

Essential information for assessment decisions

Learning aims A, B and C

For distinction standard, learners will analyse the effects and importance of energy, nutritional and hydration requirements required for a particular type of activity. The analysis will determine the factors that contribute to energy balance and learners will assess the effects of these factors on sports performance in relation to wider nutritional and hydration needs. References and examples should be provided where appropriate to support the analysis. Learners will also make a detailed assessment of the methods of anti-doping used by athletes and make evaluative judgements about their value and comparative effectiveness.

For merit standard, learners will explain the relationship between nutrition, diet and digestion and the impacts these have on different types of performance. They will show some insight into negative impacts of poor diet and nutrition processing, demonstrating competent knowledge of key concepts in diet and the function of the digestive system. Learners will give a clear outline of energy absorption and use with relevant and coherent connections made between energy and performance. Learners will also outline anti-doping legislation and procedures, giving relevant information on the strategies employed by athletes to maintain awareness and preparedness for testing.

For pass standard, learners will describe general concepts of a balanced diet and sources of nutrition, using common terminology associated with nutrition and guidelines provided by accepted public health sources to validate their points. Learners will describe the general structure and function of the digestive system and they will be familiar with the enzymes that break down specific food sources. There should be a clear link to the process of absorption and excretion of digested foodstuffs. They will also give a general outline of energy forms and use, including intake, expenditure and balance in sport performance. Learners will give a generally adequate overview of the legislation, guidance and procedures related to anti-doping.

Learning aim D

For distinction standard, learners will justify the effectiveness of the two-week diet and hydration plan they have prepared based on a nutritional assessment. They will give valid reasons, references or evidence to support the elements of the plan, clearly indicating the benefits it will have for the performer, and making suggestions for ongoing review.

For merit standard, learners will review the status of the performer (amateur, semi-professional, professional or elite), and will make connections between their aims and the activity to identify relevant needs based on a nutritional assessment. They will develop a clear and cohesive plan, covering dietary and hydration needs for a selected performer for a selected activity.

For pass standard, learners will produce a competent two-week diet and hydration plan for a selected sports performer for a specific sports activity, based on a nutritional assessment. The plan will show healthy and balanced nutrition and hydration information covering general details, but may lack some clarity and specific relevance to the selected performer and their aims within the activity.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit D1: Applied Coaching Skills
- Unit E: Research Project in Sport
- Unit 9: Fitness Training.

Employer involvement

This unit would benefit from employer involvement in the form of:

- links with local health education professionals, local sports clubs and nutritionists
- guest speakers
- development of assessment materials in partnership with health and sport professionals.

Unit 5: Anatomy and Physiology in Sport

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and develop an understanding of the fundamentals of the energy systems.

Unit introduction

The human body is made up of many different systems that work together and allow us to take part in a variety of sport and exercise activities. You will have experienced the effects of exercise on your body – your heart beats faster and your breathing rate increases – but have you ever wondered what else is happening inside your body to allow you to perform physical activity and exercise? The body has a number of systems that work together to allow you to take part in exercise by increasing the oxygen and energy supply to your muscles. A sprinter will go from rest to all-out sprinting in a matter of seconds, whereas an endurance professional sports performer will continue exercising for many hours at a time. The skeletal and muscular systems work together to allow the body to perform a vast range of different movements. The cardiovascular and respiratory systems act as a delivery service, working together to supply oxygen and nutrients to the body, which is then used to produce energy for muscular contraction.

In this unit, you will look at how these body systems respond to exercise in both the short and the long term. You will explore the musculoskeletal and cardiorespiratory systems and how they respond to exercise, and how the different energy systems interact to provide energy for the body during exercise. In order to appreciate how each of these systems function, you will study the structure of the skeletal, muscular, cardiovascular and respiratory systems. The human anatomy of these systems is very different but in terms of operation, each system is implicitly linked. You will explore the different bones of the skeleton and the different types of joints, the major muscles of the body, muscle movement, the different types of muscle and muscle fibre types. You will also look at the structure of the heart and blood vessels. You will take part in practical activities and conduct physiological tests to see how each of the body systems reacts. You will investigate the physiology of exercise participation, which will help you to explore how the musculoskeletal, cardiorespiratory and energy systems become more efficient in response to different types of exercise.

This unit will help you to progress to employment as a personal trainer, football coach or fitness instructor. The unit will also help you to progress to further study in higher education or to professional qualifications in sport and sports and exercise science-related qualifications.

Learning aims

In this unit you will:

- A** Examine the function of the musculoskeletal system and how it responds to exercise
- B** Examine the function of the cardiovascular system and how it responds to exercise
- C** Examine the function of the respiratory system and how it responds to exercise
- D** Explore the different types of energy systems and how they are used in exercise.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine the function of the musculoskeletal system and how it responds to exercise	A1 Structure of skeletal system A2 Function of skeletal system A3 Structure and function of joints A4 Structure of muscular system A5 Function of muscular system A6 Fibre types A7 Musculoskeletal responses to acute exercise A8 Musculoskeletal responses to long-term exercise	A presentation evaluating the structure and function of the skeletal and muscular systems, how these produce effective movement, including the effects of acute and long-term exercise on the musculoskeletal system.
B Examine the function of the cardiovascular system and how it responds to exercise	B1 Structure of cardiovascular system B2 Function of cardiovascular system B3 Cardiovascular responses to acute exercise B4 Cardiovascular responses to long-term exercise	A report evaluating the structure and function of the cardiovascular and respiratory systems, how these work together and how they adapt to respond to exercise. Learners could hand draw the structure of the heart and blood vessels to illustrate their report.
C Examine the function of the respiratory system and how it responds to exercise	C1 Structure of respiratory system C2 Function of respiratory system C3 Respiratory acute response to exercise C4 Respiratory long-term response to exercise	
D Explore the different types of energy systems and how they are used in exercise	D1 Energy systems D2 Energy systems' response to acute exercise D3 Energy systems' response to long-term exercise	A presentation evaluating the different energy systems and the benefits of their adaptations for use in sport and exercise activities.

Content

Learning aim A: Examine the function of the musculoskeletal system and how it responds to exercise

A1 Structure of skeletal system

- Axial skeleton.
- Appendicular skeleton.
- Types of bone:
 - long bones
 - short bones
 - flat bones
 - irregular bones
 - sesamoid bones.
- Location of major bones:
 - cranium
 - clavicle
 - ribs
 - sternum
 - humerus
 - radius
 - ulna
 - scapula
 - ilium
 - pubis
 - ischium
 - carpals
 - metacarpals
 - phalanges
 - femur
 - patella
 - tibia
 - fibula
 - tarsals
 - metatarsals
 - vertebral column: cervical vertebrae, thoracic vertebrae, lumbar vertebrae, sacrum, coccyx.

A2 Function of skeletal system

- Support.
- Protection.
- Attachment for skeletal muscle.
- Source of blood cell production.
- Store of minerals.
- Movement/leverage.

A3 Structure and function of joints

- Fixed.
- Slightly moveable.
- Synovial/freely moveable:
 - types
 - structures
 - movement at each joint.

A4 Structure of muscular system

- Location and action of the major muscles:
 - biceps
 - triceps
 - deltoids
 - pectoralis major
 - rectus abdominis
 - rectus femoris
 - vastus lateralis
 - vastus medialis
 - vastus intermedius
 - semimembranosus
 - semitendinosus
 - biceps femoris
 - gastrocnemius
 - soleus
 - tibialis anterior
 - erector spinae
 - teres major
 - trapezius
 - latissimus dorsi
 - obliques
 - gluteus maximus.
- Types of muscle:
 - cardiac
 - skeletal
 - smooth.

A5 Function of muscular system

- Movement:
- antagonistic pairs
 - agonist
 - antagonist.
- Fixator.
- Synergist.
- Types of contraction:
 - isometric
 - concentric
 - eccentric
 - isokinetic.

A6 Fibre types

- Type I.
- Type IIa.
- Type IIb.
- Characteristics.
- Types of sports that each are associated with.

A7 Musculoskeletal responses to acute exercise

- Increased blood supply.
- Increase in muscle pliability.
- Increased range of movement.
- Muscle fibre micro tears.

A8 Musculoskeletal responses to long-term exercise

- Hypertrophy.
- Increase in tendon strength.
- Increase in myoglobin stores.
- Increased number of mitochondria.
- Increased storage of glycogen and fat.
- Increased muscle strength.
- Increased tolerance to lactic acid.
- Increase in bone calcium stores.
- Increased strength in ligaments.
- Increased thickness of hyaline cartilage.
- Increased production of synovial fluid.

Learning aim B: Examine the function of the cardiovascular system and how it responds to exercise**B1 Structure of cardiovascular system**

- Heart:
 - atria
 - ventricles
 - bicuspid valve
 - tricuspid valve
 - aortic valve
 - pulmonary valve
 - aorta
 - vena cava – superior and inferior
 - pulmonary vein
 - pulmonary artery.
- Blood vessels:
 - arteries
 - arterioles
 - capillaries
 - veins
 - venuoles.

B2 Function of cardiovascular system

- Delivery of oxygen and nutrients.
- Removal of waste products.
- Thermoregulation:
 - vasodilation and vasoconstriction of vessels.
- Function of blood:
 - oxygen transport
 - clotting
 - fighting infection.

B3 Cardiovascular responses to acute exercise

- Heart rate anticipatory response.
- Heart rate activity response.
- Increased blood pressure.
- Blood redistribution.

B4 Cardiovascular responses to long-term exercise

- Cardiac hypertrophy.
- Increase in stroke volume.
- Increase in cardiac output, decrease in resting heart rate.
- Capillarisation.
- Increase in blood volume.
- Reduction in resting blood pressure.
- Decreased heart rate recovery time.

Learning aim C: Examine the function of the respiratory system and how it responds to exercise

C1 Structure of respiratory system

- Nasal cavity.
- Epiglottis.
- Pharynx.
- Larynx.
- Trachea.
- Bronchus.
- Bronchioles.
- Lungs:
 - lobes
 - thoracic cavity
 - visceral pleura
 - thoracic pleura
 - pleural fluid
 - alveoli
 - diaphragm
 - intercostal muscles – external/internal
 - accessory respiratory muscles.

C2 Function of respiratory system

- Gaseous exchange.
- Mechanisms of breathing:
 - inspiration
 - expiration.
- Lung volumes, e.g.:
 - tidal volume
 - vital capacity
 - residual volume.

C3 Respiratory acute response to exercise

- Neural and chemical control.
- Increased tidal volume.
- Increase in breathing rate.

C4 Respiratory long-term response to exercise

- Increased vital capacity.
- Increase in minute ventilation.
- Increased strength of respiratory muscles.
- Increase in oxygen and carbon dioxide diffusion rate.

Learning aim D: Explore the different types of energy systems and how they are used in exercise**D1 Energy systems**

- The role of Adenosine Triphosphate (ATP).
- Phosphocreatine.
- Lactic acid and anaerobic glycolysis.
- Aerobic energy system.
- Amount of ATP produced by each system.
- Sports that use these systems to provide energy.
- Recovery time.

D2 Energy systems' response to acute exercise

- Phosphocreatine: increased creatine stores.
- Lactic acid: increased tolerance to lactic acid.
- Aerobic: increased availability of oxygen.
- Energy continuum.
- Energy requirements of different sport and exercise activities.

D3 Energy systems' response to long-term exercise

- Increased aerobic and anaerobic enzymes.
- Increased use of fats as an energy source.
- Increased storage of glycogen.
- Increased number of mitochondria.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the function of the musculoskeletal system and how it responds to exercise		A.D1 Evaluate how the functions of the musculoskeletal system produce effective movement and the effects of acute and long-term exercise.
A.P1 Explain the structure and function of the skeletal system, including the different classifications of joints.	A.M1 Analyse how the musculoskeletal system produces movement and the effects of acute and long-term exercise.	
A.P2 Explain the function of the muscular system and the different fibre types, identifying the location of the major muscles in the human body.	A.P3 Explain the acute and long-term effects of exercise on the musculoskeletal system.	
Learning aim B: Examine the function of the cardiovascular system and how it responds to exercise		BC.D2 Evaluate how the cardiovascular and respiratory system work together and the adaptations they make following acute and long-term exercise.
B.P4 Explain the structure and function of the cardiovascular system.	B.M2 Analyse the function of the cardiovascular system and the acute and long-term effect of exercise.	
B.P5 Explain the acute and long-term effects of exercise on the cardiovascular system.		
Learning aim C: Examine the function of the respiratory system and how it responds to exercise		
C.P6 Explain the structure and function of the respiratory system.	C.M3 Analyse the function of the respiratory system and the acute and long-term effect of exercise.	
C.P7 Explain the acute and long-term effects of exercise on the respiratory systems.		
Learning aim D: Explore the different types of energy systems and how they are used in exercise		D.D3 Evaluate different energy systems and the benefits of their adaptations for use in sport and exercise activities.
D.P8 Explain different energy systems and their use in sport and exercise activities.	D.M4 Assess different energy systems and their use in sport and exercise activities.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aims: B and C (B.P4, B.P5, C.P6, C.P7, B.M2, C.M3, BC.D2)

Learning aim: D (D.P8, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

Learners will benefit from having access to laboratory equipment and models and/or images relating to the body systems, for example a skeleton.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw on varied information to consider the significance of the muscular and skeletal systems and three different muscle fibre types (Type I, Type IIa, Type IIb), including their structure and function and three classifications of joints and the amount of movement available at each, as well as the movement allowed at each of the synovial joints. Learners are able to locate all of the different types of bone in the skeleton and most of the muscles. Learners' enquiry should lead to a supported judgement using practical examples of the use of the musculoskeletal system in two different types of exercise. They will need to include the increased blood supply and also the effects of resistance exercises, including micro tears. Learners will consider the adaptations of the musculoskeletal system to long-term exercise, such as a six-week training programme.

For merit standard, learners will present the outcome of methodical and detailed examination by breaking down the muscular and skeletal systems and the different muscle fibre types (Type I, Type IIa, Type IIb), including their structure and function and three classifications of joints and the amount of movement available at each, as well as the movement allowed at each of the synovial joints, in order to interpret and study the interrelationships between the effects of two different types of exercise. Learners are able to locate the majority of the different types of bone in the skeleton and most of the muscles. They will need to include the increased blood supply and also the effects of resistance exercises, including micro tears.

For pass standard, learners will give clear details and evidence to support the structure and function of the muscular and skeletal systems and three different muscle fibre types (Type I, Type IIa, Type IIb), including three classifications of joints and the amount of movement available at each, as well as the movement allowed at each of the synovial joints, showing how conclusions are drawn. Learners are able to locate some of the different types of bone in the skeleton and most of the muscles. They are able to show that they comprehend the effects of two different types of exercise. They will need to include the increased blood supply and also the effects of resistance exercises, including micro tears.

Learning aims B and C

For distinction standard, learners will draw on varied information to consider the significance of the structure and function of the cardiovascular and respiratory systems, how they work and how the parts of each system are designed to meet its function, including gaseous exchange and the mechanism of breathing, and their responses to a single bout of exercise, giving reasons and providing the physiological evidence. This should also include the pre-exercise effects that occur in the heart. Learners should explore the effects over an exercise period of around 30 minutes so that steady state has been attained. Learners' enquiry should lead to a supported judgement on the adaptations of the cardiovascular and respiratory systems to long-term exercise, such as a six-week training programme.

For merit standard, learners will present the outcome of methodical and detailed examination by breaking down the structure and function of the cardiovascular and respiratory systems, how they work and how the parts of each system are designed to meet its function, including gaseous exchange and the mechanism of breathing, in order to interpret and study their responses to a single bout of exercise, giving reasons and providing the physiological evidence. This should also include the pre-exercise effects that occur in the heart. Learners should explore the effects over an exercise period of around 30 minutes so that steady state has been attained.

For pass standard, learners will give clear details and evidence to support their understanding of the structure and function of the cardiovascular and respiratory systems, how they work and how the parts of each system are designed to meet its function, including gaseous exchange and the mechanism of breathing, showing how conclusions are drawn. Learners are able to show that they comprehend the responses of the systems to a single bout of exercise, giving reasons and providing the physiological evidence. This should also include the pre-exercise effects that occur in the heart. Learners should explore the effects over an exercise period of around 30 minutes so that steady state has been attained.

Learning aim D

For distinction standard, learners will draw on varied information to consider the significance of different energy systems and their use in two different types of exercise. Learners' enquiry should lead to a supported judgement on the responses of the energy systems to a single bout of exercise. Learners will give a clear, objective account in their own words of the relevant features and information about each of the energy systems and their contribution to exercise, as the exercise bout continues over a period of around 30 minutes. Learners should consider the acute response to their selected exercises and also the longer-term effects of exercise. Learners must select at least two different types of exercise in order to determine how the different types of exercise result in differing adaptations. Learners will consider the adaptations of the energy systems to long-term exercise, such as a six-week training programme.

For merit standard, learners will present a careful consideration of different energy systems and their use in two different types of exercise to arrive at a conclusion on the responses of the energy systems to a single bout of exercise. Learners will give a clear, objective account in their own words of the relevant features and information about each of the energy systems and their contribution to exercise, as the exercise bout continues over a period of around 30 minutes. Learners should consider the acute response to their selected exercises and also the longer-term effects of exercise.

For pass standard, learners will give clear details and evidence of different energy systems and their use in two different types of exercise. Learners are able to show that they comprehend the responses of the energy systems to a single bout of exercise. Learners will give a clear, objective account in their own words of the relevant features and information about each of the energy systems and their contribution to exercise, as the exercise bout continues over a period of around 30 minutes. Learners should consider the acute response to their selected exercises as well as the long-term effects of exercise.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit C1: Developing Coaching Skills
- Unit D1: Applied Coaching Skills
- Unit E: Research Project in Sport
- Unit 4: Nutrition for Physical Performance
- Unit 6: Sporting Injuries
- Unit 7: Functional Sports Massage
- Unit 8: Fitness Testing
- Unit 9: Fitness Training
- Unit 10: Technical and Tactical Skills in Sport
- Unit 12: Practical Sports Application
- Unit 13: Influence of Technology in Sport and Physical Activity.

Employer involvement

This unit would benefit from employer involvement in the form of:

- links with local health education professionals and health fitness instructors, so that learners can understand the importance of learning about the structure and function of the human body in order to pursue a career in the sport and fitness industry.

Unit 6: Sporting Injuries

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop the skills needed to identify common sporting injuries, their potential causes and how they can be managed with different rehabilitation interventions and exercises.

Unit introduction

For those participating in sports, injuries are a common occurrence. It is important that those involved in sport gain an appreciation and understanding of how the body responds to different injuries and the key factors to consider in the prevention and reduction of injuries. It is also important to understand how effective treatment and rehabilitation can reduce the amount of time spent out of sports participation. There are both high- and low-risk factors involved in sports participation, and you will need to appreciate both the physiological and psychological mechanisms of injury in terms of its occurrence, treatment and rehabilitation. This unit will give you a clear understanding of how injuries can happen, the immediate responses of the body that should occur to promote healing, along with the potential strategies for injury management. This includes what can be done to promote recovery and help sports performers return to their pre-injured state in the shortest and safest possible time frames.

In this unit, you will explore how the body responds to different types of injury, the causes, why some sports performers are more predisposed to certain injuries, and examine the importance of injury prevention. Having identified these risk factors, you will then look at the different methods used to minimise risk. You will explore the problems associated with injury prevention and build on existing knowledge of how to recognise the onset of injury, and how this can be best managed and treated.

This unit will help you to progress to employment in sports facilities, sports therapy and rehabilitation. The unit will also help you to progress to further study in higher education or professional qualifications in related sports, sports sciences, sports therapy and physical activity.

Learning aims

In this unit you will:

- A** Explore different types and causes of common sporting injuries and how they affect sports performers
- B** Explore risk factors for the management and prevention of common sporting injuries
- C** Develop treatment and rehabilitation programmes for common sporting injuries.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore different types and causes of common sporting injuries and how they affect sports performers	A1 Types of sporting injuries A2 Mechanisms of common sporting injuries A3 Physiological responses to injury A4 Psychological responses to injury	A written assignment that focuses on common injuries in contact and non-contact sports to the upper limb, lower limb, the head, neck or spine. Details will be linked to the importance of recognising the mechanism of common injuries and the body's response.
B Explore risk factors for the management and prevention of common sporting injuries	B1 Extrinsic risk factors B2 Intrinsic risk factors B3 Preventative measures	A presentation that covers the key risk factors for different sports venues, supported with methods for the prevention of injuries. This can be linked to risk analysis plans for the identified injuries in learning aim A and the treatment plans in learning aim C. Two separate treatment and rehabilitation plans over a clearly identified and appropriate time frame. These could be in the format of rehabilitation diaries and broken down into weekly sessions, which will include the treatment and exercise plans for the injured sports performer and will be supported with a summary report and an evaluation of the rehabilitation plans.
C Develop treatment and rehabilitation programmes for common sporting injuries	C1 Treatments and interventions C2 Planning programmes C3 Rehabilitation programmes	

Content

Learning aim A: Explore different types and causes of common sporting injuries and how they affect sports performers

A1 Types of sporting injuries

- Hard tissue injuries: bones; joints; articular cartilage, e.g. fractures (simple, compound, depressed, greenstick, avulsion, transverse, comminuted).
- Soft tissue injuries: haematomas, blisters, abrasions, lacerations, sprains, strains, ruptures (muscle, tendon, ligaments), fibrocartilage damage.
- Tendinopathies, bursitis, plantar fasciitis, apophysitis, disc prolapse, Morton's neuroma, impingement syndromes.
- Concussion, head and face injuries, sudden cardiac arrest, compartment syndrome, dislocations, osteoarthritis, fibromyalgia.

