

Unit B: Health, Wellbeing and Sport

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

You can click in this box to go to the introductory section for our delivery guide. This provides an overview of:

- **The BTEC National Sport (2019) qualification suite, including the four pathways and links to occupational standards**
- **Employer engagement**
- **Incorporating Blended Learning**
- **Our support offer**

Approaching the unit

You should allow learners to reflect on how health and wellbeing is an area of growing importance in the UK. The sport and active leisure industry are acutely aware of the impact they have on the physical, mental, and social health of individuals and how levels of physical activity influence day to day living and overall wellness.

Learners should examine the array of sport and leisure pursuits available to be physically active, and the many benefits of these on physical and mental health. They will also explore the reasons for providing such activities in the UK. Appreciating the factors affecting health, and the signs and symptoms associated with poor wellbeing is at the core of this unit and at the core of the work completed by many individuals in this industry. Consequently, learners will have the opportunity to practice and understand how to communicate with clients, undertake testing of health and wellbeing and how to suggest and feedback strategies that can be deployed to improve their health status.

The unit will allow learners to complete a deep dive into many elements of health and wellbeing, and how they influence active leisure. They will develop an understanding of protocols to investigate good indicators of health, the benefits of using national benchmarks and how these can allow a self-assessment of health and an assessment of the health status of others.

The unit gives learners the knowledge and skills required to examine key concepts in health and wellbeing, explore the importance of physical activity and investigate health screening and client feedback in practice. Learners will produce a report which evaluates the different types of physical activity and the reasons for its provision in the UK, a presentation, evaluating their own health status using appropriate screening and questionnaires, finally learners will demonstrate effective communication when testing and feeding back to a client on their health status. This unit will present learners with the employability skills and qualities of planning, organisation, self-management, and

communication.

You could deliver this unit by using a mix of theory, practical application, active experimentation, and scenario-based learning (to introduce learners to the topics listed in the unit content) visits and guest speakers (to enable learners to apply the theoretical concepts they have learned). Learners will need to be able to produce a written report and deliver presentations.

Delivering the learning aims

Learning aim A

Learners should be introduced to the different types of active pursuits. This could be done by small group research on the activities which align with the five categories of; sport, physical recreation, outdoor activities, physical education, and physical fitness. Learners would benefit from seeing these activities through observation or video footage or if opportunity allows, have the chance to experience the activities. Experimental learning will support group discussions about the many benefits of participating in such activities. A visit (virtual visit) to an outdoor activities centre and/or a physical fitness provider will also offer an opportunity to discuss with the staff and evaluate their offers of physical activity and the categories of participants that attend and their reasons why.

Learners need to know about the categories of participants. Group discussion will enable learners to think about their own category and the category of family members and friends. A guest speaker, for example an athlete with a disability or a local community member with a medical condition, could be used to appreciate the physical and mental benefits they have experienced through sport and physical activity. Learners could prepare an interview to support their assessment and identify the effective ways these individuals have been engaged through sport.

Learners should be encouraged to evaluate the social, financial, environmental, and historical reasons for providing physical activity and sport in the UK. Learners could be provided with local and national scenarios to unpick and evaluate the reasons. For example, the 2020 London Olympics could be presented from a variety of perspectives which explain and amplify understanding around the reasons for providing sport on the national stage and the subsequent reasons for its legacy. This is just one example and local scenarios will support maximum engagement in bringing this topic to life.

Learning aim B and C

These learning aims can only develop once learners have a definite grasp on the definition of health. Practical activities such as simple problem-solving or ice breaker games can be undertaken as an individual, in pairs or in small groups. The learner can maximise enjoyment and develop employability skills linked with such activities. However, the key messages on completion of these games are the use of physical health (being able to physically complete the actions), cognitive (mental) support and collaborating with others (social).

