

# **Pearson BTEC Level 2 Subsidiary Certificate and Certificate in Sailing and Watersports**

## **Specification**

BTEC Specialist qualifications

For first teaching September 2009

Issue 2

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

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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)

This qualification was previously known as:

Edexcel Level 2 BTEC Subsidiary Certificate and Certificate in Sailing and Watersports (QCF)

The QN remains the same.

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## Summary of Pearson BTEC Level 2 Subsidiary Certificate and Certificate in Sailing and Watersports specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
TQT value added	7
QCF references removed from unit titles and unit levels in all units	22-122
Guided learning definition updated	17

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).

# Contents

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<b>Qualification titles covered by this specification</b>	<b>1</b>
<b>What are BTEC Specialist qualifications?</b>	<b>2</b>
Sizes of Specialist qualifications	2
Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports (20 credits)	3
Pearson BTEC Level 2 Certificate in Sailing and Watersports (30 credits)	3
Key features of the Pearson BTEC Level 2 Specialist qualifications in Sailing and Watersports	3
National Occupational Standards (NOS)	5
<b>Rules of combination</b>	<b>6</b>
Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports	7
Pearson BTEC Level 2 Certificate in Sailing and Watersports	7
<b>Assessment and grading</b>	<b>8</b>
Grading	8
Grading domains	9
Guidance	9
<b>Quality assurance of centres</b>	<b>11</b>
<b>Programme design and delivery</b>	<b>12</b>
Mode of delivery	12
Resources	12
Delivery approach	14
Functional Skills	14
Personal, learning and thinking skills	14
<b>Access and recruitment</b>	<b>14</b>
Restrictions on learner entry	15
Access arrangements and special considerations	16
Recognition of Prior Learning	16
<b>Unit format</b>	<b>17</b>
Unit title	17
Unit reference number	17

Level	17
Credit value	17
Guided learning hours	17
Aim and purpose	17
Unit introduction	17
Learning outcomes	17
Unit content	18
Assessment and grading grid	18
Essential guidance for tutors	19
<b>Units</b>	<b>20</b>
Unit 1: Practical Sailing Skills	22
Unit 2: Injury in Sport	42
Unit 3: Outdoor and Adventurous Activities	60
Unit 4: Leading Outdoor and Adventurous Activities	81
Unit 5: Work Experience in the Sports Industry	100
<b>Further information and useful publications</b>	<b>123</b>
How to obtain National Occupational Standards	123
<b>Professional development and training</b>	<b>124</b>
<b>Annexe A</b>	<b>125</b>
The Pearson BTEC qualification framework for the Sport and Active Leisure sector	125
<b>Annexe B</b>	<b>128</b>
Grading domains: Level 2 BTEC generic grading domains	128
<b>Annexe C</b>	<b>131</b>
Wider curriculum mapping	131
<b>Annexe D</b>	<b>132</b>
National Occupational Standards/mapping with NVQs	132
<b>Annexe E</b>	<b>141</b>
Links to the Royal Yachting Association (RYA) qualifications	141
<b>Annexe F</b>	<b>148</b>
Personal, learning and thinking skills	148



# Qualification titles covered by this specification

## **Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports**

## **Pearson BTEC Level 2 Certificate in Sailing and Watersports**

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on the learners' final certification documentation.

The QNs for the qualifications in this publication are:

Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports	500/6521/X
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Pearson BTEC Level 2 Certificate in Sailing and Watersports	500/6727/8
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These qualification titles will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# 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

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).



## **Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports (20 credits)**

The 20-credit Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports provides an introduction to the skills, qualities and knowledge that may be required for employment in the sailing and watersports/outdoor adventure vocational sector.

## **Pearson BTEC Level 2 Certificate in Sailing and Watersports (30 credits)**

The 30-credit Pearson BTEC Level 2 Certificate in Sailing and Watersports extends the work-related focus from the Pearson BTEC Level 2 Subsidiary Certificate and covers some of the knowledge and practical skills required for employment in the sailing and watersports/outdoor adventure sector.

The Pearson BTEC Level 2 Certificate in Sailing and Watersports offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to study complementary qualifications without duplication of content.

For adult learners, the Pearson BTEC Level 2 BTEC Certificate in Sailing and Watersports can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

## **Key features of the Pearson BTEC Level 2 Specialist qualifications in Sailing and Watersports**

The Level 2 BTEC Specialist qualifications in Sailing and Watersports are exciting new qualifications designed for learners aged 14 years and above who wish to explore a specialised vocational route, either as a stand alone qualification, or to complement study alongside a BTEC Level 2 qualification in Sport, Public Services, Travel and Tourism or other vocationally-related area.

The Level 2 BTEC Specialist qualifications in Sailing and Watersports provide a suitable foundation for further study within the sport and active leisure sector through progression on to qualifications such as the Pearson BTEC Level 2 Firsts in Sport or the Pearson BTEC Level 3 Nationals in Sport or Sport and Exercise Sciences.

Alternatively, learners can progress to NVQs such as Activity Leadership or Coaching, Teaching and Instructing. The underpinning knowledge, practical and vocational skills learnt on the Level 2 BTEC Specialist qualifications in Sailing and Watersports will enhance and support the progression to a competency-based course.

The Level 2 BTEC Specialist qualifications in Sailing and Watersports qualifications have been developed to give learners the opportunity to:

- access the sailing world, promoting and encouraging the concept of 'sailing for all'
- engage in learning which is relevant to them and 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 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications
- develop functional skills and personal learning and thinking skills.

The Level 2 BTEC Specialist qualifications in Sailing and Watersports enable learners to develop the knowledge, understanding and skills that enable progression within specific areas of employment such as leadership support and water-based outdoor and adventurous activities.

The qualifications provide opportunities for learners to focus on the development of personal, learning and thinking skills, functional skills, and wider skills in a sport-related context, such as environmental issues and health and safety considerations.

This new development has provided an exciting opportunity to effectively 'add value' to BTEC Specialist qualifications by signposting units to the Royal Yachting Association (RYA) qualifications, giving learners the opportunity to:

- gain knowledge, understanding and skills needed to prepare them should they proceed to take the Royal Yachting Association (RYA) qualifications that are recognised and offered globally.

The Level 2 BTEC Specialist qualifications in Sailing and Watersports *do not* claim to provide competence for the RYA qualifications, but are aimed at providing a route to, and preparing learners for, the RYA qualifications.

- The BTEC Specialist qualifications in Sailing and Watersports have been designed so that the qualifications can be delivered in-shore.
- Centres have the flexibility of choosing whether they wish to focus on dinghy sailing or yachting.

Centres who wish learners to progress to RYA qualifications should be aware of RYA entry requirements, such as age restrictions. It is the responsibility of centres to ensure learners are eligible to gain entry to the RYA qualifications.

The specification also includes:

- detailed signposting to National Occupational Standards (NOS) for the Sport and Active Leisure sector; the learning outcomes and content of the units is informed by the content of the NOS. However, there are no competency-based units in the qualification and therefore it should not be used as an indicator of learners' competence in sport.

The assessment approach for the Level 2 BTEC Specialist qualifications in Sailing and Watersports allow learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment and grading criteria.

Evidence for assessment may be generated through a range of activities including on-water practical assessment, role play and presentations. Learners should be encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

### **National Occupational Standards (NOS)**

Where relevant, Pearson BTEC Level 2 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 NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson Level 2 BTEC Specialist qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Pearson BTEC Level 2 Subsidiary Certificate/Certificate in Sailing and Watersports relates to the following NOS:

- Sport, Recreation and Allied Occupations at Level 1
- Activity Leadership at Level 2
- Coaching, Teaching and Instructing at Level 2
- Instructing Exercise and Fitness at Level 2
- Operational Services at Level 2
- Achieving Excellence in Sports Performance at Level 3.

# 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. The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at the level or above the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other BTEC units.

## **Rules of combination for the Pearson BTEC Level 2 Sailing and Watersports qualifications**

When combining units for the Pearson BTEC Level 2 Sailing and Watersports qualifications, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports**

- 1 Qualification credit value: a minimum of 20 credits
- 2 All credits must be achieved from the units listed in this specification

### **Pearson BTEC Level 2 Certificate in Sailing and Watersports**

- 1 Qualification credit value: a minimum of 30 credits
- 2 All credits must be achieved from the units listed in this specification

## Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports

The Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports is a 20-credit and 160 guided learning hour (GLH) qualification that consists of 2 mandatory units that provide for a combined total of 20 credits.

The Total Qualification Time (TQT) for this qualification is 200.

Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports			
Unit	Mandatory units - both units must be taken:	Credit	Level
1	Practical Sailing Skills	10	2
2	Injury in Sport	10	2

## Pearson BTEC Level 2 Certificate in Sailing and Watersports

The Pearson BTEC Level 2 Certificate in Sailing and Watersports is a 30-credit and 180 guided learning hour (GLH) qualification that consists of 2 mandatory units **plus** 1 optional unit that provide for a combined total of 30 credits.

The Total Qualification Time (TQT) for this qualification is 300.

Pearson BTEC Level 2 Certificate in Sailing and Watersports			
Unit	Mandatory units - both units must be taken:	Credit	Level
1	Practical Sailing Skills	10	2
2	Injury in Sport	10	2
Unit	Optional units - one unit must be taken from:		
3	Outdoor and Adventurous Activities*	10	2
4	Leading Outdoor and Adventurous Activities*	10	2
5	Work Experience in the Sports Industry*	10	2

\* Learners must choose **one** of Unit 3, Unit 4 or Unit 5

## Assessment and grading

The assessment for the Pearson BTEC Level 2 in Sailing and Watersports qualifications is criterion referenced, based on the achievement of specified assessment and grading criteria. Each unit contains contextualised pass, merit and distinction criteria for unit assessment and grading.

In the Pearson BTEC Level 2 Specialist qualifications in Sailing and Watersports all units are internally assessed. The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

The overall grading for the Pearson BTEC Level 2 Specialist qualifications in Sailing and Watersports qualifications is a pass, based upon the successful completion of the minimum credit. However, learners have the opportunity to achieve pass, merit and distinction grades at unit level.

Learners must pass 2 mandatory units to achieve the Pearson BTEC Level 2 Subsidiary Certificate in Sailing and Watersports.

Learners must pass 2 mandatory units and 1 optional unit to achieve the Pearson BTEC Level 2 Certificate in Sailing and Watersports.

Centres are encouraged to use a variety of assignments and assessment methods, including case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment and grading criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment and grading criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Assessment and grading criteria grid* section of that unit. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

When applying the *Assessment and grading criteria grid* it is important to note that merit and distinction grading criteria require a qualitative improvement in the learners' evidence and not just simply the production of more evidence at the same level.

### Grading

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass criteria

- to achieve a 'merit' a learner must additionally have satisfied **all** the merit criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction criteria.

A grading scale of pass, merit and distinction is applied to all units.

### Grading domains

The assessment and grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC Level 2 grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

### Guidance

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

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment and grading 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 written reports, graphs, posters, along with projects, performance observation and time-constrained assessments.

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

The assessment and grading criteria must be clearly indicated on the fit for purpose assignments. 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 and grading criteria.

When looking at the unit assessment and grading criteria grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. 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.



## Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

# Programme design and delivery

BTEC Specialist qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities.

In BTEC Specialist qualifications each unit has a number of guided learning hours.

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learner's achievements. It does not include time spent by staff in day to day marking of assignments where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

## Mode of delivery

Pearson does not define the mode of study for BTEC 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 experience of work and life that learners bring to the programme.

## Resources

BTEC Specialist qualifications are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, 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 specialist vocational nature of 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 the learner's experience.

An outline learning plan is included in each unit as guidance and demonstrates one way in planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC Specialist qualification and the related NVQs and Functional Skills that also contribute to the scheme.

## Functional Skills

Pearson BTEC Level 2 Specialist qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered as stand-alone qualifications.

## Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe F*. Further opportunities for learners to demonstrate these skills may also be apparent as learners progress throughout their learning.

## 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 Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 1 qualification in Sport and Active Leisure or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade D-G
- other related Level 1 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

### **Restrictions on learner entry**

The Pearson Level 2 BTEC Specialist qualifications in Sailing and Watersports are accredited for learners aged 14 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

## **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 Qualifications: 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

In BTEC Specialist qualifications each unit consists of a credit value, learners will be awarded credits for the successful completion of whole units.

A credit value specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit.

## 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.

## 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

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing 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). 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 pass, merit and distinction grading criteria.

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 must have the opportunity within the delivery of the unit 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 and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in their acquisition of knowledge, understanding and skills.

### 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 elements 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).

### Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in the learner's evidence and not simply the production of more evidence at the same level.



## 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 with 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.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment and grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *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.
- *Employer engagement and vocational contexts* – gives a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative reading for learners* – gives a list of learner resource material that benchmarks the level of study.

# Units

Unit 1: Practical Sailing Skills	22
Unit 2: Injury in Sport	42
Unit 3: Outdoor and Adventurous Activities	60
Unit 4: Leading Outdoor and Adventurous Activities	81
Unit 5: Work Experience in the Sports Industry	100



# Unit 1: Practical Sailing Skills

**Unit reference number:** T/600/2731

**Level:** 2

**Credit value:** 10

**Guided learning hours:** 60

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## Aim and purpose

This unit enables learners to experience and develop practical sailing skills in a sail craft.

## Unit introduction

Sailing and watersports offer participants the opportunity to escape their everyday life and become immersed in natural sporting activities. Water users need to be adequately trained to ensure safe and enjoyable participation in what are potentially hazardous activities. A thorough understanding of the external influences on participation in these activities is vital to ensure the safety of the skipper and crew of any vessel, as well as other water users who may be in the vicinity.

This unit will give learners practical experience of planning, participating in and reviewing sessions on the water. To allow maximum opportunity for learners to gain practical sailing and watersports experience from this unit, learners may experience dinghy sailing, yachting or a combination of the two.

Learners will gain an understanding of the elements associated with planning and preparing for a session on the water. They will look at the environmental factors that influence sailing and how to prepare for a session taking into consideration these factors.

The unit will help to prepare learners should they proceed to undertake Royal Yachting Association (RYA) qualifications crucial to pursuing a career in the sailing and watersports industry.

Plenty of on-water practical experience will ensure learners have the opportunity to learn and practise all the skills they may need when participating in a session or short journey. Learners will be able to develop the crucial skills of teamwork and communication to enable successful demonstration of the practical skills.

Learners will have the opportunity to review their sessions, reflecting on what they have learned and experienced.

## 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:**

- 1 Know how to plan and prepare for a sailing session or voyage
- 2 Be able to negotiate all points of sail in a variety of weather and water conditions
- 3 Be able to demonstrate skills appropriate to someone responsible for a sail craft during a short trip or voyage
- 4 Be able to review own performance in a sailing session or voyage.