A2 Mechanisms of common sporting injuries

- Causes: traumatic, microtrauma, insidious, chronic, acute.
- Mechanisms of injury: force; speed; direction, e.g. compression, tensile, shear, intrinsic factors, extrinsic factors.
- Head, vertebral column, shoulder joint and girdle, elbow, wrist and hand, hip, groin, knee, ankle and foot.

A3 Physiological responses to injury

- Inflammatory responses, signs and symptoms, e.g.:
 - pain
 - redness
 - swelling/effusion
 - speed and type of swelling/effusion:
 - synovial
 - hemarthrosis
 - loss of function.
- Primary injury, secondary metabolic injury, tissue responses to interventions, Lewis hunting response.
- Time factors, the healing process and stages, changes (e.g. chemical, haemodynamic, metabolic), neural responses, pain, somatic pain, radicular pain, myofascial pain, the pain gate theory, visual analogue scale (VAS).

A4 Psychological responses to injury

- Response to injury, e.g.:
 - denial
 - anger
 - anxiety
 - depression
 - frustration
 - acceptance.
- Nutritional demands and changes.
- Financial aspects.
- Response to treatment and rehabilitation, e.g.:
 - use of goal setting
 - motivation
 - adherence to rehabilitation programmes
 - stress management skills.

- Social effects, e.g.:
 - isolation from the team
 - training partners
 - training environment.
- Self-esteem and identity loss.

Learning aim B: Explore risk factors for the management and prevention of common sporting injuries

B1 Extrinsic risk factors

- Coaching, poor coaching/leadership, communication, ensuring adherence to rules and governing body guidelines, principles of training.
- Incorrect technique: lifting, moving and handling equipment.
- Environmental factors, weather effects on playing surfaces, outdoor and indoor venues.
- Clothing and footwear, protective clothing and equipment, specific to sports playing surfaces.
- Safety hazards, the importance of safety checks, environment safety checks, equipment safety checks, misuse of equipment, first-aid provision, safety checklists, risk assessments, other participants.

B2 Intrinsic risk factors

- Training effects, muscle imbalance, poor preparation, level of fitness.
- Individual variables, e.g.:
 - age
 - fitness level
 - growth development
 - previous injury history
 - flexibility
 - nutrition
 - sleep patterns.
- Postural defects, lordosis, kyphosis, scoliosis, gait.

B3 Preventative measures

- Role of the sports scientists, coaches, officials, therapists; up-to-date knowledge of skills, qualifications; adapting style to sports performer's ability/age/fitness levels; communication.
- Equipment, risk assessments, checking equipment, protective equipment, appropriate usage, specific footwear, clothing, shields, high and low density materials, resilience of equipment.
- Environment, e.g.:
 - playing surface
 - weather
 - temperature.

Learning aim C: Develop treatment and rehabilitation programmes for common sporting injuries

C1 Treatments and interventions

Based on accurate diagnosis, subjective and objective assessment, immediate management of injuries, referral to and from healthcare professionals.

- Injury assessment – see, ask, look, touch, active, passive, strength (SALTAPS).
- Protect, optimal loading, ice, compression, elevation (POLICE), 'active' rest.
- Prophylactic taping, e.g. K tape™ zinc oxide.
- Bandaging, elastic adhesive bandage (EAB), cohesive bandage, compression, support.
- Immobilisation, splints, slings.
- Interventions, e.g.:
 - coolant and thermal continuum, frequency, timing
 - cryotherapy, ice packs, gel packs, ice massage
 - thermal treatments, heat packs, heat lamps, paraffin wax, hydrocollator, contrast bathing, cold water immersion (CWI).
- Emergency treatment, triage, resuscitation (CPR), shock, unconscious casualty, prevention of infection, seeking qualified assistance.
- Specialist equipment, e.g.: Squid compression™, Game Ready™, Cryocuff™, ultrasound, transcutaneous electrical nerve stimulation (TENS).

C2 Planning programmes

- Phases of rehabilitation, e.g.:
 - acute, subacute, early, intermediate, late, functional
 - weight bearing ability of the sports performer – non weight bearing (NWB), partial weight bearing (PWB), full weight bearing (FWB).
- Factors influencing exercises, e.g.:
 - starting positions – gravity eliminated, assisted, resisted
 - levers – short and long
 - sets, repetitions, heights and sizes of different bases, factors that will determine progression or regression of exercises, sport and activity requirements
 - graduated return to play, stages for fitness to train, fitness for full competition.

C3 Rehabilitation programmes

Develop treatment and rehabilitation programmes for two common sporting injuries.

- Records of treatment, e.g.:
 - subjective history
 - medical conditions
 - contraindications to treatment
 - red flags
 - informed consent.
- Past medical history, presenting condition, appropriate treatment records, timescales and review date, objective measures, subjective and objective assessment plans, interventions evaluation, data protection legislation.
- Methods to improve range of motion, e.g.:
 - passive and active flexibility stretching, dynamic stretching
 - proprioceptive neuromuscular facilitation (PNF).
- Strengthening and coordination exercises, e.g.:
 - open kinetic chain
 - closed kinetic chain
 - isometric
 - isotonic
 - assisted
 - resisted.

- Functional exercises, e.g.:
 - patterns of movements
 - conditioning exercises
 - linear
 - rotational
 - directional changes
 - links to specific sports
 - playing position.
- Exercise accessories, e.g.:
 - fixed weights
 - wobble boards
 - foam rollers
 - trampettes
 - balls
 - hoops
 - cones
 - free weights
 - Theraband
 - poles
 - beanbags
 - benches.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore different types and causes of common sporting injuries and how they affect sports performers		A.D1 Justify the factors that can cause common sporting injuries and affect rehabilitation.
A.P1 Explain common sporting injuries and how these may occur. A.P2 Explain the physiological responses to common sporting injuries. A.P3 Explain the psychological responses to common sporting injuries.	A.M1 Assess how different types of sporting injuries are affected by physiological responses. A.M2 Assess how different types of sporting injuries are affected by psychological responses.	
Learning aim B: Explore risk factors for the management and prevention of common sporting injuries		
B.P4 Explain the different factors that can reduce and prevent sporting injuries. B.P5 Explain the preventative methods that can be used to reduce sporting injuries.	B.M3 Analyse the preventative methods that can be used to reduce sporting injuries.	B.D2 Evaluate how common sporting injuries can be prevented. C.D3 Evaluate the treatment and rehabilitation programmes for two common sporting injuries, justifying the choices of intervention management and suggesting alternatives where appropriate.
Learning aim C: Develop treatment and rehabilitation programmes for common sporting injuries		
C.P6 Explain the different factors for choosing treatments and interventions when managing common sporting injuries. C.P7 Design two safe treatment and rehabilitation programmes for different common sporting injuries.	C.M4 Assess the treatment and rehabilitation programmes for two common sporting injuries.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P4, B.P5, B.M3, B.D2, C.P6, C.P7, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to information on current sports injury research data and issues, including management, treatment and rehabilitation strategies.

Essential information for assessment decisions

Learning aim A

Learners can use a variety of resources to support their work and to illustrate the different types of injuries and potential mechanisms in a choice of two different sports that can cause common injuries. Sources of information should be referenced accurately.

For distinction standard, learners will give detailed reasoning with supporting current research evidence indicating the factors that can contribute to the physical and psychological effects on injured sports participants. Further consideration of the chosen injuries where longer rehabilitation time frames may be required should be addressed with clear reference to the healing process and psychological effects this can have on sports performers.

For merit standard, learners will need to apply their knowledge from research of why different sporting injuries occur, and assess how these can have short- and long-term effects on the physical and psychological aspects of rehabilitation. Evidence should reflect the unit content and include relevance to the type of injuries sustained and how these might occur in different sporting environments and at different times of the season for identified sports, such as pre-season training, competitive situations, or late in the competitive playing season. Where intrinsic factors are included, learners should consider aspects of where sports performers have input and control to make changes and where there is a need to refer to other professionals.

For pass standard, learners can choose from two different sports, ideally a contact and a non-contact sport. They can look at a realistic scenario or a case study from a professional sports performer. They will provide an account explaining the relevant characteristics of the signs and symptoms of the sporting injuries that can affect the different types of commonly injured tissues and joints on the upper limb, lower limb, head and spine. This can include multiple injuries where sports performers have sustained impact to different parts of the body, for example a ruptured ligament and damaged cartilage, or a concussion and spinal injury. Learners need to explain the different grades and classifications of injuries where relevant, and indicate why it is important to also consider the effects on surrounding tissues.

Learners will need to give clear details of the body's responses to the identified different sporting injuries over varied time frames, and how the healing process and pain can affect sports participants' responses to traumatic and overuse injuries. There needs to be a clear link to the physiological and psychological effects of the injuries'.

Learning aims B and C

Learners will research the different risk factors that can contribute to injuries and consider the preventative strategies by reducing unnecessary risks or reducing potential hazards for safe sport participation (these can link to the identified injuries in learning aim A in preparation for learning aim B). Learners can produce a risk analysis plan and preventative strategies that link to their stated chosen sports and injuries.

Using two different rehabilitation programmes (these can be linked to two common sporting injuries, ideally one from a traumatic injury and one from an overuse injury). Learners will produce two rehabilitation plans from the acute stage to the functional stage. It would be appropriate for learners to link their selected injuries to identified sports. They can base their programme on a professional sports performer who has a well-publicised injury, or a diagnosed sports injury of a peer.

For distinction standard, learners will show depth of understanding by referring to different evidence-based sources linked to existing data of traumatic sporting injuries and those caused by overloading. This should include different types of sports, participant abilities and age groups. Learners will consider the reasons for the content of each rehabilitation programme and the selected treatments and exercises; this will include the strengths and weakness of the two programmes, with relevance to the planned treatments. This allows for depth of enquiry and the relevant inclusion of primary sources of evidence such as journals, current texts or established safe treatment protocols. Learners can indicate and justify why alternative treatments and exercises may be better for future rehabilitation programmes.

For merit standard, learners will need to give details of playing surfaces linked to current risk factors and how these are being addressed, for example they may consider the use of artificial playing surfaces and the risk factors of injury that may be present for named sports such as football or rugby. Sources of injury data information should be current and reliable, and learners should be able to interpret any relationships between risk factors and preventative methods of sporting injuries.

Learners will need to consider the key facts for the choices of treatments and exercises linked to their rehabilitation programme. For example, it may be linked to the type of sports injury selected and the availability of resources for different levels of sports participants, or the influence and regulations of identified National Governing Bodies (NGBs) for injured participants returning to play after certain injuries.

For pass standard, learners will correctly explain the intrinsic and extrinsic factors that can contribute to sports injury prevention. They will indicate the main features of injury prevention across both individual and team sports linking to minor and major injuries, determining those injuries that can be managed conservatively and those requiring further referral. The main features of current, safe, well-planned risk assessment and injury prevention strategies will support learners in recognising the contributing factors for reducing sporting injuries.

Preventative methods that can be used to reduce sporting injuries will need to be considered in combination with sports equipment such as racquets, balls, golf clubs, hockey sticks and protective sportswear, and learners will need to look at the benefits and drawbacks of both low and high-density materials. The emphasis on safety along with all contributing factors should be well considered and embedded in the preventative methods strategies; this may include the development of emergency action plans that include both home and away venues. Learners may have local opportunities to visit different sports venues to examine the potential causes of injuries, or they can review video evidence of contact and non-contact sports.

Learners will select two specific sporting injuries and plan safe and appropriate treatment and rehabilitation programmes accordingly. The injuries selected should be considered with care and reasoned thought, as the appropriate selection will provide scope for learners to cover the range of grading criteria. A poor selection, for example a simple bruise that needs little treatment and limited rehabilitation, reduces the research opportunities available to learners. However, a concussion, a fracture of a weight-bearing bone such as the tibia, or the rupture of the anterior cruciate ligament, provides an opportunity for a broader scope of treatment and rehabilitation planning. Learners can research the importance of accurate injury assessment, immediate management and referral, followed by the different types of heat, coolant and pain management modalities that can be used in supervised clinics, pitch side and in home environments.

The two treatment and rehabilitation programmes can be presented in a variety of formats and linked to specific contact and non-contact sports such as netball, football, hockey, rugby, tennis, athletics or running; where possible learners are advised to choose different areas of the body for each case study, for example a shoulder and a knee injury. Each programme should include the different potential treatments and supporting rehabilitation techniques that are to be used from the acute stage through to the functional stage. This can include taping, bandaging, and the use of specialist equipment that may help to support the healing process; this is in conjunction with exercises to improve range of movement, strength, coordination and functional activities.

Learners will need to consider the realistic abilities of sports performers to complete some of the exercises for their identified injuries during rehabilitation by linking this to the suggested time frames and frequency of exercises to show a clear path of rehabilitation.

Links to other units

This unit links to:

- Unit D1: Applied Coaching Skills
- Unit 3: Sports Psychology
- Unit 5: Anatomy and Physiology in Sport
- Unit 7: Functional Sports Massage
- Unit 8: Fitness Testing
- Unit 9: Fitness Training
- Unit 10: Technical and Tactical Skills in Sport
- Unit 13: Influence of Technology in Sport and Physical Activity.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest lecture sessions from sports therapists, physiotherapists and coaches, and previously injured players through practical treatment workshops
- visits to a variety of sports facilities to look at risk assessment and preventative measures
- videos for analysis on mechanisms of injury and immediate management.

Unit 9: Fitness Training

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will plan fitness training sessions and design a fitness training programme.

Unit introduction

Fitness is vital to achieving success in any type of sport and physical activity. Sport and physical activity participants develop and maintain high levels of fitness and take fitness training very seriously. Many elite athletes have a designated fitness coach. In addition, a large number of individuals want to improve their fitness in order to participate in community sports and outdoor activities and competitions. Fitness is also important for active leisure pursuits such as outdoor activities. It is therefore important for individuals working in the sports sector to have an understanding of how to plan fitness training sessions and how to design fitness training programmes that are safe and effective. This unit is particularly relevant for those who aspire to work in sports coaching, outdoor activities, fitness instructing or elite sport.

In this unit, you will examine different methods of fitness training. These include methods of training to improve flexibility, strength, muscular endurance, power, aerobic endurance and speed. You will develop the ability to prescribe appropriate exercise intensities, work/rest ratios, resistance, repetitions, sets, number of exercises, order of exercises, speed of movement and systems of training depending on the nature of the session and client needs. You will then develop the skills to plan, prepare, deliver and monitor a fitness training programme.

This unit will help you to progress to employment in the fitness and active leisure industry, for example as a gym instructor or personal trainer. It will also help you to progress to further study in higher education or professional qualifications in the fitness industry.

Learning aims

In this unit you will:

- A** Explore components, methods and benefits of fitness training
- B** Plan and prepare a safe fitness training programme for a specified purpose
- C** Deliver and monitor a fitness training programme.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore components, methods and benefits of fitness training	A1 Components of physical fitness A2 Methods of training A3 Benefits and considerations	A client screening consultation with a plan for a fitness training programme.
B Plan and prepare a safe fitness training programme for a specified purpose	B1 Plan and screening B2 Cardiovascular training B3 Resistance training B4 Flexibility training B5 Speed training B6 Periodisation B7 Training diary	
C Deliver and monitor a fitness training programme	C1 Deliver C2 Monitor and review	Recording of progress with client feedback, annotated actions and targets tracking in a training diary.

Content

Learning aim A: Explore components, methods and benefits of fitness training

A1 Components of physical fitness

- Flexibility.
- Muscular strength.
- Muscular endurance.
- Power.
- Aerobic endurance.
- Speed.

A2 Methods of training

- Flexibility, e.g.:
 - static stretching
 - ballistic stretching
 - proprioceptive neuromuscular facilitation (PNF) stretching
 - dynamic stretching.
- Strength, e.g.:
 - free weights
 - resistance machines.
- Muscular endurance, e.g.:
 - circuit training
 - core stability training
 - medicine ball training.
- Power, e.g.:
 - plyometrics
 - anaerobic hill sprints.
- Aerobic endurance, e.g.:
 - continuous training
 - fartlek training
 - interval training.
 - altitude training
 - HITT.
- Speed, e.g.:
 - interval training
 - sport-specific speed training.

A3 Benefits and considerations

- Benefits and issues to consider when training:
 - range of motion
 - specificity for muscle groups
 - muscle: strength/size/tone/power
 - aerobic endurance
 - burning calories
 - economy and efficiency
 - time, frequency and breaks
 - relationship to lifestyle.

Learning aim B: Plan and prepare a safe fitness training programme for a specified purpose

B1 Plan and screening

- Clients:
 - elite
 - trained
 - untrained
 - individuals
 - groups
 - protected characteristics
 - minors.
- Screening and consultation:
 - client readiness
 - medical history and health checks (e.g. PAR-Q, referral to other professional)
 - lifestyle and diet
 - consideration of other professionals for referral
 - client needs and goals.
- Aims and objectives of the session.
- Specific, measurable, achievable, realistic, time-bound (SMART) targets.
- Resources:
 - facility
 - equipment
 - monitoring resources.
- Fitness programme selection:
 - process: warm-up, main content and cool down
 - frequency
 - intensity
 - time and span
 - type.
- Adaptations (progression and regression).

B2 Cardiovascular training

- Exercise intensities.
- Monitor intensity, e.g.:
 - observation
 - talk test
 - Rating of Perceived Exertion
 - heart rate monitoring:
 - maximum heart rate
 - heart rate reserve/Karvonen formula.
- Anaerobic threshold.
- Work/rest ratios.

B3 Resistance training

- Choice of exercises.
- Number of exercises.
- Order of exercises.
- Resistance.
- Repetitions.
- Sets.
- Rest between sets.
- Speed of movement.
- Systems of training.

B4 Flexibility training

- Choice of exercises.
- Number of exercises.
- Order of exercises.
- Repetitions.
- Time.

B5 Speed training

- Time/distance.
- Repetitions.
- Sets.
- Rest between sets.
- Work/rest ratio.

B6 Periodisation

- Macrocycle.
- Mesocycle.
- Microcycle.
- Individual training sessions.

B7 Training diary

- Overload.
- Specificity.
- Progression.
- Individual differences.
- Variation.
- Reversibility.
- Frequency, intensity, time and type (FITT) principles.

Learning aim C: Deliver and monitor a fitness training programme**C1 Deliver**

- Organisation.
- Professionalism.
- Courtesy.
- Customer care.
- Punctuality.
- Feedback.
- Observation.
- Set up and manage.
- Health and safety.
- Communication.

C2 Monitor and review

- Monitoring and managing progress:
 - dates and details of sessions
 - progression
 - regression
 - attitude
 - motivation
 - consistency
 - links to goals
 - competition results
 - value added
 - adaptation
 - reflective practice.
- Coach/instructor feedback and reviews:
 - listening
 - positive reinforcement
 - taking feedback
 - using constructive feedback.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore components, methods and benefits of fitness training		B.D1 Evaluate the methods of the training programme and justify the appropriate alignment to the purpose and analysis of screening of a specified individual.
A.P1 Describe the components of physical fitness. A.P2 Assess all types of fitness training methods and their benefits.	A.M1 Compare types of fitness training and their benefits for different purposes.	
Learning aim B: Plan and prepare a safe fitness training programme for a specified purpose		C.D2 Confidently deliver, monitor and adapt a fitness training programme with proficient use of monitoring and recording of progress and positive feedback, evaluating progress and providing recommendations for improvement.
B.P3 Relate types of training to needs of participants B.P4 Plan and prepare an appropriate fitness training programme for a specified performer.	B.M2 Plan and prepare an effective fitness training programme for a specified performer based on in-depth screening.	
Learning aim C: Deliver and monitor a fitness training programme		
C.P5 Deliver an appropriate fitness training programme for a specified purpose that incorporates the principles of training and periodisation. C.P6 Monitor performance against goals during the training programme. C.P7 Give appropriate feedback during a fitness training programme, describing strengths and areas for improvement.	C.M3 Competently deliver, monitor and adapt a fitness training programme with assured use of monitoring and recording of progress and positive feedback.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, B.D1)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

Learners will need access to cardiovascular machines, free weights, resistance machines, stability balls, medicine balls, heart rate monitors and activity space for circuit and flexibility training.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will evaluate each method of fitness training within the programme in detail, with appropriate examples provided, making valid comparisons based on different needs. Learners will justify the training programmes covering cardiovascular training, resistance training, flexibility training and speed training, based on an analysis of screening. They need to give valid reasons for the timings, intensity and type of training selected, demonstrating how these have informed a programme that is clearly aligned with the performer's needs.

For merit standard, learners will make relevant comparisons between different types of fitness training and their benefits for different purposes. Learners will produce detailed safe and effective session plans, including the warm-up and cool down, and detailed information of timings (including work/rest ratios), intensity and type of training, based on detailed and thorough screening. As an example for resistance training, the number of reps, sets and rest between sets should be specified.

For pass standard, learners will describe key methods of fitness training for the components of physical fitness. A method of training to improve flexibility, strength, muscular endurance, power, aerobic endurance and speed should be covered. Learners will produce appropriate training session plans covering cardiovascular training, resistance training, speed training and flexibility training. The session plans should include appropriate intensity, time and type of training relating to participants' needs.

Learning aim C

For distinction standard, learners will confidently deliver a safe and effective fitness training programme that incorporates the principles of training and periodisation. Learners will proficiently monitor and track progress and performance during the training programme and provide detailed feedback on strengths and areas for improvement based on a broad evaluation of development.

For merit standard, learners will competently deliver a safe and appropriate fitness training programme that incorporates the principles of training and periodisation. Learners will consistently monitor and track progress and performance during the training programme and provide detailed feedback on strengths and areas for improvement based on goals and targets.

For pass standard, learners will deliver a safe and appropriate fitness training programme that incorporates the principles of training and periodisation. Learners will monitor progress and performance during the training programme and provide general feedback on strengths and areas for improvement based on goals and targets.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit C2: Fitness Skills Development
- Unit D3: Applied Anatomy and Physiology for Professional Performance
- Unit 3: Sports Psychology
- Unit 4: Nutrition for Physical Performance
- Unit 8: Fitness Testing
- Unit 13: Influence of Technology in Sport and Physical Activity.