Once unpicked, the learners arrive at an understanding of the holistic nature of the health definition and can examine the indicators of good physical, mental and social health, and wellbeing. Furthermore, these activities can be revisited metaphorically or in a role play style delivery where the learners appreciate the challenge of the activities if factors affecting health, as listed in the unit content (B2 and C2) were existent. This can

draw out a sensitive and realistic discussion on the array of factors to be explored.

It is very likely that some learners may already have experience of the health monitoring tests which provide benchmarks of good physical health. However, some may not have any experience of going through a health screening process or been taken through the comprehensive benchmarks for blood pressure, heart rate, body fat, physical activity levels, alcohol consumption, sleep, diet, and hydration. As such, guidance will be required to navigate learners to develop their knowledge and skills of what, why and how in this area. You may wish to invite fitness professionals from local sports-related organisations to talk about how they monitor physical health and the national normative data they use to formulate a benchmark for their clients.

They can also provide examples of screening tests and health screening questionnaires they regularly complete with clients as well as giving simulated interviews with members of the class so that everyone can observe accurate replication of the tests. In small groups, learners can then follow test protocols and actively be the 'tester' and the 'subject' for blood pressure, heart rate, hip-to-waist ratio, BMI (Body Mass Index) and BIA (Bioelectrical impedance). This is a safe space for learners to develop the confidence and sensitivity necessary for such fundamental physical health screening.

On completion of the practical experimentation, learners can produce posters on health monitoring tests, covering the key areas. To encourage knowledge and understanding fully, the learners are required to complete a five-minute demonstration of an allocated health monitoring test. Materials produced should be copied and shared so that all learners have information on all screening assessments.

Having seen an example of a health screening questionnaire, learners can research other examples before attempting to create their own. A role play scenario can be established. A learner can be asked to complete the questionnaire as created by their peer.

Mental health and social wellbeing are of growing importance in the UK, largely to reduce stigma associated with poor mental health and educate about the signs and symptoms to be aware of and the necessary support available. Learners can develop an understanding of signs and symptoms of poor mental health and social wellbeing through the completion of a mental first aid course (available online) or navigating the www.mind.org.uk website. It would be beneficial for learners to examine case studies of individuals where mental health and wellbeing have deteriorated, the reasons why, signs displayed and how sport and physical activity was prescribed to offset the symptoms.

Finally, learners must be able to demonstrate that they can measure wellbeing. Classroom discussions could be used to explore how successful one-to-one discussions can be and the purpose of involving health professionals and significant others. Learners need to be aware of the lifestyle indicators which are used to support the measurement of wellbeing.

Learning aim D

This LA could be covered via several methods including formal lectures, independent research, use of guest speakers, role play and practical testing.

A visiting health professional will support learning about measuring wellbeing from the previous learning aim, and it will also ensure learners can enquire about how adults in these roles effectively communicate with clients when the discussions are likely to be sensitive, challenging and at times difficult.

The use of good and positive customer service skills is best learnt about when being able to observe them in action. This could be through reflection on a previous facility visit, a

work shadow exercise at a local facility or comparing example videos on you tube.

Learners should be given the opportunity to conduct both physical tests and mental health and wellbeing assessments. This provides a practice space to appreciate the role, not only in test protocols and sequencing but how to interact effectively with a subject, complete pre-test procedures including informed consent, maintain health and safety and make the reasons to terminate a fitness test clear. Practical testing will provide actual data to present, analyse and compare with normative data.

Learners can use this data or be provided with some client case studies to then select a strategy to improve health status. Prior to this, health strategies can be researched to understand how they work and the positive effects they have on an individual. Awareness of potential pitfalls of the strategy would also be advantageous to prepare for how a client could potentially react to a suggested strategy. For example, the impact of national initiatives such as couch to 5k or park run have on the health status of an individual should be researched, as well as any counter arguments to the effectiveness of the strategy.

To compliment the research, learners could also actively participate in some strategies listed in the unit content such as relaxation techniques, yoga and Pilates to appreciate the nature and benefits of such strategy. Knowing how it feels to be a participant in these strategies enhances confidence when recommending a strategy to clients. Learners should be given the opportunity to evaluate the strategies.

