

# **Pearson BTEC Level 2 and 3 Awards in Employment Awareness in Active Leisure and Learning**

## **Specification**

BTEC Specialist qualification  
For first teaching June 2010

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Edexcel BTEC Level 2 and 3 Awards in Employment Awareness in Active Leisure and Learning (QCF)

The QNs remain the same.

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*All information in this specification is correct at time of publication.*

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## Summary of Pearson BTEC Level 2 and 3 Awards in Employment Awareness in Active Leisure and Learning specification Issue 2 changes

| <b>Summary of changes made between previous Issue 1 and this current Issue 2</b> | <b>Page/section number</b> |
|--|----------------------------|
| All references to QCF have been removed throughout the specification             | Throughout                 |
| Definition of TQT added  | 1                          |
| Definition of sizes of qualifications aligned to TQT                             | 1                          |
| TQT value added  | 4                          |
| QCF references removed from unit titles and unit levels in all units             | 17-37                      |
| Guided learning definition updated   | 11                         |

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

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



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# What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## **Sizes of Specialist qualifications**

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## **Key features of the Pearson BTEC Level 2 and 3 Awards in Employment Awareness in Active Leisure and Learning**

The Pearson BTEC Level 2 and 3 Awards in Employment Awareness in Active Leisure and Learning have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 2 or 3 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

### **National Occupational Standards**

Where relevant, Pearson BTEC Specialist qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of National Vocational Qualifications (NVQs), and other competence based qualifications, in due course. NOS form the basis of NVQs. Pearson BTEC qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Pearson BTEC Level 2 Award in Employment Awareness in Active Leisure and Learning relates to the following NOS at level 2:

- Activity leadership
- Coaching
- Instructing exercise and fitness
- Operational services
- Playwork
- Spectator safety

The Pearson BTEC Level 3 Award in Employment Awareness in Active Leisure and Learning relates to the following NOS at level 3:

- Achieving excellence in sports performance
- Coaching, teaching and instructing
- Leisure management
- Outdoor programmes
- Personal training
- Playwork
- Sports development.



# Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have a set of rules of combination.

The rules of combination specify the:

- credit value of the qualification, which sets out the number of credits required at all levels to achieve the qualification
- the credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemption.

## Rules of combination for the Pearson BTEC Level 2 and 3 qualifications

When combining units for the Pearson BTEC Level 2 or 3 Award in Employment Awareness in Active Leisure and Learning, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### Pearson BTEC Level 2 Award in Employment Awareness in Active Leisure and Learning

- 1 Qualification credit value: a minimum of 6 credits
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 6 credits
- 3 All credits must be achieved from the units listed in this specification

### Pearson BTEC Level 3 Award in Employment Awareness in Active Leisure and Learning

- 1 Qualification credit value: a minimum of 8 credits
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 6 credits
- 3 All credits must be achieved from the units listed in this specification

## Pearson BTEC Level 2 Award in Employment Awareness in Active Leisure and Learning

The Pearson BTEC Level 2 Award in Employment Awareness in Active Leisure and Learning is a 6-credit and 45 guided learning hour (GLH) qualification that consists of three mandatory units.

The Total Qualification Time (TQT) for this qualification is 60.

| Pearson BTEC Level 2 Award in Employment Awareness in Active Leisure and Learning |  |        |       |
|---|--|--------|-------|
| Unit  | Mandatory units                                      | Credit | Level |
| 1   | Understanding Employment Rights and Responsibilities | 2      | 2     |
| 2   | Understanding the Active Leisure and Learning Sector | 2      | 2     |
| 3   | Understanding the Employing Organisation             | 2      | 2     |

## Pearson BTEC Level 3 Award in Employment Awareness in Active Leisure and Learning

The Pearson BTEC Level 3 Award in Employment Awareness in Active Leisure and Learning is an 8-credit and 61 guided learning hour (GLH) qualification that consists of three mandatory units.

The Total Qualification Time (TQT) for this qualification is 80.

| Pearson BTEC Level 3 Award in Employment Awareness in Active Leisure and Learning |  |        |       |
|---|--|--------|-------|
| Unit  | Mandatory units                                      | Credit | Level |
| 1   | Understanding Employment Rights and Responsibilities | 2      | 2     |
| 4   | Understanding the Active Leisure and Learning Sector | 3      | 3     |
| 5   | Understanding the Employing Organisation             | 3      | 3     |

# Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualifications has specified assessment criteria which must be used. To achieve a 'pass' a learner must have pass **all** the assessment criteria.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including performance observation, presentations, posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be indicated clearly on the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade.