Employer involvement

This unit would benefit from employer involvement in the form of:

- links with sports clubs, outdoor activity centres, leisure clubs and gyms
- guest speakers
- demonstrations and workshops
- visits
- employer supported or provided briefs.

Unit 13: Influence of Technology in Sport and Physical Activity

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the relationship technology has with sport and physical activity and develop a strategy for implementing technology for improved performance or experience.

Unit introduction

Technology in sport is constantly developing, enhancing sport and physical activity for both participants and spectators. Technological developments in the sports industry are used to enhance the analysis, rules and regulations, practicality and experience of many sports and activities, which leads to improvements in competitive sport and also the physical wellbeing of society as a whole. Sporting professionals are expected to maintain current industry knowledge through engaging in contemporary sports technology methods used within the industry at various levels.

In this unit, you will learn about the impact that technology has in sport, the ways that technology has helped develop sport and physical fitness, and our experience of this. You will explore technological developments in sport, which have impacted the performance outcomes for athletes at different levels and the experience of people accessing sport across the world. You will also explore how technology supports the implementation of rules and regulations in sport, as well as the potential issues with using technology in sport. You will create and present a strategy for improving performance or experience in sport and physical activity, and then review how it will impact performance or experience.

This unit will help you to progress to employment in areas such as sports analysis, working at an outdoor activity centre, officiating and sports coaching. The unit will also help you to progress to further study in higher education or to professional qualifications in the sports and physical activity industry.

Learning aims

In this unit you will:

- A** Explore how different types of technology are used in sport and physical activity
- B** Explore the role of technology in improving sport and physical activity performance and experience
- C** Propose a strategy to improve performance or experience in a selected sport or physical activity.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore how different types of technology are used in sport and physical activity	A1 Types of technology A2 How technology is used	A report on the types and use of technology in sport and physical activity.
B Explore the role of technology in improving sport and physical activity performance and experience	B1 Improving performance B2 Improving experience B3 Issues with technology	A presentation on a strategy for improving performance or experience in a sport or physical activity through technology, supported by a rationale.
C Propose a strategy to improve performance or experience in a selected sport or physical activity	C1 Strategy C2 Presenting C3 Reviewing	

Content

Learning aim A: Explore how different types of technology are used in sport and physical activity

A1 Types of technology

- Equipment and clothing:
 - clothing, e.g.:
 - fabrics and materials
 - competition clothing, e.g. cycling shoes, swimsuits, skiwear
 - protective clothing, e.g. waterproofs, leathers, goggles
 - sports-specific equipment, e.g.:
 - helmets
 - rackets
 - equipment to perform sports, e.g. skis, kayak, cycles
 - disability equipment/assistive technology, e.g.:
 - wheelchairs
 - prosthetics
 - adapted equipment
 - personal equipment:
 - cameras, e.g. replay
 - GPS trackers and watches
 - cloud-based and connected systems
 - facilities:
 - simulated environments
 - adapted settings
 - maintained environments
 - impact of facilities, e.g. indoor ski centres, rock climbing.

A2 How technology is used

- Performance analysis equipment.
- Individual and team technical analysis.
- Ergogenic aids to improve performance, e.g.:
 - supplements
 - lactate threshold training
 - blood lactate testing
 - hyperbaric chambers
 - risks of using supplements (inadvertent doping).
- Video analysis and software, e.g. slow motion, freeze-frame, streaming, Hawk-Eye, Video Assistant Referee (VAR), goal line technology.
- Broadcasting.
- Analysing performance:
 - qualitative assessment
 - quantitative assessment
 - tactical individual and team analysis
 - technical individual and team analysis
 - feedback.

- Fitness tracking:
 - diet and food diaries
 - supplements
 - risks of using supplements (inadvertent doping)
 - exercise and general fitness
 - sport-specific development
 - schedule planning:
 - planning training programmes
 - scheduling times, dates and periods.
- Assessing fitness levels:
 - general fitness
 - monitoring daily/weekly exercise
 - developing fitness plans
 - applications to assess and develop fitness levels
 - data to identify strengths and areas to develop
 - quantifiable statistics, collect and use data
 - rule and regulation judgements
 - biomechanical
 - feedback (level specific).
- Informing fitness programmes:
 - use of mobile apps
 - frequency
 - intensity
 - type
 - time
 - sport specific.
- General fitness:
 - monitoring daily/weekly exercise
 - developing fitness plans
 - tracking progress.
- Enforcement of laws.
- Spectating and officiating.

Learning aim B: Explore the role of technology in improving sport and physical activity performance and experience

B1 Improving performance

- Interpreting data:
 - distances
 - measures
 - tolerances
 - statistics
 - tracking
 - calorie intake.
- Informing strategies for improvement using technology:
 - fitness component development
 - technical development
 - tactical development
 - biomechanical development
 - opposition analysis.

- Planning and preparation:
 - scheduling
 - reminders
 - physical load
 - physical periodisation
 - technical and tactical periodisation.

B2 Improving experience

From a participant's perspective.

- Applications of rules:
 - going beyond human judgement
 - replays
 - slow motion
 - in/out.
- Media spectating:
 - TV
 - radio
 - applications
 - internet
 - social media.
- Sport development:
 - development of rules and regulations
 - fans interactivity
 - knowledge of the sport
 - brand development.

B3 Issues with technology

- Accessibility:
 - feasibility of access to equipment
 - specialised disability equipment.
- Accuracy.
- Reliability.
- Cost:
 - financial implications to access
 - equipment
 - training
 - subscriptions.
- Usability:
 - specific training required
 - specialist equipment.
- Time:
 - preparing and storing equipment
 - compiling data
 - use of data in feedback to performers.
- Ethical considerations:
 - age
 - ability
 - accessibility.

Learning aim C: Propose a strategy to improve performance or experience in a selected sport or physical activity

C1 Strategy

- Strategy for improving technology:
 - concept
 - assessment of suitability
 - type of technology
 - outline use of technology selected
 - type of benefit
 - target audience
 - cost
 - strengths
 - weaknesses
 - proposed improvements
 - rationale.

C2 Presenting

- Presenting and explaining:
 - key features clarified
 - target: audience, user or participant
 - details of technology selected
 - impact of improvements and benefits to performer or experience
 - explanation of specific impact on an area of performance or experience
 - use of support materials: images, diagrams, information graphics, flow charts.

C3 Reviewing

- Reviewing and justifying:
 - key benefits covered
 - relates to the target audience, user or participant
 - check the balance of positives and negatives in relation to the cost and feasibility
 - consider issues with technology
 - consider issues with take up
 - the unique selling point (USP)
 - tried and tested principles and practice
 - strengths
 - areas for development.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how different types of technology are used in sport and physical activity		A.D1 Evaluate how different technology has impacted a sport and physical activity, identifying how technology can be used to improve performance or experience in a selected sport or physical activity.
A.P1 Explore the types of technology in relation to sport and physical activity. A.P2 Explore the uses of technology in sports or physical activity.	A.M1 Assess how three different types of technology have been used in sport and physical activity.	
Learning aim B: Explore the role of technology in improving sport and physical activity performance and experience		BC.D2 Justify the strategy of a new technological idea and its impact on how it can improve performance or experience.
B.P3 Explain how technology can be used to improve the sport performance and experience of a selected sport or physical activity. B.P4 Explain how three different issues could impact the improvement in sport performance and experience of a selected sport or physical activity.	B.M2 Compare ways technology can improve a selected sport performance or physical activity in terms of sport performance and experience of a selected sport or physical activity.	
Learning aim C: Propose a strategy to improve performance or experience in a selected sport or physical activity		
C.P5 Develop a strategy for improving sport performance or experience through technology for a given sport or physical activity. C.P6 Present a strategy for improving sport performance or experience for a given sport or physical activity.	C.M3 Assess the impact of the chosen strategy for improving sport performance or experience through technology.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

Learners will require access to a range of technology resources.

Essential information for assessment decisions

Learning aims A

For distinction standard, learners will make a detailed and comprehensive assessment of a range of technological developments in sport and physical activity. They will use this to make evaluative judgements about the impact of different types of technology, giving some informed insight into where there may be growth or progress in the future, using examples to illustrate their points. It is important to ensure that learners are able to access a variety of examples of technology, using current local, regional, national and international examples. Learners should be able to link the types of technology with how they are used in a variety of sports and physical activities, evaluating the impact of the technology.

For merit standard, learners will make a detailed assessment of technology and how it has impacted the development of sport and physical activity. They will give general points that are illustrated with relevant examples.

For pass standard, learners will investigate the types of technology that are used in sports, identifying a range of technology for performance and experience and investigating how these are used. They will give some detailed examples of how technology contributes to participation, officiating and spectating.

Learning aims B and C

For distinction standard, learners will produce an effective strategy that is detailed and considered. They will demonstrate how the application of technology will improve the performance or experience in a selected sport or physical activity. Learners will justify the strategy and how it could be successful in developing performance levels or experiences in sport. They will assess the issues that relate to using technology in sport and will produce and deliver a presentation on the technological strategy they have created. The strategy will be informed by a detailed comparison of how technology can improve performance and an in-depth understanding of issues related to the use of technology. The presentation of the strategy will be clear and coherent.

For merit standard, learners will consider the similarities and differences in the ways that technology can improve both performance aspects and the experience of sport. They will make generally relevant points and provide appropriate examples of the issues related to using technology for improving sport performance and the experience of sport. Learners will use this information to inform a sound and coherent strategy, which they will present with a logical and clear structure and detail. The strategy will be informed by general knowledge of issues relating to the use of technology in sport.

For pass standard, learners will consider some general ways that technology can be used to improve sport performance and experience, while identifying and explaining some of the issues related to the use of technology. They will produce a strategy, with some refinement of how technology can be implemented to improve performance and experience for a given context, and present this using basic presentation skills.

Links to other units

This unit links to:

- Unit D1: Applied Coaching Skills
- Unit E: Research Project in Sport
- Unit 11: Rules, Regulations and Officiating in Sport
- Unit 9: Fitness Training
- Unit 12: Practical Sports Application
- Unit 15: Ethical and Current Issues in Sport.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so.

This unit would benefit from employer involvement in the form of:

- identifying the use of technology within professional sports clubs
- utilising the software used at various levels of sports performance and/or experiences
- practical application of data analysis at various levels of sport.

Unit 14: Organising Events in Sport and Physical Activities

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore key opportunities and requirements associated with organising sports and fitness events, produce their own promotional materials and plan and deliver a sports event.

Unit introduction

Sports and physical activity events vary widely in their type, scale and purpose; they range from large-scale international events such as the Olympic Games to small-scale, local events such as a 5k fun run. They may involve a range of sports or fitness activities, just one activity or a specified target group. Sports events can frequently be the catalyst for important processes such as personal expression and social development. As a sportsperson, participation in events may occur at different levels. Those working in the sports and fitness sector will be involved with the organisation and delivery of a range of sports events and should be aware of how events are organised.

In this unit, you will explore and develop knowledge and skills regarding the successful planning and promotion of sport and physical activity events. You will investigate the characteristics, purpose, roles and responsibilities associated with these events. You will prepare a plan using suitable planning methods and then work as a member of a team to deliver the event.

This unit will help you to progress to employment in sports coaching, fitness, sports development and outdoor activities within the sport and physical activity industry. In particular, this unit would support progression to roles such as event coordinator, sports development officer and project manager. The unit will also help you to progress to further study in higher education or to professional qualifications in sports management, sports coaching, outdoor activities management or event leadership.

Learning aims

In this unit you will:

- A** Explore considerations of sport and physical activity events
- B** Plan and promote a sport or physical activity event
- C** Deliver a planned sport or physical activity event.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore considerations of sport and physical activity events	A1 Sport and physical activity events considerations A2 Roles and responsibilities in delivering sport and physical activity events	A presentation or report that evaluates the significance of the purpose, roles and responsibilities associated with different types of sport and physical activity events.
B Plan and promote a sport or physical activity event	B1 Planning a sport or physical activity event B2 Promoting a sport and fitness event	Learners produce: <ul style="list-style-type: none"> • a plan for a sport or physical activity event • promotional materials and a plan for a sports event, evaluating the effectiveness of the plan in meeting a given brief • evidence of their involvement in the promotion and delivery of a sport or physical activity event.
C Deliver a planned sport or physical activity event	C1 Implementing a promotional campaign for a planned sport or physical activity event C2 Delivering a planned sport or physical activity event	

Content

Learning aim A: Explore considerations of sport and physical activity events

A1 Sport and physical activity events considerations

- Type of sport event or physical activity, e.g.:
 - competitions
 - tournaments
 - training camps
 - coaching courses
 - school sports day
 - outdoor activities
 - fun runs (park run, charity runs, etc.)
 - obstacle-based fun runs
 - sponsored events
 - charity walks
 - expedition.
- Purpose of event or activity:
 - educational
 - environmental awareness
 - development:
 - physical
 - social
 - personal
 - social inclusion
 - fundraising.
- Participants of event or activity:
 - professionals
 - school children
 - peers
 - public.

A2 Roles and responsibilities in delivering sport and physical activity events

- Roles in an event, e.g.:
 - secretary
 - finance officer
 - publicity officer
 - marketing officer
 - steward
 - specialist coach or trainer
 - promoter.
- Responsibilities associated with sports events, e.g.:
 - project management
 - logistics
 - equipment
 - health and safety
 - coordination and administration
 - marketing
 - publicity
 - raising finances.

Learning aim B: Plan and promote a sport or physical activity event**B1 Planning a sport or physical activity event**

- Establishing event aims and objectives:
 - profit
 - fundraising
 - education
 - environmental.
- Establishing participants' needs:
 - age
 - interests
 - ability or fitness level
 - availability.
- Establishing necessary resources:
 - facilities
 - equipment
 - clothing
 - refreshments.
- Use of appropriate planning documents, including:
 - risk assessments
 - checklists for the event
 - appropriate documents to record financial information.
- Allocating roles to people and recording role allocation:
 - skills types required and specific roles and responsibilities.
- Recording key considerations:
 - booking, planning or setting up the area and/or infrastructure to be used for the event
 - delivery and installation of equipment and/or services to be used for the event
 - allocation of resources required for the event
 - safe removal of equipment and services for the event
 - managing rubbish and waste disposal in line with sustainable practices.
- Financial costings:
 - monitoring and managing the budget, including financial contingencies and actions if overspend occurs, focusing on key areas of spend and income, e.g. resources, attendance and entry costs
 - sources of funding
 - costs of event – hiring, buying facilities
 - allocating financial resources: allocating and managing budgets in line with the event plan, including breakdown of different areas of income and spending.
- Effective visitor/customer management strategies.
- Health and safety requirements and mitigating risks:
 - risk assessments
 - first aid
 - regulations
 - informed consent
 - legislation, e.g. health and safety.
- Procedures for dealing with fire, first aid, contingencies and major incidents.
- Communication methods.
- Indicators to measure success of event, e.g. money raised, number of participants.
- Legal considerations, e.g.:
 - child protection
 - data protection.

B2 Promoting a sport and fitness event

- Purpose of material:
 - providing key information
 - attracting participants
 - attracting audience/spectators
 - attracting donations or financial support.
- Promotional material and methods:
 - advertisements – local paper, local radio
 - social media platforms
 - posters
 - leaflets and flyers
 - promotional emails.
- Establishing a plan for a promotional campaign:
 - target audience
 - logo
 - branding
 - promotional budget
 - sponsorship.
- Designing and creating material:
 - types of poster or leaflet design
 - creating copy for audio or print advertisements.
- Theme of promotional material:
 - raising awareness
 - promoting competition.
- Impact:
 - benefits
 - constraints
 - effects
 - repeat business.

Learning aim C: Deliver a planned sport or physical activity event**C1 Implementing a promotional campaign for a planned sport or physical activity event**

- Running a promotional campaign:
 - campaign launch
 - initial publicity
 - marketing
 - registration of attendees/participants
 - confirmation of attendees/participants.
- Reviewing and adjusting a campaign to ensure aims and objectives are met.
- Taking on a specific role to promote an event.

C2 Delivering a planned sport or physical activity event

- Implementation of planning and delivery for a sports event, including key considerations.
- Preparation in advance of start of event.
- Following a plan.
- Undertaking a specific role in an event.
- Fulfilling responsibilities of a specific role.
- Implementation of plan for the event.
- Making adjustments and contingencies to ensure aims and objectives are met.
- Decision making.

- Leadership skills (where appropriate).
- Customer service skills.
- Clear communication.
- Effective teamwork.
- After-event responsibilities:
 - clear up
 - de rigging and storage of equipment.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore considerations of sport and physical activity events		A.D1 Evaluate the significance of the purposes, roles and responsibilities associated with different types of sport and physical activity events.
A.P1 Explain the different types and purposes of sport and physical activity events. A.P2 Explain the roles and responsibilities associated with sport and physical activity events.	A.M1 Analyse the types, purposes, roles and responsibilities associated with sport and physical activity events.	
Learning aim B: Plan and promote a sport or physical activity event		BC.D2 Undertake accomplished planning, promotion and delivery of an event, demonstrating a secure awareness of the event aims and considerations and use of promotional methods.
B.P3 Produce a competent plan for a sport or physical activity event. B.P4 Produce basic promotional materials for a sport or physical activity event.	B.M2 Demonstrate effective planning and promotion for a sport or physical activity event with a clear awareness of the event aims.	
Learning aim C: Deliver a planned sport or physical activity event		
C.P5 Perform tasks fully, correctly and safely to achieve planned aims and objectives for the delivery of a sport or physical activity event.	C.M3 Manage key decisions and responsibilities in a role to effectively contribute to the delivery of planned outcomes for a sport or physical activity event.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

The resources required for this unit will depend on the nature of the event(s) to be delivered. A variety of practical resources can be built up if a similar event is run each year, for example banner, race numbers, marshal bibs, barrier tape, money tins, social media electronic resources, etc.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw selectively on varied information to support an opinion on the relative significance of purposes, roles and responsibilities in different types of sports events. They will fully consider the interrelationships between these factors and make consistently effective judgements about the relative importance of different factors in the context of a sports event.

For merit standard, learners will give a methodical examination of information about the types, purposes, roles and responsibilities associated with sports events. They will explain, in some detail, the roles and responsibilities of individuals involved in different stages or types of event. Learners will make generally relevant references to the ways in which these different aspects of sports events interrelate, and their significance in sport events as a whole.

For pass standard, learners will research a variety of sports events, typical event management team structures and roles and responsibilities. They will give generally accurate reasons or examples to support a view on how these different aspects of the industry function in a sports context.

Learning aims B and C

Learners must individually prepare and produce their own promotional materials and plan for a sport or physical activity event. Teachers should ensure that the type of event chosen by learners provides sufficient scope for them to contribute fully. Learners will be involved in the delivery of the sport or physical activity event and their effectiveness in working independently and as part of a team will need to be recorded and evidenced.

For distinction standard, learners will draw selectively on various sources in order to produce comprehensive, convincing promotional materials for a sport or physical activity event. The materials will be realistic and effective with content that fully suits the nature and purpose of the sport or physical activity event. Learners will select promotional methods that are realistic and effective in relation to the target audience and context of the event.

Learners will produce a well-developed, accurate and realistic sport or physical activity event plan, showing a comprehensive knowledge and understanding of the key aspects of the plan. They will consider appropriate planning requirements that are logical and well justified. The plan will include different tasks, resources and roles which contribute logically to a coherent event plan. Learners will give well-reasoned justifications for their recommended plan and show an in-depth understanding of the indicators used to measure the effectiveness of their plan in meeting a given brief.

Learners will provide realistic and effective financial costings for their event plan, which will be produced so it could be feasibly implemented. Their event plans will be effectively presented in a logical way and be suitable for potential use by an event manager.

Learners will show that they have made a key contribution to the event by demonstrating and evidencing that they have taken responsibility for key decisions and carried out key tasks in the implementation of the sports event. They will demonstrate that they have carried out a vital role and made a clear and crucial positive impact on the event.

For merit standard, learners will present the outcome of the methodical examination of information to interpret key aspects of and links between resource, logistical and health and safety requirements when planning a sport or physical activity event.

Learners will draw on relevant information to produce event promotional materials that link clearly to the nature and purpose of the event. They will show generally accurate understanding of the factors that need to be considered when selecting the content of the materials and method of promotion.

Learners will produce a mostly accurate and realistic sport or physical activity event plan, showing a detailed knowledge and understanding of the key aspects of the plan. They will show in-depth attention to all relevant planning aspects, providing some valid justification for their views. The plan will include specific valid references to tasks, resources and roles that are linked logically to the overall aims of the plan. Individual parts of the plan will be clear, with reasons for actions and approaches suggested in the plan. Learners will show a mostly relevant understanding of the indicators used to measure the effectiveness of their plan in meeting a given brief.

Learners will give realistic and appropriate financial costings for their sports event plan, which will be produced so it could be feasibly implemented. Their event plan will be structured and generally suitable for use by an event manager.

Learners will show that they have made a significant contribution to the event by demonstrating and evidencing that they have taken responsibility for key decisions and carried out key tasks in the implementation of the sports event.

For pass standard, learners will draw on relevant information to produce suitable event promotional materials that adequately reflect the purpose of the event. They will show some relevant understanding of most of the factors that need to be considered when producing the content of the materials and choosing the method of promotion.

Learners will produce a competent event planning document for a sports event, showing some relevant knowledge and understanding of the key components of the event. The plan will cover the aspects listed in the unit content. Learners will give some reasons or explanations for choices made in their plan. The plan will include some differentiation of tasks, resources and roles that are realistic for the particular sports event. Individual aspects of the plan will be appropriate, with some partially developed explanations or generic reasons for suggested actions and approaches in the plan. They will show a generic understanding of the indicators used to measure the effectiveness of their plan in meeting a given brief.