## Unit content

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### 1 Know how to plan and prepare for a sailing session or voyage

*Considerations:* weather eg onshore and offshore winds, Beaufort scale, sources of information, pressure systems, use of barometer, synoptic charts, sea breezes, mist and fog; tide eg tide tables, springs and neaps, rule of twelfths, ebb and flow, headlands, channels and estuaries; passage planning eg charts, plotters, timescale, waypoints, electronic navigation equipment, ports of refuge

*Vessel and equipment preparation:* rigging appropriately; reefing; checks and maintenance eg sails, rigging, hull integrity, centre board, rudder, engine, life raft; personal protective equipment (wet weather gear, buoyancy aids, life jackets, harnesses, wetsuits, boots, gloves, thermal layers); safety; first aid; communication; sustenance; securing; mooring warps; anchor; specific equipment for participants with particular needs

*Conditions:* weather eg wind direction, wind strength, visibility, temperature; tide eg tidal direction, tidal strength; sea state eg wind against tide, wind with tide

### 2 Be able to negotiate all points of sail in a variety of weather and water conditions

*Points of sail:* close hauled; beam reach; broad reach; run; training run; obstructions; manoeuvrability; depth; other water users

*Considerations:* sail setting; balance; trim; course made good; centre board; weather helm; ability and experience of crew

*Conditions:* weather eg wind direction, wind strength, visibility, temperature; tide eg tidal direction, tidal strength; sea state eg wind against tide, wind with tide; on-water obstructions eg other water users, moorings, spatial limitations

### 3 Be able to demonstrate skills appropriate to someone responsible for a sail craft during a short trip or voyage

*Practical skills:* stopping; controlling speed; tacking; gybing; getting out of irons; launching; leaving and returning to a beach, jetty or mooring; coming alongside a moored boat; capsize recovery; man overboard; securing a tow; use of International Regulations for the Prevention of Collisions at Sea (IRPCS); ropework eg figure of eight, round turn and two half hitches, securing to a cleat, bowline, clove hitch, reef knot, rolling hitch; navigation eg using charts, using electronic navigation equipment, variation and deviation, transits, fixing position, dead reckoning, preparing and executing a pilotage plan, buoyage, lights and symbols

*Leadership skills:* teamwork; communication; decisiveness; organisation

**4 Be able to review own performance in a sailing session or voyage**

*Review:* feedback (from participants, supervisor, peers, observers); strengths and areas for improvement; against plan and National Governing Body guidelines

*Development:* SMART (specific, measurable, achievable, realistic, time-bound) targets; personal development plans (diary, log, theoretical knowledge, practical experience, action required); development opportunities eg specific training and courses

## Assessment and grading criteria grid

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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe considerations relevant to planning a sailing session or voyage [IE1, IE3, IE5]	M1 explain considerations and how to prepare in response to these elements	D1 analyse considerations that should be made in planning, preparing for and executing a sailing session or voyage
P2 describe how to appropriately prepare a sail craft for use in different weather and water conditions [IE1, IE3]		
P3 demonstrate negotiation of all points of sail [TW1, TW3, TW4, TW5, TW6, SM1, SM3, SM4, SM6, SM7]		
P4 describe considerations that should be made in different weather and water conditions on different points of sail [IE1, IE3, CT1]	M2 explain considerations that should be made in different weather and water conditions on different points of sail	



<p>P5 demonstrate practical and leadership skills whilst setting off, taking part in and returning from a sailing session or voyage [CT1, CT2, CT3, CT4, CT5, CT6, TW1, TW3, TW4, TW5, TW6, SM1, SM3, SM4, SM6, SM7]</p>		
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Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P6 review own performance of participation in a sailing session or voyage, identifying strengths and areas for improvement. [IE1, IE3, IE4, IE5, IE6, RL1, RL2, RL3, RL4, RL5, EP4]	M3 explain identified strengths and areas for improvement, making recommendations for own development.	D2 justify recommendations made relating to own development.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

To allow maximum opportunity for learners to gain practical sailing and watersports experience from this unit, learners may participate in dinghy sailing, yachting or a combination of the two.

The unit should be an inspirational first step in developing practical sailing skills and experience. Learners should have the opportunity to benefit from a wide range of teaching strategies. However, tutors should ensure that as much on-water time as possible is given, so that learners have adequate time to gain experience and practise relevant skills.

During delivery of this unit tutors must use professional judgement to cover the indicative sections of the *Unit content* which are most relevant to their chosen sail craft. For example, if selecting dinghy sailing, centres should cover the following areas from the *Unit content* for *Vessel and equipment preparation* (checks and maintenance): sails, rigging, hull integrity, centre board, rudder. If yachting is selected, centres should cover the following areas from checks and maintenance: sails, rigging, hull integrity, rudder, engine, life raft.

The structure of the unit gives learners the opportunity to prepare for, and progress to, Royal Yachting Association (RYA) qualifications. However, centres providing this option must ensure that tutors hold appropriate instructional qualifications and that RYA content is delivered by recognised RYA training centres.

Theoretical elements of the course such as weather, tide and elements of navigation should be demonstrated wherever possible with observation tasks to backup classroom work. Practical tasks should be explained thoroughly in the classroom and, whenever possible, supported with appropriate demonstration. It would be beneficial for learners to use simulators to practise manoeuvres under close tutor supervision before trying them out for real. Adequate time to practise afloat must be given along with ample on-water coaching of skills. During debriefs it may be useful to use video feedback to allow learners to pinpoint areas for development.

The unit gives learners a chance to develop from continuous review of personal performance. Self-reflection must be encouraged to ensure that on completion of the unit learners continue to appraise their sailing performance and develop their skills and ability.

Learners should be encouraged to look at the 'big picture' when participating in a sailing session or voyage. The importance of planning and preparation upon successful execution of a sailing session or voyage and the related performance, health and safety and enjoyment implications should be highlighted regularly. However, it must also be remembered that the elements that sailing relies on are fickle and that learners should be prepared to be flexible and adapt to changes in conditions.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction and overview of the unit
Practical taster session: inspirational on-water session to get students motivated and enthused
Planning considerations: introduction to planning and preparing. How to ensure effective planning and preparing through organisation and efficient practice. Tutor-led discussion
Weather: types, features and how it affects sailing vessels. Individual learner research, tutor formal input, learner presentation, and practical observations
Tide: effects on sailing vessels. Individual research, tutor formal input, learner presentation and practical observations
Navigation: classroom discussion and learner practice through simulated exercises
Planning a session or voyage: combining environmental influences and navigational requirements to plan a session or voyage. Group discussion, planning for tutor-set simulated scenarios, planning for day-to-day practical sessions
Preparing a vessel: appropriate rigging. Tutor demonstration of process and learner practical activities
Preparing appropriate equipment: considering prevailing conditions to choose equipment. Group discussion, planning for tutor-set simulated scenarios, planning for day-to-day practical sessions
<b>Assignment 1: Planning and Preparing (P1, M1, D1).</b> Tutor introduces the assignment brief
Practical sailing: launching and landing. Adapting to tide, wind direction and assistance available. Using classroom discussion, on-water demonstration, 'follow-my-leader' exercises and video feedback
Practical sailing: points of sail. Using classroom discussion, simulation, on-water demonstration, course sailing, 'follow-my-leader' exercises and video feedback
Considerations for sailing: different points of sail. Learner observation during tutor-set tasks backed-up with classroom-based discussion
<b>Assignment 2: Points of Sail and Sailing Considerations (P2, P4, M2).</b> Tutor introduces the assignment brief
Practical sailing: skills and manoeuvres. Classroom explanation, simulation, on-water demonstrations, on-water coaching and video feedback

<b>Topic and suggested assignments/activities and/assessment</b>
Leadership skills: discussion about the attributes of a leader, role-play exercises and on-water exercises
<b>Assignment 3: Practical Assessment (P3, P5).</b> Tutor introduces the assignment brief. Learner completion of tutor-set tasks and scenarios
Reviewing performance: discussion on reasoning behind performance reviews. How to review effectively
<b>Assignment 4: Performance Review (P6, M3, D2).</b> Tutor introduces the assignment brief
Learner individual practice: practice of skills pinpointed for improvement through reviews
Tutor review of unit and debrief

### Assessment

There is opportunity for a wide range of assessment techniques to be utilised during this unit, including individual logbooks, videos and presentations. However, due to the nature of the topic it is advised that the unit is kept as practical as possible, providing learners with plenty of time afloat and allowing opportunity to develop skills.

For P1, learners must describe the considerations relevant to planning a sailing session or voyage. They should include a description of weather and tides and how to collate and interpret information about them to allow navigational planning. For P2, learners need to describe how to appropriately prepare a sail craft for use in different weather and water conditions covering rigging, reefing, checks and maintenance, personal protective equipment, safety, first aid, communication, sustenance, securing, mooring warps and anchor. Learners also need to cover specific equipment for participants with particular needs. Assessment will best be made through actual preparation for pre-set scenarios. Assessment evidence could be presented verbally, supported by a tutor witness statement.

For P3 and P5, learners need to participate in practical assessment on the water. Learners could be given a series of tasks to complete at various locations that will test their ability to both sail on all points of sail and complete different manoeuvres. The manoeuvres that are chosen should be appropriate to the craft. Learners will need to demonstrate their practical and leadership skills. Tutors may want to record assessment with video as well as observation reports to evidence achievement of these criteria. Criterion P4 could then be assessed through a written task or oral presentation in which the learner describes considerations that should be made in different weather and water conditions on different points of sail.

For P6, learners need to review their own performance during participation in sailing sessions or voyages. They should keep a diary or log for all training sessions. Tutors can help learners by giving them a framework to follow for their diary or log. Strengths and areas for improvement must be highlighted. Tutor observations, peer review and self-reflection can contribute to the learner's review of their performance.

For M1, which links to P1, learners must further explain the elements that affect preparation and the consequent choices that must be made when planning and preparing for a sailing session or voyage. Assessment evidence could be presented verbally, supported by a tutor witness statement.

For M2, considerations that should be made on different points of sail in different weather and water conditions, which were described for P4, must be explained in full. Learners should show good understanding of considerations and reasoning behind possible choices.

For M3, learners need to explain their strengths and areas for improvement which were identified for P6. Learners also need to make recommendations for further development by providing action plans, taking into consideration SMART targets. They should prepare a personal development plan to record their progress and identify appropriate development opportunities, for example additional training or specific courses.

For D1, which builds on M1, learners need to analyse a complete sailing session or voyage from planning through to completion. Considerations and decisions made should be analysed in full and learners must show a sound understanding of how considerations and choices may affect and impact on later events.

For D2, which builds on M3, learners need to justify recommendations made relating to their own development. Learners need to give reasons or evidence to support their views and show how they arrived at their conclusions. Assessment evidence for D2 could be via a written task or verbal presentation supported by a tutor witness statement.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Planning and Preparing	Sailing is an exhilarating and entertaining sport that appeals to a wide range of people and benefits all who participate in it. However, it is important that those choosing to go afloat are aware of the	Presentation and handout Witness statement
P2, P4, M2	Points of Sail and Sailing Considerations		Leaflet
P3, P5	Practical Assessment		Practical observation Observation records
P6, M3, D2	Performance		Written sailing

	Review	necessary planning and preparing considerations that they must make to ensure a safe and enjoyable session or voyage. It is also important that appropriate levels of competency and confidence are met before undertaking participation independently.	logbook
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**Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit has particular links with the following unit titles in the BTEC Sport suite:

Level 2 Sport	Level 3 Sport
Injury in Sport	Assessing Risk in Sport
Outdoor and Adventurous Activities	Outdoor and Adventurous Activities
Planning and Leading Sports Activities	Principles and Practices in Outdoor Adventure
Leading Outdoor and Adventurous Activities	Equipment and Facilities for Outdoor and Adventurous Activities
	Leadership in Sport
	Leading Water-based Outdoor and Adventurous Activities
	Skills for Water-based Outdoor and Adventurous Activities
	Alternative Pursuits for Outdoor Adventure

**This unit links with the National Occupational Standards for:**

- Sport, Recreation and Allied Occupations at Level 1
- Activity Leadership at Level 2.

**Essential resources**

Learners must have access to well-maintained sail craft during delivery of this unit. All sail craft must be appropriate for the prevailing conditions and operate under relevant legislative and governing body guidelines. All practical sailing sessions must be staffed under recommended ratios and rescue cover must be supplied as appropriate. Simulators should be available for on-land demonstrations and practice if applicable. Launching facilities should be safe and learners should wear adequate personal protective equipment at all times.

Appropriate charts and navigational equipment and documents are vital. Forms of communication should be available for learners to examine and where possible practise with.

Access to the internet to check forecasts and tides would be beneficial. Learners would also benefit from rope being available in a classroom environment to practise knots.



### **Employer engagement and vocational contexts**

Learners would benefit from guest speakers such as experienced or professional sailors to enhance the learning experience. Opportunity to observe high-level sailors on the water would be invaluable in preparing learners to perform themselves.

## Indicative resource materials

### Textbooks

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Taylor I and Sergison A – *BTEC First Sport Student Book* (Edexcel, January 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC First Sport Tutor Resource Pack* (Edexcel, April 2010)

Allaby M – *The World's Weather – How It Works* (Horus Editions, 2002) ISBN 9781899762545

Bartlett T – *RYA Navigation Handbook* (Royal Yachting Association, 2003) ISBN 9780901501936

Bond B – *The Handbook of Sailing* (Pelham, 1992) ISBN 9780720720167

Ives E – *Reed's Maritime Meteorology* (Thomas Reed, 2009) ISBN 9781408112069

Justin D and Berry C – *First Aid at Sea* (Adlard Coles, 2003) ISBN 9781408105993

Mosenthal B – *Learning to Sail in Yachts and Dinghies* (Adlard Coles, 2007) ISBN 9780713682427

Owen P – *The Really Useful Little Book of Knots* (Burford, 2004) ISBN 9781580801249

Owen P – *The RYA Book of Knots* (Adlard Coles Nautical, 2004) ISBN 9780713670547

Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455

Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G15/07* (Royal Yachting Association, 2004) ISBN 9781905104987

Tibbs C – *RYA Weather Handbook* (Royal Yachting Association, 2006) ISBN 9781905104178

### Journals

*Dinghy Sailing Magazine*

*Motor Boats and Yachting*

*Practical Boat Owner*

*Yachting Monthly*

*Yachting World*

*Yachts and Yachting*

### Websites

The Met Office                      [www.metoffice.gov.uk](http://www.metoffice.gov.uk)

Royal Yachting Association   [www.rya.org.uk](http://www.rya.org.uk)

### Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	describing considerations relevant to planning a sailing session or voyage describing how to appropriately prepare a sail craft for use in different weather and water conditions describing considerations that should be made in different weather and water conditions on different points of sail reviewing own performance of participation in a sailing session or voyage, identifying strengths and areas for improvement
<b>Creative thinkers</b>	describing considerations that should be made in different weather and water conditions on different points of sail demonstrating practical and leadership skills whilst setting off, taking part in and returning from a sailing session or voyage
<b>Reflective learners</b>	reviewing own performance of participation in a sailing session or voyage, identifying strengths and areas for improvement
<b>Team workers</b>	demonstrating negotiation of all points of sail demonstrating practical and leadership skills whilst setting off, taking part in and returning from a sailing session or voyage
<b>Self-managers</b>	demonstrating negotiation of all points of sail demonstrating practical and leadership skills whilst setting off, taking part in and returning from a sailing session or voyage
<b>Effective participators</b>	reviewing own performance of participation in a sailing session or voyage, identifying strengths and areas for improvement.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Reflective learners</b>	providing feedback to peers on their practical performance in sailing and watersports
<b>Effective participators</b>	providing feedback to peers on their practical performance in sailing and watersports.

## Functional Skills – Level 2

Skill	When learners are ...
<b>ICT - Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	preparing a PowerPoint presentation
Manage information storage to enable efficient retrieval	maintaining a diary/logbook
<b>ICT - Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching considerations planning and preparing assignment tasks
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching considerations planning and preparing assignment tasks
<b>ICT - Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	preparing a PowerPoint presentation
Bring together information to suit content and purpose	researching considerations planning and preparing assignment tasks
Present information in ways that are fit for purpose and audience	delivering a PowerPoint presentation
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	demonstrating practical and leadership skills delivering a presentation

Skill	When learners are ...
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reviewing own performance
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	maintaining a diary/logbook reviewing own performance preparing assignment tasks.



## Unit 2: Injury in Sport

**Unit reference number:** A/600/2259

**Level:** 2

**Credit value:** 10

**Guided learning hours:** 60

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### Aim and purpose

The aim of this unit is to develop learner knowledge of common sports injuries and illnesses and their respective treatment. It will also consider risk assessment and its management.