In Pearson BTEC Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who achieves the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualifications to which it contributes.

# Quality assurance of centres

Pearson BTEC Specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Specialist qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson BTEC qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality reviews of centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

## Quality Assurance Handbook

Details of quality assurance for Pearson BTEC Specialist qualifications are set out in a centre handbook which is published annually on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).

# Programme design and delivery

## Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Specialist qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of work and life experience that learners bring to the programme.

## Resources

Pearson BTEC Specialist qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Specialist qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

# Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## Restrictions on learner entry

The Pearson BTEC Level 2 and 3 Awards in Employment Awareness in Active Leisure and Learning are accredited for learners aged 16 and above.

## Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.



# Unit format

Each unit has the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

## Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

## Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element
- Brackets contain amplification of content which must be covered in the delivery of the unit
- 'eg' is a list of examples, used for indicative amplification of an element, (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of tutor resources.



# Units

|  |    |
|--|----|
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| Unit 2: Understanding the Active Leisure and Learning Sector | 21 |
| Unit 3: Understanding the Employing Organisation             | 25 |
| Unit 4: Understanding the Active Leisure and Learning Sector | 29 |
| Unit 5: Understanding the Employing Organisation             | 33 |



# Unit 1: Understanding Employment Rights and Responsibilities

**Unit reference number:** J/600/0840

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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## Unit aim

This unit covers the knowledge and understanding that employees require concerning:

- employment law and industry specific legislation that apply to their jobs
- key documents relating to their employment
- employment procedures they should follow at work.

## Unit introduction

Everyone working in active leisure and learning needs to know and understand employment rights and responsibilities.

This unit will give learners knowledge of the rights and responsibilities of the employee and employer, extending to health and safety requirements relevant to their employing organisation, and their job role.

Learners will also develop an understanding of the documents that relate to their employment, including contracts of employment, job descriptions and personnel records.

Finally, learners will develop knowledge of key employment procedures, including those relating to time off, grievances and discrimination or bullying.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes  | Assessment criteria  |
|--|--|
| <p>1 Know their employment rights and responsibilities under the law</p> | <p>1.1 Describe their rights and responsibilities in terms of:</p> <ul style="list-style-type: none"> <li>• contracts of employment</li> <li>• anti-discrimination legislation</li> <li>• working hours and holiday entitlements</li> <li>• sickness absence and sick pay</li> <li>• data protection</li> <li>• health and safety</li> </ul> <p>1.2 Outline the rights and responsibilities of the employer</p> <p>1.3 Describe the health and safety legal requirements relevant to their organisation</p> <p>1.4 Outline the implications of health and safety legal requirements for their own job role</p> |
| <p>2 Understand documents relevant to their employment</p>               | <p>2.1 Explain the main terms and conditions of a contract of employment</p> <p>2.2 Outline the contents and purpose of a job description</p> <p>2.3 Describe the types of information held on personnel records</p> <p>2.4 Describe how to update information held on personnel records</p> <p>2.5 Interpret the information shown on a pay slip or other statement of earnings</p>   |
| <p>3 Know key employment procedures at work</p>                          | <p>3.1 Describe the procedures to follow if someone needs to take time off</p> <p>3.2 Describe the procedures to follow if there is a grievance</p> <p>3.3 Describe the procedures to follow if there is evidence of discrimination or bullying</p> <p>3.4 Identify sources of information and advice on employment issues:</p> <ul style="list-style-type: none"> <li>• Internal to their organisation</li> <li>• External to their organisation.</li> </ul>  |



## Unit content

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### 1 Know their employment rights and responsibilities under the law

*Employee rights and responsibilities:* contracts of employment eg Employment Rights Act; anti-discrimination legislation eg Race Relations Act, Equality Act, Disability Discrimination Act, Employment Equality Regulations; working hours and holiday entitlements eg Working Time Regulations; sickness absence and sick pay eg Statutory Sick Pay (SSP); data protection eg Data Protection Act; health and safety eg Health and Safety at Work Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety at Work (First Aid) Regulations, Control of Substances Hazardous to Health (COSHH)

*Employer rights and responsibilities:* rights and responsibilities eg health and safety, duty of care, working hours, data protection