The role play activity after completing health screening questionnaires from learning aim B can be restimulated with a new focus on learner opportunity to practice how to effectively feedback to clients. The graphs and tests scores provide mock visual representation data. The strategies to improve health status can be suitably selected and shared with the client using skills and qualities learnt and developed about client engagement.

Transferable skills

Preparing for work

- Role play – communicating with clients.
- Administering test protocols on others
- Knowledge of accurate wellbeing assessments

Developing practical and technical skills

- Communicating with colleagues, stakeholders and clients.
- Displaying appropriate skills and behaviours.
- Applying knowledge to real-life wellbeing situations.

Legislation, regulations, policies and procedures

- Thinking skills/adaptability.
- Sensitivity during testing and difficult conversations
- National benchmarking

Managing information

- Problem solving.
- Management of information.

- Self-management and development.

Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Communicating with colleagues and stakeholders • Displaying appropriate skills and behaviours • Applying knowledge to real-life situations 	<ul style="list-style-type: none"> • Physical, mental, and social benefits of participating in physical activity • Sign and symptoms of poor physical and mental health • How to assess and support health and wellbeing 	<ul style="list-style-type: none"> • Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Employer involvement

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

- Visits (virtual visits) to centres where active pursuits take place
- Work placement or shadowing where learners can sit in health monitoring and screening or observe customer service in action
- Industry practitioners (face to face or virtually) can be used as expert witnesses of client health and wellbeing who can help with areas of assessment with guidance from the teacher,
- Industry practitioners (face to face or virtually) could be used to deliver master classes in their areas of expertise

Assessment guidance

These are only suggestions, and assessor can utilise professional judgment, to support this please consider the selection cited within' key summary of the types of evidence used for BTEC Nationals' in Appendix 1 of the spec. Where unsure on use or considering different method utilise the 'ask the expert service'.

This unit is internally assessed. Learners will be required to produce three assignments. 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 and C (B.P3, B.P4, C.P5, C.P6, B.M2, B.M3, BC.D2)

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

Example assessment strategies

Learning aim A - A report or audio file, evaluating the different types of physical activity and the reasons for providing physical activity and sport in the UK.

Learning aim B and C - A visual and/or verbal presentation or role play, evaluating own health status using health-screening tests and questionnaires.

Learning aim D - A practical presentation demonstrating testing a client and consequently being able to summarise their health status. This summary can be as a report, video presentation or audio file.

Assessment strategies should include a range of activities that demonstrate practical and personal skills. It may be helpful for methods of assessment to mirror how health and wellbeing is assessed and supported in the sports and active leisure industry. 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 either a tutor witness statement/observation record or a video or audio recording to confirm criteria met/not met.

Suggested assessment scenarios – working alongside a personal trainer / as a member of a leisure club / working alongside a lifestyle coach - you are keen to advocate the importance of physical activity on all aspects of health and wellbeing and develop strategies and techniques to assess measure health status.

Delivering the unit: suggested activities

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Digital solution available

Aligned directly to support this unit [Sport 2019+](#)

Unit B: Health Wellbeing and Sport	Modules	Features
	5 modules - 65 topics	Check your learning (formative assignment) 1 End of module summary (reflection) 1 End of module assessment (Summative style)

Learning aims / topic areas	Suggested Activity	Suggested time allocation
A1 The different types of active pursuits	<p>Introduce learners to images or a video montage of a range of physical activities. Learners can discuss and highlight what they see and hear as part of their observations. This can highlight the five categories of active pursuits.</p> <p>Learners can work in pairs or small groups to create a presentation summary of an allocated activity type. This can be shared with the whole group via a marketplace approach and the learners visit the many presentations to appreciate and understand the array of activities available in the UK.</p> <p>Alternatively, or in addition, learners can actively participate in a selected number of activities listed on the specification content. For those, which cannot be accessed in their own school or local environment, it would be beneficial to arrange a visit to an outdoor activities centre or physical fitness facility. Through active participation, learners can feel first-hand the impact of such activities and when back in the classroom, reflect on the benefits and potential pitfalls through comparing all the activities studied or participated in.</p>	6 hours
A2 Categories of participants in physical	As part of the visit (virtual) learners can create a questionnaire for facility staff to appreciate the categories of users at the facility and their reasons for attending. This will develop the necessary organisation and communication skills for working with other adults in the industry.	4 hours