Learners will provide realistic outlines of efficient financial costings for their sports event plan. They will give basic explanations for actions and decisions taken, showing some breadth in their knowledge and understanding.

Learners will demonstrate in the delivery of the event that they contributed competently to individual and group tasks to produce outcomes. They will show that they have worked appropriately to carry out tasks or activities effectively and safely, to achieve planned outcomes.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit 2: Self-employment in Sport and Physical Activity
- Unit 16: Marketing Communications
- Unit 18: Sport and Leisure Facility Operations
- Unit 19: Sports Tourism.

Employer involvement

This unit would benefit from employer involvement in the form of:

- developing links with local event providers, landowners, countryside managers, local authorities, independent event organisations and marketing departments
- guest speakers
- visits and participation in events
- devising assignment briefs with employers.

Unit 15: Ethical and Current Issues in Sport

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will examine and explore current ethical issues in sport.

Unit introduction

The media has a massive influence on sport and physical activity. Similarly, technology has changed the way in which sport is enjoyed and experienced – from the point of view of the spectator and the participant. Personal technology has enhanced the enjoyment experience of all kinds of training, while more sophisticated drugs-testing equipment is said to be assisting in the battle against the illegal use of drugs in sport.

In this unit, you will examine how sport has evolved in society, with a focus on individuals' experience. The development of sport is explored from early British sports to the influence of public schools in the nineteenth century, the rationalisation and regulation of sports such as cricket and football, to the present day. You will gain an understanding of the support provided by both the private and public sectors to help overcome participation barriers. You will understand how sport can be used as a tool for alleviating social issues, such as deprivation and health issues. You will explore current issues relevant to sport, such as school participation, racism and sexism.

This unit gives you the opportunity to progress to employment in the active leisure industry, exercise and fitness industry, sports leadership, sports coaching and health promotion. It also gives you the opportunity to progress to specialist sport qualifications such as Higher Nationals in sport and sport and exercise sciences.

Learning aims

In this unit you will:

- A** Explore ethics in sport and physical activity
- B** Explore the positive and negative effects of media on sport and physical activity
- C** Understand how current issues affect sports participation.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore ethics in sport and physical activity	A1 Ethical values A2 Methods to uphold ethical values in sport and physical activities A3 Influences affecting ethical values in sport and physical activity	A report that includes an evaluation of ethical values, how they are upheld in a variety of sporting and physical activity platforms, and reasons why participants and officials may make unethical decisions or take unethical actions.
B Explore the positive and negative effects of media on sport and physical activity	B1 Different forms of media B2 The positive and negative effects of media on sport and physical activity	The report will also include information about the strengths and weaknesses of media and technology in relation to a selected sport or physical activity.
C Understand how current issues affect sports participation	C1 Current issues affecting sport and physical activity participation C2 Current barriers to sports participation C3 Strategies and initiatives to promote sports participation	A report that includes a justification of strategies or initiatives that could overcome current barriers to sports participation.

Content

Learning aim A: Explore ethics in sport and physical activity

Learners will look at ethical values and how they are upheld during participation and officiating in sport and physical activity.

A1 Ethical values

Learners will look at different ethical values and what they mean, and how they are represented in different sports and physical activities.

- Fairness, e.g.:
 - following rules of the sport or physical activity
 - not taking any illegal substances to enhance performance
 - gamesmanship
 - sportsmanship.
- Integrity, e.g.:
 - honesty
 - moral principles.
- Responsibility, e.g.:
 - professional
 - social
 - concern for others' welfare.
- Respect, e.g.:
 - having due regard for another person's feelings
 - showing consideration to fellow competitors
 - accepting officials' decisions without challenge.

A2 Methods to uphold ethical values in sport and physical activities

- Clean Sport Education:
 - UK Anti-Doping
 - 100% me.
- Campaigns for equality and diversity, e.g.:
 - This Girl Can
 - Let's Kick Racism Out of Football
 - Taking the knee.
- Organisations, e.g.:
 - Stonewall
 - Kick It Out
 - Sport England
 - Show Racism the Red Card.
- Legislation.
- NGB laws – rules of the sport, introduction of new technology to support officiating.
- Sportsmanship.
- Etiquette.
- Role models.

A3 Influences affecting ethical values in sport and physical activity

- Win at all cost's mentality.
- Peer pressure and parental influence.
- Increased income for, e.g.:
 - players
 - clubs
 - media
 - sponsors.

- Increased sponsorship opportunities for participants.
- Increased betting on outcome of sporting or physical activity events.
- Bribery, e.g.:
 - players
 - participants
 - officials
 - organisers of events.
- Globalisation of sport and physical activity:
 - increased international sport
 - competing in more than one country
 - impact of sport on the global economy
 - recognition of global sports and global sports companies
 - sport as a business.
- Political influences:
 - sport as a political tool
 - shop window effect
 - national pride
 - appeasing the population.

Learning aim B: Explore the positive and negative effects of media on sport and physical activity

B1 Different forms of media

- The different forms of media, e.g.:
 - television/satellite television
 - online streaming
 - newspapers:
 - local
 - national
 - sport specific
 - magazines
 - social media
 - apps.

B2 The positive and negative effects of media on sport and physical activity

Learners will cover different areas to explore how the media has both positive and negative effects on sport and physical activity, the participants and the supporters.

- Increased participation, e.g.:
 - London 2012 Olympics and Paralympics
 - increased participation in tennis during Wimbledon.
- Event programming – the effect of the timing on the participant, e.g.:
 - time of play to fit in with peak time TV programmes
 - marathon runs taking place in hot countries at the hottest part of the day to fit with TV scheduling.
- Sponsorship and advertising, e.g.:
 - types of product advertised by sponsors not always promoting healthy messages
 - increased revenue for sport or sports club
 - increased funding for equipment or players.
- Sport or physical activity performers being role models, e.g.:
 - increase participation from a specific demographic
 - issues when a role model takes part in illegal activities.

- Broadcasting rights, e.g.:
 - football games played at times that are less convenient for travelling supporters, to fit in with scheduling
 - the need to pay for subscription channels prevents some supporters from being able to see their team play.
- Spectatorism, e.g.:
 - increase in number of people going to watch sport and physical activity events
 - increased revenue for the industry
 - some fans not being able to get tickets to go to an event because they have sold out or are too expensive.
- Punditry and narrative technique, e.g.:
 - negative bias towards own and other countries
 - bias towards specific teams or people
 - limited reporting of events to focus on specific participants from own country
 - equality and diversity of commentators.
- Rule changes in sport, e.g.:
 - rule changes to fit TV scheduling
 - advert breaks.
- Sensationalism, e.g.:
 - refereeing decisions
 - player behaviour.
- Gender imbalance, e.g.:
 - pay differences
 - TV scheduling.
- Social media, e.g.:
 - issues for the sports performer with chat rooms and negative feedback
 - fan sites for sports performers to develop a brand and gain a higher income.
- Merchandising, e.g.:
 - high cost of football strips and number of strips per season.
- Social media for the sports or physical activity performer, e.g.:
 - negative feedback from spectators
 - negative effect on personal life
 - negative effect on wellbeing
 - ability to promote themselves to gain increased income.
- Hooliganism, e.g.:
 - promotion through social media.

Learning aim C: Understand how current issues affect sports participation

C1 Current issues affecting sport and physical activity participation

Issues that may affect the reputation and popularity of sport and physical activity and people's participation.

- Fair play in sport, e.g.:
 - deviance
 - gamesmanship
 - sportsmanship
 - drugs and banned substances.
- Education and sport in schools, e.g.:
 - physical education provision in primary and secondary schools
 - sports courses and qualifications
 - funding for extra-curricular sport and physical activities.

- Child protection and safeguarding, e.g.:
 - previous issues with child protection and safeguarding in sport and physical activity
 - criminal record disclosure and DBS checks
 - staff ratios.
- Health initiatives, e.g.:
 - current government initiatives:
 - small change
 - big difference
 - NHS initiatives – ‘Live Well’
 - apps, e.g.:
 - couch to 5k
 - 100% me Clean Sport app
 - free events, e.g.:
 - Park Run.
- Racism in sport, e.g.:
 - grass roots sport
 - professional sport
 - international sport
 - sports events.
- Religion, ethnicity and culture, e.g.:
 - the impact of religion on sport and sports participation
 - the development of culturally diverse and heritage sports:
 - kabaddi.
- Gender issues, e.g.:
 - sexism in sport:
 - transsexual athletes competing in gender-specific events.

C2 Current barriers to sports participation

The factors that can prevent individuals participating regularly in sport and physical activities.

- Resources and provision, to include:
 - equipment
 - facilities.
- Fitness and ability, to include:
 - individual’s current level of fitness
 - individual’s level of ability, skill and knowledge of the rules.
- Lifestyles, to include:
 - physical, e.g.:
 - physical activity level
 - diet
 - employment
 - body weight
 - mental/emotional, e.g.:
 - stress
 - anxiety
 - depression
 - social, e.g.:
 - family commitments
 - self-confidence.

- Medical conditions, to include:
 - existing conditions, e.g.:
 - heart disease
 - diabetes
 - high blood pressure
 - cancers
 - chronic and acute conditions – injuries and illnesses
 - treatments for injuries and illnesses.
- Financial, to include:
 - personal income
 - cost of equipment, participation, membership.

C3 Strategies and initiatives to promote sports participation

Strategies and initiatives produced by government, National Governing Bodies (NGBs) and other sports organisations to promote sports participation.

- Government strategies and initiatives, e.g.:
 - Sporting Future
 - Sportivate
 - This Girl Can
 - Active Nation
 - Girls Active programme.
- National governing body strategies and initiatives, e.g.:
 - Just Play – the Football Association
 - All Stars Cricket – ECB
 - Project Rugby – the Rugby Football Union (RFU)
 - Tennis for Kids – the Lawn Tennis Association.
- Other sport organisation strategies and initiatives, e.g.:
 - Stepping up for Change – Youth Sport Trust
 - PE2020 Active Healthy Minds – Youth Sport Trust
 - Sporting Equals – Age UK
 - Try Your Kit On – Sport and Recreation Alliance
 - Fit for the Future – Sport and Recreation Alliance
 - 100% me – UK Anti-Doping.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore ethics in sport and physical activity		AB.D1 Evaluate the effects of media on ethical issues in a sport and physical activity.
A.P1 Explain how ethical values are upheld in sport and physical activities. A.P2 Explain the importance of adhering to ethical values in sport or physical activity.	A.M1 Analyse the importance of adhering to ethical values when participating in sport and physical activity.	
Learning aim B: Explore the positive and negative effects of media on sport and physical activity		
B.P3 Explain the positive effects of the media in sport or physical activity in the UK. B.P4 Explain the negative effects of the media in sport or physical activity in the UK.	B.M2 Assess the positive and negative effects of media in a selected sport or physical activity in the UK.	
Learning aim C: Understand how current issues affect sports participation		C.D2 Justify strategies or initiatives that could overcome three barriers to sports participation.
C.P5 Explain how current issues can affect participation in sport and physical activities. C.P6 Explain the effect of barriers to sports participation. C.P7 Explain initiatives to overcome barriers to sports participation.	C.M3 Assess how current issues can affect participation in sport. C.M4 Analyse strategies or initiatives that could overcome barriers to sports participation.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to the most up-to-date information on sports and organisations that they will be researching.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will consider how media has affected a sport or physical activity positively or negatively and how this has led to ethical values being upheld as well as reasons why these values may have not have been adhered to by performers, participants, spectators and/or officials within that sport or physical activity. Learners will include examples that are current and relevant to the selected sport.

For merit standard, learners will assess why participants, performers, spectators and/or officials may be influenced by a variety of factors, which has resulted in ethical values not being upheld, giving current examples of how each group has demonstrated unethical behaviour as a result of some of these influences. Learners must assess and justify the positive and negative effects of the media on a selected sport or physical activity. Learners will demonstrate their knowledge and understanding of the media's impact in their sport or physical activity by referencing current impacts on that selected sport or physical activity.

For pass standard, learners will explain the four ethical values and the methods that are used in a selected sport or physical activity to uphold each ethical value, giving current examples of how each method has been demonstrated in that selected sport or physical activity. Learners will explain why participants and officials may be influenced by a variety of factors, which has meant that they have not followed ethical values, giving current examples of how participants or officials have demonstrated unethical behaviour as a result of some of these influences. Learners will explain the positive and negative effects of the media on a selected sport or physical activity. Learners must give current examples of the relationship between the selected sport or physical activity and the media, giving examples of how the media has had both a positive and negative impact on the sport or physical activity. The effect of the media on the selected sport or physical activity, spectators, performers or participants, or officials should all be explored.

Learning aim C

For distinction standard, learners will justify three different strategies or initiatives that could overcome current barriers to sports participation. They must consider strategies and initiatives produced by the government, national governing bodies and other sports organisations to promote sports participation, and look at how effective they are. Learners will develop their selected three strategies or initiatives by justifying how they could help an individual to overcome current barriers to sports participation. Learners must discuss and justify issues that may affect the reputation and popularity of a sport and people's participation in that sport.

For merit standard, learners will assess and analyse three strategies or initiatives that could help an individual to overcome barriers that prevent their participation in sport. Learners will assess strategies and initiatives produced by the government, national governing bodies and other sports organisations to promote sports participation, and how they can help to break down barriers to participation. Learners will explain current issues that may affect the reputation and popularity of a sport and people's participation in that sport.

For pass standard, learners will explain how sport and participation are affected by three current issues. They will explain three different barriers for an individual to participation in sport and three initiatives that could help to overcome barriers to sports participation. Learners must describe current issues in sport and give examples of relevant initiatives used by government organisations, national governing bodies and other sports organisations.

Links to other units

This unit links to:

- Unit E: Research Project in Sport
- Unit 1: Sport Development
- Unit 4: Nutrition for Physical Performance
- Unit 13: Influence of Technology in Sport and Physical Activity
- Unit 14: Organising Events in Sport and Physical Activities
- Unit 17: Corporate Social Responsibility in Sport
- Unit 19: Sports Tourism
- Unit 25: Outdoor Activity Provision.

Employer involvement

This unit would benefit from employer involvement in the form of:

- local authority sports development officers (SDOs)
- the local authority and the regional office of Sport England, Sport Scotland or Sport Wales
- national governing body representatives, including coaches.

Unit 16: Marketing Communications

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the use of marketing communications to enhance the reputation and image of a range of businesses.

Unit introduction

How often have you bought a product purely because of the advertising and excitement surrounding the launch of that product? Probably more than once. Marketing professionals use a range of methods to communicate with consumers. Marketing communications is a key component in the overall marketing strategy of an enterprise in order to reach the end goal of boosting awareness or revenue for that business. It is not only commercial businesses that use different forms of marketing communications to reach their customers but other organisations such as charities, tourist boards and government departments that are increasingly implementing a range of marketing communication techniques to achieve their aims and objectives.

In this unit, you will learn about the range of techniques businesses use to communicate with their consumers. These can include advertising, sales promotions, personal selling, direct marketing and public relations (PR) activities. For businesses aiming to achieve a profit, these techniques are used to persuade customers that they want to buy specific products and services.

This unit will help you to understand the processes involved in creating a successful marketing communications plan. The skills you develop will help you progress to study PR and marketing in higher education. Alternatively, it can help you progress to employment in PR and marketing agencies or in-house marketing departments.

Learning aims

In this unit you will:

- A** Explore the purpose of marketing communications in achieving marketing aims and objectives
- B** Investigate marketing communications techniques to raise awareness and boost revenue
- C** Present a marketing communications plan to a client for a specific product or service.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the purpose of marketing communications in achieving marketing aims and objectives	A1 Purpose of marketing communications A2 Effective communication A3 Choice of media A4 Ethical issues	A marketing communication plan that details the purpose of marketing communications in achieving increased awareness, and compares the marketing communication techniques used by two contrasting businesses.
B Investigate marketing communications techniques to raise awareness and boost revenue	B1 Advertising B2 Sales promotion B3 Public relations B4 Direct marketing B5 Personal selling B6 Communication tools	
C Present a marketing communications plan to a client for a specific product or service	C1 Plan a marketing communications package C2 Present a marketing communications package	A presentation to a client containing all elements of the marketing communications plan for a specific product or service, including timelines and costs.

Content

Learning aim A: Explore the purpose of marketing communications in achieving marketing aims and objectives

A1 Purpose of marketing communications

- Achieving objectives of an overall marketing strategy.
- Raising awareness.
- Reaching new customers.
- Generating sales and revenue.
- Building long-term relationships with customers.
- Providing a consistent message using a coordinated marketing mix.
- Protecting and enhancing brand image.

A2 Effective communication

- Information sharing process.
- Removal of barriers to communication.
- Use of AIDA (attention, interest, desire, action) model.
- Choice of fonts, colours, music, images and animation.

A3 Choice of media

- Traditional and social media.
- Appropriate to the target market, e.g. geographic and demographic.
- Appropriate to the message.

A4 Ethical issues

- Nature of products and services advertised.
- Nature of media used.
- Cultural issues.
- Ethical issues.
- Legal issues, to include laws and regulations regarding types of discrimination, e.g.:
 - equality legislation and misrepresentation
 - consumer rights legislation.

Learning aim B: Investigate marketing communications techniques to raise awareness and boost revenue

B1 Advertising

- Print advertising – newspapers, magazines, journals, brochures, flyers.
- Broadcast advertising – TV, cinema and radio.
- Internet advertising – pop-up messages, banners, social media, pay-per-click; how these have changed media consumption and influenced consumer behaviour.
- Outdoor advertising – billboards, hoardings, electronic screens at events and other prominent locations.
- Covert advertising – a developing trend with methods such as product placement involving no actual advertisement, e.g. a product appearing in a scene in a television programme or on stage.
- Endorsements by famous people, e.g. sports personalities.

B2 Sales promotion

- Free samples or gifts.
- Bonus packs, e.g. buy one, get one free (BOGOF).
- Money-off coupons.
- Competitions.
- Loyalty cards.
- Point-of-sale materials, e.g. posters, display stands.

B3 Public relations

- Events, e.g. familiarisation trips, corporate hospitality.
- Desktop tours.
- New product launches.
- Media relations, e.g. press office functions, press releases, press briefings; story pitching, e.g. identifying the outline of an article to a journalist.
- Special promotions, including competitions.
- Digital public relations practice, e.g. content development, website monitoring, maintaining social media site presence.

B4 Direct marketing

- Direct mail to named recipients by post.
- Supporting print: catalogues, brochures and flyers.
- Email campaigns to customers.

B5 Personal selling

- Customer lists and databases.
- Telemarketing.
- Face-to-face selling.
- Retail sales.
- Point-of-sale merchandising.

B6 Communication tools

- Website.
- Search engine optimisation (SEO).
- Blogging.
- Photos and infographics.
- Videos and podcasts.
- Presentations and ebooks.
- Social media.

Learning aim C: Present a marketing communications plan to a client for a specific product or service

C1 Plan a marketing communications package

- Aims and objectives.
- Identifying target market.
- Campaign summary with proposed communication tools.
- Identifying an appropriate marketing communications mix for the plan.
- Allocating resources: physical, financial, staff.
- Identifying constraints: time, budgetary, ethical.

C2 Present a marketing communications package

- Types of presentation – internal, external, face to face, online, recorded, group/individual.
- Design of presentation – consideration of audience, content, running time, use of visual aids, use of audio, use of storyboards, use of web pages, script, use of presentation software, links to websites, contingency planning for technical problems.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the purpose of marketing communications in achieving marketing aims and objectives		A.D1 Evaluate the extent to which ethical and legal issues impact on the choice of a marketing communications strategy.
A.P1 Explain the purpose of marketing communications. A.P2 Discuss how ethical and legal issues affect a marketing communications strategy.	A.M1 Assess the importance of effective communication and choice of media in the overall marketing communications strategy of a business.	
Learning aim B: Investigate marketing communications techniques to raise awareness and boost revenue		B.D2 Evaluate the success of the marketing communications strategies used by two contrasting businesses.
B.P3 Explain, using examples, how two contrasting businesses use marketing communications techniques to raise awareness and boost revenue.	B.M2 Compare how two contrasting businesses use marketing communications techniques to raise awareness and boost revenue.	
Learning aim C: Present a marketing communications plan to a client for a specific product or service		C.D3 Evaluate the extent to which the proposed marketing communications plan meets the needs of the client.
C.P4 Develop a marketing communications plan for a product or service to meet the needs of a client. C.P5 Demonstrate, using an appropriate method, the ability to present an original, creative marketing communications plan.	C.M3 Present a fully justified, professional marketing communications plan, taking into account constraints, resources and target audience.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P4, C.P5, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to computers and presentation resources.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will produce a detailed, clearly researched report that demonstrates a thorough understanding of the importance of marketing communications for a range of different businesses that need to raise awareness and boost revenue. The report will show that learners have extensively considered the impact of effective communication. In the report, learners will compare the techniques used by contrasting businesses (this could be a private sector business and a charity) and evaluate the effectiveness of the strategies used, taking into account the impact of any ethical issues identified in the strategies.

For merit standard, learners will produce a detailed report that demonstrates a good understanding of the importance of marketing communications for a range of different businesses that need to raise public awareness and boost revenue. The report will show that learners have considered, in some detail, the impact of effective communication and the choice of media. In the report, learners will compare the techniques used by contrasting businesses and identify any ethical issues that may impact on the overall strategy.

For pass standard, learners will produce a report that demonstrates an understanding of the importance of marketing communications for a range of different businesses that need to raise public awareness and boost revenue. The report will show that learners have considered the impact of effective marketing communications and the choice of media. The report will explain how contrasting businesses use a range of different communication techniques to raise public awareness and boost revenue.

Learning aim C

For distinction standard, learners will produce a fully justified marketing communications plan. The plan will show that they have taken into account the aims and objectives of the marketing communications, the target audience, the budget within which they are working, the resources available and any constraints such as time and ethical constraints. Learners will produce a presentation for an audience and an evaluation, showing how the marketing communications plan would meet the needs of the target audience.