*Health and safety:* legal requirements (relevant to organisation) eg Health and Safety at Work Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Control of Substances Hazardous to Health (COSHH); implications of health and safety legal requirements for job role

### 2 Understand documents relevant to their employment

*Documents relevant to employment:* contract (terms, conditions); job description (content, purpose); personnel records eg statutory records, organisational records; updating information on personnel records eg manually or electronically, accuracy, confidentiality; information on pay slips or statements of earnings eg name, personal details, tax code, NI number, salary, deductions

### 3 Know key employment procedures at work

*Procedures:* relating to time off; relating to grievances; relating to discrimination or bullying; internal sources of information and advice eg line management, human resources department, organisational documents, intranet; external sources of information and advice eg trade unions, Citizens Advice Bureau, government departments

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that learners can develop knowledge and understanding of employment rights and responsibilities, including the rights and responsibilities of employees and employers and the documents and key procedures relating to employment.

Learners should be encouraged to engage with employers, and, where possible, with other employees, to gain knowledge and understanding from their experiences.

Perspectives on employment rights and responsibilities gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be made through visits, and other time spent at employers, and also, where possible, through the use of guest speakers.

This unit could be delivered through distance learning, however this will involve additional, and different, considerations, such as planning, and other measures, to ensure learners can gain the required knowledge and understanding.

### Assessment

This unit is assessed by a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports, or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

### Essential resources

Learners will need access to the latest versions of relevant legislation as well as to organisational information and documents.

### Indicative resource materials

#### Websites

Citizens Advice

[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

SkillsActive

[www.skillsactive.com](http://www.skillsactive.com)

## Unit 2: Understanding the Active Leisure and Learning Sector

**Unit reference number:** Y/600/1734

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### Unit aim

This unit covers the knowledge that employees in the active leisure and learning sector require concerning:

- the active leisure and learning sector
- the sub sectors that make up active leisure and learning
- information about the sub sector in which the learner works
- career opportunities.

### Unit introduction

Everyone working in active leisure and learning needs to know about the sector.

This unit will give learners knowledge of the key features of the active leisure and learning sector, looking at the size and scope of the sector as well as its contribution to society.

Learners will also develop their knowledge of the different sub sectors within the active leisure and learning sector, especially the sub sector in which they work, including its composition, its size and the roles of its key organisations.

Finally, learners will develop knowledge of employment and career opportunities in the sub-sector they work in, including sources of information on progression, training and education. Learners will learn about job roles, career pathways, progression, and transferring between sub sectors.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes  | Assessment criteria  |
|--|--|
| <p>1 Know the key features of the active leisure and learning sector</p>   | <p>1.1 Describe the size and scope of the active leisure and learning sector</p> <p>1.2 Describe the contribution to society of the active leisure and learning sector</p> <p>1.3 Outline the role of the Sector Skills Council for the active leisure and learning sector</p> <p>1.4 Identify the main sub sectors within the active leisure and learning sector</p>  |
| <p>2 Know the key features of the active leisure and learning sub sector in which they work</p>                    | <p>2.1 Describe the composition of their sub sector in terms of public, private and voluntary organisations</p> <p>2.2 Identify the size of their sub sector in terms of employment and participation</p> <p>2.3 Outline the essential principles, values or codes of practice in their sub sector</p> <p>2.4 Identify the roles of key organisations in their sub sector, including any representative and regulatory bodies, trade unions and trade associations</p> |
| <p>3 Know employment and career opportunities in the active leisure and learning sub sector in which they work</p> | <p>3.1 Identify sources of information on career progression, training and education</p> <p>3.2 Identify the main job roles within their sub sector</p> <p>3.3 Identify potential career pathways in their sub sector</p> <p>3.4 Identify the key factors that help people progress in their careers in the sub sector</p> <p>3.5 Outline how people can transfer from one sub sector to another.</p>  |

## Unit content

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### 1 Know the key features of the active leisure and learning sector

*Active leisure and learning sector:* size and scope eg number of facilities, number of customers, number of employees, activities and opportunities available; contribution to society eg education, health, economic contribution

*Sector Skills Council:* Sector Skills Council (SkillsActive); role eg creating a framework for qualifications, training and development based on sector requirements and standards that have been designed by employers, ensuring their workforce is appropriately trained and qualified