<p>activity</p> <p>A3 Benefits if of participating in physical activity and sport</p>	<p>The finding of the questionnaire and a range of scenarios can evolve into creating a pen portrait of a 'typical' participant in a specific active pursuit. These can be shared with the group and a basic description for each level agreed. To further their understanding of the categories of participants and their benefits of taking part in physical activity and sport, a guest speaker(s) from a category listed in the content can be invited in to share their experience(s) of sport and physical activity.</p> <p>Learners could use this information to produce notes which they can use to help them produce a summary on the categories of participants and benefits of participating in sport.</p> <p>Learners need to be aware physical and mental health will be explored in more detail in learning aim B and C. The benefits, associated with the guest speaker(s) are a foundation to explore each aspect of health in more depth.</p>	
<p>A4 Reasons for providing physical activity and sport in the UK</p>	<p>Learners can use their previous learning, visits and connections with people and discuss the different reasons for providing physical activity and sport in the UK.</p> <p>Through discussion, personal experience, online research and scenarios, learners should explore the social reasons for the provision of sport and physical activity. These might include:</p> <ul style="list-style-type: none"> • Health agendas – a representative from the local community could visit to explain the agenda and its link with physical activity or provide their marketing documentation for learner to analyse • Community cohesion – this could include understanding the availability of relevant opportunities for sport and physical activity in the local community. Learners can unpick the initiatives which are focused on reducing crime and anti-social behaviour • Work and employment – a scenario can be presented on how local business provide or use sport and physical activity to alleviate work pressures and stress. This can widen discussions on the power of sport and physical activity in developing the many skills linked with employability. <p>Through discussion, personal experience, online research and scenarios, learners should explore the financial reasons for the provision of sport and physical activity. These might include profit, reduced cost to the NHS, tourism, and sales of sports goods. A small group of learners can be allocated a reason design a small presentation on the reason and its subsequent benefits.</p>	<p>6 hours</p>

	Through discussion, personal experience, online research and scenarios, learners should explore the environmental and historical reasons for the provision of sport and physical activity.	
All content in topic A	Revision session - learners should use this lesson to revise the topics covered in topic A. They should independently research and prepare notes for the assessment on this topic.	2 hours
All content in topics A	Assessment - learners should be given an assigned assessment for the content in topic A. They should use this lesson to produce the assessment - A report or audio file, evaluating the different types of physical activity and the reasons for providing physical activity and sport in the UK.	2 hours
B1 Definition of physical health	<p>An example of an ice breaker activity provides a fun and active introduction into this learning aim. A simple game of 1-2-3 in pairs requires the indicators of physical (being able to complete the movements), mental (decision making when to speak or act) and social (working collaboratively) health to be successful.</p> <p>In pairs, learners merely start by saying 1-2-3 continuously without making a mistake. The progression is to replace the verbal saying of 1 and create a movement instead. The next progression is to replace '2' and then finally '3'. By this point the pairs are completing 3 movements continuously in the correct order. A final challenge is to request the learners try the movements in reverse order from 3 to 1. This is just one example of the many small games and activities learners can be introduced to highlight the holistic nature of being in good health.</p> <p>Learners can create an infographic of the WHO (World Health Organisation) definition of health and apply the meaning of physical health and indicators of good physical health. (This infographic will be revisited in learning aim C.). This task is suitable to developing transferable computer skills on using pop outs, images, and GIFS to be able to appreciate the importance of design and marketing in this industry.</p>	2 hours
B2 Factors affecting physical health	Learners could be asked to revisit the games used in B1. Repetition of these games can reinforce previous learning on the definition of physical health, but they allow for additional discussion on how they would feel completing this activity if they were stressed, obese, or under the influence of alcohol and drugs. These are examples of factors which can affect physical health. There is a sensitivity to be considered around discussing the factors from the unit content, but learners may feel a level of comfort to do so if there are in a practical space.	4 hours