### Unit introduction

Anyone who takes part in any sport at whatever level, is at risk of sustaining an injury. At the weekend, when sports participation is at its greatest, hospital accident and emergency departments will have more than their fair share of sports injuries to deal with. Running, jumping and lifting weights places excess stress on the body and can lead to a range of sporting injuries. In addition, once you take into account other participants, such as those in a football game, injuries through collision and tackles are commonplace. Taking part in outdoor pursuits carries with it a high risk of injury, even when risk assessments are carried out and the correct equipment is used. Therefore, it is very important that people who take part in sport, or wish to pursue a career in the sport sector, have a good grasp of health and safety and are able to deal with a range of basic sports injuries.

This unit looks at the different types of injury and illness commonly linked to sports participation. The procedures which must be followed when dealing with an injury or illness, for a range of participants, are also covered.

The unit will give learners a good understanding of health and safety issues relating to sports participation and the precautions to help minimise the chance of sports participants being injured. Basic definitions of risks and hazards are explored within the unit looking at how people, equipment and environmental factors may contribute towards injury. Rules, regulations and legislation are also considered.

To complete the unit, learners will explore why, how and when they should carry out a risk assessment and how to adapt it if necessary. All learners will be expected to complete a risk assessment relevant to sport.



## 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:**

- 1 Know the different types of injuries and illness associated with sports participation
- 2 Be able to deal with injuries and illnesses associated with sports participation
- 3 Know the risks and hazards associated with sports participation
- 4 Be able to undertake a risk assessment relevant to sport.

## Unit content

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### 1 Know the different types of injuries and illness associated with sports participation

*Causes of injury:* eg loading, intrinsic factors, extrinsic factors, overuse, alignment, intensity, effect of levers, gravity and resistance

*Types of injuries:* eg overuse injuries (tendonitis, shin splints, dislocation), fractures (open and closed), strains, sprains, grazes, bruising, concussion, spinal injuries, blisters

*Types and signs of illness:* eg asthma (wheezing and shortness of breath), heart attack (chest pain), viral infection (high temperature), hypoglycaemia (confusion)

### 2 Be able to deal with injuries and illnesses associated with sports participation

*Procedures and treatment:* protection of casualty and other people from further risk; types of qualified assistance; ways in which to call for qualified assistance appropriate to casualty's condition; organisation's first aider and emergency service; methods of providing reassurance and comfort; ways in which to give qualified assistance; clear and accurate information; accident reporting procedures

*Types of casualty:* eg adults, children, people with particular needs

*Types of injury/illness:* eg minor injuries (can be dealt with on-site), minor illness (can be dealt with on-site), major injuries (requiring medical attention), major illness (requiring medical attention)

### 3 Know the risks and hazards associated with sports participation

*Risks and hazards to people:* eg inappropriate warm up or cool down, physical fitness, physique, alcohol, technique, skill level, over training, behaviour of other participants, jewellery, food, chewing gum

*Risks and hazards from equipment:* eg inappropriate clothing, lack of protective clothing or equipment, playing surface, faulty or damaged equipment

*Risks and hazards from the environment:* eg cold weather, rain (flooding, muddy pitch), hot weather

*Rules, regulations and legislation:* eg organisational rules specific to location and facility, Health and Safety at Work Act 1974, Management of Health and Safety at Work (Amendment) Regulations 1994, Control of Substances Hazardous to Health (COSHH) 2002, Health and Safety (First Aid) Regulations 1981, Safety at Sports Ground Act 1975, Children Act 2004

**4 Be able to undertake a risk assessment relevant to sport**

*Purpose:* ascertain level of risk; minimise injury; maintain safe environment; protect participants and those leading the activity

*Risk assessment:* record sheets; identify types of hazards; identify possible risks involved and level of risk; use of specialist equipment to minimise identified risks eg protective equipment such as gum shield or shin pads, padded posts or posts inserted directly into ground rather than having a base at ground level; reporting procedures; contingency plans eg if weather conditions change, damaged equipment, differing skill levels of participants

## Assessment and grading criteria grid

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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe four different types of injuries associated with sports participation and their underlying causes	M1 explain why certain injuries and illnesses are associated with sports participation	
P2 describe two types and signs of illnesses related to sports participation		
P3 demonstrate how to deal with casualties suffering from three different injuries and/or illnesses, with tutor support	M2 independently deal with casualties suffering from three different injuries and/or illnesses	
P4 describe six risks and hazards associated with sports participation	M3 explain risks and hazards associated with sports participation	D1 give a detailed account of why participants are at risk of injury whilst taking part in sport
P5 describe four rules, regulations and legislation relating to health, safety and injury in sports participation	M4 explain four rules, regulations and legislation relating to health, safety and injury in sports participation	
P6 carry out and produce a risk assessment relevant	M5 describe contingency plans that can be used in a risk	D2 justify the use of specialist equipment to minimise the risk

to a selected sport. [IE1, IE3, IE4, IE6]	assessment.	of injury.
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**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

For this unit learners need to understand theoretical concepts and then apply their knowledge to practical situations. Delivery of the unit must use a range of techniques in order to ensure that the learner is equipped to deal with a range of situations relating to health and safety.

In order for learners to gain an understanding of risks and hazards tutors will need to impart a great deal of information. Wherever possible, practical work should be used to complement theoretical information. The unit content includes examples of what may be examined, and tutors must determine what is appropriate for their learners. However, tutors should ensure that they attempt to cover all the situations learners may be faced with if they were working in the specified environment.

Knowledge relating to different types of injuries and illnesses could be gained via a combination of theoretical teaching, learner research and practical work. Tutors can give examples of what may cause injury and then relate them to the key words, for example in kayaking a participant may capsize and hit their head on a boulder in the river, this injury would be caused by an extrinsic factor. Types of injury can be taught using a range of methods and there are a number of websites with good examples. X-rays may also be used to show learners different types of bone injury. Types and signs of illness may be taught through role play, to enable learners to become familiar with the various types of ill health they may encounter.

Knowledge and understanding relating to dealing with injuries and illness can be gained primarily through practical means. Learners could be taken to a leisure centre or outdoor pursuits facility and research the organisation's policy on treating casualties. They could be asked to research how to find out who the designated first aider is, the different methods used to call for assistance within the centre, how to give clear and accurate information to the first aider and how they would report an accident. Tutors may demonstrate how to comfort and protect a range of casualties and then the techniques could be practised by learners. Role play with given scenarios could be used with great effect here. Whilst it is not essential to undertake a first aid qualification, this may be a means to achieving some of the unit content and meeting the relevant assessment and grading criteria.

A risk assessment could be produced individually or as a group exercise in which all learners contribute to a risk assessment for a relevant activity. If assessed via a group exercise, each individual learner should provide sufficient evidence to meet the assessment and grading criteria. Achievement can be confirmed and supported by tutors completing an observation record/witness statement. For example, learners could carry out a risk assessment for a multi-stage fitness test. They would be given the relevant documentation then, with tutor guidance, examine the environment, the participants and the equipment. This activity could be linked easily to other units where the learner has led or delivered a practical

sports session. It is recommended that before being assessed for the related criteria learners have an opportunity to risk assess a variety of differing sports environments in order to fully understand the purpose of risk assessment.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES AND/ASSESSMENT
Tutor-led introduction and overview of the unit
<b>Assignment 1: Cause and Prevention of Injuries and Illnesses Associated with Sports Participation (P1, P2, P4, P5, M1, M3, M4, D1).</b> Know the different types of injuries and illness associated with sports participation and know a range of risks and hazards associated with sports participation. Learner research: types and causes of injuries and illnesses; risks and hazards; health and safety legislation
Types of injuries: group practical exercises exploring the most common types of sports-related injuries and their causes
Identification of risks and hazards: group discussion and feedback
Types of illnesses: group practical exercises exploring the most common types of sports-related illnesses
Group feedback/learner presentation of findings
<b>Assignment 2: Dealing with a Sports-related Injury or Illness (P3, M2).</b> Be able to deal with injuries and illnesses associated with sports participation. Tutor-led discussion: role play of different injury/illness contextualised situations
Dealing with common sports injuries and illnesses – practical activities to practise appropriate techniques – practical observation
<b>Assignment 3: Risk Assessment – How and Why? (P6, M5, D2).</b> Learners research the purpose and components of risk assessment; contingency plans and specialist equipment
Risk assessment: practical application and observation producing completed risk assessment

## Assessment

For P1, learners will be expected to describe four different types of injuries associated with sports participation and their causes. For P2, learners need to describe two types and signs of sports-related illnesses. It is possible that a learner may present this information in the form of a report and/or a presentation following some individual research and tutor guidance.

The depth of information given in the report and/or the presentation would decide whether or not the learner had sufficient coverage to meet M1. They would need to explain why the identified injuries and illness occurred, along with their respective causes, rather than purely describing them.



For P3, learners need to practically demonstrate, with tutor support, how they would deal with casualties suffering from three distinct injuries and/or illnesses. An observation checklist and some additional tutor support, for example, questions as to why, would be appropriate evidence. However, this would also be suitably supported by the use of video evidence. If the learner was able to demonstrate how to deal with the casualties in the three situations without any tutor support, the observation record and any other supportive evidence for example, video, would be sufficient for the learner to achieve M2.

For P4, learners need to identify and describe six risks and hazards associated with sports performance. Two risks and hazards should be selected from each of the *Unit content* for 'people', 'equipment', and 'environment', respectively. The evidence for this can be linked to criteria P1 and P2 as a means of supportive evidence. This also allows P5 to be achieved if four rules, regulations and/or legislation are also cited in the learner evidence. If this is the case, then the learner may present this information as a report and/or a presentation following some individual research and tutor guidance as suggested previously for P1 and P2. Alternatively, the evidence could stand alone as a separate report and/or presentation or posters.

The depth of information given in the report and/or the presentation would decide whether or not the learner had sufficient coverage to meet M3 and M4. They would need to explain why the identified risks and hazards occurred, along with an explanation for the four identified rules, regulations and/or legislation utilised. For D1, learners need to provide a detailed account of why sports participants are at risk of injury.

For P6, a risk assessment report must be completed which should show the purpose of the report and an appropriate means of recording the learner's findings. The risk assessment should cover the areas as stated in the *Unit content*, including contingency plans ie, why they are used, how to write them, plans covering a range of changes of circumstance.

For M5, a contingency plan should be described to support the risk assessment identified for P6. Evidence of this may be included in the risk assessment report or it can stand alone and be assessed as a separate piece of evidence.

For D2, learners must justify why certain specialist equipment is used in order to minimise the risk of injury when participating in sport. There should be evidence to show that learners understand why the equipment has been utilised and the benefits to the participant. Evidence of this may be included in the risk assessment report or it can stand alone and be assessed as a separate piece of evidence.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

CRITERIA COVERED	ASSIGNMENT TITLE	SCENARIO	ASSESSMENT METHOD
P1, P2, P4, P5, M1, M3, M4, D1	Cause and Prevention of Injuries and Illnesses Associated with Sports Participation	You are on work placement at your local sports centre. As part of your induction you have been asked by the manager to produce information that could be given to customers regarding safe sports participation.	Small-group presentation and individual learner report  Possible use of posters or production of leaflets
P3, M2	Dealing with a Sports-related Injury or Illness	Throughout your time on placement at the sports centre you have to deal with a variety of different issues that arise whilst you are on duty.	Practical observation and assessment
P6, M5, D2	Risk Assessment – How and Why?	Having nearly completed your placement, and having worked in all of the different environments ie gym, sports hall, outdoor track and field areas etc, you have been asked to produce a risk assessment for one of the areas.	Risk assessment report and written report

**Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Anatomy and Physiology for Sport	Principles of Anatomy and Physiology in Sport	Anatomy for Sport and Exercise
Effects of Exercise on the Body Systems	The Physiology of Fitness	Sport and Exercise Physiology
Fitness Testing and Training	Assessing Risk in Sport	Fitness Testing for Sport and Exercise
Planning and Leading Sports Activities	Fitness Training and Programming	Fitness Training and Programming
Outdoor and Adventurous Activities	Sports Coaching	Instructing Physical Activity and Exercise
Sport and Leisure Facility Operations	Fitness Testing for Sport and Exercise	Sports Injuries
Leading Outdoor and Adventurous Activities	Outdoor and Adventurous Activities	Sports Coaching
Expedition Experience	Instructing Physical Activity and Exercise	Outdoor and Adventurous Activities
	Exercise for Specific Groups	Exercise for Specific Groups
	Sports Injuries	
	Organising Sports Events	
	Equipment and Facilities for Outdoor and Adventurous Activities	
	Skills for Land-based Outdoor and Adventurous Activities	
	Skills for Water-based Outdoor and Adventurous Activities	

**This unit links with the National Occupational Standards (NOS) for:**

- Sport, Recreation and Allied Occupations at Level 1
- Activity Leadership at Level 2
- Coaching, Teaching and Instructing at Level 2
- Instructing Exercise and Fitness at Level 2
- Operational Services at Level 2
- Achieving Excellence in Sports Performance at Level 3.

**Essential resources**

Learners will need access to information regarding current, and relevant, rules, regulations and legislation, as well as appropriate resources required to 'deal with' casualties suffering from injury and illness.

**Employer engagement and vocational contexts**

This unit focuses specifically on the risks, hazards and health and safety issues associated with sports participation and considers practical ways in which these issues may be reduced. In the event of an injury occurring, basic recognition and treatment is considered. In order for this unit to have a more practical focus rather than a purely theoretical input, it is essential that links are made with 'real' industry. Centres are encouraged to utilise the benefits of visits to sports centres and facilities to look at risk assessment in practice. In addition, unit delivery may include input from sports therapists and coaches as guest speakers in order to highlight common injuries and illnesses and their associated treatments. It is possible, although not necessary, for learners to undertake a first aid qualification in order to meet some of the assessment and grading criteria.

**Indicative resource materials**

**Textbooks**

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Taylor I and Sergison A – *BTEC First Sport Student Book* (Edexcel, January 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC First Sport Tutor Resource Pack* (Edexcel, April 2010)

Dagleish J et al – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Flegel M J – *Sport First Aid* (Human Kinetics Europe Ltd, 2008) ISBN 9780736076012

Gill W – *Practical Guide to Sports First Aid* (Lotus Publishing, 2004) ISBN 9780954318864

Harris B et al – *BTEC First Sport: Student Book 2nd Edition* (Heinemann, 2006) ISBN 9870435462192

Honeybourne J – *BTEC First in Sport* (Nelson Thornes, 2005) ISBN 9780748785537

Stafford-Brown et al – *BTEC First Sport* (Hodder Arnold, 2006) ISBN 9780340926048

**Journals**

*American College of Sport Medicine's Health and Fitness Journal*

*British Journal of Sports Medicine*

*British Medical Journal*

*Exercise and Sport Sciences Reviews*

*International Journal of Sports Science and Coaching*

*Medicine and Science in Sports and Exercise*

*Research Quarterly for Exercise and Sport*

**Websites**

Coachwise                      [www.1st4sport.com](http://www.1st4sport.com)

Peak Performance            [www.pponline.co.uk](http://www.pponline.co.uk)

Sports Coach UK              [www.sportscoachuk.org](http://www.sportscoachuk.org)

Sports Coach                  [www.brianmac.co.uk](http://www.brianmac.co.uk)

Sports Medicine              [www.sportsmedicine.about.com](http://www.sportsmedicine.about.com)

Top End Sports                [www.topendsports.com](http://www.topendsports.com)

### Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	carrying out and producing a risk assessment relevant to a selected sport.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching types and causes of injuries researching types and signs of illnesses researching risks and hazards researching health and safety issues
Reflective learners	practising how to deal with casualties
Team workers	practising how to deal with casualties
Self-managers	undertaking research on injuries, illnesses, risks, hazards and health and safety issues carrying out and producing a risk assessment
Effective participators	practising how to deal with casualties working in small groups to present research findings.