*Sub sectors:* sub sectors eg sport, fitness, the outdoors, playwork, caravans

### 2 Know the key features of the active leisure and learning sub sector in which they work

*Key features of sub sectors:* composition eg public, private, voluntary; size eg employment, participation; principles; values; codes of practice; roles of key organisations eg representative bodies, regulatory bodies, trade unions, trade organisations

### 3 Know employment and career opportunities in the active leisure and learning sub sector in which they work

*Employment and career opportunities:* sources of information (career progression, training, education); job roles within sector eg fitness instructor, playworker, sports coach, sports development officer, leisure facility manager, lifeguard; potential career pathways within sector eg specific to sub sector, management, leadership; progression (factors that help people progress) eg personal qualities, experience, professional development; transferring from one sector to another

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that learners can develop knowledge and understanding of the active leisure and learning sector, including the sector as a whole and the sub sector in which they work, as well as employment and career opportunities.

Learners should be encouraged to engage with employers, and, where possible, with other employees, to gain knowledge and understanding from their experiences.

Perspectives on the active leisure and learning sector gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be through visits, and other time spent at employers, and also, where possible, through the use of guest speakers.

This unit could be delivered through distance learning, however this will involve additional, and different considerations, such as planning, and other measures, to ensure the required knowledge and understanding.

### Assessment

This unit is assessed through a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports, or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

### Essential resources

Learners will need access to the latest versions of relevant legislation as well as to organisational information and documents.

### Indicative resource materials

#### Websites

SkillsActive

[www.skillsactive.com](http://www.skillsactive.com)

## Unit 3: Understanding the Employing Organisation

**Unit reference number:** D/600/1735

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### Unit aim

This unit covers the knowledge and understanding that employees require concerning:

- the aims, objectives and structure of their organisation
- the contribution they can make to the organisation's objectives
- opportunities for professional and career development in the organisation.

### Unit introduction

Everyone working in active leisure and learning needs to know and understand their employing organisation.

This unit will develop learners' knowledge of the structure of their organisation, including the functions of the organisation and how they are staffed and organised, as well as organisational lines of reporting.

Learners will also develop knowledge of the aims and objectives of their organisation, and an understanding of their own contribution to the organisation's aims and objectives, through considering the objectives of their job role and the evaluation and development of their work/performance.

Finally, learners will develop knowledge of the opportunities that exist within the organisation for entry, professional development and progression, including looking at induction, training and development, and career progression.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes   | Assessment criteria  |
|---|--|
| <p>1 Know the structure of their organisation</p>   | <p>1.1 Identify the main functions in their organisation</p> <p>1.2 Describe how the main functions in their organisation are staffed and organised</p> <p>1.3 Describe lines of reporting in their organisation</p>   |
| <p>2 Know key aims and objectives of their organisation</p>   | <p>2.1 Identify their organisation's key aims (for example, mission, core aims and values)</p> <p>2.2 Identify their organisation's targets</p>  |
| <p>3 Understand their own contribution to the organisation's aims and objectives</p>                        | <p>3.1 Identify the objectives of their job role</p> <p>3.2 Describe how the objectives of their job role contribute to the organisation's key aims</p> <p>3.3 Describe how their own performance is evaluated and developed</p> <p>3.4 Describe how they can assist the evaluation and development of their own work</p>      |
| <p>4 Know the opportunities for entry, professional development and progression within the organisation</p> | <p>4.1 Outline the importance of continuing professional development</p> <p>4.2 Describe the organisation's processes for induction</p> <p>4.3 Describe the organisation's processes for training and development</p> <p>4.4 Identify the opportunities and requirements for their career progression in the organisation.</p> |



## Unit content

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### 1 **Know the structure of their organisation**

*Structure of organisation:* functions; staffing and organisation; lines of reporting

### 2 **Know key aims and objectives of their organisation**

*Aims and objectives:* key aims of organisation eg mission, core aims, values; targets (financial, non-financial) eg profit, expansion, health and wellbeing, inclusion, community development

### 3 **Understand their own contribution to the organisation's aims and objectives**

*Objectives:* objectives of job role; contribution of objectives of job role to organisation's key aims

*Evaluation and development:* how own performance is evaluated and developed eg personal development, reviews, observation, feedback, one-to-ones; assisting with evaluation and development of own work eg monitoring, shadowing, observations

### 4 **Know the opportunities for entry, professional development and progression within the organisation**

*Entry, professional development and progression:* importance of continuing professional development eg efficiency, customer satisfaction, retention of staff, motivation of staff; induction; training and development eg internal training, external training, gaining qualifications, work experience, secondments, monitoring, shadowing, observations; career progression (opportunities, requirements)

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that learners can develop knowledge and understanding of their employing organisation, including the aims, objectives and structure of the organisation, and opportunities for professional and career development within the organisation.