	<p>Learners could discuss and identify a range of factors which affect health. In pairs or small groups, learners are allocated a factor as listed in the specification. They design a presentation on this factor and how physical health and activity can be affected by it. Again, the materials produced should be copied and shared so learners have information on all factors</p>	
<p>B3 Benchmarks of good physical health</p> <p>B4 Health monitoring tests</p>	<p>Ask learners to share their own experiences of physical health monitoring and screening. What did it entail? How did it feel? Why was it being conducted? Share a video of a professional conducting a health monitoring test effectively. What do the learners notice about the test protocol and client/tester relationship? What do they see and hear?</p> <p>An organised guest speaker/fitness or wellbeing professional will provide excellent insight into the health screening and testing process. Observation and experience of the testing process first-hand will demonstrate how the health monitoring tests look and feel. The nature of the relationship between the client and professional will also bring so much of the customer care, to be explored in learning aim D, alive.</p> <p>Before the guest speaker visits, in pairs or small groups learners can design an observation sheet to be able to record observations on customer communication, rapport, body language, engagement and pre-test procedures and test protocols. All of which can be discussed and reported back, in preparation for the summative assessment.</p> <p>It is worth noting that the health and safety observations will also support learning in D1 and D2. Visual examples of health screening documentation and questionnaires should be made accessible to learners. This can be supported by a formal presentation covering legal aspects and client confidentiality.</p> <p>Learners produce posters on health monitoring test protocols for blood pressure, heart rate, hip-to-waist ratio, BMI and BIA covering the key areas and the national normative data. To encourage knowledge and understanding fully, the learners are required to complete a five-minute demonstration of an allocated health monitoring test.</p> <p>Learners can then use the posters to practise performing the tests as listed in the specification on a partner. Similarly, after reviewing health screening questionnaires and creating their own, learners complete a physical health assessment of a client in a mock role play scenario. As part of this scenario, they also feedback on the benchmarks of physical activity levels by age, weekly alcohol consumption, hours spent asleep, calorie consumption and the recommended hydration</p>	<p>8 hours</p>

	levels.	
C1 Definition of mental health and social wellbeing	<p>Learners revisit their infographic of the WHO (World Health Organisation) definition of health and apply the meaning of mental health and social wellbeing and indicators of good mental health.</p> <p>Learners can be asked to build on previous learning and now lead a problem-solving or ice breaker activity to their peers. This continues to maximise enjoyment and develops employability skills and qualities. For this learning aim, discussion can extend to how challenging the activity would be without indicators of good mental health such as being able to engage in conversation, coping with change, having a normal sleep pattern and being in a positive mood.</p>	2 hours
C2 Factors affecting mental health and social wellbeing	<p>On a blank piece of paper ask learners to write down a situation which could possibly affect the mental health and social wellbeing of an individual. They fold the piece of paper over and pass onto another person who is asked to add a different situation. The process continues until the paper is completely folded. With permission, an individual is asked to read out the factors and situations listed. This activity highlights the sensitivity around this topic and the importance of empathy and awareness. However, the reading of paper also highlights the importance of 'talking' and open communication around mental health.</p> <p>The sensitivity and empathy should continue as each of the factors affecting mental health and social wellbeing listed in the unit contact is examined, with applied notes taken.</p>	2 hours
C3 Signs and symptoms of poor mental health and social wellbeing	<p>Ask learners, what they might see and hear if an individual has poor mental health and social wellbeing. The key learning here is that signs and symptoms may not be as obvious and visible than those with poor physical health.</p> <p>Learners can discuss the signs and symptoms as a method of further highlighting open communication and reducing stigma. 'It's ok to not be ok' can be introduced. The learners can consider or create their own slogan or message to get people talking.</p> <p>If the opportunity is possible, learners can learn about this topic area through completion of a mental first aid qualification; https://mhfaengland.org/individuals/youth/online-youth-mental-health-first-aid/</p>	4 hours