For merit standard, learners will present a fully justified marketing communications plan. The plan will show that they have taken into account the aims and objectives of the marketing communications, the target audience, the budget within which they are working, the resources available and any constraints such as time and ethical constraints. The plan will meet the needs of the client. Learners will present their plan to an audience.

For pass standard, learners will produce a marketing communications plan. The plan will show that they have taken into account the aims and objectives of the marketing communications, the target audience, the budget within which they are working, the resources available and any constraints such as time and ethical constraints. The plan will meet the needs of the client. Learners will present their plan to an audience.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit E: Research Project in Sport
- Unit 14: Organising Events in Sport and Physical Activities
- Unit 17: Corporate Social Responsibility in Sport
- Unit 18: Sport and Leisure Facility Operations
- Unit 19: Sports Tourism.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- own business materials as exemplars
- support from local business staff as mentors.

Unit 18: Sport and Leisure Facility Operations

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the objectives of and resources available at sport and leisure facilities and develop the operational skills to work in these facilities.

Unit introduction

Sport and leisure facilities will have different aims and objectives depending on their location and whether they are public-, private- or voluntary-sector owned. Many organisations have a mission statement outlining what they are aiming to achieve. The aims and objectives that different sports facilities have will directly influence the programmes and services they offer, the physical resources and the operating procedures. Effective sport and leisure facility operations are required in the sports industry to ensure smooth running and effective management. This in turn leads to high performance levels and customer satisfaction, resulting in better experiences for participants. Effective operational leadership skills are essential to the success of sports and leisure facilities and are the type of skills employers look for in their employees.

In this unit, you will explore the aims and objectives of sports and leisure facilities. You will investigate the factors that inform the strategic management of services and the issues that shape the provision of these services. You will also explore provision, resources and services offered at a range of different sports and leisure facilities. You will develop operational-related skills required by employers, and you will be able to develop these skills throughout the unit. You will need to understand what constitutes good customer service and be able to demonstrate this in work-related scenarios. You will also investigate the personal and management skills required for leadership positions and will need to be able to demonstrate your skills in sports and leisure facility scenarios.

This unit will help you to progress to employment in sports facilities. The unit will also help you to progress to further study in higher education or to professional qualifications in sport and active leisure.

Learning aims

In this unit you will:

- A** Examine the aims, objectives and resources of selected sports and leisure facilities
- B** Explore the services and products offered by selected sports and leisure facilities
- C** Demonstrate the operational skills needed for working in sports and leisure facilities.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine the aims, objectives and resources of selected sports and leisure facilities	A1 Aims A2 Objectives A3 Resources A4 Facilities	A report evaluating how current trends impact on the aims, objectives, resources and the services and products offered by selected sports and leisure facilities.
B Explore the services and products offered by selected sports and leisure facilities	B1 Services B2 Products B3 Trends	
C Demonstrate the operational skills needed for working in sports and leisure facilities	C1 Personal skills C2 Customer service skills C3 Management skills C4 Operational skills C5 Sport and leisure facility situations C6 Review	Observation of learners carrying out operational skills in sports and leisure facilities and interacting with customers and staff, evidenced by an observation report signed by the assessor. A reflective log evaluating own work.

Content

Learning aim A: Examine the aims, objectives and resources of selected sports and leisure facilities

A1 Aims

- For example:
 - community needs
 - quality standards
 - admission targets
 - access to all
 - promoting wellbeing
 - schools support.

A2 Objectives

- For example:
 - social
 - organisational
 - financial
 - equal opportunities
 - health
 - developmental
 - educational
 - other objectives relevant to the facility (code of practice).

A3 Resources

- Facility characteristics, e.g.:
 - size
 - layout
 - lighting
 - technology
 - marketing
 - access
 - health and safety
 - car parking
 - changing rooms.
- Equipment required, e.g. for:
 - sports
 - fitness
 - business and support services
 - events
 - hospitality.
- Quality monitoring, e.g.:
 - systems reviews and audits
 - inspection
 - sampling
 - customer feedback.

A4 Facilities

- For example:
 - gymnasiums
 - sports centres
 - health and fitness centres.

Learning aim B: Explore the services and products offered by selected sports and leisure facilities

B1 Services

- For example:
 - refreshments
 - personal training
 - crèche
 - GP referral schemes.

B2 Products

- For example:
 - programme of activities:
 - daily
 - weekly
 - spectator events
 - special events:
 - exhibitions
 - arts
 - entertainment
 - conferences
 - social clubs.
- Pricings, e.g.:
 - memberships
 - peak
 - off-peak
 - concessionary rates
 - seasonality.

B3 Trends

- For example:
 - sports initiatives:
 - sports-specific
 - government initiatives
 - socio-economic change
 - sport-specific trends.

Learning aim C: Demonstrate the operational skills needed for working in sports and leisure facilities

C1 Personal skills

- For example:
 - motivation
 - communication
 - organisation
 - time management
 - working with others.

C2 Customer service skills

- For example:
 - creating a welcoming atmosphere
 - communication skills:
 - written
 - oral
 - non verbal

- identifying customer needs
- effective listening skills
- effective questioning skills
- personal presentation
- meeting customer needs.

C3 Management skills

- For example:
 - delegation
 - leadership
 - planning
 - decision making
 - problem solving.

C4 Operational skills

- Personal skills.
- Customer service skills.
- Management skills.

C5 Sport and leisure facility situations

- Customer-related, e.g.:
 - membership
 - general bookings
 - selling of facility services.
- Equipment, e.g.:
 - storage
 - health and safety checks.
- Maintenance, e.g.:
 - cleaning schedules
 - replacement equipment.
- Staffing, e.g.:
 - rotas
 - ratios
 - qualified staff (poolside, gym).
- Dealing with emergencies, e.g.:
 - evacuation
 - first-aid incidents.

C6 Review

- Feedback, e.g. from:
 - customers
 - work colleagues
 - supervisors
 - tutor
 - observers.
- Strengths and areas for future development.
- Specific, measurable, achievable, realistic, time-bound (SMART) targets.
- Future training needs.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the aims, objectives and resources of selected sports and leisure facilities		AB.D1 Evaluate how current trends impact on the aims, objectives, resources and the services and products offered by selected sports and leisure facilities.
A.P1 Explain the aims, objectives and resources of different sports and leisure facilities.	A.M1 Compare and contrast the aims, objectives and resources of different sports and leisure facilities.	
Learning aim B: Explore the services and products offered by selected sports and leisure facilities		
B.P2 Explain the services and products offered by different sports and leisure facilities. B.P3 Explain the effect of different trends on the services and products offered by sports and leisure facilities.	B.M2 Analyse the effect of different trends on the services and products offered by sports and leisure facilities.	
Learning aim C: Demonstrate the operational skills needed for working in sports and leisure facilities		C.D2 Demonstrate personal, customer service and operational skills in different situations to meet the aims and objectives of sports and leisure facilities, engaging actively with others and showing initiative, reviewing own performance to create opportunities for personal improvement.
C.P4 Use personal, customer service and operational skills in different situations to meet the aims and objectives of sports and leisure facilities. C.P5 Review own performance, identifying strengths and areas for future skills development.	C.M3 Use personal, customer service and operational skills in different situations to meet the aims and objectives of sports and leisure facilities, reflecting actively on own performance, including feedback received, planning personal improvement.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, B.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.P5, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of sports and leisure facilities.

Essential information for assessment decisions

Learning aims A and B

For this learning aim, learners will need to research two different types of facilities, for example a public sports centre and a private fitness club.

For distinction standard, learners will draw on varied information about current trends in the sport and leisure industry to consider the advantages or disadvantages of these to two selected sports and leisure facilities. Learners' enquiry should lead to a supported judgement on how the trends impact on the aims, objectives, resources and the services and products offered by the two selected sports and leisure facilities.

For merit standard, learners will identify the main aims, objectives and resources of two different sports and leisure facilities, and this will be extended to explain the similarities, differences, advantages and disadvantages. Learners will present the outcome of methodical and detailed examination by breaking down the effect of different trends on the two selected sports and leisure facilities in order to interpret and study the interrelationships between the effects of the trends on the services and products offered.

For pass standard, learners will give clear details and evidence to support a view on the aims, objectives and resources of two different sports and leisure facilities. Learners are able to show that they comprehend the effect of different trends on the services and products offered by the two selected sports and leisure facilities, and the suitability for purpose of the services and products.

Learning aim C

For distinction standard, learners will demonstrate effective personal, customer service and operational skills to other staff and customers in three different sports and leisure facility situations, and their approach will be confident and professional. Learners will demonstrate the ability to deal with and adapt effectively to situations to meet the aims and objectives of sports and leisure facilities. They will select and use feedback to devise a realistic and achievable plan with actions for performance improvement.

For merit standard, learners will demonstrate suitable personal, customer service and operational skills to other staff and customers in three different sports and leisure facility situations, but may not always show confidence. Learners will demonstrate predictable adaptations to deal with situations to meet the aims and objectives of sports and leisure facilities. They will reflect on the success of their own performance and will identify any skills gaps so that they can plan for improvements.

For pass standard, learners will demonstrate appropriate personal, customer service and operational skills to other staff and customers in three different sports and leisure facility situations, but show lack of confidence. Learners will demonstrate predictable adaptations to deal with one situation to meet the aims and objectives of sports and leisure facilities. They will make a formal assessment of their performance, appraising existing information, including structured records maintained of practice or experience as part of reviews, and they will reconsider feedback on performance gained from others with the intention of making changes, if necessary.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit 2: Self-Employment in Sport and Physical Activity
- Unit 16: Marketing Communications
- Unit 21: Business and Technology in Personal Training.

Employer involvement

This unit would benefit from employer involvement in the form of:

- speakers from the sport and leisure industry.

Unit 19: Sports Tourism

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will investigate the characteristics and economic, social and environmental impact of sports tourism and apply this to the planning and presentation of a sports tourism enterprise.

Unit introduction

The tourism industry in the United Kingdom is predicted to grow steadily year on year. Sports tourism is a growing sector and includes a range of categories, including major sports-related events and recreational activities.

In this unit, you will investigate the characteristics and impacts of sports tourism locally, nationally and internationally. You will explore the roles and responsibilities of those who work in the sports tourism sector and consider the opportunities available for a sports tourism enterprise. You will then apply this knowledge and understanding to develop a feasible sports tourism plan, preparing you for developing your own enterprise opportunity in the future.

This unit will support your progression to a wide range of career opportunities in roles such as activity leaders on cruise ships and in hotels, instructors and tour guides; and in areas such as sports and physical activity event logistics, security, merchandising or event planning. It will also support progression to a variety of higher education courses in degrees related to sport or physical activity.

Learning aims

In this unit you will:

- A** Explore the characteristics and the economic, social and environmental impact of sports tourism
- B** Investigate the opportunities, demand and requirements for a sport tourism enterprise
- C** Develop and present a plan for a sports tourism enterprise.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the characteristics and the economic, social and environmental impact of sports tourism	A1 Types of sports tourism A2 Types of sports tourism businesses A3 Factors affecting sports tourism A4 Roles and responsibilities within the sports tourism sector A5 Economic, social and environmental impact of sports tourism	A presentation or report that includes: <ul style="list-style-type: none"> • information about the range sports tourism available for both professional athletes and recreational participants • factors influencing the sector • roles and responsibilities associated with working in sports tourism • organisations involved • economic contribution and impact of sports tourism.
B Investigate the opportunities, demand and requirements for a sport tourism enterprise	B1 Market research B2 Opportunities B3 Demand B4 Enterprise requirements	An evaluation of the feasibility of a sports tourism enterprise opportunity, based on research carried out. Develop a plan for a sports tourism enterprise.
C Develop and present a plan for a sports tourism enterprise	C1 Components of the plan for a sports tourism enterprise C2 Presenting the plan	Present the plan to an audience in order to detail the proposed sports enterprise.

Content

Learning aim A: Explore the characteristics and the economic, social and environmental impact of sports tourism

A1 Types of sports tourism

- Spectating, e.g.:
 - following a sports team or individual
 - major events such as the Olympics, Wimbledon tennis tournament, Cricket World Cup
 - small-scale events, e.g. local marathons, park runs, Tough Mudder.
- Participation, e.g.:
 - amateur participation
 - professional competition
 - recreational tourism, such as family ski trips, walking, hiking, fishing, health break, surfing, fitness retreats
 - school, college and university sports tours
 - special events such as charity runs and physical challenges
 - sports camps.

A2 Types of sports tourism businesses

- Sports tourism services, e.g.:
 - transport
 - accommodation
 - instruction, coaching, teaching
 - tour coordination
 - sourcing of event tickets and packages.
- Secondary business associated with the sports tourism sector, e.g. entertainment, restaurants, souvenirs, equipment rental.

A3 Factors affecting sports tourism

- Travel and infrastructure.
- Terrorism.
- Natural disasters and extreme weather.
- Antisocial behaviour and hooliganism at large sports events.
- Physical and historical geographical factors affecting sports tourism activities, e.g.:
 - weather-reliant activities, e.g. dry, warmth, snow conditions
 - geographic factors, e.g. mountains, water
 - historic relationship, e.g. birthplace of the sport, large established following for a particular sport
 - sporting heritage linked to historical, cultural or national influences, e.g. sumo wrestling in Japan, ice hockey in Canada, Australian rules football in Australia.

A4 Roles and responsibilities within the sports tourism sector

- Roles, e.g.:
 - manager, organiser
 - travel agent
 - coach, instructor or activities leader
 - security
 - caterer
 - usher
 - promoter
 - entertainer
 - trainer.

- Responsibilities, e.g.:
 - following codes of conduct and approved procedures
 - health and safety checks and approval, risk assessments
 - following safeguarding policies for working with children or vulnerable adults.

A5 Economic, social and environmental impact of sports tourism

- Economic impact of sports tourism at different levels, e.g. multiplier effect in local and national economy, impact of sports tourism on UK gross domestic product (GDP), the cost of major sports events has an international impact by boosting economies of multiple countries in a region.
- Services associated with sports tourism economy, e.g.:
 - transport
 - accommodation
 - catering
 - security.
- Products associated with sports tourism economy, e.g.:
 - merchandise
 - clothing
 - equipment
 - ticketing.
- Social impact of sports tourism, e.g.:
 - development of infrastructure in host area
 - community development and community cohesion through hosting and participating in events associated with sports tourism
 - impact on local traditions and quality of life
 - disruption, crime and antisocial behaviour.
- Environmental impact of sports tourism, e.g.:
 - managing increased visitor numbers to an area
 - overcrowding and congestion
 - damage to the physical environment, e.g. litter, graffiti, destruction of habitats, loss of green space
 - cost of repairing damage or disposing of waste caused by sports tourism
 - environmental conservation projects can benefit from funding generated by sports tourism.

Learning aim B: Investigate the opportunities, demand and requirements for a sport tourism enterprise

B1 Market research

- Research skills:
 - primary and secondary research
 - collecting information
 - organising information
 - competition, e.g. type of company, type of event, type of enterprise, proven track record
 - resource availability – financial, human and logistical
 - facilities and infrastructure available in local area
 - amateur/professional requirements to host event
 - use of relevant case studies.

B2 Opportunities

- Suitable enterprise opportunities, e.g.:
 - fundraising services
 - partnerships
 - arranging staff, e.g. sport event organisers, referees, score keepers, statisticians.

B3 Demand

- Type of customer considerations, e.g.:
 - demographic
 - customer profile
 - standard and level of ability of performers and players
 - national governing body rules
 - domestic/international competition.

B4 Enterprise requirements

- Legal and ethical compliance.
- Materials and resources.
- Marketing/raising awareness.
- Facilities.
- Staffing.
- Transport.
- Timelines.

Learning aim C: Develop and present a plan for a sports tourism enterprise**C1 Components of the plan for a sports tourism enterprise**

- Concept and USP.
- Market summary.
- Target market.
- Financial plan.
- Resources, facilities and location.
- Risks.
- Staffing.
- Marketing.
- Legal and ethical considerations.

C2 Presenting the plan

- Communication format and methods suitable for audience and nature of enterprise.
- Key points that need to be communicated to the audience.
- Providing clear, effective summary information.
- Organisation and structure of ideas – arranging and prioritising different aspects of the presentation.
- Information graphics: diagrams, charts and other visual tools.
- Images.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the characteristics and the economic, social and environmental impact of sports tourism		
<p>A.P1 Explain the different types of sports tourism organisations, roles and responsibilities and key factors influencing the sector.</p> <p>A.P2 Explain the key economic, social and environmental impacts of sports tourism.</p>	<p>A.M1 Analyse different types of factors in the sports tourism sector and the economic, social and environmental impact of sports tourism.</p>	<p>A.D1 Evaluate the significance of various aspects of the sports tourism sector, including its economic, social and environmental impact.</p>
Learning aim B: Investigate the opportunities, demand and requirements for a sport tourism enterprise		
<p>B.P3 Carry out research for a sports tourism enterprise opportunity.</p> <p>B.P4 Explain the market opportunity, customer demand and resource requirements for the sports tourism enterprise opportunity.</p>	<p>B.M2 Analyse the potential feasibility of the sports tourism enterprise opportunity.</p>	<p>B.D2 Evaluate the potential feasibility of the sports tourism enterprise opportunity, taking into account any constraints.</p>
Learning aim C: Develop and present a plan for a sports tourism enterprise		
<p>C.P5 Develop a plan for a sports tourism enterprise.</p> <p>C.P6 Present a plan for a sports tourism enterprise to a selected audience.</p>	<p>C.M3 Develop and present an individual pitch for a planned sports tourism enterprise, making recommendations for future improvements.</p>	<p>C.D3 Demonstrate individual self-management and initiative in the presentation of a high-quality plan for a sports tourism enterprise.</p>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

There are no specific resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw on a variety of information to support an opinion on the relative significance of different aspects involved in the sports tourism sector. Learners' evaluations will show comprehensive coverage of all characteristics and influences, as listed in the unit content. Learners will draw accurately on their research to show their understanding of both the specific and wider economic, social and environmental impacts of sports tourism and justify their conclusions.

For merit standard, learners will give a methodical, detailed examination of information about the sports tourism sector, making relevant connections to key aspects that characterise the sector and influence its development, such as the types of sports tourism or organisations involved, or specific roles and responsibilities associated with working in sports tourism. They will interpret key aspects, interrelationships and outcomes regarding the economic, social and environmental impact of sports tourism. Learners will present an objective, critical analysis substantiated by references to mostly relevant examples. They will make reasoned analytical judgements involving comparison or discussion of different kinds of economic impacts in their analysis.

For pass standard, learners will give some reasons or detail to support their explanation of the key features of the sports tourism sector at present. They will show that they comprehend the origins and functions of the sector, referring to appropriate examples such as the different types of organisations or job roles involved. They will show competent understanding of key influences on the sector.

Learners will give appropriate details and generally correct reasons or explanations to support a view regarding the economic, social and environmental impact of sports tourism. They will make appropriate references to impacts in a local, national and international context. Learners will show a realistic understanding of the origins and results of a range of economic impacts, with some references to relevant examples.

Learning aims B and C

For learning aim C, learners must individually prepare and produce their own plan for a sports tourism enterprise. They must also carry out an individual presentation pitch for the sports tourism enterprise. The enterprise could be based in the UK or could focus on an area overseas. Teachers should ensure that the type of enterprise chosen by learners provides sufficient scope for them to complete the assessment fully.

Learners will select a form of presentation that is appropriate for the proposed enterprise and audience.

The format of the presentation could be static, for example a visual display or multimedia presentation, or interactive, for example an oral presentation supported by audio-visual materials.

For distinction standard, learners will express a convincing view on the feasibility of the proposed sports tourism enterprise, supported by references to specific aspects of their research analysis. They will fully consider the factors affecting the potential success of the proposed enterprise, including any constraints and potential challenges, and arrive at a justified conclusion.

The plan for the proposed enterprise will be comprehensive and include a thorough consideration of any relevant ethical and legal implications and how these might affect their proposal. Learners will also produce consistently accurate and relevant financial data to support the enterprise, together with a comprehensive and detailed identification of the specific resources required. The marketing aspect of the plan will include suggestions that demonstrate learners' ability to apply their understanding of the importance of key marketing elements in raising consumer awareness, and include valid references to the budget and timelines.

Learners will show a high level of initiative and self-management in planning and accessing the resources required for the presentation. Learners will, within the budget allowed and using available resources, produce a well-designed, individual presentation that demonstrates a depth of insight, attention to detail, innovation and precision. The presentation will be completely appropriate for the intended audience or visitors. Supporting documents will be effectively structured and show evidence of logical links to the enterprise research carried out before the presentation. The supporting documents for the presentation will effectively communicate the sports tourism enterprise to the audience. There will be evidence that learners have considered and recommended improvements that could be made to the presentation. Evidence will be supported by observation records, witness statements and digital media.

For merit standard, learners will produce a clear, balanced analysis of the proposed sports tourism enterprise. They will consider most key challenges associated with implementing the enterprise and give generally relevant reasons for their views, linked to the results of their research.

Learners will produce a comprehensive, realistic plan for the sports tourism enterprise that will include consideration of any relevant legal and ethical implications and how these might affect their proposal. Learners will produce relevant financial data to support the enterprise, together with correct identification of the resources required. The plan will include a marketing approach that shows correct understanding of the importance of marketing in raising consumer awareness.

Learners will plan and access resources required for the presentation. Learners will, within the budget allowed and using available resources, produce a clear, structured individual presentation that attracts interest from the audience, such as attendees at the presentation or visitors to a presentation stand. Supporting documents will be detailed and show links to the enterprise research carried out before the presentation. The documents will clearly communicate the sports tourism enterprise to the audience. Learners will explain what recommendations they could make to improve the presentation, should they do it again. They will demonstrate an appropriate, clear approach to measuring the success of their presentation against set objectives. Any identified areas for improvement will be relevant and clearly linked to the presentation. Evidence will be supported by observation records, witness statements and digital media.