## Functional Skills – Level 2

Skill	When learners are ...
<b>ICT - Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching types and causes of injuries researching types and signs of illnesses researching risks and hazards researching health and safety issues
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	preparing a risk assessment
Manage information storage to enable efficient retrieval	writing a report on the research findings completing a risk assessment
<b>ICT - Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching types and causes of injuries researching types and signs of illnesses researching risks and hazards researching health and safety issues
<b>ICT - Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records.</li> </ul>	preparing a presentation or poster on risks, hazards, health and safety issues producing a risk assessment document
Bring together information to suit content and purpose	preparing a presentation or poster on risks, hazards, health and safety issues producing a risk assessment document
Present information in ways that are fit for purpose and audience	preparing a presentation or poster on risks, hazards, health and safety issues producing a risk assessment document

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting the research findings dealing with a casualty
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	identifying appropriate sources of information for use in a presentation/poster/report/risk assessment
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	report writing producing a risk assessment.





## Unit 3: Outdoor and Adventurous Activities

**Unit reference number:** M/600/2260

**Level:** 2

**Credit value:** 10

**Guided learning hours:** 60

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### Aim and purpose

This unit will give learners an opportunity to participate in exciting outdoor and adventurous activities such as rock climbing, snowboarding, kayaking, sailing and caving. The unit provides an opportunity to learn and apply new practical skills and techniques.

### Unit introduction

Outdoor and adventurous activities are becoming increasingly popular. The challenge of these activities lies in the associated element of uncertainty and risk. It is the very essence of uncertainty and managing risk that makes adventure appealing and exciting for so many. Only through using a combination of knowledge and skill can the participant successfully undertake outdoor and adventurous activities.

The number of people participating in outdoor and adventurous activities continues to grow. This, in turn, has seen a large increase in travel companies promoting activity holidays and facilities, from comparatively new sports such as skate parks and mountain bike trails to more traditional sailing lakes. This growth has opened up many new employment opportunities.

Learners undertaking this unit will develop their experiences, techniques, skills and knowledge in two outdoor and adventurous activities. As part of the unit learners will develop a range of techniques and apply them skilfully to meet an appropriate challenge. Examples may include learning the techniques of land navigation and then using these to make a journey in wild country or, after learning techniques, to climb in balance, successfully climbing a difficult graded route.

To develop knowledge, skills and understanding in their chosen outdoor and adventurous activities learners will take part in a planned programme under the guidance of a qualified instructor. Learners will gain an understanding of some of the wider issues associated with their chosen outdoor and adventurous activities, such as safe participation, environmental impact, equipment, where the local clubs are and how the sport is coordinated through the National Governing Body.

Learners' practical programmes will be planned to ensure targets for progression are set, taking into account learner ability.

## **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:**

- 1 Know the organisation and provision of outdoor and adventurous activities
- 2 Know health and safety considerations and environmental impacts associated with participation in outdoor and adventurous activities
- 3 Be able to demonstrate techniques and skills associated with selected outdoor and adventurous activities
- 4 Be able to review performance in outdoor and adventurous activities.

## Unit content

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### 1 Know the organisation and provision of outdoor and adventurous activities

*Organisation:* eg National Governing Bodies, coaching schemes and leadership awards, clubs, training opportunities, employment

*Provision:* eg local, national, access, range, geographical differences, sites and centres

### 2 Know health and safety considerations and environmental impacts associated with participation in outdoor and adventurous activities

*Health and safety:* eg National Governing Body guidelines, Adventurous Activities Licensing Authority, Health and Safety Executive

*Risk assessment:* hazards; who might be affected; likelihood of occurrence; severity; risk rating; measures to minimise and manage risk

*Environmental impacts:* eg erosion, wildlife disturbance, pollution, construction of facilities

### 3 Be able to demonstrate techniques and skills associated with selected outdoor and adventurous activities

*Techniques and skills:* eg movement, tactics, use of equipment, decision making, communication, interaction, specific to activities

*Outdoor and adventurous activities:* eg orienteering, rock climbing, skiing, snowboarding, canoeing, kayaking, sailing, windsurfing, mountain biking, body boarding, surfing, caving

*Recording evidence:* eg diary, logbook, portfolio, video, audio, observation record, feedback sheets

### 4 Be able to review performance in outdoor and adventurous activities

*Review:* performance; feedback (eg from participants, supervisor, peers, observers); strengths and areas for improvement; against plan and National Governing Body guidelines; set SMART (specific, measurable, achievable, realistic, time-bound) targets; development plans; development opportunities eg specific training and courses

## Assessment and grading criteria grid

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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the organisation and provision of two outdoor and adventurous activities	M1 compare the organisation and provision of two outdoor and adventurous activities	
P2 describe the health and safety considerations associated with participation in two outdoor and adventurous activities	M2 explain health and safety considerations associated with participation in two outdoor and adventurous activities, identifying precautions and actions that can be taken, or used, in relation to them	D1 explain precautions and actions that can be taken, or used, in relation to health and safety considerations associated with participation in two outdoor and adventurous activities
P3 produce a risk assessment for a selected outdoor and adventurous activity [IE1, IE2, IE3]		

<p>P4 describe environmental impacts associated with participation in two outdoor and adventurous activities</p>	<p>M3 explain the environmental impacts associated with participation in two outdoor and adventurous activities, identifying precautions and actions that can be taken, or used, to reduce them</p>	<p>D2 explain precautions and actions that can be taken, or used, to reduce the environmental impacts associated with participation in two outdoor and adventurous activities</p>
<p>P5 demonstrate techniques and skills appropriate to two outdoor and adventurous activities [SM2, SM3]</p>	<p>M4 review and justify choice of techniques demonstrated in outdoor and adventurous activities</p>	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P6 review the performance of another individual participating in two outdoor and adventurous activities, identifying strengths and areas for improvement [RL1, EP4]		
P7 carry out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement. [RL1, RL3, RL5]	M5 explain identified strengths and areas for improvement in own performance in outdoor and adventurous activities, making recommendations for further development of identified areas for improvement.	D3 justify recommendations relating to identified areas for improvement in own performance in outdoor and adventurous activities.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators



## Essential guidance for tutors

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### Delivery

This unit should be delivered in a predominantly practical way, with theory sessions used to reinforce and underpin skill acquisition and understanding. Learners should be taught about the organisation and provision of outdoor and adventurous activities.

Learners will need to be supervised by a suitably qualified instructor, or member of staff, and tutors need to be aware of their legal responsibilities.

Centres should recognise that learners need experience and should provide skill acquisition in at least two outdoor and adventurous activities. Throughout this unit, the term 'outdoor and adventurous activities' refers to one activity, and learners are required to participate in two activities. Examples of outdoor and adventurous activities are provided in the *Unit content*. Previous experience of learners should be taken into account to ensure that they engage in activities at a level that is appropriate for their ability.

This unit gives learners the knowledge and opportunity to develop and improve their own practical skills and techniques in two outdoor and adventurous activities. Centres should choose activities to which they have adequate access. Activity locations need to be selected with the objectives of the session and the ability of the group in mind. Locations should enable learners to extend their techniques, skills, and knowledge of the activity safely. This may involve travelling away to suitable locations. However, the use of local resources to help develop basic techniques and skills should not be overlooked.

An example of a local resource would be using a local indoor climbing wall before travelling to a rock climbing site, or navigating on a local orienteering course to develop map and compass skills before travelling to a mountainous area to engage in hill walking.

The health and safety considerations associated with outdoor and adventurous activities should be covered and illustrated through practical delivery. Learners should be made aware of the risk factors associated with outdoor and adventurous activities and learn how to conduct both written and dynamic risk assessments. Learners should also cover the impact that these activities can have on the environment.

Learners will be asked to review their own performance in each of the selected activities and review the performance of another individual. Tutors should encourage each learner to use a variety of methods to collate their evidence. Feedback from others, for example, participants, supervisor, peers and observers should be used to identify strengths and areas for improvement. Tutors should spend some time ensuring that learners' targets conform to SMART criteria.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor to introduce and give overview of unit. <b>Assignment 1: Organisation and Provision of Outdoor and Adventurous Activities (P1, M1)</b> . Tutor introduces the assignment brief
Tutor to lead investigation and description of two different types of outdoor and adventurous activity
Learners to carry out independent work describing the organisation and provision of two different types of outdoor and adventurous activity
Tutor to lead practical outdoor and adventurous activity experience to examine the differing activities
Tutor to lead practical outdoor and adventurous activity experience to examine the differing activities
Tutor to discuss the influence of safety considerations on practical outdoor and adventurous activities. <b>Assignment 2: Health and Safety Considerations in Outdoor and Adventurous Activities (P2, M2, D1)</b> . Tutor introduces the assignment brief
Learners to carry out independent work on health and safety considerations associated with outdoor and adventurous activities
Tutor to explain techniques for carrying out risk assessments. <b>Assignment 3: Carrying out a Risk Assessment (P3)</b> . Tutor introduces the assignment brief
Tutor to lead evaluation of environmental considerations impacting on and influencing outdoor and adventurous activities. <b>Assignment 4: Environmental Impacts Associated with Participation in Two Outdoor and Adventurous Activities (P4, M3, D2)</b> . Tutor introduces the assignment brief
Practical outdoor and adventurous activity experience, exploring environmental considerations
Learners to carry out independent work on environmental considerations associated with outdoor and adventurous activities
Tutor to lead practical outdoor and adventurous activity experience exploring the hazards associated with the activity
Learners to carry out risk assessments in two outdoor and adventurous activities
Practical outdoor and adventurous activity experience
Practical outdoor and adventurous activity experience

**Assignment 5: Practical Demonstration of Techniques and Skills (P5, M4).** Tutor introduces the assignment brief

Personal demonstration and assessment of practical outdoor and adventurous activity techniques and skills

Topic and suggested assignments/activities and/assessment
Personal demonstration and assessment of practical outdoor and adventurous activity techniques and skills. Includes time allocated for learner to observe performance of another individual
Personal demonstration and assessment of practical outdoor and adventurous activity techniques and skills. Includes time allocated for learner to observe performance of another individual
Tutor-led review of personal performance in practical outdoor and adventurous activities. <b>Assignment 6: Reviewing Performance (P6, P7, M5, D3)</b> . Tutor introduces the assignment brief
Learners to carry out independent work on reviewing own performance in outdoor and adventurous activities and the performance of another individual
Review of unit. Outstanding work catch-up workshop

### Assessment

Assessment of this unit lends itself to a variety of methods, combining written evidence supplied by the learner and observation records, supplied by observers and tutors.

For P1, learners need to describe the organisation and provision of the two selected activities. Assessment evidence may take the form of a booklet, presentation, posters or written report. Learners should ensure that they show a sound awareness of how their activities are organised and what provision exists both locally and nationally. Learners may investigate employment opportunities and this may take the form of a collection of adverts from magazines or from the internet where applicable.

For criteria P2 and P3, learners need to demonstrate a sound knowledge of the health and safety considerations related to their chosen activities and produce a risk assessment. This should take into account the full range of hazards and risks including the realistic actions needed to minimise risk to an acceptable level. Learners may model their report on an example of good practice, using an outdoor centre or local education authority format. However, it should be stressed that, although the framework may be adopted, the actual identification of hazards and risks, and actions to be taken, should be their own work.

For P4, learners need to describe the environmental impacts associated with participation in two outdoor and adventurous activities.

For P5, learners need to demonstrate techniques and skills that they have mastered successfully in each of their chosen activities. Learners should be able to make a basic assessment of their own ability and understand how and when to use the techniques they have been taught. This may be evidenced through an observation report followed up by an oral review after each training session. Building on their understanding and ability to demonstrate individual techniques, learners should be set appropriate challenges so that they have to select and use their techniques skilfully.

Tutors may wish to use video evidence and observation reports to evidence this practical aspect.

For P6, learners must review the performance of another individual participating in two outdoor and adventurous activities, as well as reviewing their own performance (P7). Learners will need a sound knowledge and understanding of their activities. Learners should keep a diary or log for all training sessions and should reflect on their strengths and areas for improvement. They should maintain observations for another individual using this means. It may help if learners have a framework to guide them and a SWOT analysis (strengths, weaknesses, opportunities, threats) may be helpful. Learners may wish to refer to feedback from instructors/tutors, video evidence or similar. Based on this assessment, learners should make recommendations for self-improvement and improvement to the performance of another individual. Learners will need to provide a future training plan taking into account SMART targets (specific, measurable, attainable, realistic, time-bound) and identifying resources necessary to progress. Learners do not need to follow this plan.

For M1, learners should compare the organisation and provision of their selected activities, building on the evidence they generated to meet P1.

For M2, learners need to explain the use of health and safety considerations they have described (P2). This could require them to explain why certain procedures are used for different activities or how they are used in different centres.

For M3, learners need to explain what impacts the activities they have studied have on the environment. This could be erosion, pollution, carrying capacities of the different areas and how these can be reduced or eradicated using environmental approaches when participating in the activities.

M4 requires learners to reflect on the type of skills and techniques they have used when participating in two different activities and to justify their choice of techniques. For M5, learners need to explain their personal strengths and areas for improvement and explore how they can develop their skills further.

D1 can be achieved by learners looking at potential hazards and the procedures used to manage health and safety, explaining how they are used to reduce potential health and safety issues. For D2, learners need to explain the precautions and actions taken, or used, to reduce environmental impacts associated with participation in the two outdoor and adventurous activities. D3 requires learners to justify their choices and recommendations for improvement in their performance in outdoor and adventurous activities.

### **Programme of suggested assignments**

The table overleaf shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
		You are working at an outdoor pursuits centre and have been asked to assist the instructors with the induction of a group of students who are on a residential visit. You have been asked to cover the following:	
P1, M1	Organisation and Provision of Outdoor and Adventurous Activities	A theoretical description of what the activities involve, organisations that run these activities and the provision for these activities	Written report
P2, M2, D1	Health and Safety Considerations in Outdoor and Adventurous Activities	A theoretical description of the health and safety considerations in outdoor and adventurous activities	Written report
P3	Carrying out a Risk Assessment	Risk assessments and application of risk management to different activities	Risk assessment
P4, M3, D2	Environmental Impacts Associated with Participation in Two Outdoor and Adventurous Activities	The environmental considerations during participation in outdoor and adventurous activities	Practical observation Written report

Criteria covered	Assignment title	Scenario	Assessment method
P5, M4	Practical Demonstration of Techniques and Skills	Learners practically demonstrate techniques and skills in two outdoor and adventurous activities	Practical observation and assessment Diary or log
P6, P7, M5, D3	Reviewing Performance	Self-reflection on own performance in practical activities and the performance of another individual	Learner presentations Diary or log Written report

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite:

Level 2 Sport	Level 3 Sport
Injury in Sport	Skills for Land-based Outdoor and Adventurous Activities
Expedition Experience	Skills for Water-based Outdoor and Adventurous Activities
Leading Outdoor and Adventurous Activities	Leading Land-based Outdoor and Adventurous Activities
	Equipment and Facilities for Outdoor and Adventurous Activities
	Impact and Sustainability in Outdoor Adventure
	Environmental Education for Outdoor Adventure
	Alternative Pursuits for Outdoor Adventure
	Assessing Risk in Sport

This unit links with the National Occupational Standards (NOS) for:

- Activity Leadership at Level 2.

### Essential resources

To deliver this unit effectively centres will need a range of specialist outdoor equipment, to include personal protective equipment, such as waterproofs, helmets and wetsuits, as well as specialist activity equipment such as ropes and kayaks. Alternatively, centres need to be located within close proximity to the 'great outdoors' and have access to outdoor centres which can provide specialist equipment and knowledge.

### Employer engagement and vocational contexts

This unit focuses on the safe, practical participation in outdoor and adventurous activities and the impact such participation has on the environment and participants. It also examines the organisations which exist within the outdoor industry. Learners will start to develop the personal skills needed to become good practitioners in the outdoors. This unit will help learners to acquire the personal experience needed to enrol on the National Governing Body qualification structures which exist in the outdoor



industry. Centres are encouraged to visit outdoor centres and to invite outdoor professionals to visit the centre as guest speakers.