	<p>This not only navigates the topic area, but it also provides learners with an appreciation of the nature of qualifications required in the industry and how regular training and professional development is compulsory.</p> <p>If the qualification is not accessible, learners can unpick the sign and symptoms further navigating www.mind.org.uk.</p>	
C4 Measuring wellbeing	<p>Learners can be asked to examine the WEMWBS https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/</p> <p>A guest speaker (psychologist / teacher / sports coach) could be invited to share their experience when supporting individuals. This will draw out an appreciation of one-one discussions and lifestyle indicators they assess and consider.</p> <p>Before the guest speaker visits, in pairs or small groups learners can design a questionnaire to be able to record notes and key learning (see D1).</p>	2 hours
All content in topic B and C	<p>Revision session (2 hours): learners should use this lesson to revise the topics covered in topic B and C. They should independently research and prepare notes for the assessment on this topic.</p>	2 hours
All content in topics B and C	<p>Assessment (2 hours): learners should be given an assigned assessment for the content in topic B and C. They should use this lesson to plan and or produce the assessment - A visual and/or verbal presentation or role play, evaluating own health status using health-screening tests and questionnaires.</p>	2 hours
D1 Communicating effectively with a client	<p>The questionnaire (designed for C4) not only provides insight into their role during one-one discussions but can guide learners on the importance of effective communication with clients. The guest speaker can ensure learners are fully aware of the types of communication they utilise, how they build a rapport with the client, how they engage in conversation to be able to have difficult conversations. Learners can make the necessary notes from responses to their questionnaire and be prepared to apply their learning to the activities suggested in D2.</p>	2 hours
D2 Undertaking health and wellbeing testing	<p>Online research would demonstrate a wealth of videos showing examples of good and bad customer service skills. These can be shown, and learners complete a comparative exercise to draw out the key aspects of good customer service they will need to practice and later demonstrate on their summative assessment. In addition, learners can recall their observations from their visit(s) in learning aim A <u>or</u> attend another local facility to observe or work shadow staff in operation, displaying customer service skills.</p>	8 hours

<p>D3 Interpreting results against normative data</p>	<p>Health monitoring tests from B4 can be revisited <u>or</u> the learners lead some basic fitness tests with the learning focus on an ability to communicate, attend to the subject, use positive and accurate body language, be friendly and responsive whilst showing good knowledge of the test procedure. Often this may be more sufficient on younger learners and not their peers.</p> <p>The practical testing will ensure learners also examine necessary pre-test procedures, accurate recording of test results and appreciate the reasons to terminate a fitness test.</p> <p>Like activities in B4, learners can review mental health and wellbeing assessments and chose one to conduct with a partner acting as a client in a mock role play scenario. This scenario also deals with the appreciation of client interaction as well as what, how and why for informed consent.</p> <p>Once back in the classroom environment learners can populate results tables and develop computer/excel skills to create graphs and charts, to be able to analyse the results against population norms. Presentation of the results can be accompanied with notes on accepted health ranges, national guidelines, and zones of tolerance.</p>	
<p>D4 Strategies to improve health status</p>	<p>In small groups, learners are allocated a health strategy. This is presented back to the group and includes how it works, the benefits and potential pitfalls. Active participation in strategies listed in the unit content will allow the learners to 'feel' how it improves health and support their evaluation of each strategy.</p> <p>For example, learners can be encouraged to download and complete the couch to 5K or attend a local park run or participate in an outdoor activity, Yoga or Pilates session.</p> <p>Interviews could be set up with individuals who have used or continue to use such strategies to improve their health status. Learners can create pen portraits on these individuals to support their ability to recommend suitable health strategies in their summative assessment.</p>	<p>6 hours</p>
<p>D5 Feeding back health status to a client</p>	<p>Learners can be asked to suggest a list of locations which would be appropriate to feedback to a client about their health status. These discussions can extend to the learners identifying the challenges and mechanisms of client feedback.</p> <p>Giving feedback is difficult to simulate, but learners require the opportunity to practice the skills required to do this as well as the customer engagement skills learnt in previous topics. A mock</p>	<p>2 hours</p>