For pass standard, learners will carry out research, using both primary and secondary sources of information, into current opportunities for a sports tourism enterprise. The research will be carried out correctly and evidenced in a research portfolio that is mainly appropriate and realistic. There will be some variety in the information sources used. Learners will show a realistic understanding of the market opportunity, customer demand and resource requirements for a sports tourism enterprise opportunity. They will give some relevant examples or reasons to support their explanation.

Learners will produce a competent, realistic plan for the proposed enterprise that includes some consideration of straightforward legal and ethical issues relevant to the proposal. They will produce generally appropriate financial data that may contain some minor inaccuracies. There will be evidence that learners have considered the main resources required to set up the enterprise with some relevant examples or reasons given for the resources identified. Learners will include evidence of basic understanding of the main marketing requirements for the sports tourism enterprise.

Learners will produce an individual presentation that accurately explains the new sports tourism enterprise. They will use a variety of resources to produce the presentation, most of which will be relevant to the particular enterprise. Learners will produce appropriate documents to generate interest in the new sports tourism enterprise. Evidence will be supported by observation records, witness statements and video clips.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit 13: Influence of Technology in Sport and Physical Activity
- Unit 15: Ethical and Current Issues in Sport
- Unit 16: Marketing Communications
- Unit 17: Corporate Social Responsibility in Sport.

Employer involvement

This unit would benefit from employer involvement in the form of:

- interaction with local employers involved in the sector, such as representatives from local teams (amateur and professional) and local businesses
- input from employers and organisations such as tour operators and travel agents regarding sports tourism opportunities
- input from National Governing Bodies (NGBs) of sport on how to encourage enterprise, events and business in particular sports sectors.

Unit 24: Health and Safety Factors in Outdoor Learning

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop an understanding of the safety procedures and legal factors involved in health and safety in outdoor activities.

Unit introduction

It is vital that aspiring outdoor activity instructors understand the health and safety implications of outdoor activities. As an instructor, you are responsible for providing safe and enjoyable activities for participants. This unit aims to familiarise you with the key factors that influence health and safety in outdoor activities, and show you how to maintain safety and plan and prepare for outdoor activities.

Throughout this unit, you will develop an understanding of the key factors that influence health and safety from learning through outdoor activities. You will learn about legislation and regulatory bodies that have an impact on the outdoor sector. You will gain confidence in applying a variety of legislative and legal factors and thorough understanding of how to plan and prepare for leading outdoor activities. In this unit you will gain employment skills needed to work within the outdoor sector. This unit also focuses on related administration tasks such as risk assessments and operating procedures, which are essential for keeping participants and colleagues safe.

This unit will help you to progress to employment in the outdoor sector. It will also help you to progress to further study in higher education and support you in undertaking professional qualifications in outdoor activities.

Learning aims

In this unit, you will:

- A** Explore the key factors that influence health and safety in outdoor activities
- B** Investigate how to maintain safety and quality when delivering outdoor activities
- C** Carry out risk assessments and session planning in preparation for participation in outdoor activities.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the key factors that influence health and safety in outdoor activities	A1 Key factors that influence health and safety in outdoor activities A2 Regulatory bodies in outdoor activities A3 Key factors that influence the delivery of outdoor activities	Written or verbal evidence that shows an understanding of the key legislation, legal factors and regulations that influence the outdoor sector.
B Investigate how to maintain safety and quality when delivering outdoor activities	B1 Procedures that promote safety and quality in outdoor activities B2 The importance of following procedures in outdoor activities	Written or verbal evidence that shows advanced knowledge and understanding of various procedures put in place to protect participants and colleagues when taking part in outdoor activities.
C Carry out risk assessments and session planning in preparation for participation in outdoor activities	C1 Risk assessment planning for outdoor activities C2 Session planning for outdoor activities C3 Review planning strategies implemented	Written risk assessments detailing appropriate risk factors and control measures, with evidence of appropriate planning procedures.

Content

Learning aim A: Explore the key factors that influence health and safety in outdoor activities

A1 Key factors that influence health and safety in outdoor activities

- Investigate current legislative factors, e.g. health and safety legislation, children and young people legislation, education legislation.
- Investigate current legal factors, e.g.:
 - law (statutory, civil, case law)
 - in Loco Parentis
 - duty of care (Higher Duty of Care)
 - negligence.

A2 Regulatory bodies in outdoor activities

Investigate current regulatory bodies, e.g.:

- Health & Safety Executive (HSE)
- local authorities
- local education authorities
- police
- Adventurous Activities Licensing Authority (AALA)
- national governing bodies (NGBs)
- Adventure Activity Industry Advisory Committee (AAIAC).

A3 Key factors that influence the delivery of outdoor activities

- Statutory:
 - Adventurous Activities Licensing
 - Keeping Children Safe in Education.
- Non-statutory:
 - AAIC Adventuremark
 - Learning Outside the Classroom (LOtC) Quality Badge
 - British Activity Providers Association
 - AHOEC Gold Standard
 - Royal Yachting Association Training Centre recognition
 - British Canoeing Quality Mark.
- Stakeholders:
 - employers, e.g. legal constraints, cost, staff training, insurance, high level of responsibility, health and safety, limitations (qualifications, locations, ratios, remits etc.)
 - employees, e.g. legal constraints, staff training, continuous professional development, responsibility, health and safety
 - participants, e.g. cost, health and safety, choice of activities and locations, peace of mind, confidence in product.

Learning aim B: Investigate how to maintain safety and quality when delivering outdoor activities

B1 Procedures that promote safety and quality in outdoor activities

- Operating procedures, e.g.:
 - insurance
 - manual handling policy
 - staff training
 - first-aid training
 - safeguarding training
 - risk assessments
 - emergency procedure protocols
 - communications cascade system for notification of incidents
 - activity procedures
 - staff qualifications
 - ratios – staff to participants
 - appropriate equipment and resources (PPE)
 - medical consent forms.
- Safety procedures and protocols, e.g.:
 - established to maintain a safe environment
 - governing body guidelines
 - equipment manufacturers guidelines
 - when to consult with others
 - who to consult with
 - local and national requirements.
- Good practice, e.g.:
 - Outdoor Education Advisers Panel (OEAP)
 - staff development
 - risk benefit analysis approach
 - accreditation – AHOEC, AAAIC, LoTC, BAPA, NGBs
 - planning based on clear aims, with a 'plan B' where needed
 - matching the aims with the needs and abilities of participants, the level of difficulty/challenge and the competence of the leaders
 - active supervision
 - effective and tested emergency procedures
 - critical review.

B2 The importance of following procedures in outdoor activities

- Reasons to ensure the safety of participants, colleagues and the public, e.g.:
 - prevent injury
 - loss of life
 - group management
 - emotional distress
 - confidence
 - promoting activity
 - reputation of business
 - professionalism
 - good practice.

Learning aim C: Carry out risk assessments and session planning in preparation for participation in outdoor activities**C1 Risk assessment planning for outdoor activities**

- Must include:
 - hazards – the danger to participants, staff and members of the public
 - control measures – minimising impacts of hazard
 - calculated risk factor – severity, likelihood
 - risk benefit analysis.

C2 Session planning for outdoor activities

- Plan a safe session for an outdoor activity. Topics to include:
 - activities
 - equipment required
 - ratios
 - instructor qualifications
 - emergency procedures
 - suitable location
 - roles and responsibilities
 - appropriate level of activity
 - contingency plan.

C3 Review planning strategies implemented

- Appraise risk assessment and the session planning strategy implemented.
- Strengths and areas for improvements, e.g.:
 - effectiveness of risk management
 - suitability of outdoor activity and location
 - effectiveness of briefings
 - suitability of equipment.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the key factors that influence health and safety in outdoor activities		
<p>A.P1 Explain the legislative and legal factors that influence health and safety in outdoor activities.</p> <p>A.P2 Explain different regulatory bodies that influence health and safety in outdoor activities.</p>	<p>A.M1 Compare the impact of the key factors that influence health and safety in outdoor activities.</p>	<p>A.D1 Evaluate the effectiveness of the key factors that influence health and safety in outdoor activities.</p>
Learning aim B: Investigate how to maintain safety and quality when delivering outdoor activities		
<p>B.P3 Explain the procedures that promote the safety of participants and colleagues when delivering outdoor activities.</p> <p>B.P4 Explain the good practices followed to maintain safety and quality when delivering outdoor activities.</p>	<p>B.M2 Analyse the purpose of the procedures and good practices for delivering quality outdoor experiences safely.</p>	<p>B.D2 Evaluate the importance of the procedures to the outdoor sector in regard to safety and quality.</p>
Learning aim C: Carry out risk assessments and session planning in preparation for participation in outdoor activities		
<p>C.P5 Plan and review a simple risk assessment for an outdoor activity.</p> <p>C.P6 Plan and review a simple session plan for an outdoor activity.</p>	<p>C.M3 Plan a complex risk assessment for an outdoor activity and review the influence it has on participants.</p> <p>C.M4 Plan a complex session plan for an outdoor activity and review the influence it has on participants.</p>	<p>C.D3 Plan complex risk assessments and session plans for different activities, critically reviewing strengths and areas for improvement.</p>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need:

- information on legislative and legal factors
- information on regulatory bodies
- risk assessment examples and templates
- suitable practical experience so that they are able to contextualise risks and hazards.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will evaluate the effectiveness, impacts and the positives and negative aspects of the legislation, legal factors and regulations involved in the delivery of outdoor activities.

For merit standard, learners will recognise that statutory and case law are different and that even though the terms used are legal definitions they are not necessarily terms used in statutory law. Learners should be able to make the link between these legal definitions and the requirements of a good, responsible outdoor activity instructor. Learners should also be able to demonstrate a good knowledge of legislation, legal factors and regulatory bodies, by putting the unit content into a 'real' context through applying it correctly to a selected organisation that they might have visited.

For pass standard, learners will research legislation, legal factors and regulations. They must research health and safety at work legislation, including sub-areas, the four areas of legal factors and at least three regulatory bodies. Learners should explain statutory factors and at least two non-statutory factors, explaining how they impact on the delivery of outdoor activities. Learners must be able to say how the legislation, legal factors and regulations influence the delivery of outdoor activities in the outdoor sector.

Learning aim B

For distinction standard, learners will evaluate the importance of the procedures and areas of good practice in place to keep participants and colleagues safe. Learners will evaluate how important each procedure is in the context of the outdoor sector. They should look at the challenges a procedure or area of good practice brings in trying to balance safety against quality of delivery.

For merit standard, learners will analyse the purpose of the procedures and areas of good practice for delivering quality and safe outdoor activity sessions. Learners will discuss how the procedures and areas of good practice protect participants and colleagues when they are taking part in outdoor activities.

For pass standard, learners will explain at least four procedures that have been put in place to maintain the safe delivery of outdoor activities in the outdoor sector. Learners will use relevant examples to illustrate their evidence. Learners should explain at least three areas of good practice and how they support the delivery of quality and safe sessions.

Learning aim C

For distinction standard, learners will produce at least two risk assessments (different activities) and two session plans (either different activities or progressive sessions, for example a kayaking session on paddling forwards and then one on going sideways). The risk assessments should be of the same level as merit standard but show sector standards and cover different areas of outdoor activities. Learners will show an understanding that it is the controls used in a risk assessment that are critical to managing any identified hazards. Learners will review the controls used in the risk assessments that they have carried out in terms of their effectiveness in eliminating and reducing risk and protecting participants from that risk.

For merit standard, learners will create a complex risk assessment that covers all key areas of the risk factors that may arise from an outdoor activity, the control measures that cover the risk factors and any further action required. The risk assessment should cover the benefits of participating in the activity. The session plan should cover a breakdown of the main activity, detailing how each part of the session impacts on the learning of the participant. The risk assessment and session plan should be reviewed and the influence on the participants explained.

For pass standard, learners will create a simple risk assessment for an outdoor activity, including risk factors (a suggested minimum of five) and control measures for risk factors. They should look at calculated risk factors against a risk benefit analysis method for distinguishing whether the risk(s) are manageable. They should then create a simple session plan that includes, as a minimum, briefing, warm up, main activity, warm down and debrief. Both the risk assessment and session plan should then be reviewed in terms of their suitability for purpose, this could include feedback from teaching staff, peers or employers. The outdoor activity chosen is not required to be the same for the session plan as it is for the risk assessment. However, carrying out the risk assessment and session planning on one outdoor activity would make the review holistic.

Links to other units

This unit links to:

- Unit D4: Applied Leadership and Instructing in Outdoor Activity
- Unit 1: Sport Development
- Unit 6: Sporting Injuries
- Unit 25: Outdoor Activity Provision
- Unit 27: Expedition Experience.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit 25: Outdoor Activity Provision

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop the knowledge and skills needed to use equipment and facilities to proficiently partake in fun and safe outdoor activities.

Unit introduction

How do you climb mountains and explore caves and rivers? Understanding and utilising appropriate equipment in outdoor activities can enrich your experiences of the outdoor sector.

In this unit, you will become familiar with a variety of vital equipment that is needed and facilities used when participating in outdoor activities. You will become confident in using a variety of relevant outdoor activity equipment and gain a thorough understanding of the practicalities, specifications and maintenance of the various types of equipment and facilities. You will learn about the design, function and use of equipment and facilities, determining their strengths and weaknesses as well as fitness for purpose. You will look at new technology and innovative products available in an ever-changing outdoor sector. You will also develop industry knowledge and skills relating to the equipment and facilities used in outdoor activities.

This unit will help you to progress to employment in the outdoor sector. The unit will also help you to progress to further study in higher education or to achieve professional national governing body qualifications in outdoor activities.

Learning aims

In this unit, you will:

- A** Examine a variety of equipment and facilities used in outdoor activities delivery
- B** Explore how equipment and facilities are continuously developing and improving in the outdoor sector
- C** Carry out procedures designed to check, test and maintain equipment used for outdoor activities.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine a variety of equipment and facilities used in outdoor activities	A1 Outdoor activity equipment and facilities A2 Correct use of outdoor activity equipment A3 Correct use of outdoor activity facilities	A report evaluating the correct and safe use of, and innovative developments in equipment and facilities used for outdoor activities, justifying how innovative developments in equipment and facilities have improved the outdoor sector.
B Explore how equipment and facilities are continuously developing and improving in the outdoor sector	B1 Developments in equipment B2 Developments in facilities	
C Carry out procedures designed to check, test and maintain equipment used for outdoor activities	C1 Legislation on and standards for equipment C2 Checking, testing and maintaining equipment C3 Benefits of checking, testing and maintaining equipment	A presentation justifying the correct methods used to check, test and maintain equipment used for two different outdoor activities.

Content

Learning aim A: Examine a variety of equipment and facilities used in outdoor activities

A1 Outdoor activity equipment and facilities

Learners will examine a range of equipment and facilities used in outdoor activities.

- Facilities:
 - types, e.g. residential centres, climbing walls, whitewater courses, ski slopes, ropes courses, water sports centres
 - purpose
 - locations, e.g. geography, indoor, outdoor
 - size and scale
 - access
 - health and safety.
- Equipment:
 - types, e.g. technical personal equipment, safety equipment, group equipment
 - purpose
 - materials, e.g. natural, manmade, construction, properties and characteristics
 - UK safety standards and legislations, e.g. CE categories, EN numbers
 - cost.

A2 Correct use of outdoor activity equipment

Learners will access a range of equipment used for outdoor activities.

- Safety aspects of the equipment used, e.g.:
 - weight limits, such as climbing ropes, karabiners, different-sized boats
 - equipment fitting properly, such as helmets, buoyancy aids, climbing harnesses.
- Correct use of a variety of equipment, e.g.:
 - belay device while climbing
 - throwline while canoeing
 - kill cord while power boating
 - stringing a bow in archery.

A3 Correct use of outdoor activity facilities

Learners will access a range of facilities used for outdoor activities.

- Different facilities, e.g.:
 - whitewater centres
 - ski slopes – indoor and outdoor
 - outdoor residential centres
 - indoor climbing centres
 - mountain-bike centres.
- Use of facilities, e.g.:
 - types of activities
 - tour of facility
 - safety demonstrations
 - instruction of activities at the facility
 - safety signs, implications and instruction
 - clientele.

Learning aim B: Explore how equipment and facilities are continuously developing and improving in the outdoor sector

B1 Developments in equipment

Learners will research developments in equipment.

- Considerations, e.g.:
 - cost
 - technology
 - gender
 - materials, such as fabrics
 - weight and size
 - efficiency.
- New and innovative developments in equipment, e.g.:
 - lightweight equipment – use of lightweight materials
 - new designs of kayaks, canoes, mountain bikes
 - technology, e.g. mobile phone apps, charging devices, power-efficient devices, damage-proof devices
 - gender-specific clothing and equipment
 - sailing – indoor sailing simulator, foiling, wind stand up paddle boards (SUPs).

Learners will compare new and innovative developments with outdated equipment.

- Outdated equipment, e.g.:
 - fibreglass canoes
 - aluminum-framed rucksacks
 - older designs of sailing boats.
- Recent developments in equipment, e.g.:
 - mountain-bike frames made from different materials
 - use of mobile phones for navigation via apps
 - changes in kayak design, dinghies to foiling.

B2 Developments in facilities

Learners will research developments in facilities.

- Considerations e.g.:
 - changes in participation, such as a rise in 'lifestyle' sports, urban generation, technology engrained in lifestyles
 - availability
 - geography/location
 - technology
 - size
 - facilities specific to gender and age groups
 - free facilities, such as skate parks.
- Recent developments in facilities, e.g.:
 - indoor snow slopes
 - indoor climbing walls
 - aqua parks
 - whitewater centres
 - adventure parks
 - high ropes.

Learning aim C: Carry out procedures designed to check, test and maintain equipment used for outdoor activities

C1 Legislation on and standards for equipment

- Manufacturer standards and guidelines.
- CE marking – manufacturer's declaration to requirements of European directives.
- EN numbers – European Norm standard.
- National Governing Body requirements.

C2 Checking, testing and maintaining equipment

Learners will check/test and maintain equipment:

- Maintaining equipment:
 - using manufacturers' guidelines and recommendations
 - shelf life
 - centre-specific protocols
 - legislation
 - importance of checking equipment regularly
 - different ways to test equipment
 - recording and reporting on checks and tests.

C3 Benefits of checking, testing and maintaining equipment

- Benefits of checking/testing and maintaining equipment e.g.:
 - safety aspects
 - professionalism and good practice
 - practicality
 - meet legislation.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine a variety of equipment and facilities used in outdoor activities		
<p>A.P1 Describe a variety of types of equipment and facilities used for outdoor activities.</p> <p>A.P2 Demonstrate the correct use of basic equipment and a facility used for outdoor activities.</p>	<p>A.M1 Demonstrate the correct use of complex equipment and different facilities for outdoor activities.</p>	<p>A.D1 Evaluate the correct and safe use of equipment and facilities used for outdoor activities.</p>
Learning aim B: Explore how equipment and facilities are continuously developing and improving in the outdoor sector		
<p>B.P3 Explain innovative developments in equipment used for outdoor activities.</p> <p>B.P4 Explain innovative developments in facilities used for outdoor activities.</p>	<p>B.M2 Compare innovative developments in equipment in outdoor activities, identifying the benefits to the outdoor sector.</p> <p>B.M3 Compare innovative developments in facilities in outdoor activities, identifying the benefits to the outdoor sector.</p>	<p>B.D2 Evaluate innovative developments in equipment and facilities used for outdoor activities, justifying how they have improved the outdoor sector.</p>
Learning aim C: Carry out procedures designed to check, test and maintain equipment used for outdoor activities		
<p>C.P5 Explain simple methods used to check, test and maintain equipment for outdoor activities.</p> <p>C.P6 Demonstrate simple methods used to check, test and maintain equipment for an outdoor activity.</p>	<p>C.M4 Demonstrate correct methods used to check, test and maintain equipment for different outdoor activities.</p>	<p>C.D3 Justify the correct methods used to check, test and maintain equipment used for outdoor activities.</p>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, B.M3, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

Learners need access to the following:

- a variety of equipment used for outdoor activities, for example helmets, buoyancy aids, climbing harnesses, mountain bikes, boats (kayaks, canoes, sailing, stand-up paddleboards etc.), belay devices, tents, stoves
- different facilities used for outdoor activities, for example lakes, canals, indoor climbing walls, artificial ski slopes, outdoor education centres, mountain-bike trails.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will evaluate the correct and safe use of at least two pieces of complex equipment and facilities used in outdoor activities. The evaluation should draw together aspects covered in the pass and merit criteria, with a critique of the strengths and weaknesses relating to the properties and characteristics of the equipment to their function, how well they perform that function and purpose, and use of facilities with regard to function and accessibility. In the evaluation, learners must show comprehensive understanding of their chosen equipment and facilities, and the essential safety aspects of each one.

Learners will consider new and innovative developments in both equipment and facilities. They will discuss the positives and negative aspects of the equipment and facilities, and give their opinion of the developments based on their research, justifying improvements against traditional equipment and facilities. Learners will also justify the benefits of the innovative developments to the outdoor sector.

For merit standard, learners will demonstrate safe and correct use of at least two pieces of complex equipment and the use of at least two facilities in a practical outdoor setting, for example, an indoor climbing wall and an outdoor climbing crag facility. Learners should use complex pieces of equipment such as belay devices and harnesses and be able to tie them in. Learners will demonstrate a full understanding of the essential safety aspects of using facilities and equipment. Learners must be able to compare new and innovative developments in both equipment and facilities. They must compare the differences and similarities of equipment and facilities, and identify the benefits they bring to the outdoor sector. Learners could use traditional equipment and facilities as part of this comparison to show the progress that has been made in innovative developments.