## Indicative resource materials

### Textbooks

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Taylor I and Sergison A – *BTEC First Sport Student Book* (Edexcel, January 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC First Sport Tutor Resource Pack* (Edexcel, April 2010)

Barton B – *Safety, Risk and Adventure in Outdoor Activities* (Paul Chapman Publishing, 2006) ISBN 9781412920780

Cox D – *The Sailing Handbook* (New Holland Publishers, 2003) ISBN 9781845377526

Creasy M – *The Complete Rock Climber* (Lorenz, 1999) ISBN 9781859679081

Duff J and Gormly P – *First Aid and Wilderness Medicine* (Cicerone Press, 2007)  
ISBN 9781852845001

Ferrero F – *British Canoe Union Canoe and Kayak Handbook: Handbook of the British Canoe Union* (PESDA, 2006) ISBN 9780954706166

Foster N – *Open Canoe Techniques* (Globe Pequot Press, 2003) ISBN 9781898660262

Hill P – *Mountain Skills Training Handbook* (David and Charles, 2009) ISBN 9780715331651

Hill P – *The Complete Guide to Climbing and Mountaineering* (David and Charles, 2008)  
ISBN 9780715328422

Long S – *Hill Walking* (The Mountain Training Trust, 2003) ISBN 9780954151102

Martin B, Cashel C, Wagstaff M, Breunig M – *Outdoor Leadership: Theory and Practice* (Human Kinetics, 2006) ISBN 9780736057318

Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455

Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G15/07* (Royal Yachting Association, 2004) ISBN 9781905104987

### Journals

*Canoeist*

*Climber*

*Mountain Biking UK*

*Paddles*

*Snowboard UK*

*Windsurf*

*Yachts and Yachting*

**Websites**

British Canoe Union	<a href="http://www.bcu.org">www.bcu.org</a>
British Caving Association	<a href="http://www.british-caving.org.uk">www.british-caving.org.uk</a>
British Mountaineering Council	<a href="http://www.thebmc.co.uk">www.thebmc.co.uk</a>
Natural England	<a href="http://www.naturalengland.org.uk">www.naturalengland.org.uk</a>
The Ramblers Association	<a href="http://www.ramblers.org.uk">www.ramblers.org.uk</a>
Royal Yachting Association	<a href="http://www.rya.org.uk">www.rya.org.uk</a>

**Delivery of personal, learning and thinking skills**

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

<b>Skill</b>	<b>When learners are ...</b>
<b>Independent enquirers</b>	producing a risk assessment for a selected outdoor and adventurous activity
<b>Reflective learners</b>	reviewing the performance of another individual participating in two outdoor and adventurous activities, identifying strengths and areas for improvement  carrying out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement
<b>Self-managers</b>	demonstrating techniques and skills appropriate to two outdoor and adventurous activities
<b>Effective participators</b>	reviewing the performance of another individual participating in two outdoor and adventurous activities, identifying strengths and areas for improvement

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

<b>Skill</b>	<b>When learners are ...</b>
<b>Creative thinkers</b>	finding new solutions to overcome problems during practical participation
<b>Team workers</b>	working as a team during practical activity and assessment
<b>Self-managers</b>	setting personal goals
<b>Effective participators</b>	participating in practical outdoor and adventurous activities

**Functional Skills – Level 2**

Skill	When learners are ...
<b>ICT - Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching and reporting on different outdoor and adventurous activities
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	producing a personal development plan writing a risk assessment
<b>ICT - Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records.</li> </ul>	carrying out and writing a risk assessment producing a personal development plan developing and using evaluation forms
Present information in ways that are fit for purpose and audience	carrying out and writing a risk assessment developing and using evaluation forms
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	carrying out and writing a risk assessment producing a personal development plan developing and using evaluation forms
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	undertaking a risk assessment reviewing own performance and the performance of another individual
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	gathering information and producing a report covering the different outdoor and adventurous activities
Writing – write documents, including extended writing	gathering information and producing a report covering the different outdoor and

Skill	When learners are ...
pieces, communicating information, ideas and opinions, effectively and persuasively	adventurous activities reviewing own performance and the performance of another individual.

## Unit 4:                   Leading Outdoor and Adventurous Activities

**Unit reference number:** T/600/2261

**Level:** 2

**Credit value:** 10

**Guided learning hours:** 60

### **Aim and purpose**

This unit will give learners the opportunity to learn how to lead others in practical outdoor and adventurous activities, with the help and supervision of skilled and experienced tutors.

### **Unit introduction**

Increased participation in outdoor and adventurous activities has helped to encourage many people to keep active, and has also created a market for leaders and providers of these activities in safe and positive environments.

This unit gives learners the opportunity to lead outdoor and adventurous activities and reflect on their experiences, in order to identify and extend their knowledge and skills. It also provides opportunities for self-discovery, developing self-confidence, and the development of interpersonal, communication skills and leadership qualities.

Learners should expect to spend time in the outdoors actively participating in adventurous activities. Learners may have transferable skills or prior knowledge associated with the Duke of Edinburgh Award Scheme, Scouts and Guides, local clubs or perhaps with family and other groups. Those with prior knowledge will have an opportunity to expand on their knowledge base and improve their practice of techniques.

The unit focuses on the development of leadership skills in two different outdoor and adventurous activities. The associated safety aspects will be the primary concerns for both tutors and learners. Concepts of safety and emergency procedures, including risk assessments, recognition of natural hazards, group safety, correct use of equipment, and contingency planning, are covered.

## **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:**

- 1 Know the skills, qualities and responsibilities associated with successful outdoor and adventurous activity leadership
- 2 Be able to plan and lead, under supervision, outdoor and adventurous activities
- 3 Be able to review own planning and leadership of outdoor and adventurous activities.



## Unit content

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### 1 Know the skills, qualities and responsibilities associated with successful outdoor and adventurous activity leadership

*Skills:* eg communication, use of language, supervision and support (groups and individuals), decision making, equipment (use, selection), improvisation, knowledge, specific skills (canoe strokes, rescue techniques, belaying, knots)

*Qualities:* eg confidence, authority, humour, organisation, initiative, style of leadership

*Responsibilities:* eg conduct, health and safety (emergency procedures, risk assessment, safe conduct of group and individuals, first aid), transport and travel arrangements, equipment (use, transport), contingency plans, nutrition and hydration, environmental

*Outdoor and adventurous activities:* eg orienteering, rock climbing, skiing, snowboarding, canoeing, kayaking, sailing, windsurfing, mountain biking, body boarding, surfing, caving

### 2 Be able to plan and lead, under supervision, outdoor and adventurous activities

*Plan:* participants eg age, ability, gender, numbers, medical conditions, specific needs; resources eg equipment (selection, preparation, packing, storing, carrying, use), maps, guides, protection; specific eg routes, travel and transport (types, timing, cost), environmental (respect, conservation, hazards); timing; conduct eg codes of conduct (governing body, centre specific); contingency; governing body guidelines

*Lead:* under supervision; demonstration of appropriate skills; effective organisation; group management; reacting to group needs; qualities and responsibilities appropriate to activities eg safe and correct use of appropriate equipment

*Activities:* different activities eg land-based, water-based; structure and components of activity eg warm up, instruction, cool down

*Recording:* eg diary, logbook, portfolio, video, audio, observation record, witness testimony, feedback sheets

### 3 Be able to review own planning and leadership of outdoor and adventurous activities

*Review:* feedback (from participants, supervisor, peers, observers); strengths and areas for improvement; against plan and governing body guidelines

*Set targets for improvement:* SMART (specific, measurable, achievable, realistic, time-bound) targets; development plans; development opportunities eg specific training and courses

## Assessment and grading criteria grid

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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the skills, qualities and responsibilities associated with successful leadership of three different outdoor and adventurous activities	M1 explain the skills, qualities and responsibilities associated with successful leadership of three different outdoor and adventurous activities	
P2 produce a plan for leading two different outdoor and adventurous activities, with tutor support [SM3]	M2 independently produce a plan for leading, and lead under supervision, two different outdoor and adventurous activities	
P3 lead, with tutor support and under supervision, two different outdoor and adventurous activities [TW3, TW4, TW5, SM3, SM5]		
P4 review own performance in planning and leading outdoor and adventurous activities, identifying strengths and areas for improvement.	M3 explain own strengths and areas for improvement in leading outdoor and adventurous activities, making suggestions relating to improvement.	D1 evaluate own performance in leading outdoor and adventurous activities, commenting on own leadership effectiveness,

[RL3]		strengths and areas for improvement and development.
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**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

It is important that learners develop an understanding of the roles and responsibilities of leaders in outdoor and adventurous activities. Practical situations, either through role play or observation, should be used to support knowledge gained in the classroom.

Leadership skills should be developed through experience, guided and supported by the tutor. To be able to understand the skills, qualities and responsibilities associated with successful outdoor and adventurous activity leadership, learners could observe and work alongside an experienced and competent leader.

At an early stage in the course, learners should be given the opportunity to lead their peer group in some form of practical activity. This is an ideal way for each learner to experience the role and encounter the difficulties that may arise.

It is essential that learners also experience, and understand, the value of working effectively as a member of a team. This will be important when they lead sessions at a later stage.

Hands-on experiential learning should be reinforced by the participation and cooperation of the learner's peers as well as tutors/activity leaders. This will help develop confidence and organisational and personal skills which can be used throughout the unit.

When leading outdoor and adventurous activities, learners must be supervised directly by a qualified leader with a recognised qualification for the specific activity being undertaken. In many cases this may be the tutor or another member of staff at the centre. However, outside leaders or activity centres may provide facilities and personnel to supervise learners. In this situation, the tutor must still be responsible for developing and assessing the leadership aspects of the learner activities.

This unit could be delivered alongside National Governing Body awards and evidence from this unit may be used to meet some of the outcomes of these awards, or vice versa.

The review of the activity sessions is essential and participants and observers should complete feedback sheets. Learners should also be encouraged to use video, which will provide them with more evidence for their review.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction and overview of unit. <b>Assignment 1: Skills, Qualities and Responsibilities Required to Lead Outdoor and Adventurous Activities (P1, M1)</b> . Tutor introduces the assignment brief
Tutor to lead practical experience in outdoor and adventurous activities
Tutor to lead investigation and examination of the skills associated with leadership
Tutor to demonstrate how to maintain a logbook of experience in participating and leading outdoor and adventurous activities
Learners to write up experience gained so far
Tutor to lead investigation and examination of the qualities associated with leadership
Learners carry out own investigation and examination of the qualities associated with leadership, (self-study)
Tutor to cover range of outdoor and adventurous activities associated with the unit (learner practical experience)
Tutor to lead practical experience in outdoor and adventurous activity experience
Tutor explains importance of planning and leading activities and introduces Assignments 2 and 3. <b>Assignment 2: Planning to Lead Two Different Outdoor and Adventurous Activities (P2, M2)</b> and <b>Assignment 3: Leading Two Different Activities (P3)</b>
Learners carry out self-study for Assignments 2 and 3
Tutor-led exploration of safety considerations when planning for the delivery of outdoor and adventurous activities
Learners carry out self-study of safety considerations when planning for the delivery of outdoor and adventurous activities
Tutor-led practical experience in preparing to lead an outdoor and adventurous activity
Tutor-led practical experience in preparing to lead an outdoor and adventurous activity
Planning to lead outdoor and adventurous activities to include visit to activity site
Learners plan to lead outdoor activity
Learners deliver outdoor and adventurous activities to client group, with tutor support

Topic and suggested assignments/activities and/assessment
Learners to deliver outdoor and adventurous activities to client group, with tutor support
<b>Assignment 4: Reviewing Own Performance (P4, M3, D1).</b> Tutor introduces the assignment brief. Learners carry out group review of practical activity delivery using client feedback
Learners conduct personal review of activity leadership
Learners complete development plan for improvement of activity leadership
Individual tutorials for learners giving feedback on performance and review of unit. Outstanding work catch-up workshop

**Programme of suggested assignments**

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Skills, Qualities and Responsibilities Required to Lead Outdoor and Adventurous Activities	You enjoy participating in outdoor and adventurous activities and have the opportunity to shadow an experienced instructor.  You start by considering the skills, qualities and responsibilities required to lead outdoor and adventurous activities.	Practical observation  Written report
P2, M2	Planning to Lead Two Different Outdoor and Adventurous Activities	The instructor tells you that there is an opportunity for you to lead, with their support, two different outdoor and adventurous activities.  Produce a plan to deliver activities.	Written plan
P3	Leading Two Different Activities	Learners lead, with support, two different outdoor and adventurous activities.	Practical observation and assessment



Criteria covered	Assignment title	Scenario	Assessment method
P4, M3, D1	Reviewing Own Performance	Learners to review own performance with self-reflection and identification of a self-improvement plan	Written report and self-improvement plan

## Assessment

A range of methods can be used to assess this unit. For P1, learners could produce a poster which outlines the skills, qualities and responsibilities required to be a successful leader of three different outdoor and adventurous activities. The poster could be divided into the sections of skills, qualities and responsibilities. This could then act as a visual stimulant throughout learners' leadership experience.

For P2, learners need to produce a plan for leading two different outdoor and adventurous activities. Throughout this unit, the term 'outdoor and adventurous activities' refers to a single activity. Learners are required to plan and lead two different activities. Examples are provided in the *Unit content*. Learners may, if required, use tutor support in the planning process. Evidence could be provided via written lesson plans, covering topics stated in the *Unit content*, namely participants, resources, specific considerations such as routes and transport, environmental considerations, timing, conduct, contingency plans and governing body guidelines.

For P3, learners need to lead two different outdoor and adventurous activities. They should do this with selected client groups under tutor supervision. Tutors may wish to use peer assessment for some elements of this and also a proforma assessment sheet/observation record.

For P4, using peer feedback, feedback from tutor observations and self-evaluation, learners should review their own performance in the planning and leading of the two outdoor and adventurous activities. A buddy system, where two learners observe and feedback to each other, could be an effective way of acquiring feedback.

For M1, a written explanation is required. Learners need to look at a range of different leaders, across different activities, in order to develop a greater understanding of the range of people involved in sports leadership, and the variety of skills and qualities each one possesses.

For M2, learners will need to independently produce their plan for leading, and lead (under tutor supervision), two different outdoor and adventurous activities. The practical elements can be assessed using tutor observation and witness statements as well as video or photographic evidence.

After leading activity sessions, to meet M3, learners need to review and explain their performance. This should identify both strengths and areas for improvement. Evidence could be gained through feedback from participants and observers. Forms and documentation used for this should be submitted by learners as part of their evidence. Learners should also produce a development plan identifying strengths and areas for improvement.

For D1, learners need to evaluate their planning and practical performance, paying particular attention to how effective they were as a leader and how they can improve in the future. Evidence generated for M3 can be used towards meeting this criterion.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite:

Level 2 Sport	Level 3 Sport
Injury in Sport	Skills for Land-based Outdoor and Adventurous Activities
Expedition Experience	Skills for Water-based Outdoor and Adventurous Activities
Outdoor and Adventurous Activities	Leading Land-based Outdoor and Adventurous Activities
	Equipment and Facilities for Outdoor and Adventurous Activities
	Impact and Sustainability in Outdoor Adventure
	Environmental Education for Outdoor Adventure
	Alternative Pursuits for Outdoor Adventure
	Assessing Risk in Sport

**This unit links with the National Occupational Standards (NOS) for:**

- Sport, Recreation and Allied Occupations at Level 1
- Activity Leadership at Level 2
- Coaching, Teaching and Instructing at Level 2
- Operational Services at Level 2.

### Essential resources

To deliver this unit effectively centres will need a range of specialist outdoor equipment, to include personal protective equipment such as waterproofs, helmets and wetsuits, as well as specialist activity equipment such as ropes and kayaks. This unit requires learners to deliver two different outdoor and adventurous activities, which will require access to a client group. Other members of the group may be suitable, however for the best learning experience participants who are not familiar to the learners will give the best results. Another group from the centre or from a local school or voluntary organisation would be suitable.