Learners should be encouraged to engage with employers, and, where possible, with other employees, to gain knowledge and understanding from their experiences.

Perspectives on their employing organisation gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be through visits, and other time spent at employers, and also, where possible, through the use of guest speakers.

This unit could be delivered through distance learning, however this will involve additional, and different, considerations, such as planning, and other measures, to ensure learners can gain the required knowledge and understanding.

### Assessment

This unit is assessed through a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports, or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

### Essential resources

Learners will need access to the latest versions of relevant legislation as well as to organisational information and documents.

## Unit 4: Understanding the Active Leisure and Learning Sector

**Unit reference number:** F/600/1758

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 23

### Unit aim

This unit covers the knowledge and understanding that employees in the active leisure and learning sector require concerning:

- the active leisure and learning sector
- the sub sectors that make up active leisure and learning
- detailed information about the sub sector in which the learner works
- career opportunities.

### Unit introduction

Everyone working in active leisure and learning needs to know and understand the sector.

This unit will give learners knowledge and understanding of the key features of the active leisure and learning sector, looking at the size and scope of the sector, as well as its contribution to the economy and society.

Learners will also develop their knowledge of the different sub sectors of the active leisure and learning sector, especially the sub sector in which they work, including its composition, its size and economic and social value. They will also look at the roles of key organisations in the sub sector they work in, and the links it has with other industries.

Finally, learners will develop knowledge and understanding of employment and career opportunities in the sub sector in which they work, including sources of information on progression, training and education. Learners will learn about job roles, career pathways, progression, and how skills and knowledge acquired in their sub sector can relate to job opportunities elsewhere.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes  | Assessment criteria  |
|--|--|
| <p>1 Understand the key features of the active leisure and learning sector</p>   | <p>1.1 Describe the active leisure and learning sector's scope and size</p> <p>1.2 Explain the contribution that active leisure and learning makes to the economy and society</p> <p>1.3 Explain the role of the Sector Skills Council responsible for active leisure and learning</p> <p>1.4 Define the main sub sectors within the active leisure and learning sector</p>  |
| <p>2 Understand the key features of the active leisure and learning sub sector in which they work</p>                    | <p>2.1 Describe the composition of their sub sector in terms of public, private and voluntary organisations</p> <p>2.2 Analyse the size of their sub sector in terms of employment and participation</p> <p>2.3 Interpret the economic and social value of their sub sector</p> <p>2.4 Explain factors causing change in their sub sector</p> <p>2.5 Explain the essential principles, values or codes of practice in their sub sector</p> <p>2.6 Describe the roles of key organisations in their sector, including any representative and regulatory bodies, trade unions and trade associations</p> <p>2.7 Explain the links their sub sector has with other industries</p> |
| <p>3 Understand employment and career opportunities in the active leisure and learning sub sector in which they work</p> | <p>3.1 Identify sources of information on career progression, training and education</p> <p>3.2 Describe the main job roles within their sub sector</p> <p>3.3 Describe potential career pathways in their sub sector</p> <p>3.4 Identify what is required to progress in their sub sector in terms of qualifications, skills and knowledge, experience and personal qualities</p> <p>3.5 Explain how skills and knowledge acquired in their sub sector could relate to job opportunities elsewhere</p>  |

## Unit content

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### 1 **Understand the key features of the active leisure and learning sector**

*Active leisure and learning sector:* size and scope eg number of facilities, number of customers, number of employees, activities and opportunities available; contribution (to the economy, to society)

*Sector Skills Council:* Sector Skills Council (SkillsActive); role eg creating a framework for qualifications, training and development based on sector requirements and standards that have been designed by employers, ensuring their workforce is appropriately trained and qualified

*Sub sectors:* sub sectors eg sport, fitness, the outdoors, playwork, caravans

### 2 **Understand the key features of the active leisure and learning sub sector in which they work**

*Key features of sub sectors:* composition (public, private, voluntary); size eg employment, participation; value (economic, social); change (factors causing change); principles; values; codes of practice; roles of key organisation eg representative bodies, regulatory bodies, trade unions, trade organisations; links between sub sector and other industries

### 3 **Understand employment and career opportunities in the active leisure and learning sub sector in which they work**

*Employment and career opportunities:* sources of information (career progression, training, education); job roles within sector eg fitness instructor, playworker, sports coach, sports development officer, leisure facility manager, lifeguard; potential career pathways within sector eg specific to sub sector, management, leadership; progression (factors that help people progress) eg personal qualities, experience, professional development; transferring from one sector to another

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that learners can develop an understanding of the active leisure and learning sector, including the sector as a whole and the sub sector in which they work, as well as employment and career opportunities.