For pass standard, learners will select at least three facilities and describe the type, purpose and locations, e.g. geography, indoor, outdoor, size, accessibility and safety aspects. Learners will select at least three pieces of equipment used in outdoor activities and describe their purpose, materials, technical use, safety aspects and cost implications. Learners will be able to state clearly how equipment and facilities are used correctly. They will demonstrate safe and correct use of at least two pieces of simple equipment and the use of at least one facility in a practical outdoor setting. For example, visiting and using an indoor climbing wall facility appropriately, then using a basic piece of equipment such as climbing shoes or a helmet. Correct use means meeting minimum health and safety standards.

Learners must show an understanding of new and innovative developments in both equipment and facilities for outdoor activity participation. They must explain at least two innovative developments in equipment and two innovative facility developments. The explanations will be simple but will be clear, concise and show understanding of each development.

Learning aim C

Learners must show knowledge and understanding of the legal requirements for safety equipment as well as how to maintain different pieces of equipment.

For distinction standard, learners will show a high level of understanding of how equipment used for outdoor activities should be checked, tested and maintained. They will look at at least two different outdoor activities and the maintenance checks required. Learners will then justify the purpose of the checks, tests and maintenance. They will use industry-standard vocabulary and show industry-standard knowledge of testing and maintenance in their justification.

For merit standard, learners will be able to perform correct checks, tests and maintenance on different outdoor activities, including a minimum of at least three pieces of equipment per activity. The activities must be significantly different from each other, for example sailing and climbing.

For pass standard, learners will specify and explain at least two simple methods of testing and maintaining equipment. The explanations will be simple but must be clear and concise, and show understanding of each method. They must be able to perform simple checks, tests and maintenance of at least three pieces of equipment for an outdoor activity.

Links to other units

This unit links to:

- Unit C4: Personal Skills Development in Outdoor Activities
- Unit D4: Applied Leadership and Instructing in Outdoor Activity
- Unit 24: Health and Safety Factors in Outdoor Learning
- Unit 26: Impacts and Sustainability of Outdoor Activities
- Unit 27: Expedition Experience.

Employer involvement

This unit would benefit from employer involvement in the form of:

- visits to specialist facilities, so that learners can investigate and discuss the changing nature of equipment and facilities
- demonstrations of how facilities and equipment work, including safety instruction
- working with employers and providers of outdoor activities.

Unit 26: Impacts and Sustainability of Outdoor Activities

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will study the factors affecting use of the environment for outdoor activities and carry out an environmental sustainability project.

Unit introduction

Participation in outdoor activities is reliant on the natural environment. The places in which we choose to camp, walk, ride, climb, paddle and sail are special and add to the outdoor activity experience. More people are becoming involved in outdoor activities but, with growing global environmental concerns, preserving our natural resources is critical to ensure that they can be enjoyed now and in the future.

In this unit, you will explore how outdoor activities can damage the natural environment and the strategies that can promote sustainability. You will examine legislation and organisations relevant to outdoor activities and their role in promoting sustainability. You will plan, prepare and carry out an environmental sustainability project to meet set objectives and reflect on your performance and the success of the project itself.

This unit will help you to progress to employment in outdoor activity centres. The unit will also help you to progress to further study in higher education and to professional qualifications in environmental impact or environmental science related fields.

Learning aims

In this unit, you will:

- A** Explore the impact of outdoor activities on the environment and its sustainability
- B** Examine organisations and legislation relating to the outdoor sector use of the environment
- C** Undertake an environmental sustainability project to meet set aims and objectives.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the impact of outdoor activities on the environment and its sustainability	A1 Impact of environment use A2 Benefits of adopting a sustainable approach to outdoor activities A3 Strategies for encouraging sustainability	A report or presentation that covers the impact of different factors and outdoor activities on the environment, and a range of different approaches to sustainability, including organisations that help to conserve the environment. The report or presentation will need to include the legislative factors related to the use and access of land related to outdoor activities.
B Examine organisations and legislation relating to the outdoor sector use of the environment	B1 Legislation affecting the outdoor sector B2 Classification orders and public rights of way system B3 Role, remit and structure of organisations associated with conserving the environment	
C Undertake an environmental sustainability project to meet set aims and objectives	C1 Planning an environmental sustainability project C2 Undertaking an environmental sustainability project as part of a team C3 Reviewing an environment sustainability project	The planning and delivery of the project can be evidenced through a written account or audio/video evidence, which can be supported by observation records. This can be followed up with a reflective account of the success of the project, in line with set aims and objectives, and on the learner's performance in the planning and delivery of the project.

Content

Learning aim A: Explore the impact of outdoor activities on the environment and its sustainability

A1 Impact of environment use

- Effects of recreational use of the environment:
 - erosion of terrain
 - damage to flora
 - disruption to wildlife
 - water pollution
 - climate change
 - development of facilities
 - socio-cultural factors, e.g.
 - lifestyle choices
 - westernised culture
 - increased population
 - game hunting
 - socio-economic factors, e.g.
 - increased social and economic inequality
 - increased production and consumption
 - outstripping natural resources.
- Effects of outdoor activities on the environment, e.g.:
 - canoeing
 - kayaking
 - sailing
 - powerboating
 - scuba diving
 - walking
 - mountain biking
 - rock climbing
 - caving
 - orienteering
 - ballooning
 - paragliding
 - hang gliding.
- Conflicts of environment use, e.g.:
 - fishing and kayakers
 - climbers and birdwatchers
 - walkers and mountain bikers
 - surfers and windsurfers.

A2 Benefits of adopting a sustainable approach for outdoor activities

- Physical benefits, e.g.:
 - less erosion
 - less pollution
 - less disturbance of plants and wildlife.
- Economic benefits.
- Increase capacity for activity.
- Social benefits associated with continued access.

A3 Strategies for encouraging sustainability

- Self-regulation, e.g.:
 - positive lifestyle changes
 - role modelling.
- Erosion prevention, e.g.:
 - reinforced footpaths
 - reinforced riverbanks.
- Visitor management techniques, e.g.:
 - signs and notices
 - restricted access
 - education of users.
- Replanting of plants and trees.

Learning aim B: Examine organisations and legislation relating to the outdoor sector use of the environment**B1 Legislation affecting the outdoor sector**

- Legislation relating to use of the countryside for outdoor activities, current at time of delivery:
 - national parks and access to countryside
 - wildlife and countryside
 - Rio Earth Summit
 - environment
 - countryside and rights of way
 - control of pollution
 - clean air
 - water
 - climate change
 - natural environment and rural communities
 - clean neighbourhoods and environment.

B2 Classification orders and public rights of way systems

- Classification orders relating to land use and access, e.g.:
 - Areas of Outstanding Natural Beauty (AONB)
 - Site of Special Scientific Interest (SSSI)
 - Department for Environment, Food and Rural Affairs (DEFRA)
 - DEFRA initiatives (countryside stewardship schemes)
 - National Nature Reserves (NNRs)
 - National Parks.
- Public rights of way and accessing land – role of landowners, local authorities, highway authorities.

B3 Role, remit and structure of organisations associated with conserving the environment

- Statutory organisations, e.g.:
 - local authorities
 - National Park authorities
 - Natural England
 - Forestry Commission
 - Environment Agency (EA)
 - Natural Resources Wales (NRW)
 - Joint Nature Conservation Committee (JNCC)
 - Department for Environment, Food and Rural Affairs (DEFRA).

- Voluntary organisations, e.g.:
 - National Trust
 - The Conservation Volunteers (TCV)
 - Royal Society for the Protection of Birds (RSPB)
 - Friends of the Earth
 - Greenpeace
 - Royal Yachting Association/British Marine – The Green Blue Initiative
 - British Canoeing – You, Your Canoe and the Environment
 - British Mountaineering Council – Access and Conservation Trust
 - Peak Park Conservation Volunteers
 - Wildlife Trusts.

Learning aim C: Undertake an environmental sustainability project to meet set aims and objectives

C1 Planning an environmental sustainability project

- Environmental sustainability project, e.g.:
 - tree planting
 - developing an educational resource
 - bird identification chart
 - walling
 - footpath construction
 - repair or maintenance.
- Aims and objectives of self and team.
- Roles and responsibilities of self and team.
- Feasibility:
 - budget
 - resources
 - personnel
 - time.
- Contingency.
- Managing progress of project and ensuring completion.

C2 Undertaking an environmental sustainability project as part of a team

- Carrying out individual roles and responsibilities assigned within plan to meet aims and objectives of the project.
- Demonstrating skills associated with working with others:
 - teamwork
 - supporting others
 - communication
 - verbal
 - non-verbal
 - cooperation
 - patience
 - motivation
 - negotiating
 - listening
 - positive attitude
 - respect
 - making sure that required standards are being met.

- Demonstrating task-orientated skills:
 - planning
 - organisation
 - budget control
 - safety awareness.

C4 Reviewing an environmental sustainability project

- SWOT (strengths, weaknesses, opportunities, threats) analysis.
- Reviewing project against set aims and objectives.
- Reviewing own performance in project based on personal role and responsibilities.
- Using feedback to review own performance, e.g.:
 - teachers
 - peers
 - employers
 - third parties.
- Identifying strengths and areas for improvement.
- Developing improvement plan with SMART targets.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the impact of outdoor activities on the environment and its sustainability		
<p>A.P1 Explain the effects of different outdoor activities on the environment.</p> <p>A.P2 Describe benefits of a sustainable approach to the use of the environment for outdoor activities.</p>	<p>A.M1 Assess strategies that could be used to encourage sustainable use of the environment for different outdoor activities.</p>	
Learning aim B: Examine organisations and legislation relating to the outdoor sector use of the environment		
<p>B.P3 Explain how different organisations encourage environmental sustainability for outdoor activities.</p> <p>B.P4 Explain how legislation contributes to environmental sustainability during outdoor activities.</p>	<p>B.M2 Analyse the effectiveness of different organisations and legislation in encouraging environmental sustainability for outdoor activities.</p>	
Learning aim C: Undertake an environmental sustainability project to meet set aims and objectives		
<p>C.P5 Plan an environmental sustainability project for an outdoor activity to meet aims and objectives, identifying responsibilities for self and others in given situations.</p> <p>C.P6 Undertake an environmental sustainability project, managing self and contributing to team and group activities successfully as a member.</p> <p>C.P7 Review the success of some aspects of own environmental sustainability project, including feedback received.</p>	<p>C.M3 Plan an environmental sustainability project, identifying responsibilities of self and others, taking responsibility for self and contributing to team activities to meet set aims and objectives, reflecting actively on evidence of performance from self and from others.</p>	
		<p>A.D1 Evaluate the effects of different outdoor activities on the environment, justifying benefits of sustainable strategies.</p> <p>B.D2 Evaluate the work of different organisations and legislation in contributing to environmental sustainability for outdoor activities, suggesting improvements.</p> <p>C.D3 Evaluate the planning, decision making and outcomes of the environmental sustainability project, showing initiative in planning and undertaking activities, contributing to successful outcomes and selecting and using feedback to devise realistic and achievable actions for improvement.</p>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need opportunities to plan, prepare and carry out an environmental sustainability project safely.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will draw on varied information to consider aspects such as the advantages and disadvantages of recreational use and outdoor activities on the environment. Learners' investigations should lead to a supported judgement on the benefits of adopting a sustainable approach and the strategies designed to ensure sustainability of recreational use of the environment, using examples to illustrate their evidence. Strategies may be local, national or worldwide and should cover legislation, education and physical intervention. Learners will consider the areas of improvement in their chosen strategies and make valid suggestions for further improvement.

For merit standard, learners will carefully consider varied factors that apply to the way that the physical environment can be managed to ensure sustainability on a local, national and worldwide scale. Learners will need to give a minimum of three clear examples of environmental management and make specific links to outdoor activities and professional bodies. They will present the outcome of methodical and detailed examination of the effectiveness of organisations and legislation in creating a more suitable approach to recreational use. Learners will cover three organisations and three pieces of legislation in their work.

For pass standard, learners will give clear evidence to support an argument on the effects of recreational use on the environment. Learners will cover a wide range of examples and make clear, detailed links to types of outdoor activity and recreational use that may have negative effects on the environment. Learners will be able to give a clear, objective account in their own words of the relevant features of the range of benefits of ensuring a sustainable approach to recreational use of the environment, using examples to support their work. Learners will look at a minimum of three organisations, one from each sector, for example a local authority, National Park authorities and National Trust, involved in preserving the environment. Learners will include a minimum of three pieces of legislation designed to regulate outdoor activities and protect the environment from unsustainable usage. Learners will show that they understand the origins, functions and objectives of classification orders and the public rights of way system, and their suitability for purpose.

Learning aim C

Teachers must agree learners' projects, ensuring that they are safe to carry out.

For distinction standard, learners' environmental sustainability project plan will be well developed and contain full coverage of information from the unit content and explain how the plan fully meets set aims and objectives. Learners will draw on a variety of information sources to consider, for example, the advantages and disadvantages of their environmental sustainability project. Learners will consider the strengths and areas for improvement. They will note the individual and team contributions to the overall success of the project. Learners will give reasons for the suggestions made for improvement, providing evidence to support their reasons.

For merit standard, learners' environmental sustainability project plans will cover multiple factors and a wide range of information but they may be missing some elements. Learners will give reasons as to how the plan meets set aims and objectives. They will show that they have considered the factors that apply to their performance as an individual and as part of a team, in order to identify those factors that are the most important or relevant, and arrive at a conclusion. They should use a SWOT analysis to explain strengths and areas for improvement. Learners should make a minimum of three suggestions for development and set appropriate SMART targets to address the areas that require improvement.

For pass standard, learners' environmental sustainability project plans will cover some factors and a range of information but they will only briefly consider responsibilities for self and others, and meet basic but adequate set aims and objectives. On completion of their projects, learners will review their performance as an individual and as part of a team, looking at the overall success of the project and strengths and areas for improvement, related to the overall aims and objectives of the project.

Links to other units

This unit links to:

- Unit C4: Personal Skills Development in Outdoor Activities
- Unit D4: Applied Leadership and Instructing in Outdoor Activity
- Unit 25: Outdoor Activity Provision
- Unit 27: Expedition Experience.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit 27: Expedition Experience

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners plan, participate in and reflect on outdoor activity expeditions.

Unit introduction

Throughout history, expeditions have taken place involving travel, exploration and endeavour. Today, expeditions are an everyday part of many peoples' lives, ranging from the Duke of Edinburgh's Award and other expeditions aimed at personal development, through to gap years and more traditional adventures in distant parts of the world.

In this unit, you will investigate expeditions, including their key features, aims and objectives. You will learn about famous expeditions that demonstrate teamwork, endeavour, humanity, leadership and tenacity, for example Ellen MacArthur circumnavigation of the globe. This unit requires you to reflect on the spirit of those expeditions by planning, participating in and reviewing the outdoor activity expeditions you have experienced. To undertake an expedition successfully, you will need the appropriate planning and practical knowledge and skills. You will have the opportunity to demonstrate your competence and proficiency in using a wide range of practical expedition skills, as well as leadership and group supervision skills. You will undertake at least two expeditions, which will complement and build on any other expeditions you have undertaken in your programme of study or through a wider context of expedition participation.

This unit will help you to develop self-confidence and interpersonal and leadership skills in a safe learning environment. These skills will be developed through practical participation in planning, carrying out and evaluating day- and multi-day expeditions. You will have the opportunity for personal development through completing the day- and multi-day expeditions, enhancing your physical, social, spiritual, emotional and intellectual development.

This unit will help you to progress to employment in the growing field of expeditions. The unit will also help you to progress to further study in higher education and to professional qualifications for mountain leaders or expedition leaders.

Learning aims

In this unit, you will:

- A** Examine different types of outdoor activity expedition
- B** Plan expeditions for different activities to meet set objectives
- C** Undertake expeditions for different activities to meet set objectives
- D** Review own planning and undertaking of expeditions.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine different types of outdoor activity expedition	A1 Expedition types A2 Key features, aims and objectives of expeditions	A report evaluating the key features of two expeditions, showing how successfully each expedition met its aims and objectives.
B Plan expeditions for different activities to meet set objectives	B1 Selecting an appropriate expedition to plan B2 Planning considerations	Plans for two expeditions for different activities to meet set objectives.
C Undertake expeditions for different activities to meet set objectives	C1 Skills C2 Techniques	Observation of learners undertaking expeditions, evidenced by an observation report signed by the assessor, followed by a review of the strengths and weaknesses shown in undertaking the expedition.
D Review own planning and undertaking of expeditions	D1 Review of planning D2 Review of undertaking D3 Personal development plan	

Content

Learning aim A: Examine different types of outdoor activity expedition

A1 Expedition types

- Individual, e.g. Ellen MacArthur.
- Groups and teams, e.g. Raleigh International, World Challenge and Outlook Expeditions.
- Corporate, e.g. commercial Himalayan mountaineering expeditions.
- Students, e.g. gap years.
- Educational, e.g. Duke of Edinburgh's Award, school, college.
- Military, e.g. uniformed-service sponsored mountaineering expeditions
- Clubs.
- Personal/family expeditions, e.g. Tongariro Alpine Crossing, Great Glen Way.

A2 Key features, aims and objectives of expeditions

- Duration – one-day, multi-day, extended duration.
- Form, e.g. mountaineering, trekking, canoeing/kayaking, sailing, caving, stand-up paddle boarding, multi-activity, cycling.
- Area, e.g. local.
- Location, e.g. regional, national, international.
- Funding – grants, sponsorship, increased leisure pound.
- Planning.
- Opportunity – gap years, increased leisure time, equality, better technical skills, the 'shrinking world', social changes.
- Equipment advances – personal, communication, activity.
- Private transport.
- Aims and objectives, e.g. military, conquest, science, exploration, personal development, team building, competition, informative, entertainment, educational, commercial.

Learning aim B: Plan expeditions for different activities to meet set objectives

B1 Selecting an appropriate expedition to plan

- Matching expedition to participant(s).
- Appropriate choice of expedition.
- Appropriate choice of location.
- Aims and objectives.
- Permissions from, e.g.:
 - line manager
 - governing body
 - local authority
 - parents
 - participants
 - landowners
 - administrative bodies.

B2 Planning considerations

- Logistics:
 - group size
 - staff/group ratios
 - transport
 - to and from expedition area
 - self-sufficient use of transport
 - transport support during expedition
 - accommodation groups
 - equipment.
- Food considerations:
 - balanced diet versus practicalities
 - food safety
 - planning, budgeting, purchasing
 - dietary requirements.
- Equipment:
 - choice of tent, e.g. base tent, mountain tent, cooking tent, lightweight tent, bivouac equipment
 - choice of types of craft and equipment for a water-based expedition
 - personal equipment – rucksack, sleeping bag, sleeping mat, base layers, warmth layers, waterproof protection, footwear, personal protective equipment
 - group equipment – stoves, ropes, first aid
 - safety equipment – summoning a response, whistles, radios, flares.
- Finance, e.g.:
 - budgeting
 - income and expenditure
 - identifying major cost areas – food, transport, fuel, camping fees, equipment hire
 - audit systems – maintaining records, safe and secure, money handling, recording all transactions, working to planned budget, planning for emergencies.
- Health and safety:
 - medical forms
 - notification forms
 - contact details
 - route plan
 - chain of command
 - expected return time and date
 - insurance
 - risk assessment
 - first aid
 - weather forecasts.
- Planning for alternative expedition ('Plan B'):
 - reasons why a plan B may be needed
 - alternative expeditions, locations, dates.

Learning aim C: Undertake expeditions for different activities to meet set objectives

C1 Skills

- Navigation skills, e.g.:
 - orientation of map
 - direction finding
 - interpretation
 - grid references
 - scale and distance
 - handrail features
 - use of key
 - compass skills.
- Camp craft skills, e.g.:
 - erecting tents
 - striking tents
 - selecting camp site
 - use of terrain for shelter
 - cooking
 - bivouac building.
- Journeying skills, e.g.:
 - pace and rhythm
 - energy conservation
 - control skills
 - avoidance of hazards.
- Weather-related skills, e.g.:
 - weather forecasts
 - predicting conditions
 - assessing conditions.
- Advanced skills, e.g.:
 - activity-specific technical skills
 - navigation using interpretive features
 - aiming off using compass bearings
 - identification of position by methods of relocation
 - navigation in poor visibility/darkness
 - navigation with speed and accuracy in all conditions
 - elementary interpretation of weather
 - use of technology or equipment.

C2 Techniques

- Navigation techniques, e.g.:
 - route cards
 - calculating time
 - calculating distance
 - map care and folding
 - counting off features
 - use of navigation aids.

- Camp-craft techniques, e.g.:
 - effective pitching of tent or bivouac
 - maintaining a dry tent
 - cooking
 - waste disposal
 - personal hygiene
 - packing equipment
 - using equipment
 - storing equipment.
- Advanced techniques, e.g.:
 - pacing
 - calculating distance travelled through time
 - good route choice with alterations appropriate to conditions
 - walking on bearing
 - camping in challenging terrain
 - camping comfortably in difficult weather.

Learning aim D: Review own planning and undertaking of expeditions

D1 Review of planning

- Formative and summative.
- Feedback, e.g., observers, peers.
- Strengths and areas for improvement, including skills in communication, leadership, decision making.

D2 Review of undertaking

- Formative and summative review.
- Feedback, e.g. observers, peers.
- Strengths.
- Areas for improvement.
- Appropriateness of expedition, e.g.:
 - suitability of area
 - choice of expedition
 - matching of expedition to participants
 - health and safety.