## Employer engagement and vocational contexts

This unit is based on delivering two different practical outdoor and adventurous activities. Centres are encouraged to give learners practical experience in a variety of activities where they can observe and learn from experienced practitioners and leaders before they undertake their own leadership experience. Centres are encouraged to develop links with local schools, or sections within their own centre, so that learners can have realistic groups to deliver their activities to. Links with the outdoor industry may also give learners the opportunity to practise their delivery within an outdoor centre context.

## Indicative resource materials

### Textbooks

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Taylor I and Sergison A – *BTEC First Sport Student Book* (Edexcel, January 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC First Sport Tutor Resource Pack* (Edexcel, April 2010)

Barnes P – *Leadership with Young People* (Russell House, 2002) ISBN 9781903855072

Barton B – *Safety, Risk and Adventure in Outdoor Activities* (Paul Chapman Publishing, 2006) ISBN 9781412920780

Beard C – *Experiential Learning* (Kogan Page, 2006) ISBN 9780749444891

Cox D – *The Sailing Handbook* (New Holland Publishers, 2003) ISBN 9781845377526

Duff J and Gormly P – *First Aid and Wilderness Medicine* (Cicerone Press, 2007) ISBN 9781852845001

Ferrero F – *British Canoe Union - Canoe and Kayak Handbook: Handbook of the British Canoe Union* (PESDA, 2006) ISBN 9780954706166

Foster N – *Open Canoe Techniques* (Globe Pequot Press, 2003) ISBN 9781898660262

Fulbrook J – *Outdoor Activities, Negligence and The Law* (Ashgate, 2005) ISBN 9780754642350

Hill P – *Mountain Skills Training Hand Book* (David and Charles, 2009) ISBN 9780715331651

Long S – *Hill Walking* (The Mountain Training Trust, 2003) ISBN 9780954151102

Martin B, Cashel C, Wagstaff M, Breunig M – *Outdoor Leadership: Theory and Practice* (Human Kinetics, 2006) ISBN 9780736057318

Ogilvie K – *Leading and Managing Groups in the Outdoors* (Institute for Outdoor Learning, 2005) ISBN 9781898555094

Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455

Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G15/07*  
(Royal Yachting Association, 2004) ISBN 9781905104987

**Journals**

*Canoe Focus*

*Climber*

*Summit*

*The Great Outdoors*

**Websites**

British Canoe Union	<a href="http://www.bcu.org">www.bcu.org</a>
British Mountaineering Council	<a href="http://www.thebmc.co.uk">www.thebmc.co.uk</a>
Mountain Leader Training Board	<a href="http://www.mlte.org">www.mlte.org</a>
The Ramblers Association	<a href="http://www.ramblers.org.uk">www.ramblers.org.uk</a>
Royal Yachting Association	<a href="http://www.rya.org.uk">www.rya.org.uk</a>

**Delivery of personal, learning and thinking skills**

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Team workers</b>	leading, with tutor support and under supervision, two different outdoor and adventurous activities
<b>Self-managers</b>	producing a plan for leading two different outdoor and adventurous activities, with tutor support leading, with tutor support and under supervision, two different outdoor and adventurous activities
<b>Reflective learners</b>	reviewing own performance in planning and leading outdoor and adventurous activities, identifying strengths and areas for improvement.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Reflective learners</b>	practising outdoor skills reviewing strengths and areas for improvement in their development plan
<b>Team workers</b>	discussing and producing a plan for safe delivery of outdoor and adventurous activities
<b>Self-managers</b>	displaying self-starter abilities in planning to deliver and review performance in outdoor and adventurous

	activities.
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**Functional Skills – Level 2**

<b>Skill</b>	<b>When learners are ...</b>
<b>ICT - Use ICT systems</b>	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning to deliver outdoor and adventurous activities reviewing strengths and areas for improvement
Follow and understand the need for safety and security practices	collecting personal information from participants for health and safety purposes using participant information for reviewing performance
<b>ICT - Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records.</li> </ul>	producing evaluation forms for performance feedback
Present information in ways that are fit for purpose and audience	producing evaluation forms for performance feedback
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing methods of planning and delivering outdoor and adventurous activities reviewing own performance
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	exploring means of delivering practical outdoor and adventurous activities planning delivery of practical outdoor and adventurous activities reviewing delivery of practical outdoor and adventurous activities
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	planning delivery of practical outdoor and adventurous activities reviewing delivery of practical outdoor and adventurous activities.





## Unit 5: Work Experience in the Sports Industry

**Unit reference number:** A/600/2262

**Level:** 2

**Credit value:** 10

**Guided learning hours:** 60

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### Aim and purpose

The aim of this unit is to give learners the skills needed to identify, participate in and review work experience in a vocational sports environment.

### Unit introduction

In all forms of industry there is an ever increasing requirement to improve the skills of the current and future workforce. The sports industry is no different and, with a wide and diverse range of occupations, the opportunities are expanding. This unit gives learners the opportunity to develop their knowledge and skills first hand within this environment. Learners will gain experience in the process of applying for, and ultimately gaining, a work-based placement in the sports industry. The broad range of possibilities that are open to learners in this rapidly expanding sector of the economy are explored and reviewed.

In the first part of the unit, learners will explore the range of jobs available locally in the sports industry. Learners will also have the opportunity to specifically review the requirements of particular roles within the sports industry, leading to a greater understanding of the entry requirements for employment.

In the second part of the unit learners will plan for, and complete, a practical work-based experience within the sports industry. It is expected that learners will spend approximately 35 hours in a work-based experience in sport on a part or full-time basis. Learners will have the opportunity to prepare and develop their interview skills as well as other work-related documentation. This is an ideal opportunity to prepare learners for future careers within the sports industry.

During the work experience, learners must complete a project that focuses on any area of sport which must be creative, innovative or based on problem solving. The project should have useful outcomes for the learner, their centre, and the experience provider. Learners will need to present the findings of their project, which will enable them to reflect on and review the work experience.

## **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:**

- 1 Know the range and scope of organisations and occupations within the sports industry
- 2 Be able to use relevant documents and skills relating to sport-based work experience
- 3 Be able to plan and carry out a project during sport-based work experience
- 4 Be able to present and review the project.

## Unit content

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### 1 Know the range and scope of organisations and occupations within the sports industry

*Organisations:* providers eg public, private, voluntary, joint and dual use

*Occupations:* responsibilities involved in and skills required for different occupations eg sports assistant, fitness instructor, coach, teacher, sports development officer, sports and exercise scientist, physiotherapist, professional performer, retailer

### 2 Be able to use relevant documents and skills relating to sport-based work experience

*Sources of jobs available:* eg Institute of Leisure and Amenity Management (ILAM), press, publications and periodicals, SkillsActive, recruitment agencies and websites

*Work experience:* eg placement, part-time employment, full-time employment

*Personal information:* eg application form, letter and CV, content, education, past work experience, pastimes, references, description of suitability for the role; use of ICT

*Preparation for interview:* eg dress, appearance, attitude, interview procedures, application procedures, confirmation, planning

*Interview skills:* eg body language, personal skills, communication skills, relating to others, questioning, listening, answering

### 3 Be able to plan and carry out a project during sport-based work experience

*Planning:* aims and objectives (related to specific area eg coaching and training, acquiring skills, customer care, health and safety, equipment); proposed outcomes and timescale; arrangements eg transport, accommodation; requirements eg clothing, equipment

*Themes:* eg marketing, recruiting, customer service, staff training, participation rates, health and safety procedures

*Regulations:* eg Health and Safety at Work Act 1974, Management of Health and Safety at Work (Amendment) Regulations 1994, Office Shops and Railways Premises Act 1963, The Health and Safety (Young Persons) Regulations 1997, other relevant legislation and regulations

*Skills:* developed and to be developed eg practical, technical, people related, personal

#### 4 Be able to present and review the project

*Presentation:* eg oral, written, use of ICT, graphics, data

*Review:* formative and summative; SWOT (strengths, weaknesses, opportunities, threats) analysis; skills and knowledge eg acquired and developed, use and transferability; benefits eg to self and centre; career development eg plans; progression opportunities; monitor eg personal achievements against aims, objectives, targets, methods of monitoring performance (interviews, task sheets, witness testimony, video, audio); activities undertaken

*Benefits to self:* eg knowledge and skills, techniques, progression opportunities

*Benefits to centre:* eg new materials, case study materials, further work placements

*Benefits to experience provider:* eg recruitment opportunities, development of training and induction processes

## Assessment and grading criteria grid

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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe three different types of organisation within the sports industry, giving examples		
P2 describe three different occupations within the sports industry and the skills that each require	M1 explain the skills required for three different occupations within the sports industry	
P3 locate three advertisements for jobs from different sources available within the sports industry	M2 use advertisements for jobs available in sport to identify appropriate work experience in the sports industry	
P4 produce an application for work experience in sport	M3 explain own personal skills and qualities in relation to those required for an occupation in sport	D1 evaluate own personal skills and qualities in relation to those required for an occupation in sport
P5 prepare for an interview for work experience in sport		
P6 undertake an interview for work experience in sport [TW3]		

<p>P7 plan a project, related to a theme, for work experience in sport [SM3, RL2]</p>		
<p>P8 undertake a project in work-based experience in sport [SM1, SM2, SM3]</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 present the project, describing the benefits and identifying areas for improvement. [RL1]	M4 present the project, explaining the benefits and making recommendations for improvement.	D2 present the project, evaluating the benefits and justifying recommendations relating to identified areas for improvement.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators



## Essential guidance for tutors

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### Delivery

In supporting and guiding learners, tutors should take into account their expressed future career plans as well as their educational needs. It is expected that course teams will work in an integrated way to support learners in securing work experience within an organisation in the sports industry.

To secure a work-based experience learners need to develop important skills such as completing a range of application forms, preparing a CV and covering letter. Learners, wherever possible, should be encouraged to use real application forms which can be obtained from local employers. The careers advisory service may also be a useful source of information and advice. Learners could gain work experience from a centre-derived placement, part- or full-time employment.

Learners should be taught the important information that needs to be included within a CV and an application form, as well as the need for neat presentation and use of appropriate format. The use of simulated interviews will help to develop interview skills and add to learner confidence.

The opportunities offered by the placement should clearly match the learner's skills, abilities and career aspirations. Involving employers in supporting role play will enhance learners' skills and confidence. The use of video equipment to review personal, social and communication skills will help learners identify where improvements or further practice are needed.

Learners will need an appropriate level of support to identify, carry out and review the work-based project, so that they can acquire a deeper and broader knowledge and understanding of the world of work. Learners can use the opportunity to develop their own skills and knowledge within sport and leisure.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES AND/ASSESSMENT
Tutor-led introduction and overview of the unit

**Assignment 1: Organisations, Occupations and the Advertising of Jobs in the Sports Industry (P1, P2, P3, M1, M2).** Tutor introduces the assignment brief. Group discussion covering the range and scope of organisations and occupations within the sports industry and the relevant documents and skills relating to a sport-based work experience

THROUGH RESEARCH IN SMALL GROUPS IDENTIFY THE DIFFERENT TYPES OF ORGANISATIONS AND PROVIDERS

OCCUPATIONS – RESEARCH AND DISCUSS THE DIFFERENT TYPES OF OCCUPATIONS WITHIN YOUR AREA HIGHLIGHTING THE RESPONSIBILITIES AND SKILLS REQUIRED

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES AND/ASSESSMENT
Learners research the sources of advertisements for jobs available in the sports industry
Learners use a number of resources to identify jobs of interest
<b>Assignment 2: Preparation for Work Experience in the Sports Industry (P4, P5, P6, M3, D1).</b> Tutor introduces the assignment brief. Learner activities in small groups to identify personal qualities
Application process: learners review a variety of letters of application for jobs within the sports industry and write a letter for a job of their choice
Application process: learners construct a CV and complete an application form for a job of their choice
Interviews: learners identify the skills required for a successful interview and construct a number of relevant questions
Interview role plays: learners take part in interview role plays to develop interview skills
<b>Assignment 3: Planning, Undertaking and Presenting a Work Experience Project (P7, P8, P9, M4, D2).</b> Tutor introduces the assignment brief
Learners plan a project to include the key areas to be addressed: planning, themes, information on experience provider, occupation information, aims, objectives and outcomes, regulations, skills
Monitor: learners design a reflective log to include key headings for daily reflection
Learners undertake work experience completing a reflective log each day
Present: learners to present the project in an agreed format looking at the key benefits of the project

### Assessment

For P1, learners need to describe three different types of organisation within the sports industry, giving examples. Learners could carry this out in small groups and research the different types of organisations and identify three providers in the local area. From their research results they can address P2 and describe three occupations within the organisations and discuss the responsibilities and skills required in each occupation. Each learner can then produce their findings for P1 and P2 in a written report.

For P3, learners should have access to a wide range of sources of job advertisements. Learners can then research the different types of sources of advertisements for jobs within the sports industry and find three job adverts from contrasting forms of advertising to add to their portfolio.

For P4, learners should write a letter of application for a suitable work placement as discussed with their tutor. The letter should describe their

personal skills and qualities. Learners then need to construct a CV. Both the letter and CV need to be produced using ICT.

For P5, learners need to prepare for an interview for their work experience. Learners could form groups and identify the key requirements for success in an interview. They could then construct a set of interview questions and conduct role plays in preparation for P6.

For P6, learners should, if at all possible, have an interview with the employer for their work experience placement, with the employer providing a witness statement as evidence. If this is not possible, formal interviews should take place with the tutor with learners having the appropriate dress and appearance. The interviews could be recorded. The tutor must provide an appropriate witness statement to confirm achievement.

For P7, learners should plan a project to include the key areas to be addressed; planning, listing the main aims and objectives and what they expect to be the outcomes and timescale. They should decide on a theme for the project which could involve one specific area of the business such as customer satisfaction, participation rates, marketing or staff training. The plan should be placed in a portfolio with the information about the experience provider at the front.

For P8, learners should undertake their project within the work placement. Evidence should be collected in the style of a portfolio which could include placement logs, diaries, personal accounts and observation outcomes, including witness style testimonies and observation records completed by the employer and/or tutor.

For P9, learners should provide evidence of the project based on the information gathered for P8, providing a reflective account of their experiences, describing the benefits and areas for improvement. Assessment evidence for this criterion could be in the form of a PowerPoint presentation, which learners present to the tutor and group, or a written report. The portfolio of evidence the learner collates during their work placement will form a major part of the assessment evidence for the unit.

For M1, which builds on P2, learners must explain the skills required for the three occupations identified in P2. To do this they should provide examples of how the skills would be used in those occupations.

For M2, which builds on P3, learners having added three advertisements to a portfolio, must now identify an appropriate work experience in the sports industry using these advertisements.

For M3, which links to the letter written in P4, learners should explain their own personal qualities and skills in relation to the requirements of the job. They should explain the areas they need to improve.

For M4, which links to P9, learners should reflect on the project and explain their recommendations as to how the project could have been improved.

For D1, learners should expand on P4 and M3 by evaluating how the roles and responsibilities in the job would help them improve their own qualities and skills. For example, how working on a reception desk in a leisure centre could improve their communication skills.

For D2, learners should evaluate the benefits by looking at how the experience has improved their knowledge and understanding of the business, and justify their recommendations in M4 by stating how and why they would further improve their understanding of their chosen project theme.