Learners should be encouraged to engage with employers, and, where possible, with other employees, to gain knowledge and understanding from their experiences.

Perspectives on the active leisure and learning sector gained through engaging with employers and employees, rather than through a purely theoretical context are key. Engagement can be through visits, and other time spent at employers, and also, where possible, through the use of guest speakers.

This unit could be delivered through distance learning, however this will involve additional, and different, considerations, such as planning, and other measures, to ensure learners can gain the required knowledge and understanding.

### Assessment

This unit is assessed through a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports, or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

### Essential resources

Learners will need access to the latest versions of relevant legislation as well as to organisational information and documents.

### Indicative resource materials

#### Websites

SkillsActive

[www.skillsactive.com](http://www.skillsactive.com)

# Unit 5: Understanding the Employing Organisation

**Unit reference number:** R/600/1764

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 23

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## Unit aim

This unit covers the knowledge and understanding that employees require concerning:

- the aims, objectives and structure of their organisation
- the contribution they can make to the organisation's objectives
- opportunities for professional and career development in the organisation.

## Unit introduction

Everyone working in active leisure and learning needs to know and understand their employing organisation.

This unit will develop learners' understanding of the structure of their organisation, including its functions, communication channels and lines of control.

Learners will also develop an understanding of the aims and objectives of their organisation, and their contribution to these aims and objectives, through considering the objectives of their role and the evaluation and development of their work/performance.

Finally, learners will develop their understanding of the opportunities that exist within the organisation for entry, professional development and progression, including evaluating processes for recruitment, induction and training and development.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes  | Assessment criteria   |
|--|---|
| 1 Understand the structure of their organisation   | 1.1 Describe the main functions in their organisation<br>1.2 Describe how the main functions in their organisation are staffed and organised<br>1.3 Describe the communication channels in their organisation<br>1.4 Describe the lines of control and accountability in their organisation   |
| 2 Understand key aims and objectives of their organisation   | 2.1 Explain the importance of an organisation having a business plan<br>2.2 Describe their organisation's key aims and objectives (for example, mission, core aims and values)<br>2.3 Describe how their organisation measures the achievement of key aims and objectives<br>2.4 Identify their organisation's key performance indicators   |
| 3 Understand their own contribution to their organisation's key aims and objectives                          | 3.1 Evaluate the importance of an organisation managing the performance of its staff<br>3.2 Describe the objectives of their job role<br>3.3 Explain how the objectives of their job role contribute to the organisation's key aims and objectives<br>3.4 Explain how their own performance is evaluated and developed<br>3.5 Analyse the contribution they can make to the evaluation and development of their performance |
| 4 Understand the opportunities for entry, professional development and progression within their organisation | 4.1 Explain the importance of continuing professional development<br>4.2 Evaluate the organisation's processes for recruitment<br>4.3 Evaluate the organisation's processes for induction<br>4.4 Evaluate the organisation's processes for training and development<br>4.5 Evaluate the opportunities and   |



|  |   |
|--|---|
|  | requirements for career progression for staff within their organisation |
|--|---|

## Unit content

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### 1 Understand the structure of their organisation

*Structure of organisation:* functions (main functions of the organisation, staffing and organisation of main functions); communication channels; lines of control and accountability

### 2 Understand key aims and objectives of their organisation

*Business plan:* the importance of having a business plan eg clear focus and direction, helps with planning, monitoring and reviewing

*Aims and objectives:* key aims and objectives of the organisation eg mission, core aims, values; measuring achievement of aims and objectives eg surveys, end of year review; key performance indicators eg numbers of customers, new customers, turnover, profits, market share, debt

### 3 Understand their own contribution to their organisation's key aims and objectives

*Managing performance:* importance of managing staff performance eg efficiency, motivation of staff, retention of staff