	role play should be established again, and observation sheets can be completed by the teacher to support the learner in providing feedback on results, the client strengths, areas for improvement and how these areas can be supported with a health strategy.	
All content in topic D	Revision session (2 hours): learners should use this lesson to revise the topics covered in topic D. They should independently research and prepare notes for the assessment on this topic.	2 hours
All content in topics D	Assessment (2 hours): learners should be given an assigned assessment for the content in topic D. They should use this lesson to plan an or produce the assessment - A practical presentation demonstrating testing a client and consequently being able to summarise their health status. This summary can be as a report, video presentation or audio file.	2 hours

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Details of links to other BTEC units and qualifications

Several other units from this qualification complement this unit. These include:

- Unit C1: Developing coaching skills
- Unit C2: Exercise and fitness skills development
- Unit D1: Applied coaching skills
- Unit 4: Nutrition for physical performance
- Unit 5: Anatomy and Physiology in Sport
- Unit 9: Fitness testing

Resources

The 2019 qualifications are industry-focussed, and it is key that learners maintain up to date understanding and visibility of key developments and influences within the market.

Social Media –

Twitter

@cimspa
@Sport_England
@FA
@Lionesses
@uk_sport
@TeamGB
@YST

Instagram

cim_spa
uk_sport
officialsportengland

Websites

www.cimspa.co.uk – The Chartered Institute for the Management of Sport and Physical Activity
www.olympic.org - London 2012 and Olympic information
www.sportengland.org - Organisation which helps communities and people by creating sporting opportunities in England
www.sportni.net - Organisation which helps communities and people by creating sporting opportunities in Northern Ireland
www.sport.wales - Organisation which helps communities and people by creating sporting opportunities in Wales
www.uk sport.gov.uk – UK Sport

<https://thecpsu.org.uk/help-advice/topics/mental-health-and-wellbeing/> - Advice on mental health and well being

<https://www.mind.org.uk>

<https://mhfaengland.org/individuals/youth/online-youth-mental-health-first-aid/>

Become a youth mental first aider

<https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>

Textbooks

Breslin G and Leavey G, *Mental Health and Well-being interventions in Sport*, Routledge ISBN 9781138551718

Brown J and Rea S, *BTEC National for Sport and Exercise sciences* (Third Edition), Hodder Education 010 ISBN 9781444111989

Definition of key terms

Health – The World health organisation defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity

National Benchmarks – a comparison and/or measurement to compare data to.

Sport – an activity involving physical exertion in which an individual or team competes against each other. It is completed according to rules, for enjoyment or as a job.

Physical recreation – pursued for enjoyment and to refresh health or spirits.

Outdoor education – organised and experimental learning that takes place in the outdoors

Physical Education – the sum of physical, intellectual, behavioural, and social development through an organised programme of physical activities.

Physical Fitness – involves the performance of the heart, lungs, and muscles of the body. Physical fitness influences on some degree qualities such as mental alertness and emotional stability

Play – activity engaged in for enjoyment and recreation rather than a serious or practical purpose

Participant – a person who is taking part in something

WEMWBS – Warwick-Edinburgh Mental Wellbeing Scale

Physical health - the ability of the body to function correctly

Mental health - emotional wellbeing and resilience to adversity

Social health - the ability to function in society and form relationships

Sign – an objective evidence of a condition. On the whole, these can be seen or

identified

Symptom – a subjective measure. These are recognised by the person experiencing/feeling them

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