**Programme of suggested assignments**

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

CRITERIA COVERED	ASSIGNMENT TITLE	SCENARIO	ASSESSMENT METHOD
P1, P2, P3, M1, M2	Organisations, Occupations and the Advertising of Jobs in the Sports Industry	Learners to prepare for work experience by looking at:  The different types of organisations and occupations in the sports industry.  Sources of advertisements for jobs to identify appropriate work experience.	Written report  Job advertisement portfolio
P4, P5, P6, M3, D1	Preparation for Work Experience in the Sports Industry	Learners to produce relevant job application documentation and undertake a job interview.	Job application portfolio including letter of application, CV, completed application form and personal statement  Recorded interview and witness statement

CRITERIA COVERED	ASSIGNMENT TITLE	SCENARIO	ASSESSMENT METHOD
P7, P8, P9, M4, D2	Planning, Undertaking and Presenting a Work Experience Project	<p>Learners to produce a plan for a work experience project including objectives, timescale and proposed outcomes.</p> <p>Undertake the project during a work placement.</p> <p>Present the project outcomes looking at the benefits and areas for improvement.</p>	<p>Written plan</p> <p>Placement logs, diaries, personal accounts and observation outcomes, including witness style testimonies and observation records</p> <p>Written report, oral presentation or a multi-media or ICT-based presentation</p>

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

LEVEL 2 SPORT	LEVEL 3 SPORT	LEVEL 3 SPORT AND EXERCISE SCIENCES
Sports Development	Fitness Training and Programming	Fitness Training and Programming
Fitness Testing and Training	Sports Coaching	Sports Coaching
Planning and Leading Sports Activities	Sports Development	Fitness Testing for Sport and Exercise
Outdoor and Adventurous Activities	Fitness Testing for Sport and Exercise	Outdoor and Adventurous Activities
Development of Personal Fitness	Outdoor and Adventurous Activities	Current Issues in Sport
Lifestyle and the Sports Performer	Current Issues in Sport	Instructing Physical Activity and Exercise
Exercise and Fitness Instruction	Instructing Physical Activity and Exercise	
Sport and Leisure Facility Operations	Organising Sports Events	
Leading Outdoor and Adventurous Activities	Physical Education and the Care of Children and Young People in Sport	
Expedition Experience	Sport as a Business	
Planning and Running a Sports Event	Principles and Practices in Outdoor Adventure	
	Equipment and Facilities for Outdoor and Adventurous Activities	
	Skills for Land-based Outdoor and Adventurous Activities	
	Skills for Water-based Outdoor and Adventurous Activities	



	Leading Land-based Outdoor and Adventurous Activities	
	Leading Water-based Outdoor and Adventurous Activities	

LEVEL 2 SPORT	LEVEL 3 SPORT	LEVEL 3 SPORT AND EXERCISE SCIENCES
	Outdoor and Adventurous Expeditions	
	Alternative Pursuits for Outdoor Adventure	

### Essential resources

Learners should be able to access relevant sources of information such as trade journals, local newspapers and local radio.

Example documentation, such as application forms, and details regarding recruitment procedures should also be made available. Visits from personnel from potential placements would add realism to the recruitment process.

Tutors' time must be made available to visit learners during the work-based experience and undertake practical observations and assessments.

Appropriate resources for the development and presentation of the project, such as ICT facilities, visual display materials and equipment, should be available for learners to use, with an appropriate level of technical support.

### Employer engagement and vocational contexts

This unit focuses on learners gaining work experience in a relevant vocational environment. Learners should be given the background knowledge and understanding of the job market and the skills required when applying to work, and working, in a competitive vocational environment. Centres are encouraged to develop links with a wide cross section of businesses with diverse sporting professions. These could include local authority leisure centres, private health clubs, sports development organisations, outdoor adventure centres and voluntary sports clubs to name a few. Employees with contrasting roles in the different organisations would be ideal guest speakers to discuss their roles and responsibilities. Learners would also benefit from site visits. Links could be made with the careers service who could provide advice on the job market as well as the skills required when applying for a job.

### Indicative resource materials

#### Textbooks

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Taylor I and Sergison A – *BTEC First Sport Student Book* (Edexcel, January 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC First Sport Tutor Resource Pack* (Pearson, April 2010)

Corfield R – *Preparing the Perfect CV* (Kogan Page, 2006) ISBN 9780749448554

Corfield R – *Successful Interview Skills* (Kogan Page, 2006) ISBN 9780749445089

Corfield R – *The Perfect Job Application* (Kogan Page, 2007) ISBN 9780749450229

Cuskelly, Hoyer, Auld – *Working with Volunteers in Sport* (Routledge, 2006) ISBN 9780415384537

Dixon B – *Jobs and Careers after A Levels* (Lifetime Publishing, 2007) ISBN 9781904979210

Dixon B – *Sport and Fitness Uncovered* (Trotman, 2007) ISBN 9781844551217

Furlong C – *Careers in Sport* (Kogan Page, 2005) ISBN 9780749442484

Honeybourne J – *BTEC National Sport: Development, Coaching and Fitness* (Nelson Thornes, 2007) ISBN 9780748781645

Masters J – *Working in Sport: How to find a Sports Related Job in the UK or Abroad* (How to Books, 2008) ISBN 9780749442484

#### Journals

*Health Club Management*

*Leisure Management*

*Leisure Manager*

*Leisure Opportunities*

*Leisure Week*

#### Websites

Exercise Careers                      [www.exercisecareers.com](http://www.exercisecareers.com)

Leisure Jobs UK                        [www.leisurejobs.net](http://www.leisurejobs.net)

Leisure Opportunities                [www.leisureopportunities.co.uk](http://www.leisureopportunities.co.uk)

Total Jobs                                [www.totaljobs.com](http://www.totaljobs.com)

#### Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Reflective learners</b>	planning a project, related to a theme, for work experience in sport presenting the project, describing the benefits and identifying areas for improvement
<b>Team workers</b>	undertaking an interview for work experience in

	sport
<b>Self-managers</b>	<p>planning a project, related to a theme, for work experience in sport</p> <p>undertaking a project in work-based experience in sport.</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>identifying the different types of organisations and providers</p> <p>researching and discussing the different types of occupations highlighting the responsibilities and skills required</p> <p>researching the sources of advertisements for jobs available in the sports industry</p> <p>using a number of resources to identify jobs of interest</p>
<b>Creative thinkers</b>	<p>researching and discussing the different types of occupations highlighting the responsibilities and skills required</p> <p>discussing the job opportunities and occupations in the local sports industry</p> <p>writing an acceptance/decline letter for a job of their choice</p> <p>constructing interview questions for a specified job and taking part in interview role plays to prepare and develop interview skills</p>
<b>Reflective learners</b>	<p>constructing a CV with personal statement</p>
<b>Team workers</b>	<p>constructing interview questions for a specified job and taking part in interview role plays to prepare and develop interview skills</p> <p>researching in small groups different types of organisations and providers.</p>

## Functional Skills – Level 2

Skill	When learners are ...
<b>ICT - Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	<p>researching in small groups to identify the different types of organisations and providers</p> <p>researching and discussing the different types of occupations within their local area highlighting the responsibilities and skills required</p> <p>researching the sources of advertisements for jobs available in the sports industry</p> <p>using a number of resources to identify jobs of interest</p>
<b>ICT - Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	<p>researching in small groups to identify the different types of organisations and providers</p> <p>researching and discussing the different types of occupations within their area, highlighting the responsibilities and skills required</p> <p>researching the sources of advertisements for jobs available in the sports industry</p> <p>using a number of resources to identify jobs of interest</p>
<b>ICT - Develop, present and communicate information</b>	
<p>Enter, develop and format information independently to suit its meaning and purpose including:</p> <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records.</li> </ul>	<p>constructing a CV</p> <p>planning a project including the key areas to be addressed</p> <p>designing a reflective log including key headings for daily reflection</p>
Bring together information to suit content and purpose	presenting and reviewing their project
Present information in ways that are fit for purpose and audience	<p>writing a letter for a job of their choice</p> <p>constructing a CV</p>

Skill	When learners are ...
Evaluate the selection and use of ICT tools and facilities used to present information	presenting and reviewing their project

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<p>presenting and reviewing their project</p> <p>discussing the different types of occupations within their area, highlighting the responsibilities and skills required</p> <p>taking part in interview role plays to develop interview skills</p>
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	<p>researching in small groups to identify the different types of organisations and providers</p> <p>researching the sources of advertisements for jobs available in the sports industry</p> <p>using a number of resources to identify jobs of interest</p> <p>reviewing a variety of letters of application for jobs within the sports industry</p>
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<p>writing a letter for a job of their choice</p> <p>describing three different types of organisation within the sports industry, giving examples</p> <p>describing three different occupations within the sports industry, and the skills that each require</p> <p>planning a project including the key areas to be addressed</p> <p>using a reflective log to be completed each day</p> <p>presenting and reviewing their project.</p>



## 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 1PX

Telephone: +44 (0)20 7632 2000

Fax: +44 (0)20 7632 2001

Email: [skills@skillsactive.com](mailto:skills@skillsactive.com)

Website: [www.skillsactive.com](http://www.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 Sport and Active Leisure sector

Level	General Qualifications		BTEC Full VRQ Courses	BTEC Specialist qualifications	NVQ/Occupational
5			BTEC HNC/Ds in Sport and Leisure Management and Sport and Exercise Sciences		
4					
3	Advanced Subsidiary GCEs Physical Education and Leisure Studies		Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Sport and Sport and Exercise Sciences	BTEC Level 3 Certificate and Diploma in Sailing and Watersports	NVQs in Sports Development, Leisure Management, Achieving Excellence in Sports Performance, and Spectator Safety
2		GCSE Physical Education (full and short course)	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Sport	<b>BTEC Level 2 Subsidiary Certificate and Certificate in Sailing and Watersports</b>	NVQs in Coaching, Teaching and Instructing, Activity Leadership, Instructing Exercise and Fitness, Operational Services, and Spectator Safety
1			BTEC Introductory Certificate and Diploma in Sport and Leisure	BTEC Award/Certificate/Diploma in Sport and Active Leisure	NVQ in Sport, Recreation and Allied Occupations

Level	General Qualifications	BTEC Full VRQ Courses	BTEC Specialist qualifications	NVQ/Occupational
Entry	Entry Level Certificate in Physical Education	Entry level Certificate in Skills for Working Life (Sport and Recreation) Entry level BTEC Award in Sport and Active Leisure		



## Annexe B

### Grading domains: Level 2 BTEC generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
<p><b>Application of knowledge and understanding</b></p> <p>(Learning outcome stem <i>understand or know</i>)</p>	<ul style="list-style-type: none"> <li>• Show depth of knowledge and development of understanding in given situations (for example explain why, make judgements based on analysis).</li> <li>• Apply and/or select relevant concepts.</li> <li>• Apply knowledge to different contexts.</li> <li>• Apply knowledge to non-routine contexts (ie assessor selection).</li> <li>• Make comparisons.</li> <li>• Show relationships between pass criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesise knowledge and understanding across pass/merit criteria.</li> <li>• Evaluate concepts/ideas/actions.</li> <li>• Analyse/research and make recommendations.</li> <li>• Judges implications of application of knowledge/understanding.</li> <li>• Applies knowledge and understanding to complex activities/contextes.</li> </ul>
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
<p><b>Development of practical and technical skills</b></p> <p>(Learning outcome stem <i>be able to</i>)</p>	<ul style="list-style-type: none"> <li>• Use advanced techniques/processes/skills successfully.</li> <li>• Act under limited supervision/demonstrate independence (note: pass cannot require support).</li> <li>• Apply to non-routine activities.</li> <li>• Demonstrate within time and/or resource constraints.</li> <li>• Produce varied solutions (including non-routine).</li> <li>• Modify techniques/processes to situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate creativity/originality/own ideas.</li> <li>• Apply skill(s) to achieve higher order outcome.</li> <li>• Select and use successfully from a range of advanced techniques/processes/skills.</li> <li>• Reflects on skill acquisition and application.</li> <li>• Justifies application of skills/methods.</li> <li>• Makes judgements about risks and limitations of techniques/processes.</li> <li>• Innovates or generates of</li> </ul>

		application of techniques/ processes for new situations.
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Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
<p><b>Personal development for occupational roles</b></p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> <li>• Takes responsibility in planning and undertaking activities.</li> <li>• Reviews own development needs.</li> <li>• Finds and uses relevant information sources.</li> <li>• Acts within a given work-related context showing understanding of responsibilities.</li> <li>• Identifies responsibilities of employers to the community and the environment.</li> <li>• Applies qualities related to the vocational sector.</li> <li>• Internalises skills/attributes (creating confidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Manages self to achieve outcomes successfully.</li> <li>• Plans for own learning and development through the activities.</li> <li>• Analyses and manipulates information to draw conclusions.</li> <li>• Applies initiative appropriately.</li> <li>• Assesses how different work-related contexts or constraints would change performance.</li> <li>• Takes decisions related to work contexts.</li> <li>• Applies divergent and lateral thinking in work-related contexts.</li> <li>• Understands interdependence.</li> </ul>
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
<p><b>Application of generic skills</b></p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> <li>• Communicates using appropriate technical/professional language.</li> <li>• Makes judgements in contexts with explanations.</li> <li>• Explains how to contribute within a team.</li> <li>• Makes adjustments to meet the needs/expectations of others (negotiation skills).</li> <li>• Select and justify solutions for specified problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents self and communicates information to meet the needs of a typical audience.</li> <li>• Takes decisions in contexts with justifications.</li> <li>• Produces outputs subject to time/resource constraints.</li> <li>• Reflects on own contribution to working within a team.</li> <li>• Generate new or alternative solutions to specified problems.</li> </ul>



# Annexe C

## **Wider curriculum mapping**

Study of Pearson BTEC Specialist qualifications at Level 2 gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

## **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

## **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

## **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

## **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

## **Health and safety considerations**

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

## **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities eg learners will consider their rights at work and the rights of employers and how these rights affect the work community.

## Annexe D

### National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in Sailing and Watersports against the underpinning knowledge of the Level 1 NVQ in Sport, Recreation and Allied Occupations, Level 2 NVQ in Activity Leadership, Level 2 NVQ in Coaching, Teaching and Instructing, Level 2 NVQ in Instructing Exercise and Fitness, Level 2 NVQ in Operational Services and the Level 3 NVQ in Achieving Excellence in Sports Performance, SkillsActive SSC National Occupational Standards.