*Objectives:* objectives of job role; contribution of objectives of job role to organisations aims and objectives

*Evaluating and developing performance:* how performance is evaluated and developed eg personal development reviews, observation, one-to-ones, monitoring, shadowing, observations; own contribution to evaluation and development of performance

### 4 Understand the opportunities for entry, professional development and progression within their organisation

*Continuing professional development:* importance of continuing professional development eg efficiency, motivation of staff, retention of staff, customer satisfaction

*Organisational processes:* processes for recruitment eg advertising, interviewing, testing; processes for induction; processes for training and development eg internal training, external training, gaining qualifications, secondments, monitoring, shadowing, observations

*Career progression:* opportunities; requirements eg qualifications, technical skills, personal qualities, experience

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that learners can develop an understanding of their employing organisation, including the aims and objectives of the organisation, its structure, organisational processes, and opportunities for professional and career progression.

Learners should be encouraged to engage with employers, and, where possible, with other employees, to gain knowledge and understanding from their experiences.

Perspectives on their employing organisation gained through engaging with employers and employees, rather than through a purely theoretical context, are key. Engagement can be through visits, and other time spent at employers, and also, where possible, through the use of guest speakers.

This unit could be delivered through distance learning, however this will involve additional, and different, considerations, such as planning, and other measures, to ensure learners can gain the required knowledge and understanding.

### Assessment

This unit is assessed by a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports, or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

### Essential resources

Learners will need access to the latest versions of relevant legislation as well as to organisational information and documents.

## Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

### **How to obtain National Occupational Standards**

SkillsActive  
Castlewood House  
77-91 New Oxford Street  
London  
WC1A 1DG

Telephone: 020 7632 2000  
Fax: 020 7632 2001  
Email: [skills@skillsactive.com](mailto:skills@skillsactive.com)

# Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

## **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

# Annexe A

## The Pearson/BTEC qualification framework for the active leisure and learning sector

| Level | General qualifications   | Specialised Diplomas  | BTEC full vocationally-related qualifications  | BTEC specialist courses   | NVQ/occupational  |
|-------|--|---|--|---|---|
| 5     |  |   | BTEC HND Diplomas in: <ul style="list-style-type: none"> <li>- Sport</li> <li>- Sport and Exercise Sciences</li> </ul> |   |   |
| 4     |  |   | BTEC HNC Diplomas in: <ul style="list-style-type: none"> <li>- Sport</li> <li>- Sport and Exercise Sciences</li> </ul> |   | NVQ in Spectator Safety Management  |
| 3     |  | Principle Learning and Additional and Specialist Learning in Sport and Active Leisure | BTEC 'Nationals' in <ul style="list-style-type: none"> <li>- Sport</li> <li>- Sport and Exercise Sciences</li> </ul>   | BTEC Certificate and Diploma in Sailing and Watersports   | NVQs in: <ul style="list-style-type: none"> <li>- Sports Development</li> <li>- Leisure Management</li> <li>- Achieving Excellence in Sports Performance</li> <li>- Spectator Safety</li> </ul>   |
| 2     | GCSE in Physical Education (short course)<br>GCSE in Physical Education<br>GCSE in Leisure and Tourism<br>GCSE in Leisure and Tourism (Double Award) | Principle Learning and Additional and Specialist Learning in Sport and Active Leisure | BTEC 'Firsts' in Sport   | BTEC Certificates in Sailing and Watersports<br>BTEC Awards in: <ul style="list-style-type: none"> <li>- Understanding Stewarding at Spectator Events</li> <li>- Understanding the Laws of Sport</li> </ul> | NVQs in: <ul style="list-style-type: none"> <li>- Coaching, Teaching and Instructing</li> <li>- Operational Services</li> <li>- Activity Leadership</li> <li>- Instructing Exercise and Fitness</li> <li>- Spectator Safety</li> <li>- Sport and Play Surfaces</li> </ul> |
| 1     |  | Principle Learning and Additional and Specialist Learning in Sport and Active Leisure | BTEC Award, Certificate and Diploma in Sport and Active Leisure  |   | NVQ in Sport, Recreation and Allied Occupations   |

|              |   |  |  |  |  |
|--------------|---|--|--|--|--|
| <b>Entry</b> | Entry Level Certificate in Physical Education |  | BTEC Award in Sport and Active Leisure |  |  |
|--------------|---|--|--|--|--|

**September 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

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