D3 Personal development plan

- Aims.
- Objectives.
- Specific, measurable, achievable, realistic, time-bound (SMART) targets.
- Milestones.
- Potential obstacles to development.
- Resources, e.g. human, physical, financial.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine different types of outdoor activity expedition		A.D1 Evaluate the key features of each expedition showing how successfully each expedition met its aims and objectives.
A.P1 Explain the key features, aims and objectives of different expeditions.	A.M1 Compare and contrast the key features, aims and objectives of different types of expedition.	
Learning aim B: Plan expeditions for different activities to meet set objectives		B.D2 Evaluate the impact of planning considerations on the planning of the expeditions, justifying decisions made.
B.P2 Produce a detailed plan for a one-day expedition, with details of aims and objectives, and planning considerations. B.P3 Produce a detailed plan for a multi-day expedition, with details of aims and objectives, and planning considerations.	B.M2 Assess the impact of planning considerations on the planning of one one-day and one multi-day expedition.	
Learning aim C: Undertake expeditions for different activities to meet set objectives		CD.D3 Justify suggestions for improvement made in the personal development plan in relation to the undertaking of the two expeditions.
C.P4 Undertake two different expeditions, demonstrating appropriate skills and techniques.	C.M3 Undertake two different expeditions, demonstrating effective use of appropriate skills and techniques.	
Learning aim D: Review own planning and undertaking of expeditions		
D.P5 Review own planning and undertaking of the expeditions, reflecting on strengths and areas for improvement. D.P6 Produce a clear personal development plan based on identified strengths and areas for improvement.	D.M4 Assess the impact of own planning and expedition skills on the success of the expeditions, showing clear links to the suggestions for improvement in the personal development plan.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.M1, A.D1)

Learning aim: B (B.P2, B.P3, B.M2, B.D2)

Learning aims: C and D (C.P4, D.P5, D.P6, C.M3, D.M4, CD.D3)

Further information for teachers and assessors

Resource requirements

Learners will need information on expeditions and on the equipment required for the expeditions they will undertake. Learners need access to suitable locations for undertaking challenging land- or water-based expeditions. If there are no suitable locations nearby, then learners will need to be willing to travel.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw together the information they have gathered on the two expeditions. They will use this information to evaluate the key features of each expedition, including duration, form, area and location and to reach detailed and valid conclusions on how far these features contributed to the success of each expedition in meeting its aims and objectives.

For merit standard, learners will compare and contrast the key features and objectives of two different types of expedition. Learners will explain the difference between the types of expedition, for example exploratory expeditions, commercial expeditions. Learners will compare the similarities and differences of important planning considerations such as finance, purpose, and participants. If learners choose expeditions in which they have participated then choosing expeditions that have contrasting aims will help learners to compare them more easily, for example a canoeing trip that developed their river and boat-handling skills and a Duke of Edinburgh's Award expedition that focused on personal development.

For pass standard, learners will give details of two different types of expedition, selected from those listed in the unit content. The expeditions selected will be from expeditions they have taken part in or through the study of historical expeditions. Learners will give clear evidence of each of the expeditions undertaken by explaining the key features, aims and objectives listed in the unit content.

Learning aim B

For distinction standard, learners will plan a one-day expedition and a multi-day expedition. For each expedition, learners will include the detail of all planning considerations listed in the unit content for their selected expeditions, and draw valid and detailed conclusions on the impact of these considerations on the plan. Learners will support their plan with detailed reasons, justifying the decisions they have made on the planning of the expeditions.

For merit standard, learners will plan a one-day expedition and a multi-day expedition. For each expedition, learners will include the detail of all planning considerations listed in the unit content and show an understanding of the impact of their decisions to make sure that the expeditions take place safely and effectively.

For pass standard, learners will plan in detail a one-day and a multi-day expedition. In their plans, they will include details of the type of expedition, the objectives of the expeditions and the planning considerations, including equipment and other resources listed in the unit content.

Learning aims C and D

For distinction standard, learners will reflect on the success of the skills they used in the two expeditions and will offer suggestions for their personal development, giving detailed and valid reasons or evidence for their suggestions.

For merit standard, learners will undertake two expeditions, demonstrating appropriate use of skills to carry out actions effectively. Tutors will need to complete a witness statement/observation record to confirm achievement of the expedition activities. Learners must consider the skills they demonstrated while undertaking the expeditions and how the effectiveness of their skills contributed to their success. Their personal development plans show clear links between the assessment of their skills and their suggestions for improvement.

For pass standard, learners will participate in two expeditions, demonstrating appropriate practical skills and techniques. The term 'expedition' is used here in the sense of a 'journey undertaken for a purpose'. Learners are not required to undertake a multi-day expedition. This flexibility will allow some integration with other units. Learners can use a day spent kayaking or a day-long hike in a wilderness area but an orienteering event, water sports on a lake or circular walk in non-wilderness areas, where a fixed-base is used, cannot be classified as an expedition. Tutors could assess the skills and techniques used through the use of tick sheets.

Learners will review their expeditions and consider what went well and their strengths, and areas for improvement. A successful way to carry out this review is to ask those who took part in the expeditions to attend an evaluation meeting and bring notes made on the expedition they took part in and contribute to the meeting. A personal logbook or diary could be an effective means of monitoring and assessing their strengths, and areas for improvement. Learners can also use tutor feedback and observation records to contribute to their review.

Learners produce a personal development plan that includes identified strengths and areas for improvement.

Links to other units

This unit links to:

- Unit C4: Personal Skills Development in Outdoor Activities
- Unit D4: Applied Leadership and Instructing in Outdoor Activity
- Unit 24: Health and Safety Factors in Outdoor Learning
- Unit 25: Outdoor Activity Provision
- Unit 26: Impacts and Sustainability of Outdoor Activities.

Employer involvement

This unit would benefit from employer involvement in the form of learners undertaking expeditions in diverse areas for variety and professional development.

4 Planning your programme

How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, in their second year, for example. As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8 Quality assurance*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information, see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

Requirements

As an approved centre, you are required to ensure that during their study, every learner has access to meaningful activity involving employers. Involvement should be with employers from the sports coaching and development sector and should form a significant part of the delivery or assessment of the qualification. Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level in the first term each year as part of the annual quality management review process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will be monitored also at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure additional activities can be scheduled where necessary so learners are not disadvantaged (see *Section 8 Quality assurance*).

We know that the vast majority of programmes already have established links with employers. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment. These suggestions are not exhaustive and there will be other possibilities at local level.

For the BTEC National Diploma in Sport and Outdoor Activities and the BTEC National Extended Diploma in Sport and Outdoor Activities, meaningful employer involvement, as defined below, should contribute significantly to at least one mandatory unit.

Definition

Activities that are eligible to be counted as meaningful engagement are:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification
- projects or assessments set with input from industry practitioners
- masterclasses or guest lectures from industry practitioners
- 'expert witness' reports from practitioners that contribute to the assessment of a learner's work.

There may be other ways in which learners can benefit from contact with employers or prepare for employment, such as listening to careers talks or working in simulated environments. However, while these benefit learners, they do not count as meaningful engagement.

For the BTEC National Diploma in Sport and Outdoor Activities and the BTEC National Extended Diploma in Sport and Outdoor Activities, there is an assessment requirement for a minimum number of hours of activity completed with an external organisation. For these qualifications, this is the mandatory unit that specifies where delivery and/or assessment will be linked to employers.

- Unit D4: Applied Leadership and Instructing in Outdoor Activity.

Employer involvement in this unit is subject to verification as part of the standards verification process (see *Section 8 Quality assurance*).

Support

It is important that you give learners opportunities that are high quality and which are directly relevant to their study. We will support you in this through our guidance materials and by giving you examples of best practice.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you in planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

How will my learners become more employable through these qualifications?

BTEC Nationals are mapped to relevant occupational standards.

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

5 Assessment structure

Introduction

These BTEC Nationals are assessed using internal assessments that are set and marked by teachers and externally verified by Pearson.

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

You should also be aware of the assessment requirements for *Unit E: Research Project in Sport (Pearson-set)*. Please see the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2 Structure*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. For synoptic units, you must plan the assignments so that learners can demonstrate learning from across their programme.

In administering the assessment, the centre needs to be aware of the specific procedures and policies that apply to, for example registration, entries and results. An overview with signposting to relevant documents is given in *Section 7 Administrative arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

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

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

Principles of internal assessment

Assessment through assignments

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

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

In setting an assignment brief for *Unit E: Research Project in Sport (Pearson-set)*, you should refer to the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

Assessment decisions through applying unit-based criteria

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

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion, a learner 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 learner's evidence at the same time. In *Appendix 1 Glossary of terms used for internally-assessed units*, we set out a definition of terms that assessors need to understand.

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

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

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

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10 Resources and support* and on our website.

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

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs. For all the units we give you suggestions on how to create suitable assignments. You can find these materials, along with this specification, on our website. In designing your own assignment briefs, you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

In setting an assignment brief for *Unit E: Research Project in Sport (Pearson-set)*, you should refer to the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

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

Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 1*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work.

For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

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

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

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

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

Making assessment decisions using criteria

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

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

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in Appendix 1 Glossary of terms used for internally-assessed units
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a Pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC.

When producing a plan, the assessment team may wish to consider:

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

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

7 Administrative arrangements

Introduction

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

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Internal assessment needs to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

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

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment, to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. 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 learners with protected characteristics are given on our website in the document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

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

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. 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 Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Dealing with malpractice in assessment

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

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

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

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

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

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

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred 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 you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners 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 our Enquiries and appeals about Pearson vocational qualifications and end point assessment policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

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

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

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

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units and achieve a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2 Structure*, and for the Extended Diploma achieve a minimum 900 GLH at Pass or above
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

Points available for units

The table below shows the number of **points** available for units. All units in these qualifications are internally assessed. For each unit, points are allocated depending on the grade awarded.

	Unit size			
	60 GLH	90 GLH	120 GLH	180 GLH
U	0	0	0	0
Pass	6	9	12	18
Merit	10	15	20	30
Distinction	16	24	32	48

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

Calculation of qualification grade

Applicable for registration from 1 September 2019.

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Foundation Diploma		Diploma		Extended Diploma	
540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
P	54	PP	72	PPP	108
		MP	88	MPP	124
				MMP	140
M	78	MM	104	MMM	156
		DM	124	DMM	176
				DDM	196
D	108	DD	144	DDD	216
		D*D	162	D*DD	234
				D*D*D	252
D*	138	D*D*	180	D*D*D*	270

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of a Foundation Diploma with a P grade

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Pass	9
Unit B	90	M	Pass	9
Unit C4	180	M	Pass	18
Unit 24	60	M	Pass	6
Unit 25	60	M	Pass	6
Unit 27	60	O	Pass	6
Totals	540		P	54

The learner has achieved P or higher in Units A, B, C4, 24 and 25.

The learner has sufficient points for a P grade.

Example 2: Achievement of a Foundation Diploma with an M grade

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Merit	15
Unit B	90	M	Merit	15
Unit C4	180	M	Pass	18
Unit 24	60	M	Merit	10
Unit 25	60	M	Merit	10
Unit 27	60	O	Merit	10
Totals	540		M	78

The learner has sufficient points for an M grade.

Example 3: An Unclassified result for a Foundation Diploma

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Pass	9
Unit B	90	M	Merit	15
Unit C4	180	M	Unclassified	0
Unit 24	60	M	Merit	10
Unit 25	60	M	Merit	10
Unit 27	60	O	Merit	10
Totals	540		U	54

The learner has a U in Unit C4.

The learner has sufficient points for a P grade but has not met the minimum requirement for P or higher in Units A, B, C4, 24 and 25.

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of a Diploma with a PP grade

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Pass	9
Unit B	90	M	Pass	9
Unit C4	180	M	Pass	18
Unit D4	180	M	Pass	18
Unit 24	60	M	Pass	6
Unit 25	60	M	Pass	6
Unit 14	60	O	Pass	6
Totals	720		PP	72

The learner has achieved P or higher in Units A, B, C4, D4, 24 and 25, and P or higher in Unit 14.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Diploma with a DM grade

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Distinction	24
Unit B	90	M	Distinction	24
Unit C4	180	M	Pass	18
Unit D4	180	M	Pass	18
Unit 24	60	M	Distinction	16
Unit 25	60	M	Distinction	16
Unit 14	60	O	Distinction	16
Totals	720		DM	132

The learner has sufficient points for a DM grade.

Example 3: An Unclassified result for a Diploma

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Pass	9
Unit B	90	M	Pass	9
Unit C4	180	M	Pass	18
Unit D4	180	M	Pass	18
Unit 24	60	M	Pass	6
Unit 25	60	M	Pass	6
Unit 14	60	O	Unclassified	0
Totals	720		U	66

The learner has met the minimum requirement for P or higher in Units A, B, C4, D4, 24 and 25, but has insufficient points for a PP grade.

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of an Extended Diploma with a PPP grade

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Pass	9
Unit B	90	M	Pass	9
Unit C4	180	M	Pass	18
Unit D4	180	M	Pass	18
Unit E	120	M	Pass	12
Unit 24	60	M	Pass	6
Unit 25	60	M	Pass	6
Unit 26	60	M	Pass	6
Unit 2	60	O	Pass	6
Unit 14	60	O	Pass	6
Unit 16	60	O	Pass	6
Unit 27	60	O	Pass	6
Totals	1080		PPP	108

The learner has achieved P or higher in Units A, B, C4, D4, E, 24, 25 and 26, and P or higher in Units 2, 14, 16 and 27.

The learner has sufficient points for a PPP grade.

Example 2: Achievement of an Extended Diploma with a DDM grade

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Distinction	24
Unit B	90	M	Distinction	24
Unit C4	180	M	Pass	18
Unit D4	180	M	Pass	18
Unit E	120	M	Pass	12
Unit 24	60	M	Distinction	16
Unit 25	60	M	Distinction	16
Unit 26	60	M	Distinction	16
Unit 2	60	O	Distinction	16
Unit 14	60	O	Distinction	16
Unit 16	60	O	Distinction	16
Unit 27	60	O	Distinction	16
Totals	1080		DDM	208

The learner has sufficient points for a DDM grade.

Example 3: An Unclassified result for an Extended Diploma

	GLH	Type (M/O)	Grade	Unit points
Unit A	90	M	Pass	9
Unit B	90	M	Pass	9
Unit C4	180	M	Merit	30
Unit D4	180	M	Merit	30
Unit E	120	M	Pass	12
Unit 24	60	M	Pass	6
Unit 25	60	M	Pass	6
Unit 26	60	M	Pass	6
Unit 2	60	O	Unclassified	0
Unit 14	60	O	Unclassified	0
Unit 16	60	O	Unclassified	0
Unit 27	60	O	Unclassified	0
Totals	1080		U	108

The learner has 240 GLH at U.

The learner has sufficient points for a PPP grade but has not met the minimum requirement for 900 GLH at Pass or above.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website, you will find a list of resources to support teaching and learning, and professional development.

Support for setting up your course and preparing to teach

Specification

This specification (for teaching from September 2019) includes details on the administration of qualifications and information on all the units for the qualification.

Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- Sport + 2019, through the Learning Hub
<https://www.pearson.com/uk/web/learning-hub.html>

Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

Additional support for the assessment of *Unit E: Research Project in Sport (Pearson-set)* is available in the *Research Project Guidance* and *Research Project Topic and Themes* documents. These documents are available free of charge on our website.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

Training and support from Pearson

People to talk to

There are many people who are available to support you and to provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

‘Getting Ready to Teach’

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications’ structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the ‘Getting Ready to Teach’ professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1 Glossary of terms used for internally-assessed units

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

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. Analysis could be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.
Carry out	Learners demonstrate skills through practical activities, carrying out or executing what has to be done in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject and explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Complete	Learners make or do all the necessary parts in order to finish a task.
Create	Learners bring something into existence, e.g. itineraries, plans or proposals.
Demonstrate	Learners' work, performance or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Design	Learners apply skills and knowledge to the process of deciding on the form, function and characteristics of a product, service or process.
Develop	Learners acquire and apply skills and understanding through practical activities that involve the use of concepts, processes or techniques to expand or progress something.

Term	Definition
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Examine	Learners select and apply knowledge to less familiar contexts.
Explain	Learners provide detail and reasons and/or evidence to support an opinion, view or argument.
Explore	Learners apply their skills and/or knowledge in contexts involving practical research or investigation.
Identify	Learners indicate the main features or purpose of something by recognising it, locating it and/or being able to discern and understand facts or qualities, e.g. a geographical feature or destination on a map.
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Investigate	Learners' application of knowledge is based on personal research and development.
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none"> • support an opinion; or • prove something right or reasonable.
Outline	Learners' work, performance or practice provides a summary, overview or brief description of something.
Participate	Learners take part in a practical activity in order to demonstrate knowledge and/or skills in relation to a specific task or context.
Plan	Learners create a way of carrying out a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish or progress within specified points in the task(s).
Plot	Using maps and/or plans, diagrams and charts with multiple points, learners apply knowledge and/or skills to accurately identify and/or show the relationship between specific points or items.
Prepare	Learners gather materials, information, techniques and/or procedures in readiness to undertake a process and/or make something ready for use.
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a proposal, plan, product, service or report.
Recommend/make recommendations	Learners suggest particular action(s) that should be done.

Term	Definition
Reflect (on)	Learners consider their own performance and/or skills and development in relation to a specific scenario or scenarios and/or wider context(s). This may include feedback from others. There is often a requirement for learners to identify strengths and areas for improvement, along with a personal development or action plan.
Research	Learners proactively seek information from primary and secondary sources.
Review	Learners make a formal assessment. They appraise existing information, or prior events, or reconsider information with the intention of making changes if necessary. This may or may not be in the context of own learning and skills development.
Understand	Learners demonstrate knowledge related to defined situations.

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

Type of evidence	Definition and purpose
Article	Information on a specified topic or related topics, usually based on information gathered during relevant research and presented in a format that considers the requirements of a specified audience, using appropriate tone, language and structure. Examples could include creating content for a newspaper, magazine, journal or website.
Bibliography using Harvard Referencing System	A detailed list of books and other sources, used by learners as part of their research and which has been incorporated into their work. Sources could include: published resources, textbooks, the internet, journal articles and trade magazines. Learners should refer to the most current resources available. In-text citations should be included, together with a comprehensive bibliography at the end of the document. Learners should use the Harvard Referencing System. Harvard in-text referencing requires learners to indicate both the author's surname and date in brackets, either immediately after the reference or directly at the end of the sentence.
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Costing/financial costing	Information that is presented in an appropriate financial format, detailing the estimated cost of doing or producing something, e.g. a travel itinerary or an event.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill(s) development.

Type of evidence	Definition and purpose
Email	A communication that gives information and is written using appropriate technology for a defined purpose in a task or activity.
Guide	Information presented in written or other forms, e.g. diagrams, charts, slideshows, video clips. Offers information and/or advice to a particular audience on a specified subject or issue, e.g. destination guide.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Itinerary	A structured travel document giving a range of details and information with dates, times and places.
Letter	Written communication for a defined purpose in a task or activity. Usually the letter is required to meet stipulated criteria in terms of structure and/or format and level of formality.
Logbook/journal	Completion of a log or journal, usually in the context of work experience in order to record skills, knowledge and understanding acquired for employability. Also used to record reflective accounts and plan for personal and professional development. Learners must keep all other relevant evidence, including witness statements and observation records with their logs.
Observation record/statement/sheet	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.
Personal development plan/personal skills development plan	A plan produced by learners to record, evaluate and act on areas of strength and weakness. Specific actions to improve knowledge and/or skills will be included in the plan, along with goals and ways of measuring progress.
Personal/professional development portfolio	A record kept by learners to show their process of personal and/or professional development. Used to show method, self-management and skill(s) development to meet required outcomes for assessment purposes.
Plan	Learners produce a plan as an outcome related to a specific or limited task/series of tasks that require(s) learners to achieve specified requirements or objectives.

Type of evidence	Definition and purpose
Portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and work that has been undertaken to be assessed as evidence to meet required skills outcomes.
Poster/leaflet	Documents providing well-presented information for a specified purpose.
Presentation	Learners provide information and/or an item(s). The presentation may be given through oral or practical demonstration to a specified audience and goal, often using visual slides or other visual aids to show information.
Professional supporting documentation	Documents such as letters, emails, spreadsheets or memos that are produced by learners to support another item of evidence, e.g. a proposal, costing, itinerary or plan. The supporting documents usually provide contextual or additional information such as an introduction, rationale or timeframe for the other item of evidence.
Proposal	<p>A plan that defines and outlines something to be designed and/or developed and/or implemented. The proposal usually also outlines the methods/processes/procedures and resources required in order to achieve a desired objective/outcome.</p> <p>A research proposal outlines details of an issue to be investigated and how the research will be conducted. It also includes a plan that needs to be designed to set targets, monitor progress and help ensure that the aims of the research project are achieved.</p>
Reference list	A detailed list of books and other sources referred to during learners' research.
Report	Learners adhere to protocols, codes and conventions in setting out findings or judgements in an objective way. A formal report will adhere to a given structure making use of headings and sub-headings, e.g. a heading, introduction, findings, conclusion and recommendations.
Research portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and enquiry work that has been undertaken to be assessed as evidence to meet required skills outcomes. The research portfolio contains evidence of primary and/or secondary research.
Resource portfolio	A collection of relevant documents or other forms of information on a specified issue or number of specified issues. The production of the resource portfolio could be a stand-alone task or inform another task that is to be carried out, e.g. a presentation, plan or proposal.
Role play/simulated activity	A multi-faceted activity simulating realistic work situations.

Type of evidence	Definition and purpose
Teacher observation	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities and role play) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.
Witness statement(s)	Used to provide a written record of learners' performance against targeted assessment criteria, often (but not exclusively) in the context of work experience. Any competent person who has witnessed the skills being demonstrated can complete a witness statement, including staff who do not have direct knowledge of the qualification, unit or evidence requirements, but who are able to make a professional judgement about learners' performance in a given situation.

Pearson BTEC Level 3 Nationals in Sport and Outdoor Activities

Foundation Diploma in Sport and Outdoor Activities

Diploma in Sport and Outdoor Activities

Extended Diploma in Sport and Outdoor Activities

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