#### KEY

3 indicates partial coverage of the NVQ unit

a blank space indicates no significant coverage of the NVQ unit

NVQ/SVQ Level 1 Sport, Recreation and Allied Occupations	Unit 1: Practical Sailing Skills	Unit 2: Injury in Sport	Unit 4: Leading Outdoor and Adventurous Activities
<b>Unit D42: Lead an activity within a session</b>			
D42.1	3		3
D42.2			3
D42.3			3
D42.4	3		3
<b>Unit C11: Help to set up, take down and store equipment</b>			
C11.1	3		3
C11.2			3
<b>Unit C21: Help to maintain facility areas</b>			
C21.1			
C21.2			
C21.3			
<b>Unit C35: Deal with accidents and emergencies</b>			
C35.1		3	
C35.2			3

	Unit 1: Practical Sailing Skills	Unit 2: Injury in Sport	Unit 4: Leading Outdoor and Adventurous Activities
<b>Unit D15: Help to give good levels of service to participants and customers</b>			
D15.1			3
D15.2			3
D15.3			3
<b>Unit D41: Help to plan and prepare a session</b>			
D41.1	3		3
D41.2	3		3

## NVQ/SVQ Level 2 Activity Leadership

	Unit 1: Practical Sailing Skills	Unit 2: Injury in Sport	Unit 3: Outdoor and Adventurous Activities	Unit 4: Leading Outdoor and Adventurous Activities
<b>Unit A52: Contribute to the work of your team</b>				
A52.1	3			
A52.2	3			
A52.3				
<b>Unit C22: Promote safety in the sport and activity environment</b>				
C22.1	3	3	3	3
C22.2	3	3	3	3
C22.3		3		
C22.4				3
<b>Unit D21: Prepare for a session</b>				
D21.1				3
D21.2				3
D21.3	3			3
<b>Unit D22: Lead a session</b>				
D22.1				3
D22.2				3
D22.3				3
D22.4	3			3
<b>Unit D23: Conclude and review a session</b>				
D23.1				
D23.2	3			
D23.3				
<b>Unit A51: Administer finance and information</b>				
A51.1				
A51.2				
A51.3				

	Unit 1: Practical Sailing Skills	Unit 2: Injury in Sport	Unit 3: Outdoor and Adventurous Activities	Unit 4: Leading Outdoor and Adventurous Activities
<b>Unit B11: Support the development of the sport or activity</b>				
B11.1				
B11.2				
<b>Unit C12: Set up, take down and store equipment</b>				
C12.1	3			3
C12.2				3
C12.3				3
<b>Unit C312: Develop customer relationships</b>				
C312.1				
C312.2				
C312.3				
<b>Unit C32: Give customers a positive impression of yourself and your organisation</b>				
C32.1				
C32.2				
C32.3				
<b>Unit D25: Contribute to adventurous activities</b>				
D25.1	3			3
D25.2				3
D25.3	3			3
<b>Unit D32: Contribute to participants' exploration and understanding of a natural environment</b>				
D32.1			3	3
D32.2			3	3
D32.3			3	3

NVQ/SVQ Level 2 Coaching, Teaching and Instructing

	Unit 2: Injury in Sport	Unit 4: Leading Outdoor and Adventurous Activities
<b>Unit D43: Plan and prepare a series of coaching sessions</b>		
Whole unit underpinning knowledge	3	
D43.1		3
D43.2		
D43.3		3
D43.4		3
<b>Unit D44: Maintain an environment in which participants can improve their performance</b>		
D44.1		3
D44.2		3
D44.3		3
D44.4	3	3
<b>Unit D45: Coach participants to improve their performance</b>		
Whole unit underpinning knowledge	3	
D45.1		3
D45.2		3
D45.3		3
D45.4		3
<b>Unit D416: Evaluate coaching sessions and develop personal coaching practice</b>		
D416.1		3
D416.2		3
<b>Unit C35: Deal with accidents and emergencies</b>		
C35.1	3	

	<b>Unit 2: Injury in Sport</b>	<b>Unit 4: Leading Outdoor and Adventurous Activities</b>
<b>C35.2</b>		3

## NVQ/SVQ Level 2 Instructing Exercise and Fitness

	<b>Unit 2: Injury in Sport</b>
<b>Unit C35: Deal with accidents and emergencies</b>	
C35.1	3
C35.2	
<b>Unit D410: Plan and prepare gym-based activities with clients</b>	
Whole unit underpinning knowledge	3
D410.1	
D410.2	
D410.3	
<b>Unit D411: Instruct, observe and assist gym-based activities</b>	
Whole unit underpinning knowledge	3
D411.1	
D411.2	
D411.3	
<b>Unit D414: Plan and prepare group exercise sessions with music</b>	
Whole unit underpinning knowledge	3
D414.1	
D414.2	
D414.3	
<b>Unit D415: Instruct a group exercise session with music</b>	
Whole unit underpinning knowledge	3
D415.1	
D415.2	
D415.3	
D415.4	



## NVQ/SVQ Level 2 Operational Services

	Unit 2: Injury in Sport	Unit 4: Leading Outdoor and Adventurous Activities
<b>Unit C22: Promote safety in the sport and activity environment</b>		
C22.1	3	
C22.2	3	
C22.3	3	
C22.4		
<b>Unit C12: Set up, take down and store equipment</b>		
C12.1		3
C12.2		3
C12.3		3
<b>C239: Contribute to environmental conservation</b>		
C239.1		
C239.2		3
C239.3		

## NVQ/SVQ Level 3 Achieving Excellence in Sports Performance

	<b>Unit 2: Injury in Sport</b>
<b>Unit ES3: Plan, apply and evaluate your physical capability to achieve excellence in your sport</b>	
<b>ES3.1</b>	
<b>ES3.2</b>	3
<b>ES3.3</b>	
<b>ES3.4</b>	
<b>Unit ES8: Maintain the health and safety of self and others whilst seeking to achieve excellence in your sport</b>	
<b>ES8.1</b>	3
<b>ES8.2</b>	3

# Annexe E

## Links to the Royal Yachting Association (RYA) qualifications

Links between the BTEC L2 Subsidiary Certificate/Certificate in Sailing and Watersports and RYA qualifications (Cruising Scheme – Day skipper; National Sailing Scheme – Basic Skills, Day sailing and Seamanship skills; RYA First Aid certificate).

BTEC learning outcome	Links to RYA qualifications
<b>Unit 1: Practical Sailing Skills</b>	
<p><b>LO1</b></p> <p><b>Know how to plan and prepare for a sailing session or voyage</b></p>	<p><b>National Sailing Scheme:</b></p> <p>Basic Skills;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Sailing theory and background</li> <li>• Meteorology</li> <li>• Clothing and equipment</li> <li>• Emergency equipment and precautions</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Navigation</li> <li>• Meteorology</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Day Skipper;</p> <ol style="list-style-type: none"> <li>1 Preparation for sea</li> <li>2 Deck work</li> <li>3 Navigation</li> <li>4 Pilotage</li> <li>5 Meteorology</li> <li>7 Maintenance and repair work</li> <li>8 Engines</li> <li>9 Victualling</li> <li>13 Passage making</li> </ol>

BTEC learning outcome	Links to RYA qualifications
<p><b>L02</b></p> <p><b>Be able to negotiate all points of sail in a variety of weather and water conditions</b></p>	<p><b>National sailing scheme:</b></p> <p>Basic skills;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Sailing background</li> </ul> <p><b>Cruising scheme:</b></p> <p>Day skipper;</p> <p>6 Rule of the road</p> <p>11 Yacht handling under power</p> <p>12 Yacht handling under sail</p>
<p><b>L03</b></p> <p><b>Be able to demonstrate skills appropriate to someone responsible for a sail craft during a short trip or voyage</b></p>	<p><b>National sailing scheme:</b></p> <p>Basic skills;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Ropework</li> <li>• Sailing techniques and manoeuvres</li> <li>• Launching and recovery</li> <li>• Capsize recovery</li> <li>• Coastal</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Sailing techniques and manoeuvres</li> <li>• Navigation</li> </ul> <p><b>Cruising scheme:</b></p> <p>Day skipper;</p> <p>2 Deck work</p> <p>3 Navigation</p> <p>4 Pilotage</p> <p>6 Rule of the road</p> <p>10 Emergency situations</p> <p>11 Yacht handling under power</p> <p>12 Yacht handling under sail</p> <p>13 Passage making</p> <p>14 Night cruising</p>

BTEC learning outcome	Links to RYA qualifications
<b>Unit 2: Injury in Sport</b>	
<b>LO1</b> Know the different types of injuries and illness associated with sports participation	<b>Additional courses:</b> RYA First Aid
<b>LO2</b> Be able to deal with injuries and illnesses associated with sports participation	<b>Additional courses:</b> RYA First Aid
<b>LO3</b> Know the risks and hazards associated with sports participation	<b>National sailing scheme:</b> Basic skills; <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Emergency equipment and performance</li> </ul> Day sailing; <ul style="list-style-type: none"> <li>• First aid</li> </ul> <b>Cruising scheme:</b> Day skipper; 10 Emergency situations <b>Additional courses:</b> RYA First Aid
<b>LO4</b> Be able to undertake a risk assessment relevant to sport	<b>Additional courses:</b> RYA First Aid

BTEC learning outcome	Links to RYA qualifications
<b>Unit 3: Outdoor and Adventurous Activities</b>	
<p><b>LO2</b></p> <p><b>Know health and safety considerations and environmental impacts associated with participation in outdoor and adventurous activities</b></p>	<p><b>National sailing scheme:</b></p> <p>Basic skills</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Sailing theory and background</li> <li>• Clothing and equipment</li> <li>• Emergency equipment and precautions</li> </ul> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Sailing theory and background</li> </ul> <hr/> <p><b>Cruising scheme:</b></p> <p>Day skipper;</p> <ol style="list-style-type: none"> <li>1 Preparation for sea</li> <li>2 Deck work</li> <li>3 Navigation</li> <li>5 Meteorology</li> <li>6 Rule of the road</li> <li>7 Maintenance and repair work</li> <li>9 Victualling</li> <li>10 Emergency situations</li> <li>13 Passage making</li> </ol> <p><b>Additional courses:</b></p> <p>RYA First Aid</p>

BTEC learning outcome	Links to RYA qualifications
<p><b>L03</b></p> <p><b>Be able to demonstrate techniques and skills associated with selected outdoor and adventurous activities</b></p>	<p><b>National sailing scheme:</b></p> <p>Basic skills;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Ropework</li> <li>• Sailing techniques and manoeuvres</li> <li>• Launching and recovery</li> <li>• Capsize recovery</li> </ul> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Launching and recovery</li> <li>• Sailing techniques and maneuvers</li> <li>• Capsize recovery</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Sailing techniques and manoeuvres</li> <li>• Navigation</li> </ul> <p><b>Cruising scheme:</b></p> <p>Day skipper;</p> <p>10 Emergency situations</p> <p>11 Yacht handling under power</p> <p>12 Yacht handling under sail</p> <p>13 Passage making</p> <p>14 Night cruising</p>

BTEC learning outcome	Links to RYA qualifications
<b>Unit 4: Leading Outdoor and Adventurous Activities</b>	
<p><b>LO1</b></p> <p><b>Know the skills, qualities and responsibilities associated with successful outdoor and adventurous activity leadership</b></p>	<p><b>National sailing scheme:</b></p> <p>Basic skills;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Clothing and equipment</li> <li>• Emergency equipment and precautions</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Sailing techniques and manoeuvres</li> </ul> <p><b>Cruising scheme:</b></p> <p>Day skipper;</p> <ol style="list-style-type: none"> <li>1 Preparation for sea</li> <li>2 Deck work</li> <li>3 Navigation</li> </ol> <p>10 Emergency situations</p>
<p><b>LO2</b></p> <p><b>Be able to plan and lead, under supervision, outdoor and adventurous activities</b></p>	<p><b>National sailing scheme:</b></p> <p>Basic skills;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Sailing techniques and manoeuvres</li> <li>• Launching and recovery</li> <li>• Sailing theory and background</li> <li>• Meteorology</li> <li>• Clothing and equipment</li> <li>• Emergency equipment and precautions</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Sailing techniques and manoeuvres</li> <li>• Navigation</li> <li>• Meteorology</li> </ul>



BTEC learning outcome	Links to RYA qualifications
	<p><b>Cruising scheme:</b></p> <p>Day skipper;</p> <ol style="list-style-type: none"> <li>1 Preparation for sea</li> <li>2 Navigation</li> <li>3 Pilotage</li> <li>5 Meteorology</li> <li>6 Rules of the road</li> <li>9 Victualling</li> <li>10 Emergency situations</li> <li>11 Yacht handling under power</li> <li>12 Yacht handling under sail</li> <li>13 Passage planning</li> <li>14 Night cruising</li> </ol>
<p><b>Comments</b></p>	
<p>In the RYA Dinghy Basic Skills Certificate there is a requirement under <i>racing</i> to 'understand the course and starting procedure'. This could be incorporated into unit delivery by using a racing scenario. For example, a race could be used to help teach triangular sailing.</p>	

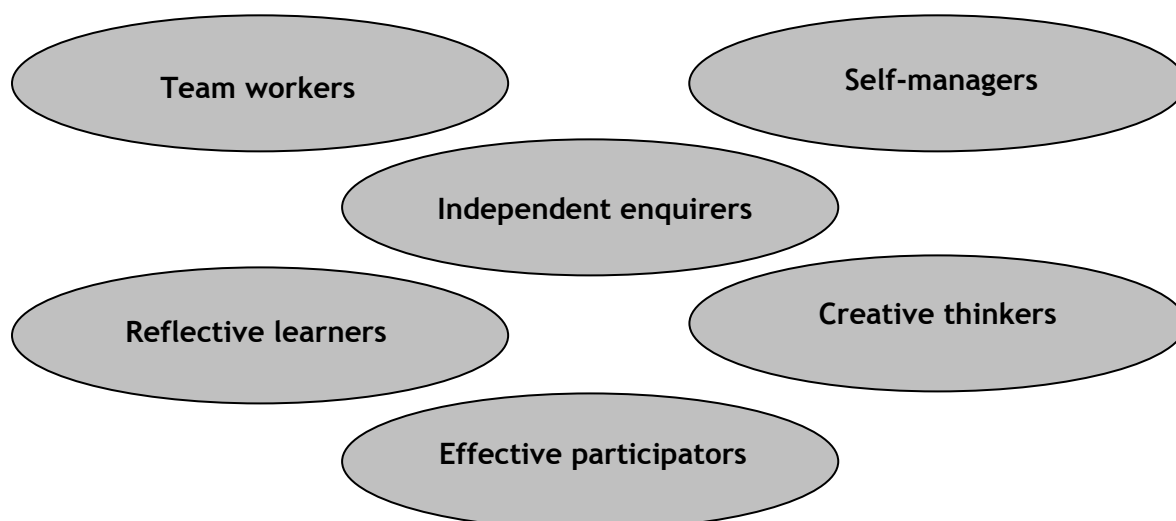
## Annexe F

### Personal, learning and thinking skills

#### A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11-19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

## The Skills

### Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

### Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

### Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

### **Team workers**

**Focus:**

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

**Young people:**

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

### **Self-managers**

**Focus:**

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

**Young people:**

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

### **Effective participators**

**Focus:**

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

**Young people:**

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps

- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

## Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Independent enquirers	3	3	3		
Creative thinkers	3				
Reflective learners	3		3	3	3
Team workers	3			3	3
Self-managers	3		3	3	3
Effective participators	3		3		

## PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
<b>Identify questions to answer and problems to resolve</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Plan and carry out research, appreciating the consequences of decisions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Explore issues, events or problems from different perspectives</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Analyse and evaluate information, judging its relevance and value</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Consider the influence of circumstances, beliefs and feelings on decisions and events</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Support conclusions, using reasoned arguments and evidence</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Creative thinkers					
<b>Generate ideas and explore possibilities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Ask questions to extend their thinking</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Connect their own and others' ideas and experiences in inventive ways</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Question their own and others' assumptions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Try out alternatives or new solutions and follow ideas through</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Adapt ideas as circumstances change</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Reflective learners					
<b>Assess themselves and others, identifying opportunities and achievements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Set goals with success criteria for their development and work</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Review progress, acting on the outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Invite feedback and deal positively with praise, setbacks and criticism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Evaluate experiences and learning to inform future progress</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Communicate their learning in relevant ways for different audiences</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>Team workers</b>					
<b>Collaborate with others to work towards common goals</b>	1	2	3	4	5
<b>Reach agreements, managing discussions to achieve results</b>	1	2	3	4	5
<b>Adapt behaviour to suit different roles and situations, including leadership roles</b>	1	2	3	4	5
<b>Show fairness and consideration to others</b>	1	2	3	4	5
<b>Take responsibility, showing confidence in themselves and their contribution</b>	1	2	3	4	5
<b>Provide constructive support and feedback to others</b>	1	2	3	4	5
<b>Self-managers</b>					
<b>Seek out challenges or new responsibilities and show flexibility when priorities change</b>	1	2	3	4	5
<b>Work towards goals, showing initiative, commitment and perseverance</b>	1	2	3	4	5
<b>Organise time and resources, prioritising actions</b>	1	2	3	4	5
<b>Anticipate, take and manage risks</b>	1	2	3	4	5
<b>Deal with competing pressures, including personal and work-related demands</b>	1	2	3	4	5
<b>Respond positively to change, seeking advice and support when needed</b>	1	2	3	4	5
<b>Manage their emotions, and build and maintain relationships</b>	1	2	3	4	5
<b>Effective participators</b>					
<b>Discuss issues of concern, seeking resolution where needed</b>	1	2	3	4	5
<b>Present a persuasive case for action</b>	1	2	3	4	5
<b>Propose practical ways forward, breaking these down into manageable steps</b>	1	2	3	4	5
<b>Identify improvements that would benefit others as well as themselves</b>	1	2	3	4	5
<b>Try to influence others, negotiating and balancing diverse views to reach workable solutions</b>	1	2	3	4	5
<b>Act as an advocate for views and beliefs that may differ from their own</b>	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.



**Note to tutor:** Indicate the level of success by circling the appropriate number during your feedback with the learner.

**August 200917**

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